Assistant Language Teachers at Schools for the Deaf in Japan : Issues and future considerations for effective interaction and team teaching

Hiroko Furuta[*1] and Midori Matsufuji[*2]

Abstract

The purpose of the study is to identify the current usage of ALTs at schools for the deaf (SfDs) in Japan and to explore considerations for effective interaction and team teaching from the perspectives of the ALTs themselves. A questionnaire survey was conducted by mail to ALTs at SfDs. Twenty-six ALTs who work in 28 SfDs responded to the survey. Around eighty percent of ALTs had less than two years' experience and 60 percent of them did not have any knowledge of sign languages. Two specific issues for ALTs at SfDs were firstly use of sign languages and secondly the way of communicating with deaf students such as lip reading. For effective interaction and team teaching with ALTs, two recommendations were suggested. Specific considerations on the effective use of ALTs at SfDs include, valuing ALTs who provide a cross-cultural experience to students, providing ALTs with key points to communicate with deaf students and including ALTs as a member of the school community.

Key words : School for the Deaf, Assistant Language Teacher, Sign Language, Questionnaire Survey, Japan

Introduction

The purpose of the study is to identify the current usage of ALTs at scools for the deaf (SfDs) in Japan and to explore considerations for effective interaction and team teaching with the ALTs, from the perspectives of ALTs themselves.

In 1987 the Ministry of Education initiated "the Japan Exchange and Teaching (JET) Program" and Assistant Language Teachers (ALTs) started to assist Japanese Teachers of English (JTEs) in teaching English in classrooms. Since then some non-JET ALTs who belong to private companies have also been introduced[1)]. Along with this trend, ALTs were first introduced in some SfDs in the early 1990s[2)].

However little research has been conducted on the status and tasks regarding the practical use of ALTs in Schools for Special Needs Education for Students with Hearing Impairments[3)] (hereafter called SfDs) in Japan over the past 20 years.

A review of literature on ALTs in general education settings in Japan has povided some points of view to analyze the status of the utilization of ALTs, such as : clarification of the roles of ALTs (Uehara, 2003 ; Kaneko & Kimizuka, 2009) ; preparation and training of ALTs (Kushima & Nishihori, 2006 ; Kushima, 2007) ; interaction and team teaching between ALTs and JTEs (Aihara, 2007 ; Uehara & Hoogenboom, 2009 ; Matsui & Imai, 2010) ; a cross-cultural issues (Asai, 2006) ; ALTs from their own perspectives (Kushima & Nishihori, 2006 ; Tsuido, Otani & Walter, 2012).

Two major changes surrounding ALTs have been observed recently ; firstly, a decline in the number of ALTs in the JET program due to budgetary reasons ; secondly mandatory English language classes in the national curriculum for elementary schools. The Commission on the Development of Foreign Language Proficiency of the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) published a policy paper on developing proficiency in English in school education (MEXT, 2011). In this paper, ALTs were described as "a valuable asset increasing opportunities for students to come across

*1 Faculty of Education, Kumamoto University
*2 Research and Support Center on Higher Education for the Hearing and Visually Impaired, Tsukuba University of Technology

practical English and to actually use English by themselves, in the course of team teaching and other activities." Thus, effective utilization of ALTs is expected more in the future.

In Japan, students in SfDs are required to attend foreign language classes, mostly English, the same as hearing students. The purpose is not to teach them a foreign sign language, such as American Sign Language (ASL), but standard written and/or spoken English. JTEs at SfDs are qualified English teachers in Japan.

With regards to English teaching in SfDs in Japan, previous studies have focused on two types of issues: firstly, the lower ability of Japanese language among deaf students which affects English classrooms (Misui, 2003; Hayakawa, 2005); secondly, introducing ASL as the communicative language in the classrooms through manual alphabet and activities instead of oral English (Osugi, 2000; Quay, 2005).

The results of a questionnaire survey administered by Matsufuji (2002) to JTEs of SfDs shows that 47 (65.3%) out of the total 72 schools used or planned to use ALTs. Recently Kim and Yokkaichi (2011) conducted a survey to JTEs and reveal that 75 percent of junior high school departments (response rate of 69 percent) and 78 percent of high school departments (response rate of 71 percent) of SfDs got ALTs' visit. Regarding the use of ALTs in the school for the deaf in Japan, Tanabe (2005) conducted a questionnaire survey to JTEs in both SfDs and in special classes for hearing-impaired. Tanabe highlights that teachers felt that one of the factors for students to become fond of English class was the good influence of ALTs. Kim and Yokkaichi (2011) report that in their survey a JTE had pointed out difficulties related to ALT's not knowing sign language which led to difficulty in communication between ALT and students.

From the results of a survey conducted by the National Institute of Special Needs Education (2008), around 90% of the elementary and lower secondary school department, and more than 90% of the higher secondary department of SfDs, use signed speech for communication between teachers and students. Therefore, ALTs at a school for the deaf face a tremendous challenge, especially related to communication barriers, compared with ALTs in mainstream schools. It is imperative to build a better understanding of ALTs' experience and viewpoints in SfDs to promote further interaction and team teaching with JTEs. However, none of the previous studies we found has focused on the ALTs' views on their roles and needs in SfDs.

Bedoin (2011) discusses the issues related to English teaching to deaf and hard-of hearing students in France based on European perspectives, but never refers to assistants who are native English speakers.

In this study we seek to answer the following key questions:

1. How do ALTs in SfDs perceive their work?
2. What are the issues specific to ALTs at SfDs?
3. What are the issues that require consideration for effective interaction and team teaching with ALTs at SfDs?

Method

A questionnaire survey was conducted by mail to clarify present conditions and perceptions of ALTs at SfDs in Japan in 2012. The survey sheet to ALTs was enclosed with questionnaires to both administrators and JTEs, and sent to 103 SfDs with elementary levels and above. Eighty-four among 103 schools responded to the survey. Out of 103 schools, two schools did not respond properly and were excluded from the analysis.

ALTs who work in 28 SfDs responded to the survey. The estimated return rate of the questionnaire is 36.8%[4]. Since one of the ALTs works for three SfDs, 26 ALTs participated in the study.

The questionnaire survey contained questions related to three areas: (a) information about ALTs themselves, (b) views on their work, and (c) instructional methods used in the activities. Questions regarding information about the ALT were used in order to gather information about the ALT's work experience at a school for the deaf or other positions as an ALT in Japan, and their sign language ability of which sign language, the level and method of learning sign language, and the way of assignment. Questions about the ALT's views regarding their work were designed to obtain details related to feelings on being assigned to a school for the deaf, frequency of school visits, whether they want to increase or decrease the

number of visits and the reasons for that, satisfaction level of activities, and requests and ideas on ALT activities. Finally questions about instructional methods were used to collect details of their activities such as ways of getting ideas used for classes, and classroom experience.

The survey questions, provided in English, included yes-no, multiple-choice, Likert-type scale responses, and some open-ended questions.

Results

Information about ALTs themselves

Among 26 ALTs, sixteen (61.5%) and 21 (80.8%) had less than two years of experience as a general ALT and an ALT in SfDs, respectively. As shown in Table 1, one ALT had more than 10 years

Table 1 Years of Experience

Years of Experience	General Settings	SfDs
Less than 1 year	5	13
1 year to 2 years	11	8
2 years to 5 years	5	3
5 years to 10 years	4	1
More than 10 years	1	0
No response	0	1
	26	25

of work experience with over five years' experience as a general ALT and as an ALT in SfDs.

Also it was indicated that four ALTs had work experience other than being an ALT, such as working as an ESL (English as a Second Language) teacher or in the Rehabilitation Center for the Disabled.

Regarding knowledge of sign languages, 10 ALTs had some knowledge and 16 did not have any knowledge. Among the 10 ALTs mentioned, their levels of knowledge included those who could do finger spelling (2), beginners (4), intermediate (2), advanced (1), and the one who did not declare their level (1). In addition, four ALTs know ASL and JSL (Japanese Sign Language), three know only ASL, two know only JSL and finally one ALT knows both JSL and SEE (Signing Exact English). The methods adopted to learn sign language were broken down into textbooks (8), audio visual (5), conversing with students (8), and others (7) (multiple-choice).

Regarding the placement of the ALTs, 21 (80.8%) ALTs answered that they did not request to be placed in the school: while one (3.8%) answered that s/he was placed on request. Four (15.4%) answered they were placed because of other reasons such as a recommendation of the previous school.

Views regarding their work

Twenty-four among 26 ALTs answered the open-ended question about their feelings of placement in the school for the deaf. Among them, fifteen ALTs expressed positive views and 12 negative views towards the placement at the SfDs. The positive feelings included; being "excited (7)", having a "meaningful opportunity (6)", and that it felt "good to help others (2)."

The following is a respondent's description.

> I was excited. I am the first ALT to come to this deaf school. It is very different from my other schools. It is a great teaching experience for me.

Examples of negative views included; "being nervous (6)", worrying because they "don't know sign language (5)", and they "are not familiar with education of the deaf (2)", and feeling that "some of the value of being a native English speaker is lost (1)".

The following is a respondent's description.

> I was quite nervous at first since I believed some of the value of a native English speaker would be lost, I knew neither Japanese or Japanese sign language and I thought communication would be difficult. Now I love it.

In addition, five ALTs expressed the change of their attitudes from negative to positive views to the placement to the SfDs. The following is a respondents' description.

> I feel satisfied with my placement. I thought it would be challenging to work with deaf students who cannot speak English when I cannot speak or sign Japanese fluently. All of this changed after my first visit. I am kept busy with many options for activities with students and the teachers try to make it fun, interactive for the students to work and learn from me. This makes me eager to do my best at P deaf

school.

Regarding the frequency of the school visit, fifteen (55.6%) ALTs expressed their wish to increase the frequency of school visits, while 12 (44.4%) responded that they were satisfied with the present frequency. One responded to both. Reasons for their wish to increase the frequency of visits were asked in open-ended questions. The answers were divided into four by authors as follows: (a) to make positive educational impact on the students (7), (b) to gain a deeper understanding of students by ALT (4), (c) to ensure greater participation of ALT in the school community (1), and (d) for other reasons (5).

The following is an example of the reason, "positive educational impact on the students."

> It is always very busy when I go there because the teachers try to make the most use of my visits. I think increasing the visit to once per month can give us more time to create great opportunities for students and teachers.

The following is part of the answer related to "to ensure greater participation of ALT in the school community."

> It is hard for me to feel useful in lessons, understand the students' level and be much more than a foreign person in the school teaching about holidays, if I am only here once a month.

Participants were requested to rate their satisfaction level of activities at the school for the deaf. Among 26 ALTs, twenty-five responded except one. Six out of 25 (24.0%) answered "Very satisfied", 16 (40.1%) "Satisfied", one (4.0%) "Neither satisfied nor dissatisfied" and one (4.0%) "Not Satisfied." One (4.0%) responded to both "Very satisfied" and "Satisfied". No one answered as "Not Satisfied at all."

They were asked to describe the reasons for their rating of satisfaction level. Answers were divided into three reasons by authors. The first related to the students' attitude (12), the second because of the teachers' attitude (8), and the last was down to the positive school atmosphere (2). Table 2 shows examples of descriptions of the reasons of ALT's work satisfaction.

The reasons that ALTs expressed dissatisfaction were with their position related to the lower frequency of the visits and the difficulty in finding time to pre-discuss lessons with JTEs.

Twenty-two among 26 answered requests and ideas relating to his/her visits. The authors classified requests and ideas as shown in Table 3.

Instructional methods used in activities

All 26 ALTs responded to the open-ended question regarding ways of getting ideas for classes. The authors classified their descriptions into six as follows.

Eight answered that they got ideas from the JTEs or through discussion with the JTEs. ALTs also got ideas from the internet (14), teaching materials/experiences of their own (9), materials of other ALTs (8), and books (7). The following is an example of a way for ALTs to get ideas for classes

Table 2 Reasons for Work Satisfaction

Reasons	Examples of Description
Students' Attitude	- The students are excited about learning new things.
	- It's very enjoyable, the deaf children are enthusiastic.
Teacher's Attitudes	- The teachers are all very supportive.
	- The teachers are very open to my suggestions.
	- The teachers work with me to plan the class lessons beforehand and we sometimes discuss lessons over emails, which is very effective. I am satisfied because I feel that my JTE at Q deaf school seek my input on lesson plans and encourage the students to participate as much as possible in class with me.
School Atmosphere	- The school atmosphere is positive and welcoming. Everyone shares knowledge. I find the smaller class sizes allow more focus on students individually.

*There are expressions edited by authors.

Table 3 Requests and Ideas for activities of ALTs

Item		Content	Number
Requests	Vision on the Use of ALTs	Clear aims and goals on the practical use of ALTs	2
		Increase of frequency of school visits	2
		Participation in the school community	1
		Ensuring time to pre-discuss with JTEs	1
	Training/information	JSL learning resource for English native speakers	6
		Providing basic knowledge on education of the deaf	2
		Idea book made for ALTs at SfDs	1
		List of sign language books -ASL or BSL*	1
		Exchanging information with other ALTs at SfDs	1
Ideas	Teaching Methods	Ideas towards improvement of quality of activities	3
		Reciprocal teaching between ALTs and students	3
		ICT ** (Computers and projectors) in the classroom	2
		Introduction of SEE	1

Note: * "BSL" refers to the British Sign Language. ** "ICT" refers to Information and Communication Technology.

from JTEs.

> Nearly all the ideas for a lesson come from the JTE and are based on the textbook material. I adapt to whatever ideas they want me to follow. Considering the amount of time they spend with the students and the amount I spend with them, the JTEs know the students as learners better than I do and so it is necessary for me to follow their lead.

Finally, ALTs were requested to share their classroom experiences or a school event in which the students had a positive reaction. Twenty-four among 26 ALTs described their experiences. Fifteen of the descriptions were related to the introduction of foreign culture, two related to games, and five related to teaching methods, such as free conversation and drama, and finally two described other activities.The following is an example of the description to utilize ICT.

> The students learn well when there is sign language and written English available to them. Using Power Point is very helpful!

Discussion

Present status of ALTs and their perceptions regarding work

Eighty-four percent of respondents in this survey had less than two years' experience working in SfDs. When they were placed in a school for the deaf, half of them had negative views towards their assignment. Some of them were worried because they did not know any sign language.

However, some of the respondents attitudes changed from negative to positive after working at SfDs : Some became more positive because the students showed very strong willingness to participate in activities with ALTs. It seems these ALTs, at some point in their interaction with students, understood how to enoy interacting with students who are deaf.

Table 3 shows that "reciprocal teaching between ALTs and students" was suggested by three ALTs. This refers to an occasional give-and-take exchange in which students take the role of teaching. This type of role change scenario provides students with a sense of reciprocal interaction and the value of sign language.

Challenges that ALTs face not only relate to student teaching but also to the shortage of pre-discussion with JTEs and their commitment to school activities, which form part of the reasons why 58% of the ALTs wanted to increase the frequency of their school visits. Tsuido, Otani & Walter (2012) conducted a survey with 38 ALTs in general education settings in a prefecture. As Tsuido, Otani & Walter (2012) pointed out, ALTs often do not have much time to discuss teaching and related issues with busy JTEs, and when JTEs prepare the

classes the ALTs may have very little input. However in the present survey, we did not find any description related to student discipline problems such as being disrupted by students as Tsuido, Otani & Walter (2012) pointed out one of the causes of frustration for ALTs.

Issues specific to ALTs at schools for the deaf

One participant suggested that being an ALT at a school for the deaf meant he/she was unable to demonstrate oral speech which is extra value for a native speaker. The fact that ALTs are not able to take advantage of being a native speaker makes them feel uncomfortable.

According to Uehara (2003) there are three aspects of roles for ALTs; firstly as a model for English use, secondly as a direct target person to communicate with, thirdly as a direct/indirect information provider regarding international and intercultural understanding. ALTs at the SfDs may not take the first roles but they are able to play the second and third roles above mentioned.

One specific issue surrounding ALTs at the school for deaf is the language issue with particular focus on sign languages. However, sign language use is multilayered at SfDs elsewhere in the world. According to Bedoin (2011), initiatives were launched in some European countries to teach EFL (English as a second language).

Thirty-eight percent of respondents in this survey answered that they had knowledge of sign languages, with various levels, either a single sign language or a combination of JSL/ASL/SEE. Having the knowledge of JSL may be beneficial for understanding what students want to express, ASL is useful for greetings and activities, and SEE is beneficial for understanding ASL vocabulary in English sentences. Under this situation, it is hard to answer the question which sign language should ALTs prioritize to learn?

Another issue specific to ALTs at SfDs which should not be overlooked, is related to the knowledge of how to communicate with deaf students other than sign languages such as eye contact and facial expressions as well as knowledge of lip reading done by deaf students. One respondent described as follows:

> I have learnt to maintain eye contact and really pronounce with my lips to be clear, it helps a lot.

Towards effective interaction and team teaching with ALTs at schools for the deaf

Two requests were put together from the answers raised by the respondents of the survey as shown in Table 3; to have a vision, specific aims and goals on the practical use of ALTs. Since there is a greater demand for ALTs in general education, some SfDs may have ALTs dispatched without clear goals set for how to utilize them considering educational goals.

The authors of this paper suggest specific considerations on the practical use of ALTs at the SfDs as follows: 1) the school values visiting ALTs by allowing them to introduce different cultures, languages both spoken and sign languages, and provide students with an opportunity to enjoy communicating with someone from a different background, 2) the school makes as much effort as possible to ensure ALTs understand key issues, such as eye contact, to communicate with deaf students, and finally 3) the school makes efforts to include ALTs as a member of the school community and as the counterpart of team teaching for JTEs.

Utilizing ALTs in the form of team teaching with JTEs in the classroom is the foremost goal for ALTs in general. The following description shows role play activities which was conducted with the ALT's input of ideas based on the previous discussion.

> During one of my visits, a sensei (JTE) used some of my ideas for her class lesson plan about "Shopping in America." When I arrived in the classroom, to my surprise, she had decorated the class like a clothes store with different types of clothes everywhere for the students to "shop." It was a great role-play activity and the students were so excited to join. The students enjoyed the class so much as it was all interactive, using English to play the role of store clerk and shopper. They became very involved in the lesson and used their imagination.

Another request was to provide ALTs with necessary training opportunities and information.

Kushima & Nishihori (2006) conducted a survey with 124 ALTs in Hokkaido. The results showed that the top two of what ALTs thought were the most important pieces of information ALTs felt they needed before coming to Japan were "the actuality of team teaching" and "the purpose of team teaching lessons as part of English lessons in Japan." In addition, Kushima (2006) proposed building a global community using an online forum to prepare ALTs for their job.

For ALTs at SfDs in particular, the following three points are suggested regarding training and information provision 1) pre-training or providing reading materials related to teaching deaf students and deaf culture, 2) providing a list of sign language books, either JSL and ASL, or websites to encourage them to step toward learning sign languages, 3) building a website to share ALTs' good practices and accumulate examples of teaching practices of team teaching between JTEs and ALTs.

Based on the reports of practitioners, Quey (2005) pointed out that most ALTs are hearing and therefore communication with deaf students is not smooth and sometimes even indirect, often through signed translations by hearing people. Therefore, Quay (2005) introduced the idea of native speakers as motivators for students to English classes and introduced the case of deaf American ALTs in a school for the deaf.

Conclusion

From the questionnaire survey of ALTs at SfDs, it was found that around 80 percent of ALTs had less than two years' experience at the SfDs and 60 percent of them did not have any knowledge of sign languages.

Even though 63 percent of ALTs expressed some negative views towards their assignment at a school for the deaf, half of them showed satisfaction with the activities. Fifty-six percent of the ALTs expressed a wish to increase the frequency of visits, which was one of the reasons for dissatisfaction. Another reason for their rating for dissatisfaction was the shortage of time to pre-discuss with JTEs.

Two specific issues for ALTs at SfDs were pointed out; firstly use of sign languages and secondly the way of communicating with deaf students such as lip reading. Sign Language use for ALTs needs further investigation. Regarding the method of communication, ALTs should be provided with information and knowledge at least on the basics of deaf education.

For effective interaction and team teaching with ALTs, two recommendations for the school or education board were suggested: firstly, to have a vision on the use of ALTs at SfDs, secondly to provide ALTs with training and information. Specific considerations on the use of ALTs at SfDs include valuing ALTs who provide cross-cultural experience to students, providing ALTs with key points to communicate with deaf students and including ALTs as a member of the school community. Finally, utilizing deaf ALTs was suggested.

Further studies towards effective interaction and team teaching with ALTs are necessary through exploring training opportunities specifically designed for ALTs at SfDs in Japan.

Endnote

1) Kaneko & Kimizuka (2009) conducted a survey on ALTs to administrators of 77 education boards of municipalities in the Kanto region. According to them, while ALTs dispatched to high schools were all from the JET program, 30 among 33 education boards hired ALTs for elementary and junior secondary schools through private personnel agencies. Further, it was pointed out that around 70 percent of ALT were from English speaking countries and 30 percent from non-English speaking countries.

2) The name for an ALT was described in the Tokyo Metropolitan area in the following: Japanese SfDs Administrators Association (1996) List of Staffs in SfDs in Japan.

3) This is the name for SfDs in Japan after the 2007 Special Needs Education reform and the partial amendment of the School Education Law.

4) The questionnaire administered to 84 JTE showed that 62 (73.8%) of SfDs got the visitation of ALTs (Furuta & Matsufuji, 2014). Therefore, we guess that 76 schools of the total 101 schools got visitation of ALTs in their schools. Also it was revealed that the frequency of visits of ALTs was (1) once up to three times a week, 13 (23%), (2) once up to three times a

month, 17 (30%), (3) once up to eight times a year, 12 (45%). In fact among schools visited by ALTs, six administrators returned the questionnaire to us because, according to them, ALTs in their schools were not visiting the school within the period of time for the survey (Furuta & Matsufuji, 2014)

Part of this manuscript was presented at the 51st Conference of the Japanese Association of Special Education, Tokyo, 1st September, 2013.

Acknowledgements

Many thanks are due to the ALTs who agreed to participate in the study and other staffs of schools for the deaf. We also wish to thank Ms. Mai Yoshioka for her support to conduct this survey.

References

Asai, A. (2006) The process of positioning of assistant language teachers in Japanese education. Journal of Intercultural Communication, 9, 55–73. (in Japanese)

Bedoin, D. (2011) English teachers of deaf and hard-of-hearing students in French schools : needs, barriers and strategies. European Journal of Special Needs Education, 26, 2, 159–175.

Furuta, H. & Matsufuji, M. (2014) Aims and tasks regarding utilization of assistant language teachers in schools for the deaf in Japan. The Japanese Journal of Hearing and Language Disorders, 43, 1. in press. (in Japanese)

Hayakawa, S. (2005) Academic ability of Children with hearing impairments: English ability of students with hearing impairments and contents of teaching. Soundless World : The Japanese Journal of Research on the Deaf. 46, 4, 20–25. (in Japanese)

Kaneko, T. & Kimizuka, J. (2009) Possible effectiveness of not treating English by native speakers of English as the sole teaching model : Findings and suggestions from the results of ALT questionnaire. Studies in Teaching Strategies Ibaraki University, 27, 37–48. (in Japanese)

Kim, E. & Yokkaichi, A. (2012) Difficulties and corrective strategies of teaching English at schools for the deaf. Japanese Journal of Disability Sciences, 36, 121–134. (in Japanese)

Kushima, C. & Nishihori, Y. (2006) Reconsidering the role of the ALT : Effective preparation for ALTs based on the questionnaire survey. Research Bulletin of English Teaching, 3, 3–23.

Kushima, C. (2007) Building a global learning community : the support system using an online forum for ALTs' job preparation. Joho Bunka Gakkai-shi, 14, 1, 45–52. (in Japanese)

Matsufuji, M. (2002) Overview of English education at junior high school departments in deaf schools in Japan in 2002. Soyokaze, 8, 8–10. (in Japanese)

Ministry of Education, Culture, Sports, Science and Technology-Japan (2011) Five Proposals and Specific Measures for Developing Proficiency in English for International Communication. Commission on the Development of Foreign Language Proficiency.

Misui, K. (2003) Relations between the ability of English and of hearing, and between the ability of English and of Japanese. Soundless World : The Japanese Journal of Research on the Deaf. 45, 2, 101–108. (in Japanese)

National Institute of Special Needs Education (2008) A survey on methods of communication in schools for the deaf : With particular reference to instructional methods using signs and teaching materials. (in Japanese)

Osugi, Y. (2000) To motivate students for English learning: towards teaching American Sign Language. Auditory Disorders, 55, 11, 32–33. (in Japanese)

Quay, S. (2005) Education reform and English teaching for the deaf in Japan, Deafness and Education International, 7, 3, 139–153.

Tanabe, T. (2005) A study on methods required by English teachers for communicating with hearing-impaired students : based on questionnaires to teachers in junior high schools for the deaf and teachers of hearing-impaired classes in junior high schools. The Bulletin of Japanese Curriculum Research and Development, 28, 2, 31–40. (in Japanese)

Tsuido, K. Otani, M. & Walter, D. (2012) An analysis of assistant language teachers' perceptions of their working relationship with Japanese teacher of English. Hiroshima Studies in Language and Language Education, 15, 49–64.

Uehara, K. (2003) The role of English-speaking ALTs in EFL education. Annual Reports of the Faculty of Education, Gunma University, 52, 411–420. (in Japanese)

Uehara, K. & Hoogenboom, B. R. (2009) Team-teaching between Japanese-speaking teacher and English-speaking ALT: Some issues on cross-linguistic and cross-cultural communication. Research in Educational Practice, Gunma University, 26, 77–88. (in Japanese)