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 研究課題名（和文）Teacher Training in a Diverse Japan

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研究成果の概要（和文）：初年度は「教育における多文化主義」というコースを設け、参加者の文化的コンピテンシーを向上させるための授業や活動を開発した。また、チームティーチングに対する参加者の理解を評価するためのアンケートを作成し、分析した。第2段階では、参加者の文化的コンピテンシー向上に対するコースの効果を確認するため、上のコースからのデータ収集を開始した。次に、外国の文化に焦点を当てた2つ目のコースのデータ収集を開始した。最終段階では、コースとアンケートから得られたデータの最終分析を行った。このデータは、出版物やプレゼンテーションを通じて共有された。研究代表者は、国際会議での研究発表会にて本研究結果を発表した。

研究成果の学術的意義や社会的意義

Scientific significance: the data shows a distinct lack of preparation for university students in cultural understanding. Social significance: potential to prepare students for working in an internationalized Japan, improving teaching ability and the learning experience of their future students.

研究成果の概要（英文）：The first year had the creation of the course “Multiculturalism in Education” to develop the lessons and activities which were used to improve participants’ cultural competency. Also created and analyzed a questionnaire to assess participant understanding of team teaching. The second stage saw the researchers begin collecting data from the “Multiculturalism in Education” course to see the effect of courses on the improvement of participant cultural competency. Data collection began from a second course focusing on the cultures of foreign countries, “Education in Japan and Around the World.” The final stage saw the final analysis of data from courses and questionnaire. This data was shared via publications and presentations. The researcher presented the results at an international conference. Approximately 25 participants attend the presentation. The researcher participated in the JET Program Mid-Year Conference, opening up opportunities in the continuation of this study.

研究分野：Foreign and Second Language Education

キーワード：Teacher Training Team Teaching English Instruction Multicultural Education

1. 研究開始当初の背景

[1] Background on the Importance of Multicultural Understanding at the Elementary Level

The topic of Japanese Teachers of English (JTE) and foreign Assistant Language Teacher (ALT) relations and team teaching has been discussed for years in Japan. Further, with the recent inclusion of required English classes in the elementary curriculum, this discussion has branched out to include elementary Homeroom Teachers (HRT) and their ALT counterparts. In terms of research that has been done on the topic, there have also been many articles exploring the difficulties between ALTs and HRTs (i.e. Leonard, 1999; Tsuido, Otani, & Davies, 2012; Ohtani, 2010) and articles explaining studies on HRT and ALT interactions (i.e. Muller, 2015; Amaki, 2008).

Many of these articles (Tsuido, Otani, & Davies, 2012; Amaki, 2008) designate a lack of communication as a common difficulty faced on both ends, as it may often be the case that “low English proficiency levels among staff English teachers lead to a lack of confidence in speaking English in class, and in the collaborative creation of team-teaching plans with ALTs” (Amaki, 2008). Further, as Ohtani (2010) states, it is often the HRT’s inability to fully communicate in English combined with the ALT’s inability to do so in Japanese that lead these teachers to simply stop trying to communicate.

There is, however, another source of conflict between these ALTs and HRTs. In his book, Leonard (1999) invited both JTEs and ALTs to write him with difficulties they were experiencing while working with their team teaching counterpart, and while communication was also mentioned, the majority of the issues involve a misunderstanding or lack of knowledge about each other’s culture. Some of these differences in culture included the use of vacation days (or lack thereof), issues of privacy and private space, issues surrounding gender equality, and perceived “cold” work environments; all of which led to some breakdown in HRT and ALT relationships. Tsuido, Otani, and Davies (2012) found similar responses in part of their research focusing on ALT frustrations, listing ten situations in which some cross-cultural communication problems arose. Such problems include working on Saturday, uncomfortable silence in their HRT counterparts, invasion of privacy in the form of personal questions and public expression of views on ALT morals, and an indirect approach to problem solving; many of which can be attributed simply to a breakdown in understanding of culture on both the HRT and ALT end.

Things have become more complicated since the mandatory inclusion of elementary English lessons due to the changing role of elementary ALT and HRT lesson responsibilities and expectations. In the past, ALTs were often left to teach English classes on their own (Ohtani, 2010). Indeed, at first “most elementary school teachers [were] not trained to teach English, and so there [was] a need to bring ALTs into elementary classrooms” (Tsuido, Otani, & Davies, 2012, p. 50). As time has passed, however, universities have begun training their elementary education students to create English lessons and take the lead during elementary English classes. How then are these students being prepared to work with an ALT? In an effort to avoid cultural conflicts, it would make sense to have HRTs who are aware of differences in cultures from their own.

[2] What will be revealed and to what extent will it be pursued during the research period

As mentioned above, research on the relationship between the ALT and the Japanese HRT has explored only steps being taken to improve communication in reaction to these problems. This research proposes that the difficulties experienced between the ALT and HRT can be greatly relieved by increasing multicultural knowledge of the university students who will be becoming HRTs before they begin their careers, and thus have less time to learn of other cultures and participate in conferences. In order to do this, a survey of current elementary education student knowledge of other cultures must be conducted. Once completed, the introduction of a class on multiculturalism and the promotion of these students’ involvement in conferences designed for ALTs must be performed to increase this knowledge. Finally, a survey of these students must be

given once they have begun working to see the effectiveness of these interventions. This data will inform us about the challenges faced in HRT interactions with ALTs and whether or not these can be overcome with further pre-service training.

[3] Scientific characteristics, originality, and expected results and significance of the research

This research, as mentioned above, is *original in its exploration of ways to improve the relationships between a foreign ALT and their Japanese HRT counterpart by providing these HRT with opportunities to learn more about ALTs and international cultures before they begin their careers.* The inclusion of this multicultural education and exposure at the university level will have a direct effect on the relationships between the thousands of elementary school ALTs and the thousands of HRTs with whom they will be working alongside. The data provided through modern survey validation techniques and intervention strategies can be used in any location involving training educators for a multicultural work environment (as is the case in many other East Asian countries), validating the research for universities both domestically and internationally.

2 . 研究の目的

As detailed in the initial grant applications, The primary objectives of this research were to:

(a) Gain an understanding of Japanese university teacher-in-training knowledge and stereotypes of other cultures.

(b) Identify a method for improving these students' exposure to and knowledge of other international cultures and demystifying the "foreign."

The researcher had also planned to report their findings via academic journals, globally-centered journals, and public presentations.

3 . 研究の方法

To accomplish these goals, the first stage of the study focused mainly on advancements in the development of the questionnaire that was used to judge student cultural competency before and after exposure to other cultures. The survey used in the pilot study was slightly adjusted and once again dispensed to a collection of participants. The data from this survey was then analyzed to determine the validity of the items used on the instrument and the questionnaire itself. The instrument was then adjusted to account for the results of the validity test, and to include items focusing on participant cultural competency skills. In terms of goal (b) above, the major contribution made in the first year was the creation of the course "Multiculturalism in Education" as a type of pilot to develop the lessons and activities which were later used to improve the actual study's participants' cultural competency. The researcher also used this time reading articles and attending conference presentations based on the topics of improving participant cultural competency skills and the possible effects of interpersonal stressors to further their knowledge and for potential information for future data analysis.

The second stage of the study saw the completion of the questionnaire used for the research, including further analysis of the validity and reliability of said assessment. Alongside attempting to make progress in contacting individuals to try and get participants involved in cultural exchanges through the annual ALT conference, the researchers began collecting data from the "Multiculturalism in Education" course to see the effect of courses taken by the participants on the improvement of their cultural competency. Further, data collection began from students participating in a second course focusing on the cultures of foreign countries, "Education in Japan and Around the World." Once again to further their knowledge on the topic, the researcher continued attending conferences and researched possible training and certifications to validate their analyses.

The final stage of the study saw the final analysis of data collected from both classes focused on introducing participants to a variety of international cultures, as well as the questionnaire developed to examine their cultural competency and expectations for working in an intercultural environment, alongside a foreign assistant language teacher.

Naturally, as this was the end of the study, this data was shared with others in the field via publications and presentations. The researcher presented the results at an international conference, the Japan Association for Language Teaching 2022: Learning from Students, Educating Teachers Research and Practice conference. They had approximately 25 participants attend the presentation and generated potential for further continuation of the research topic. Although too late for the current study, the researcher was able to participate in the JET Program Mid-Year Conference as a presenter, opening up opportunities in the continuation of this study for having Japanese students involved in these conferences as well.

Throughout the process of collecting and analyzing the data, and once the research was completed, the researcher was able to publish and present with the following titles:

Publications:

Teacher Training in a Diverse Japan: Assessment Validation

Pre-Service Teachers and the Multicultural Classroom: Are They Ready?

Presentations:

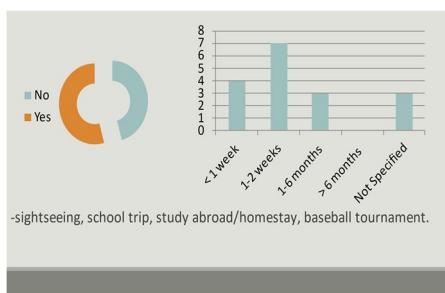
Teacher Training in a Diverse Japan: Cultural Awareness

Roles in Team Teaching: Pre-service Teachers

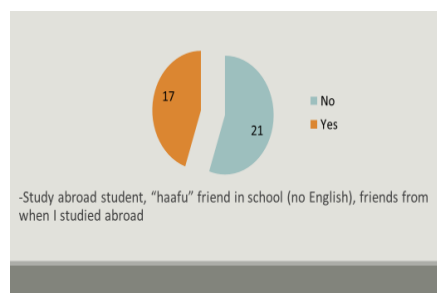
4 . 研究成果

(1) A Lack of Exposure

The data collected through the Likert items on the survey showed a distinct lack of exposure to and knowledge of other cultures. As confusion resulting from cultural differences between the ALT and Japanese teacher of English are often cited as a key issue in successful team-teaching dynamics, this data presents a serious issue to be considered. As seen in the two graphics below, participant responses to both questions “Have you spent any time outside of Japan? If so, why and for how long?” (Picture 1) and “Do you have any friends from other nationalities, or have you spent time with someone from another country?” (Picture 2) both show low exposure to non-Japanese culture. Further, in the case of the time outside of Japan question, the majority of responses stated that the time abroad was less than two weeks and the main goal of these trips seemed to be sightseeing or short school trips.



Picture 1.



Picture 2.

This lack of exposure is not however only an issue for the data and from the perspective of the researcher. Data for information on pre-service teacher beliefs in the importance of understanding culture when working in a multicultural class was collected through one Likert question from the survey. Participants (n = 75) were asked to rate from 1 - 6 the level of importance they put into this understanding. Responses to this question were almost completely positive, with the majority of responses, at 46.7% (n = 35), as strongly agreeing with the importance followed closely by those that agreed with the importance, at 42.7% (n = 32). The remainder of the responses were either slightly agree (9.3%; n = 7) or slightly disagree (1.3%; n = 1). There was a noticeable lack of disagreement with the idea that understanding of culture is important when working in a multicultural setting.

(2) Lack of Team-Teaching Role Clarity

To examine how these students feel about working alongside a native speaker of English, an open-ended question was asked in the questionnaire. Again, the 75 responses were analyzed, and the following trends were discovered. For a large portion of the responses

the researchers could see a mix of anxiety about communicating with the ALT at the level of the pre-service teacher's language ability and excitement for the opportunities such an experience would provide them. Most of the responses reflected positively on the teacher themselves increasing their cultural and language knowledge. Examples of these types of responses include: "I'm excited to learn about other countries but also worried whether or not I will be able to communicate with the ALT with my level of English," "I'm worried about my English, but excited all the same. I will be able to learn many new things," "I am worried about being able to communicate with the ALT with my English ability level, but am looking forward to being able to learn about foreign countries and making lessons together with the ALT," "I want to work with an ALT. I want to hear about things like culture and grammar from a native speaker," and "I'm worried if I can correctly explain the lesson to the ALT but think it will be fun."

The questionnaire also asked an open-ended question of the participants to have them describe some of their concerns about teaching and working alongside an ALT as part of their future careers. Although many responses were mainly with concerns about their ability to communicate with their ALT, a number of responses also spoke to concerns surrounding lesson planning and the effects of cultural differences between their ALTs and themselves on their ability to provide successful lessons to their students. Some examples of these types of responses include: "We may have a difference in teaching styles, I'd like to meet before classes," "The ALT may not be able to work with a Japanese style of instruction," "Communicating with the ALT, and since I may not know about their native culture I may do something impolite," "More so than issues of language or roles, I'm worried we may not be able to work together well in the lesson," "I'm afraid of being rude in the lessons due to things like a difference in cultures," and "The way lessons are developed in Japan may be completely different from how they are done in other countries, so I am worried about our lesson planning."

(3) Implications from the Data

The results of the data collected from both the Likert data and the written responses from the surveys given after the participants completed the courses designed for raising cultural awareness (as mentioned in the methods section above) reveal two key points for future consideration. The lack of team-teaching role clarity and overall lack of exposure to a foreign culture present in the data from the short answers as discussed above shows that these pre-service teachers not only want but need for more multicultural education courses as part of their overall teaching preparatory programs. Further, once these students become full time teachers, they will have much less time to participate in such cultural exchange opportunities and experiences, suggesting that the prime time for increasing cultural awareness and role clarity is during their teaching preparation.

However, as seen in the data from the simple lack of exposure to other cultures, there is not just a need for teaching students about other cultures and increasing their cultural intelligence, but also to give them a better, more realistic view of what it means to work alongside an ALT. This requires more exposure to other cultures through such things as collaboration with programs like the JET program to hold workshops, cultural exchanges, or even simple Q&As with these teachers coming from outside of Japan. The key is to find ways to give these future teachers opportunities to be in a setting where they can broaden their experiences. At the time of writing this report, the researcher has begun such a process through participation in JET program mid-year conferences, new teacher orientations, and even by hosting an event on their campus inviting ALTs to have discussions with students in the English Education Program. These events and their effect on pre-service teacher cultural intelligence are the key points where the current study can continue in the future.

5. 主な発表論文等

〔雑誌論文〕 計2件（うち査読付論文 2件/うち国際共著 0件/うちオープンアクセス 2件）

1. 著者名 Brett R. Walter	4. 巻 28
2. 論文標題 Pre-Service Teachers and the Multicultural Classroom: Are They Ready?	5. 発行年 2022年
3. 雑誌名 Hiroshima Journal of School Education	6. 最初と最後の頁 75-80
掲載論文のDOI（デジタルオブジェクト識別子） なし	査読の有無 有
オープンアクセス オープンアクセスとしている（また、その予定である）	国際共著 -

1. 著者名 Brett R. Walter	4. 巻 67
2. 論文標題 Teacher Training in a Diverse Japan: Assessment Validation	5. 発行年 2018年
3. 雑誌名 Bulletin of the Graduate School of Education, Hiroshima University	6. 最初と最後の頁 219-225
掲載論文のDOI（デジタルオブジェクト識別子） なし	査読の有無 有
オープンアクセス オープンアクセスとしている（また、その予定である）	国際共著 -

〔学会発表〕 計2件（うち招待講演 0件/うち国際学会 2件）

1. 発表者名 Brett R. Walter
2. 発表標題 Teacher Training in a Diverse Japan: Cultural Awareness
3. 学会等名 17th Asia Pacific Conference（国際学会）
4. 発表年 2019年

1. 発表者名 Brett R. Walter
2. 発表標題 Roles in Team Teaching: Pre-service Teachers
3. 学会等名 Japan Association for Language Teaching 2022: Learning from Students, Educating Teachers Research and Practice（国際学会）
4. 発表年 2022年

〔図書〕 計0件

〔産業財産権〕

〔その他〕

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6. 研究組織

	氏名 (ローマ字氏名) (研究者番号)	所属研究機関・部局・職 (機関番号)	備考
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7. 科研費を使用して開催した国際研究集会

〔国際研究集会〕 計0件

8. 本研究に関連して実施した国際共同研究の実施状況

共同研究相手国	相手方研究機関
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