日本のチームティーチングにおける翻訳に関する考察

Opinions about Translation in Japanese Team-Teaching Classrooms

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　本稿は、中・高等学校に勤務する日本人英語教師（JTEs）及び外国語指導助手（ALTs）による授業での翻訳活用に関する意見と文部科学省（MEXT）が定めた学習指導要領との関係を明確にすることを目的とする。そのため、本稿では、JTEs、ALTs、中・高等学校の教員の意見の差異及びALTsの外国語青年招致事業での経験に基づいた理念の変化を分析する。分析によると、翻訳は授業で過剰に活用されている手法としてみなされており、一般的な見解が政府の政策及び学説と異なっていることが示唆される。本稿は、授業での翻訳活用に関する調査を提示し、翻訳の理論及び授業での実践活用、翻訳の教具としての価値、入学試験の準備に対する効果及び日本の英語教育の中心的目標に対する翻訳の意義等ついて、JTEsとALTsの統計的に重要な意見の差異を検討する。

　This paper aims to highlight and elaborate on the connection between the Course of Study set by the Japanese Ministry of Education (MEXT) and the opinions of both Japanese Teachers of English (JTEs) and Assistant Language Teachers (ALTs) who work at junior high and senior high schools regarding the use of translation in the classroom. It explores the differences of opinions between ALTs and JTEs, junior high school and senior high school teachers. This paper suggests that translation is viewed as a strategy that is overused in the classroom and that there is a prevalent view that runs counter to the government's policy and prevalent academic research. This paper presents and discusses a survey on the use of translation in the classroom and the statistically significant and sometimes large differences of opinion between ALTs and JTEs regarding translation in theory and in the classroom, including its value as a teaching tool, its effectiveness in preparing students for high-stakes entrance exams, and whether it distracts from the central goals of English education in Japan.

Background/Introduction

The Japan Exchange and Teaching (JET) Programme is a government-sponsored program established in 1987 hires and brings foreign nationals to work in Japan with the goal of establishing grass-roots internationalisation (CLAIR, 2019). There are three positions within the program: Coordinator of International Relations (CIR), Sports Exchange Advisor (SEA), and Assistant Language Teacher (ALT), with ALTs comprising the vast majority of positions. ALTs are assigned to specific schools or school districts, paired with one or more Japanese Teachers of English (JTEs), and conduct classes in a team-teaching environment with the lofty aim of the unique strengths and talents of native speakers and Japanese teachers synergizing into better classes.

As of the 2019-2020 intake, ALTs from 29 countries have been recruited (CLAIR, 2019). At present, the qualifications required to apply are only that they have graduated from university in any field. As there is no experience requirement, the programme is quite coveted for newly graduated students, particularly those studying Japanese. Therefore, many ALTs begin teaching in Japan with no prior experience or teaching-related qualification. As Japanese language skill is also not required for all positions (though desirable and in cases necessary), new ALTs have a broad range of

Japanese language beginning with non-existent, to those who are near, or totally fluent.

While many view the program as a benefit to students around the country, particularly in rural areas where the opportunities to practice English and communicate with foreign nationals are often more limited than students living in metropolitan areas, the program is not without its criticisms. There are questions regarding the financial costs, the perceived lack of quantifiable academic outcomes, the lack of ALT qualifications and training, as well as the teaching paradigm itself (Montgomery, 2013).

Because ALTs are generally not qualified teachers (or if they are, they lack certification in Japan), they are paired up with JTEs to teach compulsory and elective English classes through team-teaching. Multiple studies go into great detail about the relationships of team-teaching in the JET Programme, and naturally the views and opinions of both the ALT and JTE often differ (Mahoney, 2004, Sponseller, 2016). Each ALT-JTE relationship is different and there are multiple factors that influence the relationship and how they team-teach. This paper attempts to maintain focus on one particular viewpoint: how the JTE and ALT view translation.

Translation is an activity with many relevant permutations, and in this paper we do not take a hard stance on any specific form of translation. Because we are examining the beliefs about translation of a group of

people who may not understand the depth and complexity of translation as an activity, we are forced to leave our writing as ambiguous as the thoughts of the laypeople we surveyed. It should be noted, though, that within the context of our population, Japanese secondary schools, "translation" as a learning strategy carries strong attachment to *yakudoku* — a traditional, heavy-handed, and uniquely Japanese line-by-line take on the grammar-translation method. To best conceptualize this form of teaching, we defer to Hino (1988), who suggests a visual representation of *yakudoku* as having three stages: the first being as translating the target language word-by-word (retaining the target language's syntax), the second reordering the sentence into Japanese syntax, and finally the third recoding into Japanese syntax.

As will be discussed below, there are a plethora of activities that utilise the skill in various ways to differing effects, but in the context of an EFL classroom in Japan (the environment ALTs predominantly interact with), *yakudoku* reigns supreme, with nearly all students using it when they learn how to read English (Cook, 2012).

Review of Literature

The Course of Study for foreign languages set by MEXT features a heavy emphasis on the development of students' communicative skills (MEXT 2003). With these goals clearly set, the question becomes what obstacles must be overcome to achieve them. Currently, the Japanese *yakudoku* methodology maintains its reign of supremacy in classrooms, despite a push for implementing Communicative Language Teaching (CLT) since the late 1980's and early 1990's (Butler, 2011). What may seem baffling at first is that *yakudoku* has been considered to have a detrimental effect on listening, speaking, and writing - a severe handicap for Japanese students (Hino, 1988). Arguably, it is not only students that are affected by this methodology; JTEs themselves were once students, and as Lamie found, many do not study second language acquisition theory and methodologies in university (2001). Consequently, especially in a hierarchical society such as Japan, junior teachers conform to the practices of senior teachers (Sato, 2002).

Despite recent pushes and active efforts to implement CLT and Task-Based Language Teaching (TBLT) as an alternative to traditional grammar-translation methodologies in foreign language classrooms in Japan, a variety of factors have made this transition problematic (Butler, 2011, Lamie, 2001). The most ubiquitous of these has been the belief that the pressure of high school and college entrance exam preparation makes implementation of CLT and TBLT unrealistic (Bradley, 2012; Terauchi, 1995; Fujimoto, 1999). However, this belief is not only in stark contrast with the goals of MEXT, but the classroom practices that it reinforces do not actually teach the skills that students need to do well on their entrance exams (Mulvey, 1999). This trade-off, therefore, takes away the focus of communication and offers very little in its stead.

In refusing to adopt more modern teaching approaches, JTEs often default to line-by-line translation (*yakudoku*) as a central classroom activity (Hino, 1988; Jannuzi, 1994; Kitao et al., 1985; Mulvey, 1998). This is problematic because not only has research called the effectiveness of line-by-line translation into question (Kitao et al., 1985; Kitao & Kitao, 1995; Tanaka, 1985), but more importantly because line-by-line translation is not an effective form of entrance exam preparation. Most entrance exams are strictly timed and feature large reading passages that must be read and analyzed quickly with little time to translate. As Hino points out, *yakudoku* limits the reading speed, induces fatigue, and reduces the efficiency in which a student can comprehend (1988). Class time that is spent on this line-by-line translation, Mulvey argues, would be much better devoted to teaching high-level reading strategies and test-taking skills (1999). Yet, as Cook found, Japanese teachers who recently returned from communicative pedagogical overseas programs still reverted back to *yakudoku* due to entrance examination pressure (2010).

The Course of Study laid out by MEXT calls for strong attention to four language skills, reading, writing, speaking, and listening, of which translation is not a member. Translation and translation-based activities are not listed at all in the foreign language instruction heading of the Course of Study, yet it maintains its unquestionable prevalence in the classroom. This is not to say that translation itself is a wasted endeavour. Many scholars, including Naimushin, argue that translation does have its place in the classroom, and that it can be used in a communicative way (2002). However, when used in a heavy-handed and authoritarian way, it takes the focus away from the second language and has a negative impact on acquisition of the other four skills (Pym et al., 2012).

This misalignment between the communicative goals of MEXT and the perceived need for translation as a test-preparation strategy puts a strain on relationships between JTEs and ALTs as it makes JTEs reluctant to team teach (McConnell, 2002). As mentioned, ALTs require no Japanese language ability to apply for the JET Programme, and even if they do, team-teaching in an environment employing *yakudoku* limits their usefulness.

Another source of conflict between ALTs and JTEs stems from insufficient training for ALTs to meet the test-oriented goals of the classroom (Tajino & Walker,

1998b), and insufficient training for JTEs regarding communicative teaching (Cook, 2012). Presently, the JET Programme does not require ALTs to have any teaching qualifications. Ambiguity and incongruous beliefs about ALT and JTE roles also play a significant factor in making team-teaming relationships difficult (Johannes, 2012). Of particular note, while most JTEs did not view translation as a vital aspect of either ALTs' or JTEs' teaching responsibilities, senior high school ALTs cited translation as the number one JTE role, indicating that ALTs and JTEs had significantly different impressions of translation's place in their classes (Mahoney, 2004). The majority of ALTs have limited grammatical knowledge, teaching or professional experience (Hasegawa, 2008), and the majority of them are not competent speakers of Japanese or effective translators, which makes them poorly suited to the kinds of courses they are being asked to team-teach in. ALTs may be alienated by translation-heavy classes, and JTEs do not seem to be aware of the extent to which their classes rely on translation.

As it stands, the prevalence of line-by-line translation in Japanese classrooms creates a clear conflict between the pedagogies of JTEs and both the goals of MEXT and the skills students need to succeed on their English entrance exams. This survey was designed to gather a sample of opinions of ALTs and JTEs regarding translation in order to provide deeper insight into two pressing questions. First, in asking ALTs their opinions on translation, we hope to establish whether or not translation may be causing an additional form of conflict. Second, given the established reasons that line-by-line translation is problematic, we hope to shed some additional light on the perceived benefits and/or drawbacks of translation as a classroom practice for both JTEs and ALTs.

Methodology

The data in this paper was collected from a survey conducted during the Hyogo Skills Development Conference, held on 23-24 October 2014 at the Awaji Yumebutai International Conference Center. The survey was disseminated to conference participants (both JTE and ALT) along with the packet of materials handed out during registration on 23 October, and participants were instructed to complete and submit it by the end of the first day.

Survey Design

The survey contained 10 statements regarding translation in the classroom and participants were asked to indicate how strongly they agreed or disagreed with each using a Likert scale. They were also asked to specify if they were an ALT or JTE, junior high school teacher or senior high school teacher, years of teaching experience and self-rated language ability. The survey was conducted in English, and the survey results were found to be sufficiently reliable (10 items; α=0.75).

We predicted that ALTs would have a significantly less positive view of translation than JTEs. For each of the survey questions, descriptive statistics were generated and t-tests were run comparing ALTs and JTEs to determine if significant differences appeared. Results were reported regardless of significance in the interest of transparency. Our hypothesis was confirmed for nine out of the ten questions.

A quantitative survey was chosen to gather data from as many people as possible, making use of the large number of teachers gathered at the Skills Development Conference, without taking too much of their time. A qualitative survey was avoided because the number of participants expected to complete the survey presented challenges for the data analysis, as well as to respect the time constraints placed on the conference's attendees.

Survey Sample

This survey collected responses from a total 323 ALTs and JTEs working in Hyogo. Participants came from very diverse working environments, from urban, suburban, and rural areas across Hyogo Prefecture. The results in this report include ALT JET participants in various stages of tenure (from 1st year to 5th year), as well as JTEs of a wide range of experience levels. There were slightly more ALTs (173) than JTEs (150) who responded to the survey. Among the ALTs, 99 were from a senior high school (SHS), and 71 stated they were from a junior high school (JHS). 3 did not specify. For the JTEs, 39 were JHS, 100 were SHS, 3 were elementary (ES), 2 were listed as other, and 6 did not specify.

Results

Question 1: Translation Helps Students Understand

Participants in the survey broadly agreed with Question 1, "Translation helps students understand" (M=2.23, SD=0.81). An independent samples t-test comparing the agreement with Question 1 between ALTs and JTEs found that there was a significant difference between the two groups. JTEs more strongly agreed (M=2.09, SD=0.69) that translation helps understanding while ALTs agreed, but not as strongly (M=2.35, SD=0.88); t(317)=2.96, p=0.003, d=0.33. Our results suggest that while the majority of both groups believe that translation can help students understand

English better, ALTs are more likely to question the idea that translation helps students derive meaning from the English they hear and read.
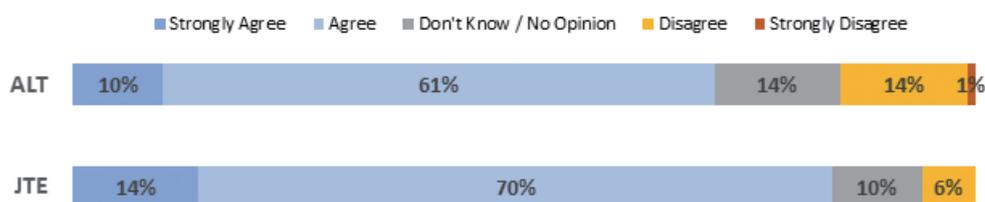

Strongly Agree ▪ Agree ▪ Don't Know / No Opinion ▪ Disagree ▪ Strongly Disagree

	Strongly Agree	Agree	Don't Know / No Opinion	Disagree	Strongly Disagree
ALT	10%	61%	14%	14%	1%
JTE	14%	70%	10%	6%	

Figure 1. Response rates for Question 1: "Translation helps students understand".

Question 2: Translation is useful as a language learning strategy

Participants in the survey broadly agree with Question 2, "Translation is useful as a language learning strategy" (M=2.52, SD=0.87). An independent samples t-test comparing ALTs and JTEs on their level of agreement with Question 2 found no significant differences between the two groups. These results suggest that ALTs and JTEs generally agree that translation is a valuable learning strategy.

A paired sample t-test comparing the difference in responses between Question 1 and Question 2 revealed that all participants were more likely to agree with Question 1 than Question 2 (M=0.28, SD=0.89); $t(316)$, $p<0.001$, $d=0.34$. This means that, on average, participants believed translation helped students understand English more than they believed translation is useful as a learning strategy.
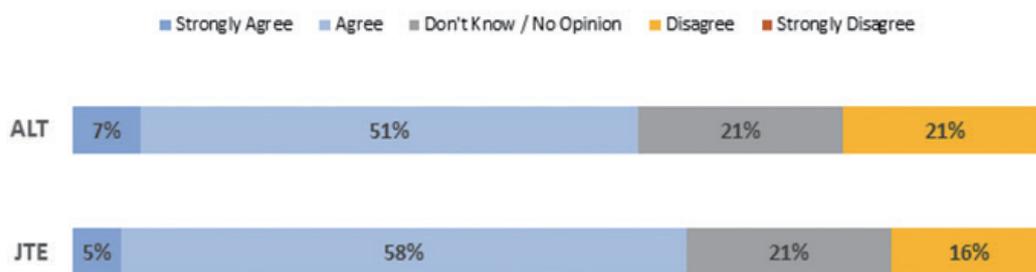

Strongly Agree ▪ Agree ▪ Don't Know / No Opinion ▪ Disagree ▪ Strongly Disagree

	Strongly Agree	Agree	Don't Know / No Opinion	Disagree
ALT	7%	51%	21%	21%
JTE	5%	58%	21%	16%

Figure 2. Response rates for Question 2: "Translation is useful as a language learning strategy."

Question 3: My students benefit from using translation in class

While survey takers agreed more strongly than they disagreed with Question 3, "My students benefit from using translation in class" (M=2.63, SD=0.92), there were large and significant differences between ALTs and JTEs. An independent samples t-test comparing the level of agreement with Question 3 fo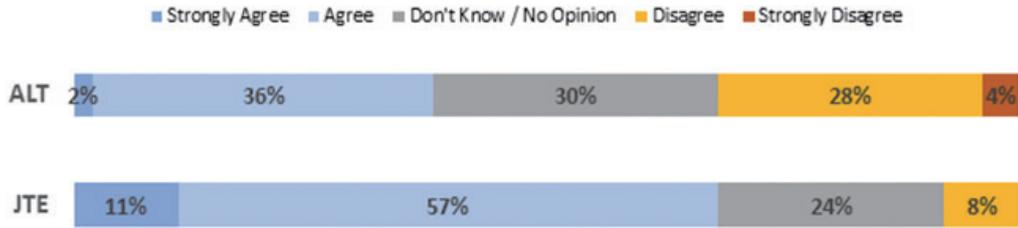r ALTs and JTEs found that JTEs agreed much more strongly (M=2.29, SD=0.76) than did ALTs (M=2.93, SD=0.93); $t(315)=6.77$, $p<0.001$, $d=0.76$. This suggests a large difference of opinion between ALTs and JTEs regarding the benefits of translation as a classroom activity, with ALTs having a much less favorable view of translation overall. ALTs, in fact, were 4 times more likely than their JTE counterparts to have a negative view of translation in the classroom, and JTEs were almost twice as likely to view it positively.

■ Strongly Agree ■ Agree ■ Don't Know / No Opinion ■ Disagree ■ Strongly Disagree

	Strongly Agree	Agree	Don't Know / No Opinion	Disagree	Strongly Disagree
ALT	2%	36%	30%	28%	4%
JTE	11%	57%	24%	8%	

Figure 3. Response rates from Question 3 - "My students benefit from using translation in class"

Question 4: Translation is used too much in my classes

Most survey takers agreed with Question 4 - "Translation is used too much in my classes" - but there was a broader range of answers than on most other survey items (M=2.49, SD=1.18). An independent samples t-test comparing ALTs and JTEs found that ALTs agreed more strongly with Question 4 (M=2.33, SD=1.2) than JTEs did (M=2.68, SD=1.11); $t(316)$=2.68, p=0.008, d=0.30. In other words, while both groups felt that translation was used too much in their team-teaching classes, ALTs were likely to and felt more strongly that it was used too much.
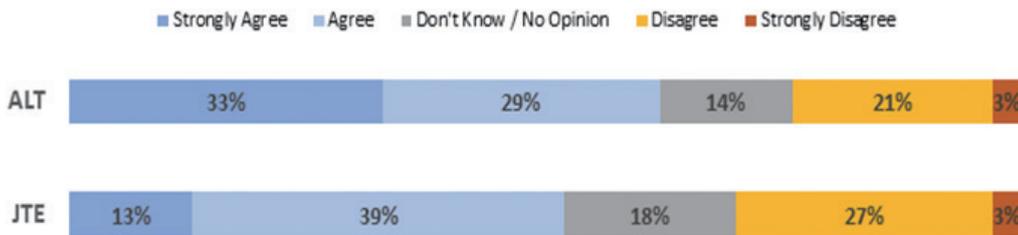
■ Strongly Agree ■ Agree ■ Don't Know / No Opinion ■ Disagree ■ Strongly Disagree

	Strongly Agree	Agree	Don't Know / No Opinion	Disagree	Strongly Disagree
ALT	33%	29%	14%	21%	3%
JTE	13%	39%	18%	27%	3%

Figure 4. Response rates for Question 4 - "Translation is used too much in my classes"

Question 5: I use(d) translation often when learning a second language

A majority of both ALTs and JTEs agreed with Question 5 - "I use(d) translation often when learning a second language" - and survey takers on average agreed (M= 2.55, SD=1.1). An independent samples t-test found that, generally, JTEs more strongly agreed that they used translation often (M=2.31, SD = 0.96) than did ALTs (M=2.76, SD=1.17); $t(317)$=3.6, p<0.001, d=0.41. These findings suggest that while both groups used translation when they studied themselves, JTEs were more likely to use it than were ALTs.

■ Strongly Agree ■ Agree ■ Don't Know / No Opinion ■ Disagree ■ Strongly Disagree

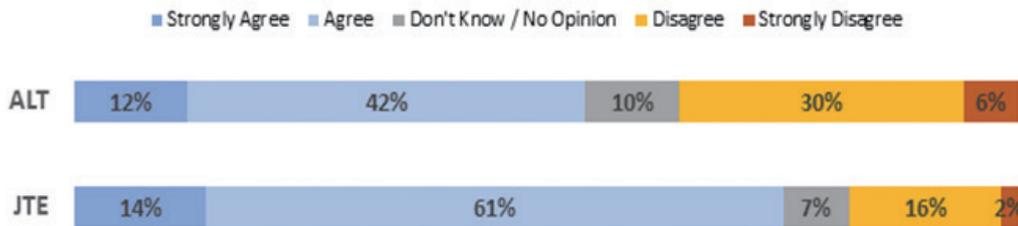|	Strongly Agree	Agree	Don't Know / No Opinion	Disagree	Strongly Disagree
ALT	12%	42%	10%	30%	6%
JTE	14%	61%	7%	16%	2%

Figure 5. Response rates for Question 5 - "I use(d) translation often when studying a foreign language"

Question 6: Translation interferes with communicative language teaching

A majority of survey takers agreed with Question 6 - "Translation interferes with communicative teaching" (M=2.57, SD=1.02), but there were significant

differences between ALTs and JTEs. An independent samples t-test found that ALTs believed more strongly (M=2.40, SD=1.02) that translation interferes with communicative teaching than did than the more ambivalent JTEs (M=2.78, SD=0.98); t(313)=3.41, p<0.001, d=0.39. These results suggest that ALTs are more likely to believe that translation is disruptive to the goals of communicative language teaching than JTEs do, with fewer than half of JTEs (44%) saying they believed the practice interfered.
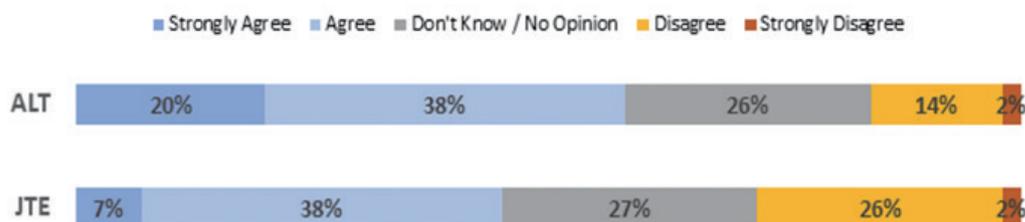
■ Strongly Agree ■ Agree ■ Don't Know / No Opinion ■ Disagree ■ Strongly Disagree

ALT	20%	38%	26%	14%	2%
JTE	7%	38%	27%	26%	2%

Figure 6. Response rates for Question 6 - "Translation interferes with communicative teaching"

Question 7: I use translation to help explain grammar / vocabulary to my students

While survey takers as a whole agreed (M=2.37, SD=1.05) with Question 7 - "I use translation to help explain grammar / vocabulary to my students" - large differences again presented themselves between ALTs and JTEs. An independent samples t-test found that JTEs believed much more strongly (M=1.80, SD=0.69) that they used translation as an explanatory tool than the much more ambivalent ALTs (M=2.84, 1.06); t(318)=10.18, p<0.001, d=1.14. This finding suggests (predictably) that JTEs are much more likely to use translation as an explanatory tool than ALTs are: a full 93% of JTEs say they use it, while fewer than half (49%) of ALTs do.
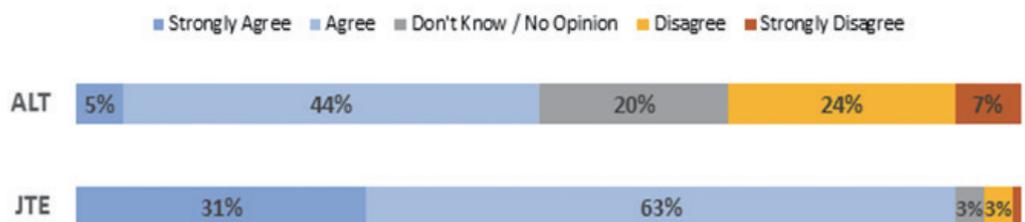
■ Strongly Agree ■ Agree ■ Don't Know / No Opinion ■ Disagree ■ Strongly Disagree

ALT	5%	44%	20%	24%	7%
JTE	31%	63%		3%	3%

Figure 7. Response rates for Question 7 - "I use translation to help explain grammar / vocabulary to my students"

Question 8: Translation helps with preparing for entrance exams

While respondents as a whole were more likely to agree (M=2.40, SD=0.93) than disagree with Question 8 - "Translation helps with preparing for entrance exams" - moderate and significant differences appeared between ALTs and JTEs. An independent samples t-test found that JTEs believed much more strongly (M=2.09, SD=0.89) than ALTs (M=2.66, SD=0.88) that translation was a useful activity for entrance exam preparation; t(315)=5.69, p<0.001, d=0.64. These results suggest that JTEs generally agree that translation is an important activity to prepare their students for high stakes entrance exams, while ALTs were considerably less sure. In fact, more ALTs said they didn't know (47%) than they said agreed or disagreed.
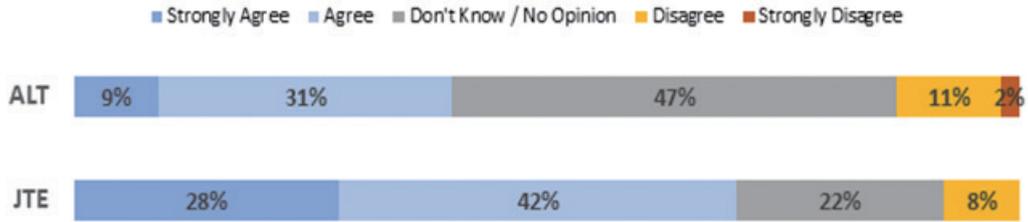
Strongly Agree ■ **Agree** ■ **Don't Know / No Opinion** ■ **Disagree** ■ **Strongly Disagree**

| ALT | 9% | 31% | 47% | 11% | 2% |
| JTE | 28% | 42% | 22% | 8% | |

Figure 8. Response rates for Question 8 - "Translation helps with preparing for entrance exams"

Question 9: Translation helps students with the four language skills

Overall, respondents were somewhat ambivalent (M=3.26, SD=1.02) in their responses to Question 9 - "Translation helps students with the four language skills" - but comparing ALTs to JTEs again results in significant differences. An independent samples t-test found that ALTs leaned towards not believing that translation did not help with the four language skills (M=3.47, SD=1.03), while JTEs were divided (M=3.01, SD=0.95); $t(317)$=4.03, p<0.001, d=0.45. The results show that ALTs were more skeptical of the value of translation in teaching communicative skills than were JTEs, who were quite ambivalent. More than twice as many ALTs disagreed with Question 9 than disagreed, while JTEs were roughly evenly split between agreement, disagreement, and not knowing.
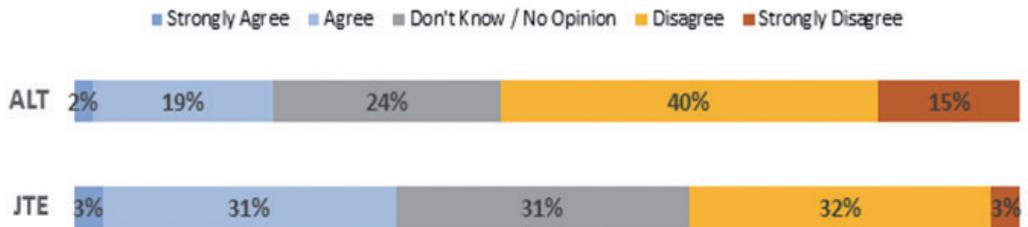
Strongly Agree ■ **Agree** ■ **Don't Know / No Opinion** ■ **Disagree** ■ **Strongly Disagree**

| ALT | 2% | 19% | 24% | 40% | 15% |
| JTE | 3% | 31% | 31% | 32% | 3% |

Figure 9. Response rates for Question 9 - "Translation helps students with the four language skills"

Question 10: Translation takes the focus away from English and instead emphasises Japanese

On average all respondents agreed (M=2.36, SD=1.01) with Question 10 - "Translation takes the focus away from English and instead emphasises Japanese" - but we once again find differences between ALTs and JTEs. An independent samples t-test found that ALTs, on average, more strongly believed (M=2.17, SD=0.99) that translation shifts the focus from English to Japanese than were the slightly more ambivalent JTEs (M=2.59, SD=0.98); $t(318)$=3.71, p<0.001, d=0.42. In other words, while both groups leaned towards believing translation placed the focus on Japanese, ALTs felt this more strongly.
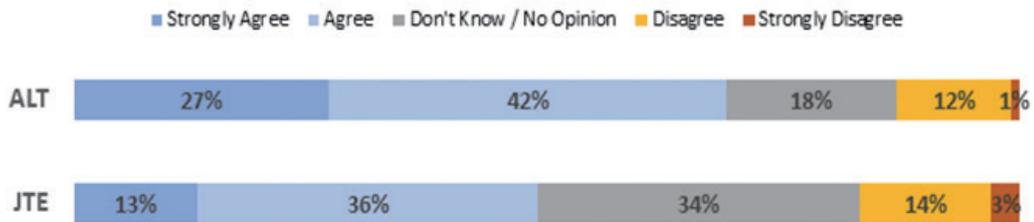
Strongly Agree ■ **Agree** ■ **Don't Know / No Opinion** ■ **Disagree** ■ **Strongly Disagree**

| ALT | 27% | 42% | 18% | 12% | 1% |
| JTE | 13% | 36% | 34% | 14% | 3% |

Figure 10. Response rates for Question 10 - "Translation takes the focus away from English and instead emphasises Japanese"

Discussion

Ulterior motives for JTEs' use of translation

The results of the survey revealed a significant overlap in agreement by both JTEs and ALTs in their responses to statement 3, "My students benefit from using translation in class" and statement 8, "Translation helps with preparing for entrance exams". This is strong evidence that when evaluating the benefits of class, many teachers believe that entrance exams preparation is of greater importance than the Course of Study. This is further evidenced by only a minority of JTEs agreeing that translation helped with the four language skills (the focus of the Course of Study). Indeed, many believe that translation does interfere with communicative teaching, and with half believing that translation puts the focus on Japanese.

But these figures also highlight other problematic conclusions. The fact that a majority of JTEs disagree that translation is helpful with the four language skills, but less than half believed that translation interfered with communicative teaching suggests confusion about the issue and brings to question the extent of JTEs' understanding of what communicative teaching actually entails. The lack of training in communicative language teaching that Lamie addressed (2002) appears to manifest itself in the contrast between these answers.

Fortunately, it appears that few JTEs have a positive outlook on translation's effect on communicative skills, with the majority believing translation was used too much, and that it takes the focus away from English and onto Japanese. However, the fact that they still use translation, and believe it is a beneficial use of class time suggests that they are not solely working towards the goals set by MEXT. As an overwhelming 70% of JTEs answered that translation helped with entrance exams. It is clear that they believe translation is more useful to students for their exam than communicative competence, holding this higher than their regard for MEXT's goals. As a logical extension, this also suggests that JTEs are unaware of academic research regarding translation as being an ineffective test-taking skill – especially for entrance examinations that contain significantly harder content than what students' textbooks cover, requiring a range of skills outside of translation that can be found in communicative teaching (Mulvey, 1999).

Despite MEXT calling for all-English instruction in English classrooms in senior high schools, the overwhelming majority of senior high school JTEs are still using translation. This could be the result of a number of factors: JTEs may assume they know better than MEXT; they may believe that communication is not as important as preparing for entrance examinations, and feel their responsibility as teachers is to help students pass the exam. There may be external pressures such as the PTA resisting any change that would (perceivably) negatively affect their child's outcome; there may be resistance to top-down, undiscussed policy; hierarchical pressure from senior teachers, or teachers may simply lack the ability or knowledge to implement alternative teaching methodologies.

ALTs have an almost uniformly less favourable view of translation than JTEs

On almost all measures that had positive attributions towards translation, ALTs did not agree as strongly as JTEs. They believed it was less likely to help students understand, less beneficial, used it less themselves in their own studies, were much more ambivalent about its usefulness for entrance exams, and thought it didn't help as much with the four language skills. On all measures with a negative attribution, ALTs agreed more strongly. They felt that it was used too much in their classes, that it interferes with communicative teaching, and places the emphasis on Japanese rather than English.

This will naturally result in conflict over how to effectively teach English classes. The JET Programme, through which ALTs are employed, was implemented to increase access to English speaking natives to improve the communicative competence of both students and teachers. However, translation-heavy pedagogy, which is necessarily (as employed with the *yakudoku* method) Japanese-focused and non-communicative, runs contrary to the very purpose of employing an ALT. After all, team-teaching is not a lesson involving two separate teachers teaching two separate lessons. Although the survey did not delve into the personal relationship between JTE and ALT, it can be considered natural that as SHS ALTs on average possess a lower second language ability combined with a high number of JTE respondents who stated they use translation too much, that their team-teaching would suffer; after all, if an ALT's facilitation of communication is devalued and used only marginally, all the while they themselves being unable to satisfactorily understand their teaching partner, causes alienation and could lead to reduced motivation, morale, and engagement.

ALTs were much more likely than JTEs to admit not knowing about specific pedagogical issues such as translation's value as a learning strategy, its role in class, and how it affects entrance examination. While on the one hand, this admission of unawareness is useful in that ALTs are more open to new ideas and information, it is likely to cause friction between JTEs and ALTs

where JTEs expect ALTs to design and implement teaching materials that meet the curriculum. An ignorant ALT cannot adequately fulfil their duties as a teacher, and JTEs cannot rely on such ALTs to be a source of communicative instruction.

Lastly, fewer ALTs used translation when learning a second language. Yet as JET teachers they all must learn the language skills necessary to function and live in Japanese society. This is despite a likely shorter study time than their students and co-workers have been learning English. This fact alone should call into question the effectiveness and use of translation in the Japanese context, and JTEs' insistence on continuing to use it. However, if JTEs are unaware of alternative language learning strategies, the ALTs' value as not just a native speaker, but as an experienced foreign language learner can be severely diminished. They can also be a resource to be used by teachers who can offer an insight into other ways to learn language (more) effectively than just translating.

Implications for team-teaching

Both ALTs and JTEs are clearly entering the classroom with a different mindset and goals. As JTEs are the senior teacher in the team, the pull towards a translation-heavy class is often inevitable for ALTs, despite their reservations about it. One's skill in translation is not strictly correlated with other language skills; a good reader does not on principle develop as a translator equally as well. Translation is a profession for this reason. ALTs are not trained translators, are not employed as translators, and possess a low opinion of it as a classroom function. As a clear majority indicated that translation is used too much, this is bound to cause some friction between the teaching *team*.

As the teachers' roles become clearly cut between the two, the lesson given to the students becomes divided and the academic outcomes affected. The amount of time given to communicative teaching is reduced below a threshold required to give any semblance of communicative competence. Additionally, the distinction between the two teacher's mindsets and roles in the classroom impacts the *team* component. If ALTs, with their low opinion on translation, are required to stand around while the JTE translates, it is difficult to call this situation *team-teaching*.

Teachers, both ALTs and JTEs, need to be informed of the academic research regarding the efficacy of translation for test preparation. Translation is a poor test-taking strategy because it is time-consuming and inefficient (Hino, 1988). Further, the entrance exams are often purposefully designed to be at a higher level

than the MEXT-mandated textbooks. If preparing students for their entrance exams is to be an inescapable reality, then teachers need to be aware that line-by-line translation is not an effective way to do it, and that strict adherence to the textbook is woefully insufficient. Both the ALT and JTE are not adequately aware of how to address this situation. For the ALT, understanding the context of English classes and the ever-looming entrance examinations is critical, yet almost entirely dependent on whether the JTE shares information about it, or whether the ALT voluntarily goes out of their way to learn about it. This is insufficient, as teachers need to be aware of the context in which they are teaching. As for JTEs, simply telling them to abandon translation is not enough; they need to be aware of alternatives. Teachers need training in what Communicative Language Teaching and Task-Based Language Teaching is, and how to implement it into their classrooms. But more importantly, they need to learn about learning strategies. Of particular interest to Japanese teachers would be high-level reading strategies such as 'bottom-up reading' and 'inferring', which are not only useful communicative skills, but are invaluable for analyzing the kinds of difficult passages that students will encounter on their entrance exams. While the ALT and JTE have a different focus, both overarching goals *can* be achieved through the same means: communicative language teaching. If heavy-handed translation is replaced by the communicative goals required by MEXT, it will help to prepare their students for their entrance examinations.

Recommendations for Future Research

As this paper has indicated, there are a number of significant findings with regards to translation in a team-teaching environment. The relationship between individual ALTs and JTEs, the personal background and experience of each individual teacher, among a plethora of other variables underscores the complexity of the issue. This paper found a larger number of significant findings than expected, and for this reason it is highly recommended that further research that specifically focuses on particular points is warranted.

Focus on Students

This paper focussed on the ALT and JTE, and hinted at some effects on student outcomes. While it is an ever-present factor, attempting to isolate specific instances of how translation in team teaching affects students from the pool of issues that students face would require a change in focus and scope - both of which are beyond what this paper aims to do.

Survey Questions

Some questions in this paper's survey caused some answers to be more open-ended and ambiguous than first hoped for; in particular, the ALT views of translation. While the context of Japan insinuates *yakudoku* is the default for JTEs, some ALTs could be referring to their language learning past in their home countries. For first year ALTs, the time of the Skills Development Conference means that they only had been in Japan for roughly 4 months at the time of the survey. Understanding the distinction between *yakudoku* and any previous translation methodology may not have been clear.

Additionally, questions relating to the use of translation in class lacked the functionality of asking for frequency. One teacher's response may be the same as another's, even though asking for frequency might have provided an entirely different response.

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Appendix 1

SDC 2014 Language Learning Skill Survey

Are you an ALT or a JTE?	Years on the JET Programme (ALTs only)
ALT ☐　　JTE ☐	1st year ☐　2nd year ☐　3rd year ☐　4th year ☐　5th year ☐

How many years of teaching experience do you have?	Place of Employment (Check all that apply)
	Elementary School ☐　　Junior High School ☐ Senior High School ☐　　Other ☐

Please indicate your self-rated 2nd language ability on a 1 to 10 scale
(ALTs, please indicate Japanese.　JTEs, please indicate English.)

☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
1	2	3	4	5	6	7	8	9	10
	Beginner			Intermediate				Advanced	

Your feelings about translation

	Strongly Agree	Agree	No Opinion Don't know	Disagree	Strongly Disagree
1. Translation helps students understand.	☐	☐	☐	☐	☐
2. Translation is useful as a language learning skill.	☐	☐	☐	☐	☐
3. My students benefit from using translation in class.	☐	☐	☐	☐	☐
4. Translation is used too much in my classes.	☐	☐	☐	☐	☐
5. I use(d) translation often when learning a second language.	☐	☐	☐	☐	☐
6. Translation interferes with communicative teaching.	☐	☐	☐	☐	☐
7. I use translation to help explain grammar/ vocabulary to my students.	☐	☐	☐	☐	☐
8. Translation helps with preparing for entrance examinations.	☐	☐	☐	☐	☐
9. Translation helps students with the four language skills (listening, speaking, reading, writing).	☐	☐	☐	☐	☐
10. Translation takes the focus away from English and instead emphasizes Japanese.	☐	☐	☐	☐	☐