What Is the JET Program Really Doing:  
A Classroom-based Research on Teachers Relationships

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With the recent interest in internationalization, one of the issues in research on English teaching is the expected and/or perceived roles of native teachers and non-native teachers in English language classrooms (Canagarajah, 1999; Kubota, 2009). In order to meet the demand of this international trend, the Japan Exchange and Teaching Program (JET Program) was established by the Japanese government in 1989, and it has played an important role by importing “internationalization” into actual classrooms in an EFL country (McConnell, 2000).

After the introduction of the JET Program, English classrooms in Japan have become one of the crucial sites where collective discourses of English are reappropriated and reproduced through dynamic interactions of local agents in play (teachers, students, etc.) and top-down governmental policies about the discourses of English. This classroom-based research—by employing ethnographic data collections in qualitative methods: video-tape recording, interviews, and questionnaires—examines potential imbalance of power between Japanese Teachers of English and Assistant Language Teachers in actual classroom settings as well as how their roles in the classrooms are locally negotiated.

This research leads to deeper grounded perspectives in which multiple forms of English language discourses are negotiated by and reified through the different perceptions of JTEs and ALTs. Revealing multiple—sometimes contradictory—discourses held by the agents in play will cast renewed attention on English language education in Japan. In addition, participants in this session will leave with tips on how secondary school students perceive teachers’ roles (either Japanese or native English speaking teachers) in the classrooms. Also, this will help the teachers to reflect on their own teaching style as they may encounter students that have similar expectations of the Japanese Teachers of English and Native English Speaking Teachers.

Conversational Management of Inner-circle Englishes and the Implications for EFL Education (I: Structure)

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Conversational interaction may be approached from the two perspectives of ‘structure’ and ‘content’. Content consists of what people say and why they say it. The focus of analysis is often at the micro-level of conversation. Structure refers to what has usually been studied in the fields of conversation analysis and discourse process studies, namely, items such as turn-taking patterns and talk distribution. As such its focus is more macro than micro. This symposium presents in-depth analyses of the macro structure of English conversations that involve the three inner circle varieties of American, British and Australian Englishes.

The data consist of thirty conversations (ten from each variety) and each is approximately

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