

KAWAUCHI REVIEW

COMPARATIVE STUDIES IN ENGLISH LANGUAGE AND CULTURE

Tennyson and the Concept of the Gentleman	Lu Dai	1
Paul's Growth in <i>Sons and Lovers</i>	Yan Guo	26
Teachers' Perceptions and the Praticce of Team Teaching in Japanese Upper Secondary Schools	Akiko Nambu	41
大学英語教育における「グループ学習」と「個人間の競争力の育成」 の相互作用について — 短大保育科の英語スクーリングの授業を通して —	鈴木 淳	129
抄訳 チャールズ・ディケンズ『ボズのスケッチ集』(3)	原 英一 (訳)	138



ISSN 1345-837X

KAWAUCHI REVIEW

COMPARATIVE STUDIES IN
ENGLISH LANGUAGE AND CULTURE

No. 6

January 2007

川内レビュー

英語文化比較研究

東北大学英語文化比較研究会

KAWAUCHI REVIEW
Comparative Studies in English Language and Culture
ISSN 1345-837X

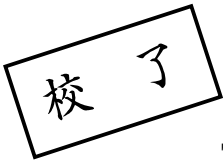
No.5

Department of English Literature
Graduate School of Arts and Letters
TOHOKU UNIVERSITY
27-1 Kawauchi, Aoba-ku, Sendai 980-8576 Japan
Tel. & Fax : 022-795-5961
<http://charles.sal.tohoku.ac.jp>

目 次



Tennyson and the Concept of the Gentleman	Lu Dai	1
Paul's Growth in <i>Sons and Lovers</i>	Yan Guo	26
Teachers' Perceptions and the Practice of Team Teaching in Japanese Upper Secondary Schools	Akiko Nambu	41
大学英語教育における「グループ学習」と「個人間の競争力の育成」 の相互作用について — 短大保育科の英語スクーリングの授業を通して —	鈴木 淳	129
抄訳 チャールズ・ディケンズ『ボズのスケッチ集』(3)	原 英一 (訳)	138



Tennyson and the Concept of the Gentleman

Lu Dai

Tennyson was attracted to the idea of attempting a literary treatment of the legends of King Arthur almost from the beginning of his career; ‘the vision of Arthur had come upon me,’ Hallam Tennyson quotes his father on this subject in the *Memoir*, ‘when, little more than a boy, I first lighted upon Malory’ (Hallam 128). By the year 1833, Tennyson had finished writing ‘The Lady of Shallot’ and was in the process of working on his ‘Morte d’Arthur’. It was at this time that the poet came to question the propriety of a nineteenth-century artist devoting his energies to the reworking of medieval materials. As Elliot L. Gilbert points out, Tennyson ‘came to feel that only some contemporary significance in the Arthurian retellings, only “some modern touch here and there” (as he puts it in ‘The Epic’), could redeem his poetry “from the charge of nothingness”’ (Gilbert 196). Gilbert adds, describing Tennyson’s efforts to find a modern relevance for his work, that ‘The lapse of fifty-five years between the writing of the “Morte d’ Arthur” in 1833 and the publication of the complete *Idylls of the King* in 1888 suggests how difficult a time Tennyson had finding the contemporary significance he was looking for in his medieval material’ (Gilbert 197). Nevertheless, nearly all readers agree with the poet that ‘there is an allegorical or perhaps rather a parabolic drift in the poem’ that permits the work to be read as ‘a discussion of problems which are both contemporary and perennial’ (Hallam 126-127). ‘“The Round Table” is the world of today’ (316-317), the *British Quarterly* reviewer observed. Tennyson feared that his *Idylls* would seem irrelevant and unattractive to his nineteenth-century readers. This paper agrees with Dino Franco Felluga in his claim in *Tennyson’s Idylls, Pure Poetry, and the Market* that, ‘Tennyson attempts in the *Idylls* to address the complexities of the social arena and the heterogeneous demands of a burgeoning mass market by translating his fears into different registers, those of gender and sexuality’, Felluga argues that this has the ‘double effect of naturalizing (as desire) and abstracting (into determinable

figures) the social and economic realities of nineteenth-century England'. Felluga adds that:

I should be clearer, however, for “woman” served both a “positive” and “negative” role in both Victorian cultural discourse and Tennyson’s *Idylls*. After all, “woman” in her disguise as “angel of the house” could also be said to define all that was considered proper in middle-class ideological values — self-sacrifice, devotion, hard work, compassion. In this way, “woman” functioned as a focus for Victorian culture’s utopic desires to heal what was perceived as an ailing social body, while, in her dual role as angel-whore, she also served as a privileged locus for ideological contradiction. In certain obvious ways, Tennyson’s *Idylls of the King* both legitimates and makes conspicuous criticism’s tendency to present “woman” as the master signifier of, at one and the same time, purity and putrescence.

(Felluga 791-792)

To summarize Felluga’s idea: to satisfy both the market demand and his personal anxiety about the contemporary relevance of his project, Tennyson turned to the topic of the ‘woman question’, since the trope of the woman functioned as a focus for Victorian culture’s social and ideological anxieties. Tennyson had to consider both the market and the contemporary relevance of his poetry. Therefore, influenced by the changing society, he was drawn to the topic of Gender and Sexuality, emphasizing the importance of women in his versions of the Arthur legends. In dealing with woman’s contradictory dual role as both ‘angel’ and ‘whore’ in Victorian culture, Tennyson was speaking to very contemporary concerns. Alfred Austin described the nineteenth century as a new age of ‘underground railways, ocean steamers, splendid carriages and horses, rare and long-kept vintages, enormous mirrors, miles of lace, new colours, exciting novels by eminent hands, newspapers without end, gorgeous spectacles, naked dancing-girls, deft cooks, and a mild religion’, adding that it was also the age of ‘feminine infirmities’ (Austin 117-33, 120). It is this age to which the *Idylls of the King* addresses itself.

I share Felluga’s opinion that Tennyson was drawn to the problem of women’s role in society because of the important roles the idea of ‘woman’ played in Victorian culture. But I also want to extend and clarify Felluga’s claims. This paper argues that Tennyson was trying to highlight issues of gender and society in his poem not only by dealing with ‘woman’s dual role’, but by engaging with something which both complements and complicates the role of women in society: the ideal

role played by men. In other words, the ‘modern touch’ that Tennyson felt his poem needed is provided in its reflections on what makes a gentleman — a topic of much debate in Tennyson’s contemporary England. As this paper will show, Tennyson was far from alone in attempting to define and explain the idea of what makes a gentleman in terms that involve a chivalric, putatively medieval, behavioral ideal. What I wish to suggest in this paper is that, the King Arthur of the *Idylls* is imagined as much as an idealized Victorian gentleman, as he is a medieval warrior-king. What the *Idylls* gives us is a glimpse not so much of how Tennyson saw the knights of the medieval age as the standards he wished to set for contemporary gentlemen to adhere to. Examining some seemingly insignificant experiences of Tennyson’s life and the standard of behavior which is reflected in the poetry can greatly add to our understanding and enjoyment of the *Idylls*. Why are Tennyson’s medieval knights transformed into Victorian gentlemen in the *Idylls*? Vice versa, why did Tennyson pose the chivalric ideal as a model for the contemporary gentleman? Firstly, I will argue that in order to answer this question, we must examine the ways in which Tennyson’s ideas on the subject were influenced both by famous writers and their works on the concept of the gentleman, and by some celebrated figures of the time who attempted, in various ways, to put chivalric ideals into practice. These factors helped strongly to shape the poet’s idea of what makes a gentleman. Tennyson’s idea of the gentleman is very much a product of his time, and must be studied as such. The elements of this idea that Tennyson inherits from his literary predecessors are supplemented with features distinctive to the nineteenth century. Furthermore, I will argue that Tennyson’s concept of the gentleman shares many similarities with that of contemporary novelists including Austen, Dickens, Thackeray and Trollope. The knights who play such key roles in Tennyson’s *Idylls* share a set of distinctly Victorian features with the nineteenth-century gentlemen in the novels of his contemporaries. In this paper, firstly I will argue that Tennyson turned King Arthur and his knights into Victorian gentlemen, and then analyze how Tennyson’s concept of the gentleman came into being, and secondly I will deal with the concept’s specifically Victorian features, that is, what makes a gentleman for Tennyson. The third part of the article will compare Tennyson’s concept of the gentleman with that of other Victorian writers in order to explore their similarities. In conclusion, I will discuss Tennyson’s view of Victorian gentlemen as it is expressed in his *Idylls*.

I

In Tennyson's age, the concept of the gentleman was a popular topic of public discussion and debate. Several influential figures of the time, including writers and artists, also helped to shape Tennyson's approach to the Arthurian topic. Among them are the poet and novelist Walter Scott, the aristocratic chivalry enthusiast Kenelm Henry Digby, Lord Eglinton (of the famous Eglinton Tournament) and the poet's uncle, Charles Tennyson. All four attempted in their lives to conform to the standards of behaviour expected of an ideal Victorian gentleman. They encouraged and developed the qualities that made a gentleman according to their interpretations of the concept. Philip Mason has described in *The English Gentleman* what Victorian society required of a gentleman:

But they [the Victorians] did, all of them, though in varying degrees, deliberately try to encourage and develop the qualities that made a gentleman ... There are two reasons for this growing demand, not only the need for a definition, a new social marker, but also the need for a much larger ruling class, a class to provide army officers, colonial civil servants, judges, schoolmasters, members of Parliament, magistrates, leaders of society. That is why the emphasis was on manners, on responsibility, on character, rather than on scholarship.

(Mason 162)

Living in such an age, Tennyson expressed his own ideal of the gentleman by transforming the figure of King Arthur in his poetry. As the historian Mark Girouard comments, 'Tennyson was, as a result, criticized both at the time and later for turning Malory's king and his knights into pattern Victorian gentlemen' (Girouard 184). I agree with many critics in the idea that Tennyson transformed knights into Victorian gentlemen. Sir Malory, who lived in the fifteenth century, is the author of *Le Morte Darthur*, the last definitive interpretation of the Arthurian myth before the dawn of the English Renaissance. Such Arthurian material was easily available during Tennyson's youth. The historian Mark Girouard records that one of the 1816 editions of Malory was in the rectory library at Somersby where Tennyson grew up and Tennyson almost certainly read it there as a boy in the 1820s. In order to find out how Tennyson's concept of the gentlemen was shaped, the chivalry enthusiasm in the nineteenth century must be investigated.

Besides Tennyson, many other nineteenth century writers displayed

their interests in chivalry too. The famous Scottish poet and novelist Walter Scott (1771-1832) is best known as a pioneer of historical fiction. The vividness with which Scott re-created earlier periods in his fiction actually influenced the writing of history in the nineteenth century.¹ ‘Scott wrote of chivalry as a thing of the past. . . . It survived only in so far as the best elements in it had been absorbed into the code of the gentleman’(Girouard 33). Girouard notes that Scott’s novels and poems, which are ‘full of examples of bravery, loyalty, hospitality, consideration towards women and inferiors, truth to a given word, respect for rank combined with a warm relationship between different ranks, and refusal to take advantage of an enemy except in fair fight’, whatever the period they cover, ‘celebrate virtues especially associated with feudal, chivalric or old-fashioned societies’ (Girouard 36). Girouard adds that, Scott had created a type of character which not only was to be imitated in innumerable later novels, but was to become a model for young men in real life; the type was the result of amalgamating a mediaeval knight-errant with a modern gentleman, and adding something which was not necessarily part of either: Scott’s heroes never say, do or think anything which could embarrass a contemporary young lady.

In Girouard’s opinion, Scott’s influence does not lie solely in his works themselves, but in the figure of their writer personally as a typical example of an ideal gentleman: ‘throughout his life he [Scott] was proud to be, and extremely conscious of being, a gentleman’ (Girouard 31). Scott influenced Tennyson greatly, both through his works and as a public figure. In *Tennyson: The Unquiet Heart*, Robert Bernard Martin describes how, as a child, Tennyson composed an epic of some six thousand lines in emulation of Scott, ‘full of battles, dealing too with sea and mountain scenery’, and said afterwards that he had never felt himself more truly inspired, ‘as he rushed about the fields with a stick for a sword, fancying himself a conqueror advancing upon an enemy’s country’ (Martin 36). While composing this epic, he first came across Malory, and almost immediately the conception of King Arthur that he was to use in the *Idylls of the King* came to him.

Tennyson was also influenced by another celebrated contemporary gentleman. In 1822, a young man called Kenelm Henry Digby published a book entitled *The Broad Stone of Honor*, with the subtitle of ‘Rules for the Gentleman of England’. He was filled with enthusiasm for the chivalric past. Girouard writes that: Digby ‘was encouraging his readers to be chivalrous. He brought chivalry up to date, as a code of behaviour

for all men, not just for soldiers; he enabled modern gentlemen who had never been near a battlefield to think of themselves as knights' (Girouard 60). Girouard further compares Scott's and Digby's ideas of the concept of the gentleman, noting that: While 'Scott saw the knight ultimately developing into the gentleman, Digby used "knight" and "gentleman" as virtually interchangeable terms' (Girouard 60). Digby's ideas must surely have had their effect upon Tennyson's idea regarding the knight and the gentleman, for he and Tennyson had friendly contact with each other, as recorded by Girouard: 'After Digby graduated he kept rooms in Cambridge until about 1829 and made it his main base in England. Undergraduates of those later years whom he [Digby] may have met included Frederick Maurice, John Sterling, Alfred Tennyson and Arthur Hallam' (Girouard 58).

Girouard describes that throughout the nineteenth century individuals or groups who were proud to call themselves gentlemen set out with 'chivalrous enthusiasm', not to support the existing order, but to make radical changes in it. He mentions the radical enthusiasms of Charles Tennyson, the poet's uncle, which sent him on three chivalrous quests in the 1820s, to rescue Queen Caroline from her husband, the working classes from man traps, and Birmingham from non-representation in Parliament. Mark Girouard suggests that Tennyson's uncle may have had a connection with the 1821 deputation of around eighteen hundred brass founders and coppersmiths, including eight men dressed in full armour on horseback, who marched through London in order to show their support to Queen Caroline. The crowds which turned out to watch the Procession were so great that the Strand was impassable for seven hours.

Charles Tennyson inherited his father's house and very considerable property in Lincolnshire in 1835. He immediately changed the name of his house from Bayons Hall to Bayons Manor, and started to rebuild. For the next ten years his building operations occupied much of his time and energy. According to Girouard's research on Charles Tennyson's rebuilding: 'The first stage was to transform what had been a modest Regency house to the most convincing re-creation yet put up in England of the manor house of a late-mediaeval gentleman' (Girouard 74). As a radical gentleman, Charles Tennyson, in reviving the great hall, aimed to create: 'a great hall, in which all classes of society were, from time to time, entertained together' and which 'symbolized the approach to life which would keep gentlemen in existence, as the natural leaders of a democratic society' (Girouard 76). There is compelling evidence for

Charles Tennyson's influence in his poet nephew. Martin records that they had many interests in common:

Alfred Tennyson's narrative poetry often glances at the vulgar efforts of the newly rich to create tradition, and he obviously had at least some aspects of his uncle in mind, but when he came to build his own dream castle in Sussex it turned out to be a distant and diminished cousin of the archetypal Bayons. Indeed, in such poems as *The Idylls of the King* he displays closer kinship to his uncle than he knew, in his belief in the possibility of giving new life to a heroic past by making it a shell to encase the nineteenth century. In nothing did uncle and nephew seem more closely related than in their family passion for the past, and the poignancy of their longing was not made less by the brute fact that the particular segment of history for which they were nostalgic had never existed.

(Martin 212)

Tennyson lived in an age in which people showed a keen interest in medieval culture and the concept of the knight-gentleman became an eccentric but widely-shared ideal for many men.

The Eglinton Tournament, which was held in August 1839, was perhaps the most famous product of the interest in nineteenth-century chivalry in Great Britain. At the time it aroused almost world-wide interest; even today the fact that there was such a tournament, and that it fizzled out in a cloudburst, is a matter of common knowledge. Eglinton Castle was relatively easy to get to from London. Tennyson was then living in High Beech in the proximity of London. Girouard describes the disastrous effect on the Tournament of a sudden heavy downpour of rain: Just after three, as the procession was at last ready to start, and the Queen of Beauty prepared to mount her snow white palfrey, there was a clap of thunder. Rain began to fall in torrents and continued to fall for the rest of the day. At once, the gold and the gaiety vanished, and the whole glittering scene turned to mud. All who had them put up their umbrellas. Down at the lists the multi-coloured crowds on the slopes and stands changed in a few seconds to an enormous field of mushrooms, another to the backsides of thousands of elephants. These events at the Eglinton Tournament are closely mirrored in Tennyson's 'The Last Tournament', one of the *Idylls of the King*. The literary tournament in that poem is similarly affected by heavy rain with the result that clothes of white are hastily covered by umbrellas of all colours :

Then fell thick rain, plume droopt and mantle clung,
And pettish cries awoke, and the wan day

Went glooming down in wet and weariness:

...

So dame and damsel cast the simple white,

And glowing in all colours...

(‘The Last Tournament’ 213-215, 232-233)

Obviously Eglinton Tournament inspired Tennyson’s literary tournament. Whether he attended the tournament or merely read about it, it is unavoidable that Tennyson was influenced by the main figure behind the Tournament who is Lord Eglinton. Lord Eglinton was the driving force behind the Tournament. Girouard discusses Lord Eglinton’s motives in the tide of the mediaeval events: ‘He may have started as a young man out for a bit of fun; he ended as a chivalrous gentleman after the best Digby model, possibly better’ (Girouard 93). Girouard argues that the event changed his life: ‘For Lord Eglinton, too, the tournament marked a turning point. He ceased to spend most of his time enjoying himself and became the epitome of the Victorian gentleman, an indefatigable public servant, a faithful husband, unfailingly considerate and courteous to everyone, genuinely loved by all classes, good at everything except money’ (Girouard 108-110). Lord Eglinton self-consciously set an example of gentlemanliness for his contemporaries. When he died, *Blackwood’s Magazine* wrote, ‘Of him it may emphatically be said that honour was his polar star.’ As ‘the epitome of the Victorian gentleman’, his behavioral code accords with the oath set by Arthur for the knights of the Round Table in Tennyson’s *Idylls*.

Tennyson had searched for many years for the ‘new touch’ which he felt his *Idylls* needed. His ‘Sir Lancelot and Queen Guinevere’, ‘Morte d’Arthur’ and ‘Sir Galahad’ first appeared in print in 1842. In the same year S.C.Hall’s *Book of British Ballads* included two Arthurian ballads, illustrated by John Franklin. Mediaeval history was culturally respectable at that time, but mediaeval romance was not. In an endeavour to make the ‘Morte d’ Arthur’ more palatable to contemporary tastes, Tennyson inserted these poems into a broader setting, the ‘epic’. John Sterling, who was a personal friend of Tennyson, remarked, ‘the miraculous legend of “Excalibur” does not come very near to us, and as reproduced by any modern writer must be a mere ingenious exercise of fancy’.² Tennyson took this so much to heart that he abandoned his plan to write the Arthurian epic for which he had already drafted a structure.

Arthurian stories attracted Victorian painters too. Tennyson’s influences must include contemporary representations of the discussion

of the Round Table in Victorian painting. Perhaps the most celebrated representations of the Round Table in Victorian painting were those of William Dyce. Both Queen Victoria and Prince Albert showed an interest in chivalry and in 1847 William Dyce was commissioned to paint the Queen's Robing Room, the inner sanctum of the magnificent royal suite, which was to be dominated by scenes from the story of King Arthur and the Knights of the Round Table. With Dyce's commission, the problem of how to treat the Arthurian story surfaced again. One opinion was that the nineteenth-century artist should 'consider the Companions of the Round Table as personifications of certain moral qualities, and select for representation such adventures of Arthur and his Knights as best exemplified the courage, magnanimity, courtesy, temperance, fidelity, devoutness and other qualities which make up the ancient idea of chivalric greatness'³ as Dyce's secretary Eastlake records. The subjects finally decided on were mercy, hospitality, generosity, religion, courtesy, fidelity and courage. 'In spite of their mediaeval trimmings, the Arthurian "moral qualities" which the pictures express are clearly being presented for admiration and imitation by the monarch and aristocracy of Britain', according to Mark Girouard, 'All are entirely appropriate for a Victorian gentleman' (Girouard 181). 'In 1855, when Tennyson finally took up the Arthurian story again, his approach was much closer to Dyce's than to that of his poems of the 1830s' (Girouard 181), Girouard points out that Dyce's depiction of Mercy and Courtesy stresses the obligation on gentlemen to be courteous to women and to come to their protection, which is also among the primary obligations of the knights of the Round Table in Tennyson's poems.

Thus the works of Scott, Digby and Dyce, his uncle's attempt to revive mediaeval architecture, and the model of a Victorian gentleman proposed by Lord Eglinton all helped to shape Tennyson's depiction of his King Arthur. Though Tennyson had studied Malory's Arthur, it was his personal connection with such theorists of gentlemanly behaviour as Digby, his reading of writers like Scott, and the presence of chivalry enthusiasts in his own social milieu that played the larger part in shaping his Arthur, an Arthur in the mould of a Victorian gentleman.

Traces of these various influences are reflected in the oath that Tennyson invented for his knights of the Round Table. Arthur asks his knights to lay their hands on his to swear:

To reverence the King, as if he were
Their conscience, and their conscience as their King,
To break the heathen and uphold the Christ,

To ride abroad redressing human wrongs,
 To speak no slander, no, nor listen to it,
 To honour his own word as if his God's,
 To lead sweet lives in purest chastity,
 To love one maiden only, cleave to her,
 And worship her by years of noble deeds,
 Until they won her; for indeed I knew
 Of no more subtle master under heaven
 Than is the maiden passion for a maid,
 Not only to keep down the base in man,
 But teach high thought, and amiable words
 And courtliness, and the desire of fame,
 And love of truth, and all that makes a man.

(‘Guinevere’ 465-480)

Using Arthur as mouthpiece, Tennyson here outlines his conception of the key values to be upheld by a gentleman. The qualities that make a knight in Arthur’s oath — chastity, faithfulness, monogamy, and courtliness — are notably qualities that can and should be emulated by contemporary gentlemen. It is not armour or feats or arms that make a knight, for Tennyson.

Specifically, Tennyson stresses in Arthur’s oath that a gentleman should have the basic virtues of purity and Christian responsibility (particularly as concerns their relationship with women). In this way he viewed the medieval king from the standpoint of a Victorian poet who lived in an age of new ideas such as evolution, democracy, and equality, and of new processes, including industrialization.

II

Like all poets, Tennyson’s view of Arthur and his knights was influenced by his own historical era and its existing cultural milieu. Tennyson’s gentlemanly King Arthur is quite distinctly Victorian. Victorian gentlemen valued the virtues of purity and Christian-like responsibility.

Tennyson took great pains to make Arthur his ideal gentleman. His versions of Arthur legends differ widely from their usual source in Malory. The most important of these changes is that Tennyson highlights purity and faithfulness in love in his poetry while Malory did not. Indeed, the behaviour we are asked to admire in Tennyson’s male heroes can be seen as closer to that of the nineteenth century novelist Jane Austen than to Tennyson’s medieval sources. Tennyson and Austen were close in advocating ‘faithfulness of love’. Philip Mason’s

discussing Austen's concept of the gentleman asserts that while it is difficult to formulate precisely the qualities what for Austen make a gentleman, 'it is possible to generalize about the men she [Austen] dislikes' (Mason 78). He divides these into three groups: the 'pompous and insensitive' (Mr Collins and Mr Elton), the 'elegant but haughty' (General Tilney and Sir Walter Elliott) and the 'fickle and shallow' (Willoughby and Henry Crawford) (Mason 78). In contrast, 'The true hero has not only the air and manner of a gentleman — style and elegance — but must have *solid* qualities too. He must have warmth; he must be faithful and enduring in love; he must have staying power' (Mason 78). These are the standards by which Austen's gentleman is judged. Mason also observes that, 'Nevertheless, the kind of man Miss Austen and her heroines admired may stand in the line from Chaucer and Castiglione, as a picture of the gentleman, not the only picture but one of the best which the nineteenth century inherited from the eighteenth and to which the Victorians added their own specific contributions' (Mason 80). What Mason claims of Austen could equally be argued of Tennyson. Tennyson values Arthur for his constancy, while disapproving of Lancelot and Tristram for their immorality in love. The poet and the novelist share many ideas on the virtues that a gentleman should have, particularly on faithfulness of love. Girouard records that in his presentation of the Arthurian story Tennyson consciously and deliberately bowdlerized Malory in many particulars. Malory's Guinevere was a true lover and therefore had a good end, while his Arthur, far from being a loving but deceived husband, shows little interest in Guinevere and is much more concerned about the quarrel with Lancelot and his followers than the loss of his wife.

Despite such reservations, Tennyson's Arthur was deliberately designed to be an ideal king and husband. 'I was ever virgin save for thee' ('Guinevere' 554), Arthur reminds Guinevere when reproaching her for her adultery. Purity, and indeed virginity, were popular subjects of discussion in the 1830s. It was at this time, for instance, that Richard Hurrell Froude was urging 'the severe idea of virginity' on his friends in the Oxford Movement.⁴ It is easy to understand, therefore, why Tennyson placed such emphasis on the loyalty between husband and wife in his *Idylls*. The collapse of the Round Table is attributed to the love affair between Guinevere and Lancelot and other guilty loves. Lancelot, in contrast with the King, is by no means a gentleman, according to Tennyson's understanding of the term:

The great and guilty love he bare the Queen,
 In battle with the love he bare his lord,
 Had marred his face, and marked it ere his time.

...

His mood was often like a fiend, and rose
 And drove him into wastes and solitudes
 For agony, who was yet a living soul.
 Marred as he was, he seemed the goodliest man
 That ever among ladies ate in hall...

(‘Lancelot and Elaine’ 244-246, 250-254)

These are not only timeless concerns, but directly reflect public desires of the poet’s time. In Tennyson’s time, England was experiencing dramatic social changes. Particularly among the poor and working classes, women’s social position was low and their chastity was not valued, as Francoise Basch describes:

In the age of Victoria, it is generally agreed that the wife’s ‘chastity’ was as meaningless among the common people as ‘the respect’ her husband was supposed to show her. W. Gilbert related a conversation that left no room for doubt about the husband’s intention to make his wife turn prostitute. ‘The general degradation’ of men and women began in earliest childhood in the slums, and was noted in the factories by Elizabeth Gaskell and other observers. The employer-seducer did not spare even married workers.

(Basch 84)

Mark Girouard places these concerns among Tennyson’s motives for writing the *Idylls*: ‘The *Idylls of the King* were designed as a warning. Their pessimism reflected Tennyson’s own belief that the age was getting worse, and would continue to do so until the English were to live up to the moral standards necessary for members of an imperial nation. His worries were, by his own standards, justified, at any rate as far as concerned sexual morals’ (Girouard 184).

In strong contrast to the facts of widespread sexual promiscuity, Victorian gentlemen in Tennyson’s eyes behaved or should behave quite differently. They valued purity in love and advocated that marriage was the proper expression of love. As Arthur says: ‘Behold, thy doom is mine. Let chance what will, I love thee to the death!’ (The Coming of Arthur 466-467) Both husband and wife should be loyal to each other. From King Arthur’s and Geraint’s marriage we can get some sense of the ideals governing Tennyson’s own marriage and some of his contemporaries.

It is King Arthur's responsibility as a gentleman to earn glory in battle before he marries Guinevere. Though strong passion occurs to him at the first sight of Guinevere he, who 'had done no deed of arms' must 'fight battles' to deserve her:

Felt the light of her eyes into his life
 Smite on the sudden, yet rode on, and pitched
 His tents beside the forest. Then he drave
 The heathen; after, slew the beast, and felled
 The forest, letting in the sun, and made
 Broad pathways for the hunter and the knight
 And so returned.

...

Arthur, passing thence to battle, felt
 Travail, and throes and agonies of the life,
 Desiring to be joined with Guinevere;

(*'The Coming of Arthur'* 56-62, 74-76)

Later in the same poem, the brave knight Geraint happens to enter beautiful lady Enid's castle and is told that her father Yniol's nephew Limours has robbed their earldom. Enid's family live a life of poverty. Stricken by Enid's beauty, Geraint longs to 'stoop and kiss the tender little thumb, That crost the trencher as she laid down' (*The Marriage of Geraint* 395-396) after "seeing her so sweet and serviceable" (*The Marriage of Geraint* 393). Geraint later then asks for arms in order to fight against Limours. In the end he wins the earldom back for Enid's family after a fierce battle:

They clashed together, and thrice they brake their spears.
 Then each, dishorsed and drawing, lashed at each
 So often and with such blows, that all the crowd
 Wondered, and now and then from distant walls
 There came a clapping as of phantom hands.
 So twice they fought, and twice they breathed, and still
 The dew of their great labour, and the blood
 Of their strong bodies, flowing, drained their force.
 But either's force was matched till Yniol's cry,
 'Remember that great insult done the Queen,'
 Increased Geraint's, who heaved his blade aloft,
 And cracked the helmet through, and bit the bone,
 And felled him...

(*'The Marriage of Geraint'* 562-574)

After overcoming these obstacles, Geraint and Enid marry. As knights, Arthur and Geraint both fight first to obtain glory and then marry the

women whom they have fallen in love. 'Years of noble deeds' are indispensable in the process of winning a wife. It is not difficult to understand this opinion if we examine the poet's own life and love story.

In 1836 Tennyson's brother Charles married Louisa Sellwood, and Tennyson fell in love with Louisa's sister Emily, whom he had first met in 1830. The next year the poet's engagement to Emily was recognized by both families. But in 1840 their engagement was broken off, partly for financial reasons. It was not until nine years later that they renewed correspondence and in 1850 Tennyson and Emily finally married. Girouard argues that Tennyson 'had never been in the least sexually promiscuous, and after marriage became increasingly disapproving of sexual adventures; moreover his wife Emily, in spite of her deliberately self-effacing image, was a powerful personality completely wedded to conventional Victorian morality' (Girouard 181-182). Tennyson and Emily were not alone in these attitudes. 'To the Victorians purity was a permanently desirable virtue, but in the literature of mediaeval chivalry it was more a means of refining individual love affairs', Girouard argues, before describing in detail the behavioral code of that era:

Many men of Tennyson's time followed, or did their best to follow, his ideal of love; Tennyson almost certainly did so himself. They remained pure until marriage and faithful after it...They married for love, and once they had found the woman they loved were prepared, if there were obstacles, to wait faithfully and patiently until they were removed. In their attitude to all women, but above all to their wives, they aimed to be courteous, tender and protective. They never, under any conceivable circumstances, struck a woman, or let her hear, see or read anything which could be considered impure.

(Girouard 198)

Marriage might be delayed until later in life than it had been for previous generations of men, and a gentleman was required to be pure until then. It is widely known that gentleman is a term with a long history. But what is meant by a gentleman changes over time. In the nineteenth century a new set of reasons for men to delay their marriage appeared. Many gentlemen followed so. Mason comments that 'the Victorians inherited the idea of the gentleman', they 'added to it, they developed it; they set up factories for gentlemen in their public schools' where 'boys were taught to be gentlemen and girls to be ladies at separate, and carefully segregated' and the imperial class demanded

that ‘men should not marry until they were at least thirty.’ (Mason 13)

Famously, Queen Victoria’s husband Prince Albert was another good example of the value that Victorian society placed on purity in gentleman. His birthday presents to Queen Victoria on 24 May 1844 included a miniature by Robert Thorburn, in which, Albert is painted in armour. Elaine Jordan says that the painting symbolizes ‘his chivalry as a modern gentleman’ and ‘Tennyson described him in the *Dedication* to the 1862 edition of the *Idylls*, the year after his death’ (Jordan 157). Prince Albert was a faithful husband to Queen Victoria after their marriage and the marriage was famously affectionate and supportive. After his death, Queen Victoria wore mourning clothes for many years. Girouard mentions that in 1862 Queen Victoria was deeply touched when Tennyson dedicated a new edition of his *Idylls of the King* to the memory of her husband. The new dedication runs as follows:

These to His Memory — since he held them dear,
Perchance as finding there unconsciously
Some image of himself — I dedicate,
I dedicate, I consecrate with tears —
These *Idylls*.

And indeed He seems to me
Scarce other than my king’s ideal knight,
‘Who revered his conscience as his king;
Whose glory was, redressing human wrong;
Who spake no slander, no, nor listened to it;
Who loved one only and who clove to her —’

(‘Dedication’ 1-10)

In Tennyson’s poems, King Arthur is an ideal ruler, knight and gentleman, and a faithful husband. The poet’s dedication of the *Idylls* was intended to console the Queen after the death of her husband Prince Albert by implying that King Arthur is the image of the ‘blameless’ Albert. Prince Albert visited Tennyson on one occasion in May 1855 and the poet was moved by Albert’s friendliness: The Prince shook his hand in a friendly fashion and said that he was in the neighbourhood and had wanted to call when he heard that Tennyson lived there. Nervously, Tennyson rummaged among the boxes and found wine to offer to the Prince, but he was so taken aback by Albert’s informal friendliness and by his own tardy arrival that he totally forgot to ask him to sit down. The Prince talked to him ‘very gaily’ and asked one of his gentlemen to pick a bouquet of the cowslips that grew on the untended lawn. When

he left, he kept repeating that it was a very pretty place and that he intended to bring the Queen to see it very soon.⁵

Prince Albert's suitability as a dedicatee for the *Idylls* is two-fold: he was both a faithful and devoted husband, and a royal figure. Tennyson's connection with the royal family is reflected in the new relationship between the King and his people, which is depicted in the *Idylls*. A king was supposed to be merciful and considerate to his people. This is evident in the poem when:

Balin was bold, and asked
 To bear her own crown-royal upon shield,
 Whereat she smiled and turned her to the King,
 Who answered 'Thou shalt put the crown to use.
 The crown is but the shadow of the King,
 And this a shadow's shadow, let him have it,
 So this will help him of his violence!'
 'No shadow' said Sir Balin 'O my Queen,
 But light to me! no shadow, O my King,
 But golden earnest of a gentler life!'

(‘Balin and Balan’ 195-204)

The distance between rulers and common people is shortened if the ruler appears informal and humble and kind to his people, or if he is a gentleman. Arthur's kindness to Balin is reminiscent of Prince Albert's friendliness to Tennyson. There was no doubt that Prince Albert left a good impression on Tennyson: 'it is probable that the two men [Albert and Tennyson] would have become closer had the Prince not died young. The Queen's kindness to Tennyson after Albert's death was a reflection of his feelings, but she was not capable of Albert's informality' (Martin 403-404), argues Martin.

From Tennyson's dedication of the *Idylls* to the Royal family, we may catch a glimpse of how the Victorian royal household were viewed by their people. Prince Albert is a gentleman, an ideal husband, as is King Arthur. Albert was widely admired and respected for his 'informality', a point echoed in Arthur's character in the *Idylls*. Tennyson had suggested in *Idylls* that 'equality' was to be pursued. This is also a feature of his time. Girouard explains that Scott and Digby were 'in support of everything that was expressed in the word "democracy": trades unions, votes for all, cheap newspapers and education without religion. For what, after all, could be more chivalrous than for a gentleman to disregard his own self-interest and the interests of his class, and fight for the rights of working men?' (Girouard 68) How Tennyson considered the idea of democracy was not quite clear, but we

have clear clues that democracy and equality are viewed positively in his poetry. Mason explains that, since the English were ‘a subtly graded society in process of becoming more democratic’, and ‘their leaders therefore laid increasing emphasis on minor aspects of social behaviour which accentuated the grading’; these leaders were also ‘the rulers of an empire for which they needed an imperial class of officers who must appear impassive, god-like and impartial’ (Mason 148).

Tennyson, who was a great poet in fully grasping the situation of his time, recreated King Arthur delicately by infusing into the figure of a feudal king a modern flavor to appeal to contemporary tastes. Tennyson succeeded in doing so, though he had to consider how to achieve a balance between an emphasis on the King’s superiority and the common people’s equality in his poems.

As time elapsed, changes took place politically and culturally too. Accordingly the concept of a gentleman varied in turn. This change is described by Philip Mason who observes of Squire Western in Fielding’s novel *Tom Jones, a Foundling*, first published in 1749 that, before the French Revolution and the proclamation of equality, Squire Western and his kind had known very well that ‘because of their birth they were quite different from the common people’ therefore ‘a gentleman could be familiar with his servants and talk bawdy to them’; but once the great kingdom across the Channel had become a republic where ‘all men were said to be equal, it became more necessary to insist on difference — and the difference must be expressed in some way not easily acquired’ (Mason 145).

Tennyson’s talent is reflected in fulfilling his task of balancing a king’s high position and that of the rest of society. Arthur is a wise ruler: he is able to make his knights sing and believe that he as king could ‘lift us from the dust’ (‘The Coming of Arthur’ 490). On the one hand, Arthur is a God-like holy figure; on the other hand, he is trying to humble himself to make others feel that he and his people are all equally obedient servants of God: ‘we that fight for our fair father Christ’ (‘The Coming of Arthur’ 509). Besides Arthur’s kindness and consideration to the people who are bullied by King Uther or soldiers wounded by the Red knight, there are several other incidents in the poem in which Camelot is presented as a place where men are created equal.

In the poem *Pelleas and Ettarre*, Pelleas falls in love with Ettarre and wins her a prize. But Ettarre shows Pelleas no favour. So Guinevere asks her the reason:

‘We marvel at thee much,
 O damsel, wearing this unsunny face
 To him who won thee glory!’ And she said,
 ‘Had ye not held your Lancelot in your bower,
 My Queen, he had not won.’ Whereat the Queen,
 As one whose foot is bitten by an ant,
 Glanced down upon her, turned and went her way.
 (‘Pelleas and Ettarre’ 172-178)

Ettarre discloses Guinevere’s shameful secret love to Lancelot. Tennyson has her speak boldly, as if her listener is not a Queen. This dialogue seems unlikely between a supreme Queen and Lady Ettarre. But it is quite possible to imagine as taking place in a democratic society where all are equal. In Victorian England, many people were striving for equality and democracy. As a result, it was necessary to redefine what was meant by a gentleman. Philip Mason reflects upon these changes:

It was in the nineteenth century that the concept came to be so all-embracing and so demanding and took on with much greater strength its moral overtones. But it had a much older pedigree, running back to Chaucer and before. The Victorians did not invent it, but they found it useful and developed it ... The Victorians, though they were hardly aware of it, needed an imperial class, men who were accustomed to give orders and to see they were obeyed, and to do this with the minimum use of force, and with a consideration for the governed that would inspire a minimum of resentment.

(Mason 12)

The nineteenth century saw an increasingly widespread emphasis on the concept of ‘equality’. Another virtue of the gentleman was also emphasized: responsibility. Whoever a gentleman is, he should shoulder his responsibility. Prince Albert was a person who gave himself entirely up to the duties of his position and relieved the Queen from the burdens of royalty. He himself wrote, in a letter to the Duke of Wellington declining the command of the army, that his principle of action was to ‘sink his own individual existence in that of his wife, — to aim at no power by himself or for himself, — to shun all ostentation, — to assume no separate responsibility before the public’.⁶ James Parton in *Victoria Queen of England*, records that in 1868 the Prince defined his role as follows: ‘I speak quite openly with the ministers on all subjects, so as to obtain information, and meet on all sides with much kindness...I

endeavor quietly to be of as much use to Victoria in her position as I can.’⁷

‘The Victorians added the requirement that the gentleman must be *responsible*; he must fulfill his obligations and live up to his own standards. He should accept and exercise leadership’ (Mason 12-13), Mason argues. Tennyson himself was not an exception in this regard, Martin says: ‘Like most artists with a conscience, Tennyson was plagued all his life with the conflicting claims of his duty to society, to the world at large, and his duty to his own sensibilities’ (Martin 67). In 1892 a book named *The Ideal of a Gentleman* by the Rev Dr Smythe-Palmer, was published. ‘But as the book develops the identification of the gentleman and the Christian grows closer’ (Mason 218), Mason continues to argue that a gentleman need to fulfill his duty as a Christian does: ‘in the nineteenth century, a nation nominally, but not wholeheartedly, Christian had set up an alternative code of ethics, the behaviour proper for a gentleman. England contained a subtly graded society, of which the upper and middle ranks had made of this code of behaviour almost a religion — a sub-Christian cult’ (Mason 105). Mason notes that Matthew Arnold (1822-88), poet and critic, agreed with this idea:

The gentleman... the kind of gentleman Arnold tried to make — lives in the world and has a part to play in society; indeed, he has usually to exercise some degree of rule over others, distinguishing one line of action from another, perhaps prescribing a course of medical treatment, promoting one man and passing another by.
(Mason 219-220)

To put Arnold’s version of a gentleman another way, Mason adds:

A soldier is not made a gentleman by fighting; an officer is made a gentleman by his duty to put the safety and comfort of the men under his command before his own. And surely it is not learning, but some element of responsibility for disinterested decision, that ennobles, or ought to ennoble, the men who follow “learned professions”.

(Mason 218)

I agree with Mason in his ideas on Arnold’s emphasizing of responsibility. Arnold’s conception of the gentleman is similar to Tennyson’s, as is suggested by Arthur’s own words. When his knights

go out to seek the Holy Grail, the King considers that he himself must carry on his duty:

Not easily, seeing that the King must guard
 That which he rules, and is but as the hind
 To whom a space of land is given to plow.
 Who may not wander from the allotted field
 Before his work be done; but, being done,
 Let visions of the night or of the day
 Come, as they will;

(‘The Holy Grail’ 901-907)

In Arthur’s oath, Christ is to be upheld. I agree with Mason in the point that gentlemen should fulfill their duties like Christians. ‘But many Victorian Englishmen, indeed most, were much less clear what Christianity meant and believed rather vaguely that its main message lay in ethical standards, which no one could quite live up to. They were often inclined to talk and write as though to be a gentleman and to be a Christian were the same thing’ (Mason 218), Philip Mason suggests in his book *The English Gentleman*. In short, Tennyson’s gentlemen are required to be faithful husbands and perform their duties like Christians. These virtues are distinctively Victorian.

III

Tennyson’s gentlemen share similarities with those of his contemporary writers Thackeray, Dickens and Trollope. In considering the influence of previous writers on Tennyson’s conception of the gentleman, we should not exclude medieval writers. Tennyson’s knights are similar in some ways to those of Chaucer: ‘Chaucer’s perfect knight is courteous to inferiors and what makes him “gentil” is that he is generous, magnanimous to the defeated, to the poor, to the unhappy’ (Mason 55), as summarized by Mason. These virtues can also be seen in the *Idylls*. But if Tennyson inherits some elements of his gentleman knight from earlier writers, he adds a specifically Victorian colour of his own: in particular as regards purity, equality, and Christianity.

A brief consideration of other writers of Tennyson’s period may therefore be helpful while considering the contemporary understanding of what makes a gentleman. William Makepeace Thackeray (1811-63) in his lectures *The Four Georges* sought to define his conception of a gentleman by asking questions:

What is it to be a gentleman? Is it to be honest, to be gentle, to be generous, to be wise, and, possessing all these qualities, to exercise them in the most graceful outward manner? Ought a gentleman to be a loyal son, a true husband and honest father? Ought his life to be decent — his bills paid— his tastes to be high and elegant — his aims in life lofty and noble ?

These virtues are close to those required for a gentleman in Arthur's oath which includes 'no slander', 'noble deeds', 'high thought', and 'purest chastity' (see page 9–10 above).

As is argued by Philip Mason, Charles Dickens's Sir Leicester is his version of a gentleman. Sir Leicester Dedlock, a major character in *Bleak House*, is a crusty baronet, very much older than his wife and very 'out of date' in the England of the 1830s. He knows nothing of the secret past of his wife, Lady Dedlock, but loves her dearly. Mason argues that 'Dickens had, against his own initial intention, portrayed a gentleman' (Mason 125). Mason adds that Sir Leicester's 'noble earnestness, his fidelity, his gallant shielding of her [wife of Leicester], his general conquest of his own wrong and his own pride for her sake, are simply honourable, manly and true' (*Bleak House* 794).

I also agree with Mason's analysis of the gentleman figure in the novels of Anthony Trollope (1815-82):

No one has expressed more clearly than Trollope the feeling of Englishmen in the middle of Queen Victoria's reign that to be a gentleman in the truest sense was to be initiated into a kind of order, almost a religion, to be possessed of a quality that was enigmatic and indefinable yet immediately apparent to everyone else.

(Mason 133-134)

Anthony Trollope was one of the most celebrated novelists of the Victorian era, and he had his own take on what makes a gentleman. To put it in another way, in Mason's words, 'About men Trollope was one degree more prosaic. His heroes are faithful; indeed, fidelity is one of the first qualities of a gentleman' (Mason 137). That also means, according to Mason, 'Indeed, if a man is not faithful, once he has declared himself, he forfeits the right to be called a gentleman' (Mason 137). Plantagenet Palliser is the main character in the Palliser series of novels by Anthony Trollope. Glencora Palliser, the Duke's wife, tells her confidant Mrs Finn that: 'To him a woman, particularly his own woman, is a thing so fine and so precious that the winds of heaven should hardly be allowed to blow upon her...' ⁸ Plantagenet Palliser

considers women, particularly his wife, ‘fine and precious’. He protects them. In this way, Trollope’s gentleman is close to that of Tennyson. Tennyson’s gentleman King Arthur considers it one of his prime responsibilities to love and protect his wife. Even to a wife who has committed adultery, Arthur fulfills his last duties as a husband. Arthur reproaches his unfaithful wife with the following words:

True men who love me still, for whom I live,
To guard thee in the wild hour coming on,
Lest but a hair of this low head be harmed.
Fear not: thou shalt be guarded till my death.

(‘Guinevere’ 442-446)

Arthur charges his knights to protect Guinevere though she is an unfaithful wife. As a gentleman husband, King Arthur keeps in mind his responsibility to his wife. In short, Tennyson’s King Arthur shares much with the gentleman as imagined by nineteenth-century writers like Austen, Thackeray, Dickens, and Trollope.

In addition, there are some other aspects of gentlemanly behaviour like male fellowship which were typically a sign of the Victorian age not emphasized deliberately by the poet, but are nevertheless strongly evident in the poem. In *Idylls of the King*, we can sense the strong fellowship among knights, that is, the friendship among gentlemen. For example, King Arthur and Lancelot, Pelleas and Gawain, Balin and Balan, consider each other as trustworthy friends.

And when the thralls had talk among themselves,
And one would praise the love that linkt the King
And Lancelot— how the King had saved his life
In battle twice, and Lancelot once the King’s —
For Lancelot was the first in Tournament,
But Arthur mightiest on the battle-field —

(‘Gareth and Lynette’ 481-486)

This male friendship strikes Mason so much that he says:

It was a strange feature of the Victorian achievement that it owed so much to men who had postponed marriage for so long that they had come to prefer the society of boys or young men to that of women and who lived in a close, affectionate friendship that remained Platonic with their pupils in school and university or with the young men in their regiments.

(Mason 167)

Simon Gunn writes in *The Public Culture of The Victorian Middle Class* about such gentlemen's clubs: 'Of all urban institutions the most exclusive and impervious to change was the gentlemen's club. Throughout the "long nineteenth century" male social clubs remained select and private institutions at the heart of an expanding public sphere' (Gunn 84). Tennyson participated in club life and enjoyed companionship with his friends there. The friendship between Tennyson and Arthur Hallam can best illustrate this point, for they had established the 'most celebrated friendship of that century' (Martin 69). Hallam's sudden death shocked Tennyson greatly: 'A.T. improves greatly: has evidently a mind yearning for fellowship; for the Joys of friendship and love. Hallam seems to have left his heart a widowed one'.⁹ Therefore it is inevitable that Tennyson's *Idylls* contains these features of the companionship of gentlemen.

Nevertheless, and perhaps unexpectedly, while Tennyson's gentlemen enjoy male company, it is their attitude and behaviour towards women that defines them. When rewriting his *Idylls of the King*, Tennyson drew heavily on contemporary discussions of the gentleman. In his poems we catch glimpses of his life as it was shaped by his culture and by his own reading. His contemporaries, including writers such as Scott and Digby, public figures such as Lord Eglinton, painter, such as Dyce, and the poet's own uncle, Charles Tennyson, all contributed to the ideas and questions he had concerning King Arthur and Victorian gentleman. In portraying his gentleman Arthur, the poet drew on Malory as a source, but added something new, peculiar to Victorian age. His gentlemen therefore have elements in common with those of Dickens, Thackeray, Austen, and Trollope, a dedication to such virtues as faithfulness, responsibility, Christianity.

Throughout his poetry, Tennyson continuously asserts the standards to which a gentleman should aspire, those emphasized in Arthur's oath for the Round Table. Tennyson's innovation in relation to the Arthur legends was to present the heroes of Camelot as gentlemen in knights' clothes. According to Tennyson, being a gentleman depends to large extent upon how one deals with women. A gentleman is required to love one woman only, to remain pure until he marries her, to protect her, even worship her. The knights who violate the oath are not gentlemen. Since Lancelot and Tristram commit adultery, they are not gentlemen. King Arthur is an ideal gentleman, as well as an ideal knight. In creating the poetry of the *Idylls*, Tennyson really gives us two contrasting views, the first being his personal understanding of King Arthur as a Victorian

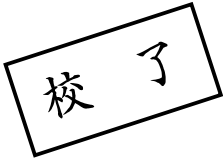
gentleman and the second our glimpse of Victorian society through the eyes of Tennyson. Providing his version of the gentleman, Tennyson's motive of reviving the Arthurian stories is revealed: through teaching his contemporaries to be gentlemen, Tennyson intended to advocate that women, particularly wives, should be respected and loved. Ward Hellstrom proclaims that the *Idylls* is 'uncongenial to the modern temper', for 'Tennyson's attempt to preserve for woman her traditional role' has 'cast him on the losing side in the most revolutionary battle of the nineteenth century — the fight for women's rights' (Hellstrom 133). As this article has shown, however, Tennyson's exploration of traditional roles addresses ideals of both male and female behaviour. To see Tennyson merely as the 'preserver' of traditional roles underestimates the ways in which he uses the Arthurian legends not to avoid contemporary debates, but to take part in them.

Notes

- ¹ Concerning Scott's historical novel, Pat Rogers says in *The Oxford Illustrated History of English Literature* that "Scott is usually said to have created the historical novel. The most obvious requirement of a historical novel is that it should be set in the past ... Scott, on the other hand, was a historian, and the periods in which he set his novels were of significance in themselves. The vividness with which Scott re-created earlier periods in his fiction actually influenced the writing of history in the nineteenth century".
- ² John Sterling, review of Tennyson's *Poems* (1842), *Quarterly Review*, Sept. 1842, 385-416. Rpt. in *Tennyson: The Heritage*, ed. John D. Jump (London: Routledge and Kegan Paul, 1967)
- ³ Eastlake was secretary of Dyce. This was recorded in Dyce to Eastlake Royal Archives, F30/60 (copy).
- ⁴ Mark Girouard uses this movement to explain how important virginity was in Victorian age. The movement was included in *Newman on Froude Apologia pro Vita Sua* (new imp. 1913), 24
- ⁵ Robert Bernard Martin records in *Tennyson The Unquiet Heart* that Albert Prince had visited Tennyson. His kindness impressed the poet. After the death of the Prince, Tennyson dedicated his *Idylls* to the Queen to console her and show his devotion to the Royal family.
- ⁶ Information found at: [Http:womenhistory. about.com](http://womenhistory.about.com), accessed October 6th, 2006.
- ⁷ Information found at: [Http:womenhistory. about.com](http://womenhistory.about.com), accessed October 6th, 2006.
- ⁸ The quotation is from Trollope's novel *The Prime Minister*, Chapter 56.
- ⁹ Clergyman John Rashdall was Tennyson's friend. He and the Tennysons paid constant visits to each other. Concerning Tennyson's condition, he recorded on 16 January 1834 all their talks when Tennyson spent three days with him. The quotation was from Rashdall's diary which is in the Bodleian Library.

Works Cited

- Alfred, Austin. "Summary" in *The Poetry of the Period* (1870); rpt. in *The Victorian Poet*.
- Alfred, Tennyson. *The Poems of Tennyson*. Ed. Christopher Ricks. Longman Group UK Limited, 1987.
- British Quarterly Review* 51 (January 1870) 316-317
- Blackwood's Magazine*, November 1861
- Charles, Dickens. *Bleak House*. Ed. Sir Osbert Sitwell. London: Oxford University Press, 1975.
- Dino Franco, Felluga, "Tennyson's *Idylls, Pure Poetry, and the Market*" SEL* Studies in English Literature, 1500-1900 37:4 (Autumn 1997)
- Elaine, Jordan. *Alfred Tennyson*. Cambridge University Press, 1988,
- Elliot L. Gilbert, "The Female King: Tennyson's Arthurian Apocalypse", in *Critical Essays on Alfred Lord Tennyson*. Ed. by Herbert F. Tucker, Maxwell Macmillan Canada, 1993.
- Francoise, Basch. *Relative Creatures: Victorian Women in Society and the Novel* Trans. Anthony Rudolf. New York: Schocken Books, 1974
- Hallam, Tennyson. *Alfred Lord Tennyson: A Memoir by His Son*, 2 vols. London, 1897, II.
- John R. Reed. *Perception and Design in Tennyson's Idylls of the King*. Athens, Ohio: Ohio University Press, 1969.
- K. Theodore Hoppen. *The Mid-Victorian Generation*. Oxford University Press, 1998.
- Laurence W. Mazzeno. *Alfred Tennyson The Critical Legacy*. Camden House, 2004.
- Mark, Girouard. *The Return to Camelot: Chivalry and the English Gentleman*. Yale University Press, 1981.
- Nancy, Armstrong. *Desire and Domestic Fiction*. Oxford University Press, 1987.
- Philip, Mason. *The English Gentleman*. London: Shuckburgh Reynolds Limited, 1982.
- Philippa, Levine. *Victorian Feminism 1850-1900*. Hutchinson: 1987
- Robert Bernard, Martin. *Tennyson The Unquiet Heart*. Oxford University Press, 1980.
- Simon, Gunn. *The Public Culture of the Victorian Middle Class*. Manchester and New York :Manchester University Press, 2000.
- The Oxford Illustrated History of English Literature*. Ed. Pat Rogers. Oxford University Press, 1990.
- The Letters of Alfred Lord Tennyson. Volume III, 1871-1892. Ed. Cecil Y. Lang and Edgar F. Shannon Jr. Clarendon Press, 1990.
- Ward, Hellstrom. *On the Poems of Tennyson*. University of Florida Press, 1972
- William Makepeace, Thackeray. *The Four Georges* (a series of lectures .delivered in 1855-6 and published in 1860



Paul's Growth in *Sons and Lovers*

Yan Guo

Sons and Lovers is a record of the soul's stubborn persistence from childhood onward. Appropriately, it touches upon whatever cultural and psychological forces exert their influence upon a character's development. In essence, the novelist implicates every receptive cavity of his hero's being in order to demonstrate the self's amplitude and capability. Though written a decade before his essays on the novel, *Sons and Lovers* gives "full play" to Lawrence's depiction of Paul Morel's physical and spiritual growth, and we are likely to leave the book with a fairly sound conception of his protagonist's selfhood. It comprises a lot of diverse but related properties: philosophical and artistic tendencies, sexual love, masculine aggressiveness, intense spirituality. Each of these gives its force to Paul's character, but they remain mostly minor variations on a much larger theme: Paul's own insight into life's mysteries and his subsequent attempts at self-definition. Standing at the head of Lawrence's canon, *Sons and Lovers* prefigures the novelist's later concerns and themes in its portrayal of Paul's knowledge about himself as he attempts definition through his relation with others. He is not completely successful, but his struggle may clarify for us many of the conflicts among characters in the later works. In this essay, I aim to analyze the progress of Paul's growth from childhood into maturity, and the factors which influence his growth. In the first section the young life and the early years of Paul will be examined. Whether Paul observes the natural world from sickbed or simply appreciates the inherent rights and boundaries of other people and objects, he never once fails to retain a strong hold on his own identity and its vital sources of potential being. In the second section, Paul's confronting with others and the influence of Miriam will be analyzed. As one of major participants in Paul's struggle as a young man to find his way to sexual maturity and fulfillment, Miriam

entangles Paul in a web of possessiveness and provides the most formidable challenge to his personal integrity. In the third section, Paul's sexual experience and Clara's importance to him will be considered. What Paul learns from his experiences with Clara is the important lesson in his realization of sense of self.

I

The young life of Paul revolves largely around his family. In his effort to render faithfully all the vivid details and subtle rhythms of working-class Britain at the turn of the century, Lawrence carefully places his hero against a pulsating background of parental squabbles and domestic trivia, and Paul's growth understandably takes its cue from this daily round of familiar sights and sounds. As the products of a coarse, sensual, exceedingly inarticulate miner and his noticeably literate, spiritual wife, Paul inherits a curious mixture of character traits. In any event, Lawrence treats Paul's youth as an extremely important period. During these years Paul arrives at certain conclusions about himself and his world; each new season not only consolidates an earlier period of experience but also signals an opportunity to look forward. In this manner Paul's early biography supplies an important foundation for his later experiences in the second half of the novel, where we see him busily assimilating all he has learned earlier into an even broader and conclusive identity, a noticeably sexual identity.

However, Paul possesses an identity long before the awakening of sexual desire. Held down by biological and spiritual hardship, his chastened spirit proves its resiliency over and over again; it is good, solid stuff, firmly grounded in his healthy self-awareness and his capacity to feel for others. His mother's unhappy marriage cuts "the boy keenly" and he repeatedly laments his inability to make it up to her as "a sense of impotence"(p.67).¹ However, Paul never completely falls prey to prolonged hopelessness. He is well aware of certain resources of vitality deep in his being. There seems a shadow in his youth which brings repeated illness and relentless outrage against his parents' disharmony, but he retains an admirable receptiveness. His strong independence prevents emotional sluggishness. When he recovers from a sudden bout with bronchitis, he does not surrender to the usual feeling of isolation and wretchedness, but he locates a feasible source of spiritual happiness just outside his bedroom window:

In convalescence he would sit up in bed, see the fluffy horses feeding

at the troughs in the field, scattering their hay on the trodden yellow snow; watch the miners troop home—small, black figures trailing slowly in gangs across the white field. Then the night came up in dark blue vapour from the snow.

In convalescence everything was wonderful. The snowflakes, suddenly arriving on the window-pane, clung there a moment like swallows, then were gone, and a drop of water was crawling down the glass. The snowflakes whirled round the corner of the house, like pigeons dashing by. Away across the valley the little black train crawled doubtfully over the great whiteness.

(Part One, Chapter IV; 68)

We can see that Paul displays a detached, entirely appreciative sense of his world. He neither wishes to participate in its pastoral graces nor to change it any way whatsoever. He accepts it purely on its own terms. It is simply perfect and inviolable, but it has refreshingly penetrated his vigor, drawing him out of his burdensome flesh and stuffy isolation.

Paul brings this sensitivity to external reality to his aesthetic appreciation of both animate and inanimate phenomena. Even the most trivial matters offer him an opportunity to praise and respect what he considers an object's indelible grace and attractive capability. He does not know any banality and exhaustion. Although his acquisition of a seasonal passage ticket beckons him to exchange the comforts of home and family for the responsibilities of the workday in the city, he derives great pleasure, spiritual sustenance, from something as trivial as the strong appeal of its insistent color:

On the Monday morning the boy got up at six to start work. He had the season-ticket, which had cost such bitterness, in his waistcoat pocket. He loved it with its bars of yellow across.

(Part One, Chapter V; 100)

The appeal of this object exists in its intrinsic assertiveness for Paul; it literally speaks to him, informs him of the possibility of escape. In paying tribute to its uniqueness, he is able to extract a moment of pleasure from a morose occasion.

However, Paul's healthy relatedness extends well beyond the world of material objects, for he brings to his vision of the world a necessary understanding of his own position in relation to others as well. Endowed with a firm sense of outline and acute powers of observation, he recognizes and respects the curious lives of others, their personal paths and worldly endeavors, but insists on his own place within the social macrocosm: "But he was proud within himself, measuring

people against himself, and placing them, inexorably. And he thought that *perhaps* he might also make a painter, the real thing. But that he left alone.” (p.89) Again we note not only Paul’s healthy recognition of others but also his insistence on respecting them as reliable standards of measurement. Others exist in their own right. But their success or failure in no way casts a shadow on Paul’s awareness of his own potential, his spiritual and aesthetic inclinations. Inexperienced and sometimes rather shy, Paul shrinks from even the slightest threat, the slightest increase in voice or gesture, in his early confrontations with strangers, oppressive phantoms who orchestrate the unfathomable rhythms of the social machine. Cringing before one of these phantoms, his future employer, Paul passes off as his own a resume he has copied from his brother’s fail-safe standard. The ensuing drama takes on farcical proportions:

At that moment he was occupied in two ways: first, in feeling guilty for telling a lie, since William had composed the letter; second, in wondering why his letter seemed so strange and different, in the fat, red hand of the man, from what it had been when it lay on the kitchen table. It was like part of himself, gone astray. He resented the way the man held it.

(Part One, Chapter V; 94)

Paul fully realizes the folly of his little deception, but he also resents the older man’s insensibility to whatever vestiges of himself, whatever pieces of Paul Morel, reside in the document. To Paul’s mind, the self deserves respect in even its most extraneous forms; the letters on the page, bearing the stamp, the sheer pressure of their director in every straight line, loop, and curve, for they are offered as the linguistic embodiment of earnest hopes and romantic aspirations. In short, they represent the displaced inclinations of his heart.

Paul’s strong nature provides resiliency to pull him through the rites of passage at Jordan’s Surgical Appliance Company after some initial awkwardness and ambiguity. Beginning as a spiral clerk, he soon masters the rhythms of the workshop, earns a healthy degree of respect as an independent workman from his superior, and even becomes a great favorite among the establishment’s female element. Connie, a professional seamstress with “mane of red hair” and “face of apple-blossom” (p.110), not only inspires feelings of tenderness in Paul but also finds artistic immortality in one of the lad’s most romantic sketches:

And later on he had a sketch he prized very much: Connie sitting on the stool before the wheel, her flowing mane red hair on her rusty black frock, her red mouth shut and serious, running the scarlet thread off the hank on to the wheel.

(Part One, Chapter V; 110)

We need not analyze his endeavor as an act of pure self-expression. It is nothing of the kind. In taking advantage of his subject's impressive beauty and poise, Paul simply affirms the integrity and uniqueness of another human soul.

So far, Paul's youthful attempts at definition accord well with Lawrence's central concern throughout the *Phoenix* essays: the gradual differentiation of the self from its immediate environment. Paul never fails to retain a strong hold his own identity and its vital sources of potential being. He is also sensitive to his own creative powers, his painting and sketching, and openly shares his aesthetic visions with others. His sketch of Connie clearly shows that Paul does not make of his own finitude a house of imprisonment. Rather it indicates his willingness to extend himself to others as a gesture of courageous kindness and sympathy.

II

At this early stage of his life Paul is not yet fulfilled. It is quite fair to say that he does not yet possess an identity in the full Lawrencean sense of the word.

Daniel J. Schneider, adducing the essential components of Lawrence's characteristic plots, clearly forecasts Paul's development during the second half of the novel:

In Lawrence's novels, generally speaking, a soul is threatened by forces hostile to its development, or an injured soul, incapacitated by hostile forces, struggles to heal itself and to awaken to new life. The conflict in such novels arises initially from the protagonist's attraction to others who seem to promise liberation and fulfillment and then from the protagonist's fear of annihilation in a destructive love relationship.²

Lawrence gives these thematic dynamics full by placing Paul within a complicated matrix of sexual ignition. The principal members he confronts in the matrix act as determinants of his very being—Gertrude Morel, Miriam Leivers, and Clara Dawes all impinge upon the young man's soul, each woman leaving her distinctive signature. Having lost her eldest son, Mrs. Morel roots all her aspirations and

highest ideals in young Paul, whose youthful frailty and reciprocative love ironically strengthen her fairly possessive maternal instincts. Yet she is not the principal determinate of Paul's character. In terms of the novel's bulk and thematic drive, Miriam's ability to influence Paul surpasses that of Mrs. Morel.³ It is she who entangles Paul in a web of possessiveness and provides the most formidable challenge to his personal integrity. In short, Miriam presents the strongest block to Paul's difficult path to self-definition. In order to protect himself from impending spiritual and physical destruction, he must first intuit the nature of her subtle conspiracy, articulate his findings in appropriate terms, and finally, arrive at an even clearer understanding of himself and his relation to others. Critical opinion on Miriam has seldom wavered over the past years. The verdict is unanimous. The language of possessiveness dominates virtually every account of her nature. Mark Spilka sees her as a forerunner of such later vampiric characters as Hermione Roddice and Gudrun Brangwen.⁴ Supplying one of the most popular interpretations of the novel, Dorothy Van Ghent speaks of Miriam's "blasphemous possessorship".⁵ Other prominent scholars register similar verdicts as well (Daleski and Sagar).⁶ Daniel Albright discusses Miriam as a soul-sucking creature⁷ and Daniel J. Schneider sees her as "a serious threat to his vitality".⁸ In any event, what these severe comments make clear is Miriam's destructive influence and its impending danger for Paul.

In spite of such critical harmony, most commentators tend to underestimate the perverted nature of Miriam's perspective on Paul, who finds himself literally diffused and strange whenever he is in her presence. Miriam's attempt to spiritualize Paul is not by any means a purely unconscious act of will, and it is rather part of a subtle plan to fill up her own feeling of vacancy and ambivalence. Her behavior is blasphemous in every sense of the word because she not only exceeds her own boundaries but also trespasses over those of Paul Morel.

From the beginning Miriam cannot see Paul as a separate entity in his own right. Having spent her life in an atmosphere of rural simplicity and religious reverie, she treats Paul as something novel, a messenger from another world whose "poor morsel of learning exalted him almost sky-high in her esteem" (p.144). His striking amplitude contrasts sharply with Miriam's feeling of ineptitude and uncertainty: "Even her soul, so strong for rhapsody, was not enough. She must have something to reinforce her pride, because she felt different from other people" (p.144). Desperately seeking some form of compensation for

such feelings, she lovingly smothers Paul with the compact aggressiveness and fixed will of a ruthless hawk going after its helpless prey:

Then he was so ill, and she felt would be weak. Then she would be stronger than he. Then she could love him. If she could be mistress of him in his weakness, take care of him, if he could depend on her, if she could, as it were, have him in her arms, how she would love him!

(Part two, Chapter VII; 144)

Paul succumbs to her influence, unconsciously yields more and more to Miriam's consuming spirituality, teaching her foreign languages, tutoring her in arithmetic, telling her secrets of his heart. Together they roam the sunny meadows and flowered patches of the English countryside, gathering their impressions of Nature's bounty and holding on to them for further appreciation. During these jaunts Paul's aesthetic inclinations find full confirmation in Miriam's high spirituality. As their friendship deepens, Miriam's influence clearly takes on muse-like proportions: "A sketch finished, he always wanted to tale it to Miriam. Then he was stimulated into knowledge of the work he had produced unconsciously" (p.158). But the scales of experience are always tipped in favor of Miriam's perspective. Their excursion to Hemlock stone, a neighboring site of natural beauty and historical relevance, is a case in point. Having invited several other friends on the trip, Paul rightly officiates informally as their group leader and organizer, sharing their excitement and reflecting their various activities. In doing so he briefly absents himself from Miriam, who resents his sudden autonomy as a thing apart from herself:

He had not seemed to belong to her among all these others; he was different then—not her Paul, who understood the slightest quiver of her innermost soul, but something else, speaking another language than hers. How it hurt her, and deadened her very perceptions. Only when he came right back to her, leaving his other, his lesser self, as she thought, would she feel alive again.

(Part Two, Chapter VII; 165)

Miriam is not self-sustaining; only by living through Paul can she find partial piece of mind. She causes a festering psychological ambiguity in Paul:

With Miriam he was always on the high plane of abstraction, when his natural fire of love was transmitted into the fine steam of thought. She would have it so. If he were jolly and, as she put it, flippant, she waited till he came back to her, till the change had taken place in him again, and he was wrestling with his own soul, frowning, passionate in his

desire for understanding.

(Part Two, Chapter VII; 173)

What needs emphasizing here is Paul's growing awareness of his companion's immoral folly. We recall that Paul holds a firm grip on his own self; he is aware of his own limits and potential. He doubts neither aspect of his being. So he finds it difficult to accept what he intuits as possessive tendencies in Miriam. Paul is unsure of their deepening relation. He tries desperately to accept with his conflicting feelings, looking for some feasible articulation of his inner torment. It is characteristic of Paul to couch his intuitive displeasure in purely aesthetic terms, architectural terms at this point in the novel:

He talked to her endlessly about his love of horizontals: how they, the great levels of sky and land in Lincolnshire, meant to him the eternity of the will, just as the bowed Norman arches of the church, repeating themselves, meant the dogged leaping forward of the persistent human soul, on and on, nobody knows where; in contradiction to the perpendicular lines and to the Gothic arch, which, he said, leapt up at heaven and touched the ecstasy and lost itself in the divine. Himself, he said, was Norman, Miriam was Gothic. She bowed in consent even to that.

(Part Two, Chapter VII; 177)

From the above we see clearly the aptness of Paul's curious analogy: in embracing the heavens, a life of pure spirituality, Miriam relinquishes her ties to mortal existence, the joys, troubles, sensual pleasures. In short, she gives up the essential components of a complete, fulfilling life. Paul senses Miriam's insistence in almost every area of his life, leaving him unable to act on his own as a completely separate individual: "It irritated him that she peered so into everything that was his, searching him out" (p.201). She hangs his sketches on her wall, keeps his photograph on the mantelpiece, and even enlists the aid of a friend to keep tabs on Paul's activities at Jordan's factory. She can neither accept nor consider his right to remain free of her influence. But her conspiracy soon becomes deadly serious. Increasingly aware of Paul's budding desire, Miriam devises a little test to determine just how promising and valiant Paul's better nature, his spiritual side, really is. She invites him to meet Clara Dawes, a slightly older, disillusioned suffragette who is separated from her husband. Noticing Paul's attraction to the older woman, Miriam decided to stage a kind of psychological battlefield for Paul's contesting natures:

Yet he was keen to know about her. Well, he should put himself to the

test. She believed that there were in him desires for higher things, and desires for lower, and that the desire for the higher would conquer. At any rate, he should try. She forgot that her 'higher' and 'lower' were arbitrary.

(Part One, Chapter XIV; 228)

Her conduct is both cruel and selfish, for it actually ignores Paul's wholeness, his capacity for full emotional responsiveness. In recognizing only his higher side, Miriam denies the very source from which he derives his assertiveness and spontaneous warmth. Ironically, Paul's lesser nature, his need for sexual expression, erupts whenever he is in the presence of Clara, whose attractive figure and mysterious aloofness draw him much. It is literally impossible for him to act in any other manner: his emotional needs have been kept under tight rein by Miriam, who has actually "starved" his sensual life.⁹ Paul seeks out Clara as the capable embodiment of all his pent-up yearning and passion.

III

Lawrence's comparative observations of Paul's sexual relations with Miriam and Clara give thematic force and unity to the novel. Paul's consummation of relationship with Miriam and Clara will be examined in this section. First I would like to show the episodes which clearly give us the contrastive impression of their relationship.

It is interesting to see how Lawrence's suggestive imagery handles the beginning moments of doubt in the relationship between Paul and Miriam, as well as how it renders the warmth and color of those moments of love which Paul and Clara willingly share:

The long breakers plunged and ran in a hiss of foam along the coast. It was a warm evening. There was not a figure but themselves on the far reaches of sand, no noise but the sound of the sea.... Everything grew very intense. It was quite dark when they turned again.... The country was black and still. From behind the sandhills came the whisper of the sea. Paul and Miriam walked in silence. Suddenly he started. The whole of his blood seemed to burst into flames, and he could scarcely breathe. An enormous orange moon was staring at them

...

'Ah!' cried Miriam, when she saw it.

He remained perfectly still, staring at the immense and ruddy moon

... His heart beat heavily, the muscles of his arms contracted.

'What is it?' murmured Miriam, waiting for him.

He turned and looked at her. She stood beside him, for ever in shadow. Her face, covered with the darkness. She was slightly afraid—deeply moved and religious. That was her beat state. He was impotent against it. His blood was concentrated like a flame in his blood. But he could not get across to her. There were flashes in his blood. But

somehow she ignored them. She was expecting some religious state in him.... The crisis was past.

He did not know himself what was the matter. He was naturally so young, and their intimacy was so abstract, he did not know he wanted to crush her to on his breast to ease the ache there. He was afraid of her....

As they walked along the dark fen-meadow he watched the moon and did not speak. She plodded beside him. He hated her, for she seemed in some way to make him despise himself....

He loved to think of his mother, and the other jolly people.

(Part One, Chapter VII; 178-179)

The “blackness” and “stillness” of the landscape suggest the state of a physical landscape, but they also refer to the manner in which a character—cold to the point of seeming “religious”—reacts to it and forces another to react in a similar fashion. Miriam belongs to the “black and still” country and remains “for ever in shadow.” She can respond to the “enormous orange moon” and to Paul’s state of passion, only by either ignoring them or merely asking a tame “What is it?” Lawrence’s mildly ironical insertions (“She was slightly afraid—deeply moved and religious. That was her best state.” / “She was curious about him. The crisis was past.”) are not only pointers to his own authorial sympathy for Paul’s state of utter helplessness; they are also fairly conclusive comments on Miriam’s limitations.

It is significant that Lawrence should have chosen the same natural background for the Paul-Clara episode. The difference, however, are well marked, and perhaps nowhere more so than in the metaphoric luxuriance of the prose. If in the Paul-Miriam episode, the theme is imprisonment and suppression, here the themes are exposure and abundance. Both nature and the two human figures seem to be filled “strong with the sweeping relentlessness of life”:

The grey of the dawn, the far, desolate reaches of the fenland smitten with winter, the sea-meadows rank with herbage, were stark enough to rejoice his soul. As they...looked round at the endless monotony of levels, the land a little darker than the sky, the sea sounding small beyond the sandhills, his heart filled strong with the sweeping relentlessness of life....

They shuddered with cold; then he raced her down the road to the green turf bridge. She could run well. Her colour soon came, her throat was bare, her eyes shone. He loved her for being so luxuriously heavy, and yet so quick. Himself was light; she went with a beautiful rush. They grew warm, and walked hand in hand.

A flush came into the sky, the wan moon, half-way down the west, sank into significance. On the shadowy land things began to take life ... The long waste of foreshore lay moaning under the dawn and the

sea; the ocean was a flat dark strip with a white edge. Over the gloomy sea the sky was red. Quickly the fire spread among the clouds and scattered them. Crimson burned to orange, orange to dull gold, and in a golden glitter the sun came up...

The breakers ran down the shore in long, hoarse strokes. Tiny seagulls, like specks of spray, wheeled above the line of surf. Their crying seemed larger than they.... They had alone the space of all this level shore, the sea, and the upcoming sun, the faint noise of the waters, the sharp crying of the gulls.

(Part Two, Chapter XII; 353-354)

The entire landscape seems supernaturally alive, as though every natural thing is full of anxious, nervous activity. And although the ocean still remains “a flat dark strip” as in the earlier episode, value is now being located elsewhere—at those places where bright colours, like emotional moods, follow each other in a spontaneous fashion. The “flush” that appears on the sky passes through several transitional colours—red, crimson, orange, dull gold—before the sun comes up in a “golden glitter.” With the variety of moods and the elation of the spirit which Paul and Clara experience now, go the tiny but sharp-crying seagulls, the “faint noise of the waters.” Everything seems to be filled with a mysterious activity. Physical and emotional landscapes overlap and influence each other and supplement each other’s quality and intensity, even as the lovers wholeheartedly expose themselves to the beauty and grandeur of the moment.

The consummation of relationship with Miriam occurs in two urgently dramatized passages. Both experiences are outright failures, although Paul does learn a great deal about destructive relations from his intimacy. Lacking almost any signs of sexual response, repressing the very vitality of her female desires, Miriam offers herself to Paul as a literal human sacrifice. She rationalizes her loss by thinking of it as pure ritual, a most disturbing necessity of human experience. Paul feels great release during their first intimacy, but Miriam’s passivity throws an almost tragic veil of sadness over the entire event: “Now he realized that she had not been with him all the time, that her soul had stood apart, in a sort of horror. He was physically at rest, but no more. Very dreary at heart, very sad, and very tender, his fingers wandered over her face pitifully” (p.284). Paul finds himself a stick figure, an only participant in what is ideally the most vital and life-affirming exchange between man and woman:

He had always, almost willfully, to put her out of count, and act from the brute strength of his own feelings. And he could not do it often,

and there remained afterwards always the sense of failure and of death. If he were really with her, he had to put aside himself and his desire. If he would have her, he had to put her aside.

(Part Two, Chapter X; 288)

Their sexuality brings about disunity rather than unity; there is no healthy give-and-take, no real relatedness between them. It is clear that Miriam never once relinquishes her hold on Paul, who hates her for taking “all” and giving “nothing” (p.293), for having sucked his soul from his body and offering nothing in return.

Paul’s consummation of relationship with Clara is strikingly different, however. Clara embraces sexual intercourses as an opportunity to affirm and celebrate the deep reservoir of desire between man and woman. There is nothing sacrificial about it for her. It is a fact, a natural aspect of any deeply satisfying, vitally charged sexual union between two people. Since both lovers act as full-fledged participants during intimacy,¹⁰ their mutual passion takes on suggestions of divine accord, of universal resonance. In this manner, Paul and Clara become representatives of the “macrocosm”.¹¹ Their act implicates the unheard rhythms and unseen graces of the universe:

It was all so much bigger than themselves that he was hushed. They had met, and included in their meeting the thrust of the manifold grass-stems, the cry of the peewit, the wheel of the stars.

(Part Two, Chapter XII; 351)

Clara and Paul disagree about themselves, finding the most trivial flaws and quirks in each other’s characters. But they are both aware of the deep importance, the gift which forms the heart of their most intimate moment:

To know their own nothingness, to know the tremendous living flood which carried them always, gave them rest within themselves. If so great a magnificent power could overwhelm them, identify them altogether with itself, so that they know they were only grains in the tremendous heave that lifted every grass-blade its little height, and every tree, and living thing, then why fret about themselves? They could let themselves be carried by life, and they felt a sort of peace each in the other. There was a verification which they had had together. Nothing could nullify it, nothing could take it away; it was almost their belief in life.

(Part Two, Chapter XII; 351)

In exchanging their most dynamic and passionate selves, they give freely the gift of life to one another, experiencing at least temporary fulfillment

through each other. Lawrence includes the word “grains” only pages later in his narration of Paul’s interior reflection in the result of passion. Surveying the Lincolnshire coast, he observes Clara’s tiny figure in the water, “ ‘lost like a grain of sand in the beach—just a concentrated speck blown along, a tiny white foam-bubble, almost nothing among the morning’ ” (p.355). He goes on to clarify his observations even further in a moment of intense soliloquy:

“What is she, after all?” he said to himself. “Here’s the sea-coast morning, big and permanent and beautiful; there is she, fretting, always unsatisfied, and temporary as a bubble of foam. What does she mean to me, after all? She represents something, like a bubble of foam represents of sea. But what is *she*? It’s not her I care for.”

(Part Two, Chapter XII; 355)

Paul transforms Clara into “a part of the sea”,¹² and he struggles desperately to understand his position in relation to her. She is not lost but distinctive in her watery immersion, a tiny speck, a grain, ever diminishing in clarity of outline and size but still integral and complete, compact against the blurring background, the immense horizon of sea and sky. Paul realizes Clara’s importance to him as a doorway to the infinite, heaven’s mysteries, and she does indeed place him in contact with the sources, the vital springs of the natural world.¹³ The eternal, the infinite, is not possible without the individual. This is what Paul learns from his experiences with Clara. Their affair has been successful largely because of their ability to retain their individual identities. Paul commands a much clearer and finer sense of self, of differentiation after his passionate exchange with Clara. In this manner they have independently confirmed each other’s souls through tentative union.

We cannot consider Paul’s relationship with Clara as a complete victory. In the novel’s concluding part their relationship dwindles and Mrs. Morel’s death flings Paul into a morose period of spiritual drift and darkness. However, we have already seen Paul’s growth from childhood into maturity no matter what kind of knowledge he has obtained along the way. Some readers have felt that the summoning up of resolution to go on living that is Paul’s final stance is illogical, that the novel has not prepared for this conclusion. Yet the whole tenor of the novel is for life. The forces for life innate in Paul can be seen to take over by default. In any event, the novel is only vaguely affirmative. What Paul will do hereafter, what wholeness of being he may achieve, is left up in the air. If we are not sure that his walk “towards the city” is an indication of hopefulness and renewal, but at

least, in my opinion, he walks with a finer sense of self, a clear sense of his place in the world.

Notes

- ¹ D. H. Lawrence, *Sons and Lovers*. 1913. New York: Penguin, 1978. All subsequent references are to this edition.
- ² Daniel J. Schneider, *D. H. Lawrence: The Artist as Psychologist*. (UP of Kansas, 1984) p.85.
- ³ Keith Sagar, *The Art of D. H. Lawrence*. (Cambridge: Cambridge UP, 1966), p.26.
- ⁴ Mark Spilka, *The Love Ethic of D. H. Lawrence*. (Bloomington: Indiana UP, 1955), p.68.
- ⁵ Dorothy Van Ghent, *The English Novel: Form and Function*, (New York: Holt, Rinehart and Winston, 1953), p.256.
- ⁶ H. M. Daleski, *The Forked Flame: A Study of D. H. Lawrence*. (Evanston: Northwestern UP, 1965), p.67. Keith Sagar, *The Art of D. H. Lawrence*. (Cambridge: Cambridge UP, 1966), p.26.
- ⁷ Daniel Albright, *Personality and Impersonality: Lawrence, Woolf, and Mann*. (Chicago: U of Chicago P, 1978), p.80.
- ⁸ Daniel J. Schneider, *D. H. Lawrence: The Artist as Psychologist*. (UP of Kansas, 1984) p.138.
- ⁹ Aidan Burns, *Nature and Culture in D. H. Lawrence*. (The Macmillan Press Ltd., 1980), p.40.
- ¹⁰ Daniel Albright, *Personality and Impersonality: Lawrence, Woolf, and Mann*. (Chicago: U of Chicago P, 1978), p.81.
- ¹¹ *Ibid.*, p.81
- ¹² *Ibid.*, p.82
- ¹³ Donald Gutierrez, "Lapsing Out: Ideas of Mortality and Immortality in Lawrence." *Twentieth Century Literature* 24 (1978): 174.

Works Cited

- Becker, George J. *D. H. Lawrence*. New York: Frederick Ungar Publishing Co., 1980.
- Becket, Fiona. *The Complete Critical Guide to D. H. Lawrence*. London: Routledge, 2002.
- Black, Michael. *D.H. Lawrence: The Early Fiction*. The Macmillan Press Ltd., 1986.
- . *Landmarks of World Literature: Lawrence, Sons and Lovers*. Cambridge UP, 1992.
- Brown, Keith., ed. *Rethinking Lawrence*. Philadelphia: Open University Press, 1990.
- Burns, Aidan. *Nature and Culture in D. H. Lawrence*, The Macmillan Press Ltd., 1980.
- Dix, Carol. *D. H. Lawrence and Women*. The Macmillan Press Ltd., 1980.
- Dorbad, Leo J. *Sexually Balanced Relationships in the Novels of D. H. Lawrence*. New York: Peter Lang Publishing, Inc., 1991.
- Draper, Ronald P. *D. H. Lawrence*. Twayne Publishers, 1964.
- Fernihough, Anne. *D. H. Lawrence: Aesthetics and Ideology*. Oxford: Clarendon Press, 1993.
- Ford, George H. *Double Measure: A Study of the Novels and Stories of D. H. Lawrence*.

- New York: W.W. Norton & Company, 1965.
- Hamalian, Leo. *D. H. Lawrence: A Collection of Criticism*. McGraw-Hill Book Company, 1973.
- Hochman, Baruch. *Another Ego: The Changing View of Self and Society in the Work of D. H. Lawrence*. University of South Carolina Press, 1970.
- Holbrook, David. *Where D. H. Lawrence was Wrong about Woman*. Bucknell University Press, 1992.
- Holderness, Graham. *D. H. Lawrence: History, Ideology and Fiction*. Gill and Macmillan Humanities Press, 1982.
- Howe, Marguerite Beede. *The Art of the Self in D. H. Lawrence*. Ohio: Ohio University Press, 1977.
- Jackson, Dennis. and Jackson, Fleda Brown. *Critical Essays on D. H. Lawrence*. Massachusetts: G. K. Hall & Co., 1988.
- Lewiecki-Wilson, Cynthia. *Writing against the Family: Gender in Lawrence and Joyce*. Southern Illinois University Press, 1994.
- Moynahan, Julian. *The Deed of Life: The Novels and Tales of D. H. Lawrence*. Princeton: Princeton University Press, 1963.
- Niven, Alastair. *D. H. Lawrence: The Novels*. Cambridge University Press, 1978.
- Orr, John. *The Making of the Twentieth-Century Novel: Lawrence, Joyce, Faulkner and Beyond*. The Macmillan Press Ltd., 1987.
- Padhi, Bibhu. *D. H. Lawrence: Modes of Fictional Style*. Troy, New York: The Whitston Publishing Company, 1989.
- Pinkney, Tony. *D. H. Lawrence and Modernism*. Iowa City: University of Iowa Press, 1990.
- Poplawski, Paul. *Promptings of Desire: Creativity and the Religious Impulse in the Works of D. H. Lawrence*. London: Greenwood Press, 1993.
- Sagar, Keith. *The Art of D. H. Lawrence*. Cambridge: Cambridge UP, 1966.
- Sanders, Scott. *D. H. Lawrence: The World of the Major Novels*. Clarke, Doble & Brendon Ltd., 1973.
- Scheckner, Peter. *Class, Politics, and the Individual*. Fairleigh Dickinson University Press, 1985.
- Schneider, Daniel J. *The Consciousness of D. H. Lawrence: an Intellectual Biography*. University Press of Kansas, 1986.
- . *D. H. Lawrence: The Artist as Psychologist*. University Press of Kansas, 1984.
- Simpson, Hilary. *D. H. Lawrence and Feminism*. Croom Helm Ltd., 1982.
- Sinha, Radha Krishna. *Literary Influences on D. H. Lawrence*. Delhi: Chanakya Publications, 1985.
- Smith, Anne. ed. *Lawrence and Women*. London: Clarke, Doble & Brendon Ltd., 1978.
- Spilka, Mark. *The Love Ethic of D. H. Lawrence*. Bloomington: Indiana UP, 1955.
- Stoll, John E. *The Novels of D. H. Lawrence: A Search for Integration*. Columbia: University of Missouri Press, 1971.
- Tripathy, Biyot K. *The Major Novels of D. H. Lawrence: An Approach to His Art and Ideas*. Bhubaneswar: Pothi Publications, 1973.
- Worthen, John. *D. H. Lawrence and the Idea of the Novel*. The Macmillan Press Ltd., 1979.



Teachers' Perceptions and the Practice of Team teaching in Japanese Upper Secondary Schools

Akiko Nambu

1 Introduction

This section will introduce the rationale for, and the aims of, this study with a brief overview of the sections of the article.

1.1 Rationale for the study

Since 1987, team teaching has been introduced into English language teaching in Japanese secondary schools through the Japan Exchange and Teaching (JET) Programme. This programme was created by the Ministry of Education, Science, Sports and Culture (Ministry of Education) in order to promote English language education and is managed by the Council of Local Authorities for International Relations (CLAIR). At that time, it was believed that, through team teaching, teachers could develop their teaching abilities professionally, and that students' language competency might benefit from the interaction between the native assistant language teacher (ALT) and Japanese teacher of English (JTE).

However, team teaching does not always bring solutions. For example, team teachers may not always work together as the literature suggests. Students also may not benefit from the interaction between the team teaching partners. These issues remain unresolved. Therefore, this study investigates team teaching in the following aspects.

Firstly, team teaching provides a supportive environment for the team teachers, but entails a more complicated relationship between partners. This has an effect on the teachers' teaching behaviour. This study focuses on the differences in their perceptions of team teaching and the nature of their co-operation in practice.

Secondly, compared with single teaching, team teaching creates various types of classroom environment for students. This study

examines how the team teaching situation promotes students' learning.

Finally, this study focuses on the characteristics of native speaking (NSTs) and non-native speaking teachers (NNSTs), and considers the benefits of team teaching between NSTs and NNSTs. Collaborative teaching by NSTs and NNSTs brings lots of benefits for the students in the English as a foreign language (EFL) classrooms. This study focuses on how the combination of Japanese teachers of English (JTEs) and Assistant language teachers (ALTs) promote students learning with making full use of their strengths.

1.2 Aims of the Study

The main aims of the study are:

1. To examine how JTEs and ALTs perceive team teaching and how they actually co-operate in Japanese EFL classrooms.
2. To examine how JTEs and ALTs attempt to promote students' learning and how their students participate in their team teaching.
3. To analyze what kind of interaction are constructed 1) between team teachers, 2) between teachers and students, and 3) among students.
4. To discuss the characteristics of NST and NNST, and consider the benefits of team teaching between NST and NNST.

1.3 Organization

This article is divided into seven sections. Following this introduction, section 2 introduces the background to this study, in particular, concerning the JET Programme and team teaching in the EFL classroom in Japan. Section 3 reviews the literature available on theories on collaborative teaching. Section 4 describes the methodology, data collection procedures, and also limitation to this study. Section 5 outlines the findings from the interview conducted with participants. Section 6 summarizes findings of the team teaching class observation. Section 7 will combine the result of the interviews and observations, attempted to illuminate the findings and finally, explore some implications.

2 Background

This section will describe the purpose of the JET Programme, the

disparity between the government policies and school practice and Japanese upper secondary school students' attitude toward learning English.

2.1 The JET Programme and the Course of Study of 1989

The Japanese government started the Japan Exchange and Teaching (JET) Programme in 1987, inviting 848 native speakers of English from four countries, the United Kingdom, United States, Australia and New Zealand. According to *the JET Programme General Information Handbook* (CLAIR, 2006:13), the programme expects the participants to contribute not only to promote international exchange but also to help to improve foreign language education at the community level in Japan. The JET participants are mainly employed as assistant language teachers (ALTs), and, generally, ALTs teach English with Japanese teachers of English (JTEs) in public secondary schools. The numbers of the JET participants is growing, and 5,853 native speakers of English from forty-four countries participated in the programme in 2005.

In Japanese EFL education, the most notable reform is the revised Course of Study of 1989. According to the overall objectives of the revised Course of Study for foreign language (English) at the Japanese secondary schools levels,

To develop students' basic ability to understand a foreign language (English) and express themselves in it; to foster students' positive attitude towards communicating a foreign language (English), and to deepen their interest in language and culture, thus establishing a foundation for international understanding.

(Wada, 1994:14)

Before this revision of 1989, the grammar-translation method and reading and writing-oriented courses were mainly conducted in Japanese EFL classrooms. However, this reform started to focus on students' communicative abilities and socio-cultural awareness (Browne and Evans, 1994:19). As Crooks (2001:32) points out, the Ministry of Education, Science and Culture wanted Japanese teachers of English to 'shift from the grammar-translation approaches popular in Japanese school to a more communicative-based methodology, with the AET's native-speaker abilities being utilized to achieve this aim'. It is obvious that the government considers the JET Programme as a

breakthrough in the revised Course of Study of 1989.

2.2 The disparity between government policies and school practice

In the last decade, the government introduced epoch-making reforms: the JET programme and the revision of the Course of Study. However, the adoption of CLT in Japanese EFL classrooms has not been easy (Gorsuch, 2000:701, Hiramatsu, 2005:113). Some researches on the JET Programme explain the reasons as follows: 'there is a gap between the ideals of CLT and the reality of the entrance exams, which focus on grammar, reading, and translation' (Hiramatsu, 2005:116, McConnell, 2000:83). Crooks (2001:37) argues that the content of university entrance exams could be addressed through CLT, but it is still to be expected that upper secondary teachers would draw on traditional grammar-translation method to ensure that students pass the exams. Porcaro (2004:82-83) points out the JTEs' unfamiliarity with communicative teaching language teaching, because of lack of formal teaching training; therefore, as Browne and Wada (1998:105) explains, a wide gap exists between the communicative goals and actual classroom practice. According to Browne and Evans (1994:18), the typical team-taught lessons between the JTE and ALT in Japanese secondary schools involve ALTs assisting in the teaching of course book lessons, and such lessons generally consist of reading aloud, leading whole class choral exercises, modelling pronunciation, providing model sentences for target grammatical structures, and correcting the use of those structures. As Ellis points out in an interview (Kluge, 1997:7), one of the big problems is that learners are simply not exposed to spoken English, and they only hear Japanese in the classes. In these learning situations, even though team-taught lessons between the JTE and ALT were implemented, students would spend most of their time writing down and memorizing the teachers' explanations of difficult grammar points in Japanese (Browne and Evans, 1994:20). It is difficult for students to have any opportunities for interaction with the ALTs as well.

Helping to internationalize Japanese students is one of the important goals of the JET programme. However, there is a gap between the ALT and their actual teaching situations. As Browne and Evans (1994:23) explain:

An ALT cannot function successfully as an intercultural informant

simply by saying something like: “I am going to tell you about myself and my country and then you are going to tell me about yourself and Japan”, and then expect to begin an extended conversation with students.

In recent years, the government announced some policies for foreign language education in order to resolve these above problems. According to the current Course of Study of 2003 at the upper secondary school level, the overall objectives are as follows:

To develop students’ practical communication abilities such as understanding information and the speaker’s or writer’s intentions, and expressing their own ideas, deepening the understanding of language and culture, and fostering a positive attitude toward communication through foreign languages.

(MEXT, 2003a:7)

This indicates how to develop students’ communication abilities more concretely than the Course of Study of 1989.

The Ministry of Education also places greater emphasis on the importance of internationalization as follows:

Great emphasis will be placed on the education that encourages children to appreciate different cultures open-mindedly and develop capabilities and abilities to live in harmony with people of different cultures and customs. At the same time, children will be inspired to be proud of and feel love of Japanese history, culture and tradition as well as deepen their understanding of those.

(MEXT, 1998:20)

In order to fulfil the policy, the JTE and ALT are expected provide an opportunity for developing intercultural awareness with the students. In the Course of Study of 2003, the Ministry of Education suggests that ‘classes conducted in co-operation with native speakers, etc. should be positively adopted to develop students’ communication abilities and to deepen their international understanding’ (MEXT, 2003a:14).

Furthermore, in 2003, the Ministry of Education came out with a new policy called as ‘an action plan to cultivate Japanese with English abilities’. This emphasizes the importance of improving 1) English classes 2) teaching abilities of English teachers, and 3) selection system for school and university applicants in order to cultivate students’ basic and practical communication abilities.

Firstly, regarding the improvement of English classes, the majority

of an English class should be conducted in English, and activities where students can communicate in English should be introduced. This improvement also emphasizes that in English classes, instruction mainly based on grammar and translation or teacher-centred classes, is not recommended.

Secondly, regarding improving the teaching ability of English teachers, Japanese teachers of English should acquire English skills and the teaching ability to be able to conduct activities where English is used as a means of communication. Team teaching with the ALT is highly recommended for this improvement; this plan suggests that a native speaker of English should attend English classes at secondary schools more than once a week.

Finally, with regard to improvements in the evaluation system for selecting school and university applicants, an appropriate evaluation of communication abilities must be conducted for the purpose of fostering communication abilities in English. For example, utilization of listening tests should be encouraged for an entrance examination to university. In 2006, the University Centre Examination, where all national and public, and some private universities carry out a common examination before each university conducts individual exams, introduced a listening test. Furthermore, this new policy suggests that, in upper secondary schools, oral interview exams in English should be included in the entrance examination, in addition to the listening tests already given by all prefectures; lower secondary schools focus on speaking and listening, and so upper secondary schools should give consideration to these abilities (MEXT, 2003b:5,7,9).

The Ministry of Education has reformed some policies for teaching English in order to meet the demands of the times. These reforms could encourage JTEs to change their teaching methods and have a more positive attitude towards team-taught lessons with ALTs. However, it remains an unsettled question whether the teachers could carry out these government suggestions within their daily practice, as there still seems to be a disparity between these policies and some actual teaching situations in Japanese EFL classrooms.

2.3 Students

In Japanese upper secondary schools, some students lack confidence in their English ability because of the traditional grammar-translation teaching method and the lessons focused on drills for the

selection examination. Students tend to think studying English is very important only in order to pass the university or college entrance examination, which includes English as a compulsory subject. Japanese students have various feelings about English according to their backgrounds and planning for the future. However, if they can speak English with people from other cultures, they may be happy to actually feel able to communicate in English.

Generally, Japanese upper secondary school students are interested in different cultures. In the last decade, the words 'internationalization' and 'globalization' seemed to have spread throughout Japanese society, and many students are aware of the importance of English for the purpose of communication. However, Japanese students study English in monolingual classrooms, and sometimes do not have opportunities for using English both inside and outside the classroom. As a result, they tend to be poor at coping with unexpected situations requiring English. This places them at a great disadvantage, if they live abroad or stay in multicultural environments.

According to a recent survey conducted by the Ministry of Education (MEXT, 2005:2), the percentage of Japanese students who advanced to junior college and university of 2005 is 47.3%. Recently, university students have had opportunities for studying in foreign countries through the exchange system, and this has become very popular in Japan. Therefore, it is increasingly very important for Japanese students to express and exchange their opinions with people who have different backgrounds. Unfortunately, sometimes, it is true that some Japanese university students tend to be shocked and confused in foreign countries because of the language problem or cultural differences. This problem could not only be caused by individual personalities but also their language learning experiences.

Gray and Leather (1999:17, 41) comment on Japanese students' tendencies with regard to listening and speaking. The Japanese educational system values accuracy and certainty, and therefore, when they listen to native speakers of English, the TV and radio, Japanese students tend to want to understand every single word. When this is impossible, students often become tense, and finally, end up understanding less and less. In speaking, trying to be accurate can often make Japanese students tense and then, lead them to produce stilted language. Compared with these Japanese tendencies, Western people are typically fond of talking spontaneously. If Japanese students become so sensitive when speaking to Western people appropriately,

they often lose the opportunities to express their opinion. This could be one of the reasons why some Japanese students feel stressed in multinational environments.

In Japanese upper secondary schools, English language is a compulsory subject. Therefore, if students neither intend to take the entrance examination for the university or college nor feel it necessary to use English in later life, their motivation to study English is low. Students might be aware of the importance of English for the purpose of communication; but, they neither actually feel the necessity to use English in their life, nor have opportunities to enjoy communication through English.

This lack of motivation may have an impact on student behaviours. One ALT, Donaldson (CLAIR, *JET Voices:2*) commented on some students' attitude toward learning English: 'In some classes there are rowdy students whom it's very difficult to keep under control'. Some students might talk with their neighbour, surreptitiously read comics or play handheld electronic games (McConnell, 2000:183) in the class. If there are some students who refused to study English as stated above, their attitudes could cause serious discipline problems in the class. As Williams and Burden (1997:73) point out, 'once learners perceive themselves as incompetent, it will be extremely difficult to change this self-image, which can lead to under-achievement, apparent lack of ability, and erratic behaviour in tackling tasks.'

In order to resolve these problems, it is necessary for teachers to find why he or she can not build a positive self-image, and create some teaching methods to rouse their interests. And, furthermore, it is important to provide the opportunity to have a feeling of 'I can communicate in English' with the students.

3 Literature review

3.1 Collaborative teaching

3.1.1 Definition of team teaching

This section discusses a definition of team teaching. First of all, according to *the Dictionary of Language Teaching and Applied Linguistics* (Richards and Schmidt, 2002:544), team teaching is 'a term used for a situation in which two teachers share a class and divide instruction between them'. This definition implies various situations of team teaching. Maroney (1995:1) explains about different types of team teaching as follows:

- 1) Parallel Instruction: The class is divided into two groups and each teacher is responsible for teaching the same material to her or his smaller group.
- 2) Differential Split Class Team Teaching: The class divided into two groups according to a special need. Each group is provided with instruction to meet that special need.
- 3) Monitoring Teacher: One teacher assumes the responsibility for class wide instruction, the other teacher circulates the room and monitors students and behavior.

In Parallel Instruction, students study the same material in the small group, but they are mainly given the same instruction by the single teacher. In Differential Split Class Team Teaching, every group is separated individually, even though they stay in the same space. In Monitoring Teacher, one teacher mainly teaches students in the classroom, and then it is difficult for the other (Monitoring teacher) to have a close relationship with students there.

However, this paper will discuss a closer relationship between team teachers within the same classroom. Goetz (2000:2) explains about Collaborative teaching as one model of team teaching. According to him, collaborative teaching means:

team teachers work together in designing the course and teach the material not by the usual monologue, but rather exchanging and discussing ideas and theories in front of the learners. Not only do the team teachers work together, but the course itself uses group learning techniques for the learners, such as small-group work, student-led discussion and joint test-taking.

This explanation implies a more concrete and closer partnership. This interpretation of team teaching as collaborative teaching will be taken as the basis for this paper.

Goetz (2000:2) also defines team teaching as a group of two or more teachers working together to plan, conduct and evaluate the learning activities for the same group of learners. Team teachers have a relationship throughout the teaching process, from the planning to the evaluation of the students. Furthermore, working together, and sharing a class are important expressions in the definition of team teaching. However, these are ambiguous, because it could imply the situation that 'the instructors work together but do not necessarily teach the same groups of students nor necessarily teach at the same time' (Goetz, 2002:2). In this paper, team teaching means that 'two or more

instructors are teaching the same students at the same time within the classroom' (Goetz, 2002:2).

Equal rank is an important factor to define team teaching as well. Cunningham (1960) describes four categories in team teaching in as follows:

- 1) Team Leader Type: One member of the team is designated as a team leader,...In some cases this is only a status differentiation, but in others the team leader actually receives a higher salary than other members of the group. The team leader serves as chairman of the planning sessions and must exercise varying degrees of leadership responsibility.
- 2) Associate Type: No one is designated as the official team leader. Leadership might be best described as "situational." Planning and instruction are worked out cooperatively so as to recognize special talents in deciding upon teaching responsibilities.
- 3) Master Teacher – Beginning Teacher Type: It is not unusual to find beginning teachers, and sometimes teachers with experience but who are new to a system, linked with one or more master teachers in a team assignment.
- 4) Coordinated Team Type: A number of schools have formed a variation of team organization in which members have not been assigned joint responsibility for a large group of students. Members of such teams meet regularly for joint planning in an effort to integrate and coordinate teaching more effectively.

(Cunningham 1960: n.pag)

In the types of team leader, associate, and master teacher – beginning teacher, Cunningham focuses on rank among team members. In the fourth type, there is no description of the ranking, and therefore, this thesis does not include consideration of the coordinated team type. In team leader type, the fixed hierarchy exists in the team, and the team leader has a higher rank than the others. In master teacher – beginning teacher type, the role of the master teacher might be to help the beginning teacher to get acclimatized to a new system. However, in this type, the master teacher takes the initiative in the team, and the beginning teacher could be powerless. In the types of team leader and master teacher – beginning teacher, the team teachers do not share the responsibility and power equally. Compared with those types, in the associate type, there is an equal rank, and nobody has a higher status. Team teachers share the responsibility and power equally. As Brumby and Wada (1990: introduction) suggest, team teaching is total cooperation between team teachers where they take equal

responsibility.

Finally, in this thesis the term ‘team teaching’ also assumes the following:

- 1) Team teachers (a group of two or more) work together to plan, conduct, and evaluate the learning activities for the same group of learners.
- 2) Team teachers teach at the same time within the same classroom.
- 3) Team teachers exchange and discuss ideas and theories in front of the learners; this can promote students to group learning techniques.
- 4) Team teachers have an equal rank; they share the responsibility and power equally, and make an equal contribution to the class.

3.1.2 Benefits of team teaching for teachers

As *the Dictionary of Language teaching and Applied Linguistics* says, team teaching offers teachers ‘a number of benefits’ (Richards and Schmidt, 2002:54). This section considers advantages of team teaching for the teachers.

Firstly, team teaching brings teachers benefits in the field of teaching methods. Shaw (1976:371) says, ‘Team-teaching not only increases the range of abilities and information available in the team but also ensures that each team member will be exposed to ideas, knowledge, and opinions of other team members’. This enables teachers to ‘develop and enhance their own teaching approaches and methods’ (Goetz, 2000:8) or produce ‘more creative teaching’ (Richards and Schmidt, 2002:544).

It is important to consider in which stages team teachers mainly develop their teaching methods in team teaching. According to Buckley (2000:11-12), team teachers have the opportunity for improving in three phases:

- 1) While planning, teachers can share ideas and polish materials before the class presentation.
- 2) Teachers learn new perspectives and insights from watching another teach.
- 3) Poor teachers can be observed, critiqued, and improved by the other team members in a nonthreatening, supportive context. The self-evaluation done by a team of teachers will be more insightful and balanced than the self-evaluation of an individual teacher.

From his explanation, in team teaching, it is possible for team teachers to improve their approaches and methods before, during, and after the

class. Team teaching can enhance teachers' motivation and enable them to receive stimulation from creating new approaches and methods. As Weimer (1993:18) points out, teachers want to be energized by new approaches. Buckley (2000:11) suggests that the stimulation and challenge of team teaching prevent and remedy burnout. Boredom and mental fatigue often result from teaching the same material in the same way over and over.

Secondly, team teaching brings teachers 'a supportive environment' (Goetz, 2000:8). It is possible for team teachers to discuss not only their teaching approaches and methods, but also their students' attitudes or behaviour in the classroom. Goetz (2000:9) points out that 'by working together, team teachers can discuss issues relating to students, such as behavioural expectations, student motivation and teaching policies, and end up with improved solution'. Austin and Baldwin (1991:42) suggests that if team members discuss students' progress and learning during team meetings, they can become more responsive and observant regarding the students' reactions. Furthermore, if team teachers can discuss and share the problems of their classes, or students, it can bring them mental support as well as find an effective solution. Warwick (1971:30) says 'team teaching breaks from the isolation of the classroom'. It is important that they gain confidence by their support.

Thirdly, in team teaching teachers make the most of each other's strengths. As Buckley (2000:11-12) suggests, poor teachers can be observed, critiqued, and improved by the other team members; thus, the teachers' weaknesses can be remedied through team teaching, and moreover, teachers also complement one another's expertise. It is very important that team teachers not only makes the most of each other's strengths but also improve their weakness and complement each other.

3.1.3 Classroom environment

Based on the literature, it would appear that a team teaching situation creates four types of classroom environment:

- 1) supportive classroom for students
- 2) intellectual classroom
- 3) collaborative classroom
- 4) constructivist classroom

This part will describe each of their characteristics, and discuss how

each of the four types has an effect on learning.

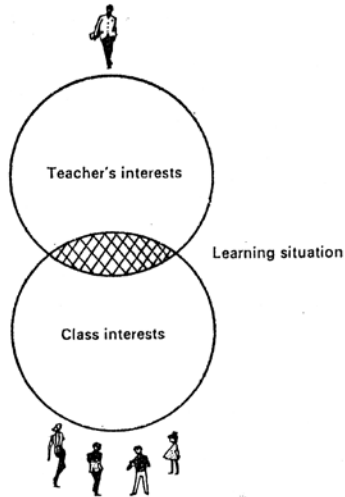
1) Supportive classroom for students

According to *The Dictionary of Language Teaching and Applied Linguistics*, team teaching ‘gives teachers the opportunity to work with smaller group of learners’ (Richards and Schmidt, 2002:544). If more than one instructor teach the same group of students, it is clear that they can teach smaller group of learners compared with the one-teacher-in-control method. This situation brings the benefits to both students and teachers, because it provides a more supportive environment for students. As Buckley (2006:11) points out, teachers ‘contact students on an individual basis’ in team teaching, they teach and support students individually according to their learning and progress. Armstrong (1977:66) regards this as a strength of team teaching: ‘team teaching facilitates individualized instruction because it is possible to provide learning environments involving close personal contact between teacher and learner’. It is important that team teaching gives an opportunity to build the close relationship between teachers and students in a supportive environment, because a good rapport encourages students’ motivation.

2) Intellectual classroom

A team teaching situation creates an intellectual classroom environment for students. As Worrall et al, (1970:16) (see figure 1) and Anderson and Speck (1998:673) suggest, students gain multiple perspectives if team teachers offer a variety of viewpoints to the students. ‘Students are more likely to be exposed to different philosophies, experiences, values and source of information’ (Garner and Thillen, 1997:28) by team teaching. According to Buckley (2003:13), team teachers model as critical thinking for students: they debate, disagree with premises or conclusions, raise new questions, and point out consequences, and these contrast viewpoints encourage more active class and independent thinking for students. However, if team teachers exchange the intellectual ideas between them in the class, students are able to gain their intelligence.

THE SINGLE TEACHER



THE TEAM SITUATION

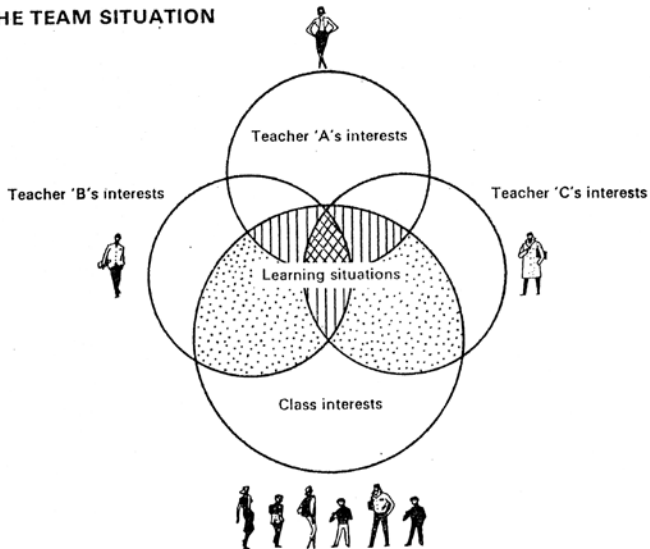


Figure 1 (Worrall et al, 1970:16)

3) Collaborative classroom

Students can benefit not only from academic but also social advantages in a collaborative classroom environment. In team teaching, students can develop their discussion skills because ‘the presence of more than one teacher makes it possible for the students to be split into small groups for discussion’ (Buckley, 2000:14). Anderson (1991:10) also says team teaching is important in ‘creating a climate in which ideas can be developed and freely exchanged’. Team teaching enables the students to discuss a common topic with the group members and teachers; therefore, they participate in the class more actively than the single teaching situation. Buckley also (2000: 14) emphasizes how those skills are very effective for students:

Students develop poise in presenting ideas to groups of different sizes. They develop discussion skills from exchanging ideas with more people. These carry over into conversation skills outside the classroom.

If the students use these discussion skills not only in the class but outside the classroom, it is a considerable big benefit for students.

A team teaching situation promotes students’ group learning techniques through small-group cooperative learning, as defined by Davidson (1990:8):

- 1) a task for group discussion and resolution (if possible)
- 2) face-to-face interaction
- 3) an atmosphere of co-operation and mutual helpfulness within each group
- 4) individual accountability.

DeVries and Zen (1996:108) explain that ‘cooperating means striving to attain a common goal while coordinating one’s own feelings and perspective with a consciousness of another’s feelings and perspective’. As Cooper and Mueck (1990:69-70) point out it is a characteristic of collaborative learning that students learn to help each other, through collaboration, become more tolerant and respectful of individual differences. In team teaching, students ‘get to know and appreciate one another and the teachers more deeply than in large group’ (Buckley, 2000: 14).

Mutual respect is an important element in the collaborative classroom as well. According to Anderson and Speck (1998:673),

when team teachers demonstrate that disparate viewpoints are valuable, teachers can become model learners and models of mutual respect. Team teachers frequently raise dissimilar issues in discussion. By displaying these alternative perspectives, students can see their own views as valid and worthy of discussion. These modelling by teachers help students learn how to co-operate effectively.

It is very interesting that students improve their social skills by modelling themselves as the team teachers. However, the most important thing is that students not only see the team teachers as models, but also have an opportunity to join in and learn with the class members and teachers through mutual respect and helpfulness. Anderson and Speck (1998:680) emphasize that 'team teaching provides a collaborative model that not only lets students see how teachers can collaborate successfully, but also invites students to become part of the classroom collaborative'.

(4) Constructivist Classroom

A team teaching situation can create a classroom which promotes constructivist learning. According to Anderson and Speck (1998:680), 'the constructivist classroom is based on a team effort in which the teachers model collaborative learning by treating students as fellow learners.' It is important that the teachers treat students as fellow learners. As Candy (1991:252) emphasizes, 'knowledge cannot be taught but must be constructed by the learners'; the role of the teacher is a facilitator in the constructivist classroom. The teacher does not pour knowledge into passive students, but creates a student-centred and problem-solving environment that fosters exploration. It enables the relationship between teachers and students to be closer and more equal, and students have more 'responsibility for their own learning' (Brooks and Brooks, 1999:109). It is obvious that students and teachers are not equal. However, as DeVries and Zen (1996:108) suggest, 'the adult is able to respect the child as a person with a right to exercise his or her will'; the constructivist classroom provides an equal or friendly relationship between students and teachers. According to Buckley (2000:14), in the team teaching context, knowledge is related to life because both students and teacher; and therefore, schooling is transformed into lifelong learning. It is a great strength of team teaching.

In the team teaching situation, students can explore their own ideas by themselves, because they can have opportunities to discuss

or exchange their opinions with teachers and other students. In the constructivist classroom, teachers also ‘consider the child’s point of view and encourage the child to consider others’ point of view’ (DeVries and Zan, 1996:108). The contrast of viewpoints encourages independent thinking from students (Buckley, 2000:13). These situations promote students’ autonomy successfully. Vygotsky emphasizes that social interaction and collaboration are very important to the learning process. The concept of learner autonomy is derived from Vygotsky (1978:86). According to him,

...the zone of proximal development. It is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.

Furthermore, Little (1991:214) points to a relationship between group work and autonomy as follows:

The chief argument in favour of group work as a means of developing learner autonomy is Vygotskian in origin: collaboration between two or more learners on a constructive task can only be achieved by externalising, and thus making explicit, processes of analysis, planning and synthesis that remain largely internal, and perhaps also largely implicit, when the task is performed by a learner working alone.

In the team teaching situation, students are exposed to a variety of ideas. While confronting the difficulties of thinking or trying to find a solution by themselves, students become ‘problem solvers and finders’ (Brooks and Brooks, 1999:103). This process translates from passive students to independent thinkers and autonomous learners in team teaching.

DeVries and Zan (1996:108-109) explain that the difference between autonomy and heteronomy is equal to the difference between co-operation and coercion. According to them, adult coercion produces a constriction of children’s minds, personalities, and feelings, on the other hand, adult co-operation produces a liberation of children’s possibilities for construction of their intelligence, their personalities, and their morale and social feelings and convictions.

It is clear that the children are controlled by the adults in the coercion situation, and the adult cooperation promotes the children’s

autonomy successfully. Deci, et al (1981:641) conducted research into the differences between children taught by adults who were oriented toward control and those who were oriented toward autonomy. They found that teachers who were more autonomy-oriented had children who were intrinsically motivated. Teachers with a more controlling orientation had children who were less intrinsically motivated. If team teachers create a constructivist classroom, this will not only promote students' autonomy but also enhance their motivation.

3.2 Collaborative teaching between NSTs and NNSTs

Firstly, this part discusses the characteristics of NSTs and NNSTs in teaching English as a foreign language, and how each of them affects students' learning. Secondly, it considers the benefits of collaborative teaching between NSTs and NNSTs, and how the NST and the NNST can complement each other.

3.2.1 The advantages of NSTs

In the area of language, the main advantages of NSTs are to provide 'a perfect language model' (Medgyes, 1999:87). Students receive exposure from NSTs' 'real' (Medgyes, 1999:55) and 'authentic' (Samimy and Brutt-Gliffler, 1999:136) English. According to Samimy and Brutt-Gliffler (1999:136), NSTs know 'subtleties of language'. Medgyes (1999:86) also describes the findings in his survey: NSTs were able to 'express the desired message economically and clearly'; and therefore, the students could understand the NSTs, even though they spoke 'at almost normal speech rate'. NSTs become 'a reliable model of the target language for pronunciation and usage' (Andrewes, 1999:39) in EFL classroom. Students can learn more practical English, and have the skill of using English outside the classroom from NSTs. 'Bookish English' in the course book become more real-life English for students.

With regard to teaching style and behaviour, first, according to Medgyes (1999:56, 87), NSTs tend to focus more on 'meaning, fluency, oral skills, language in use, and colloquial registers. NSTs are also well-trained debaters, because they are familiar with the etiquette of agreeing, disagreeing, challenging and hesitating. They regard communicative and 'conversational English' (Samimy and Brutt-Griffler, 1999:136) as important. Second, NSTs' attitude is more casual, and they intersperse humour throughout the class (Medgyes,

1999:55, 87). As NSTs use ‘different techniques and methods’ (Samimy and Brutt-Griffler, 1999:136), they are ‘more innovative’ and ‘flexible’ (Medgyes, 1999:55, Samimy and Brutt-Griffler, 1999:136). Furthermore, NSTs prefer free activity and group and pair work (Medgyes, 1999:56) to controlled activities. This creates a relaxed atmosphere, creative and student-centred environment in the classroom. Thirdly, NSTs play the part of good facilitators. According to Medgyes’ survey (1999:87), NSTs often crouched before the student they wanted to listen or talk to, so that their eyes would be the same level during pair and group activities. It is interesting that NSTs are ‘good listeners’ (Medgyes, 1999:87); and that this encourages students to respect each others’ opinion.

In the field of culture, if the EFL classroom is a monolingual culture environment, NSTs enable students to feel the more exciting lesson, and increase their cultural awareness. Andrewes (1999:39) points out that NSTs provide ‘a living link to the culture of the target language’ in the classroom. In Medgyes’ survey (1999:87), NSTs supply not only their cultural topics but also inquire about the students’ own culture in order to build a cross-cultural bridge. This awakens students’ curiosity, and deepens the intercultural understanding as well.

3.2.2 The disadvantages of NSTs

One of the problems that NSTs meet is their lack of familiarity with the learners’ culture, and this may cause cultural misunderstanding between NSTs and students. For example, Japanese typical student behaviours are characterized by

- 1) long pause before answering
- 2) long silence
- 3) not initiating
- 4) consulting with other members of the group before answering
(Gray and Leather, 1999:7)

These features can extremely frustrate teachers. However, Gray and Leather (1999:7) also suggests why Japanese students have these attitudes as follows, ‘whilst in the West we put a high cultural value on standing out from the crowd and saying ‘I think...’, this is not so in Japan, where it is more likely to be seen as immodest, even selfish’.

If the teachers perceive that these Japanese student attitudes are caused by the students’ culture, they will indicate their understanding of the students. However, if the NSTs are not so familiar with the

students' cultures, this will increase their frustration. If the students see the NSTs as irritated, they will feel uncomfortable as well. And therefore, in this situation, it might be difficult for the NSTs to have a good relationship with the students.

Andrewes (1999:39) points out that, in monolingual classrooms, NSTs will have the disadvantage of bridging the gap between the two cultures, that of English and that of the students' mother tongue. According to Gray and Leather (1999:8), when they do not know enough about the students' culture, the NSTs often lack confidence in dealing with their students, because the NSTs tend to be afraid of offending students' sensibilities in the classroom. This leads the NSTs to lose an opportunity to give full play to their abilities in the classrooms.

Finally, compared with NSTs, in the monolingual classroom, NNSTs can 'anticipate and prevent the students' learning difficulties' (Medgyes, 1992: 347), because they share the same English language learning strategies with the students. And therefore, NSTs might tend to be less able to grasp the essence of the students' learning problems.

3.2.3 The weaknesses of NNSTs

In the field of using English, 'lack of confidence' (Lee, 2005:12) is one of the disadvantages of NNSTs. In Medgyes' survey (1999:36), NNSTs have a less reliable knowledge of the English language than NSTs, and are likely to have relatively scanty information about the culture, or rather cultures, of English-speaking countries. According to Tang (1997:578), when put next to native speaker, NNSTs often feel that they will not attain the same level of NSTs' proficiency, and that students prefer a native speaker as a teacher to them. This describes precisely NNSTs' complicated feeling.

Lee (2000:1) experienced prejudices against NNSTs' accent in the classroom: '...one day an Iranian student in my low intermediate writing class at a community college make me read aloud a sentence... "Icy is a good teacher; however, she has a Chinese accent"'. This not only embarrasses NNSTs, but also makes them lose their confidence. This inferiority complex produces NNSTs' lack of confidence; and therefore, they use English less confidently (Medgyes, 1999:36, 55).

In teaching style and behaviour, NNSTs tend to prefer 'controlled activities' (Medgyes, 1999:56) to group and pair work, and 'rely on textbooks' (Samimy and Brutt-Griffler, 1999:136) rather than free activities. This is connected with NNSTs' lack of confidence. Medgyes

(1999:57) explains why NNSTs favour controlled activities:

As groupwork and pairwork often create unpredictable situation full of linguistic traps, non-NESTs favour more secure forms of classwork, such as lock-step activities. Similar reasons are claimed to account for the non-NEST's preference for standard coursebooks, which by their very nature provide security.

In free activities such as group and pair work, teachers confront the difficulties of having to cope with the varieties of students' questions and problems. If the teachers suffer from inferiority complex, they do not take a risk, but choose the safe way.

According to Medgyes (1999:56, 88), NNSTs tend to focus on form, accuracy, and grammar rule rather than meaning, fluency, and language use; as a result they tend to correct errors more frequently in the classroom. If NNSTs follow simply the coursebook in the class, it does not allow students to have a diversity of different views; therefore, their role becomes to check students' work, whether correct or not. This is one-way instruction, and it creates a teacher-centred classroom. If NNSTs devote themselves to only controlled activities, error corrections, and checking students' activities, this emphasises their role as discipliners in the classroom as well.

3.2.4 The strengths of NNSTs

As Medgyes (1999:12) points out that 'native speakers have acquired English in comparison with, non-native speakers who are still acquiring', NNSTs are unlikely to be perfect language models as NSTs. However, Medgyes also emphasizes that NNSTs are 'more insightful' than NSTs in the process of mastering language. If NNSTs make the best use of their learning experience in the EFL classrooms, they are very important to the students as role model of learning English as a second or foreign language.

First, during their learning process, NNSTs 'can teach learning strategies more effectively, and provide learners with more information about the English language' (Medgeys, 1992:346-347). According to Medgyes (1999:57), NSTs might be less aware of the internal mechanisms operating language use than NSTs, because they acquire their languages unconsciously; and therefore, they might miss giving their students relevant information about language learning. On the other hand, NNSTs 'have adopted language learning strategies during their learning process ...in theory they all know about the employment

of these strategies' (Medgyes, 1992:346-347). As NNSTs are 'more finely attuned to the peculiarities of the language which the native speaker may take for granted' (Andrewes, 1999:39), they are more sensitive about students' learning than NSTs in the EFL classroom context.

Second, NNSTs are more able to anticipate and prevent difficulties. Medgyes (1999:59) suggests that NNSTs 'predict what is likely to go wrong before the student opens his mouth'. Andrewes (1999:39) emphasizes that NNSTs 'tend instinctively to focus on what students find hard and skim over what students find easy'. It is interesting that Medgyes (1999:59) calls this anticipatory skill 'non-native speaker's intuition'. By their intuition, NNSTs can 'help learners overcome language difficulties and to avoid pitfalls' (Medgyes, 1992:34).

Third, NNSTs 'can be more empathetic to the needs and problems of their learners' (Medgyes, 1992:347). Lee (2000:1) describes students' feelings: 'as L2 or foreign language learners themselves, they have probably spent a great deal of time and effort trying to master the language'. Medgyes (1992:347) points out the common circumstance between NNSTs and students: NNSTs 'never cease to be learners of English, they counter difficulties similar those of their students'. This enables NNSTs to deepen their empathy for students. As 'empathy is one of the most characteristic features of the successful teacher' (Medgyes, 1999:60), it is important for NNSTs to have the relationship with the students from understanding their inner world. Medgyes (1999:60) also emphasizes that this humanistic education contributes to the learners' emotional growth and facilitates the process of self-actualization in the foreign language class. The role of NNSTs is very significant in the field of students' psychology.

3.2.5 The benefits of collaborative teaching between NSTs and NNSTs

According to Medgyes (1999:74), 'in an ideal school, there should be a good balance of NSTs and non-NSTs, who complement each other in their strengths and weakness'. Andrewes also mentions this idea of the two groups complementing each other. This is an important factor in collaborative teaching between NSTs and NNSTs, and this section will consider the benefits of collaborative teaching between NSTs and NNSTs, and how the NST and the NNST can complement each other.

Team teaching between NSTs and NNSTs supplies two types of

models: that of a good language speaker and that of a good learner. In collaborative teaching between NSTs and NNSTs, the NST as a perfect language model, 'provides speech models and leads communicative activities' (Andrewes, 1999:39). On the other hand, it is very interesting that, as Medgyes suggests, only NNSTs 'can serve as imitable models of successful learner of English' (see section 3.2.4). Team teaching between NSTs and NNSTs supplies learners with 'the best of both worlds, ...the natural authenticity of the native and the acquired expertise of the non-native' (Andrewes, 1999:39). This is a great advantage of collaborative teaching between NSTs and NNSTs.

Because of their inferiority complex, NNSTs often hesitate to speak English in front of students. As Tang (1997:578) points out, some NNSTs might be reluctant to teach with NSTs because NNSTs fear that their poor command of English may be revealed. However, if NNSTs speak to NSTs in front of the class, it brings great benefits for students and NNSTs themselves. Students can learn how to communicate in English while seeing the conversation between the NST and the NNST, and they also perceive that English is actually used for a 'communicative purpose' (Evers, 2005:51) and as an 'international, cross-cultural communication tool' (Roberts, 2004:11) by their NNSTs. This motivates students to speak only second language (L2) in class (Evers, 2005:51). In this situation, the NNST provides 'a model for learner to aspire to – living proof that it can be done' (Andrewes, 1999:39). Evers (2005:51) emphasizes that the NNST speaking English with the NST gains students' respect for NNSTs, and, therefore, NNSTs lessens the NNSTs' inferiority complex, and restores their confidence.

Evers (2005:51) suggests that NNSTs should speak English with NSTs in order to practise their English outside the classroom as well. According to her, 'N-NSTs who do try to speak L2 with the NST are the ones who realise the special opportunity they have to practise what they teach'. As Medgyes (1999:102) points out, speaking is the only skill which cannot normally be developed without partners, and it is very important for NNSTs to capture the opportunity to develop their English from speaking with NSTs. As 'the best people to teach English are those who are proficient in the language and who have some kind of experience of using it cross-culturally and/or internationally' (Roberts, 2004:11), the collaborative teaching between NSTs and NNSTs environment creates the best team to teach English.

NNSTs have the role of a bridge between NSTs and students. In

the EFL classroom, sometimes students are not confident of speaking English because they are afraid of making mistakes. NNSTs can feel empathy for them, and encourage them to develop their English. NSTs are sometimes confused in EFL classroom, because they are not familiar with students' cultural background and language difficulties, unlike the NNSTs. This could hinder the students from learning efficiently, and cause 'lack of rapport' (Andrewes, 1999:39) between NSTs and students. In this situation, NNSTs are very helpful for NSTs and students. From the students' standpoint, NNSTs can give NSTs good suggestions for understanding their students.

In providing cultural information, team teaching between NSTs and NNSTs creates an appropriate atmosphere for the discussion of intercultural topics. If a single NST supplies cultural information to the students, they tend to listen to the NST passively. According to the students' ability, even though the NST asks students about their own culture, the students might not enter into discussion. However, if the NNST asks some questions to the NST from the point of the students' culture, this enables the students to question the NST as well as respond to his/her questions. The NNST's questions stimulate the NST to supply more interesting information in the class. Furthermore, all of them, students, NSTs, and NNSTs, understand not only different cultures but also rethink their own cultures by exchanging cultural information.

3.3 The rationale for team teaching in Japanese EFL classrooms

This part considers the literature on the rationale for team teaching in Japanese EFL classrooms. Firstly, I shall consider the aims of the JET programme with regard to teaching methodology. Secondly, how to conduct team teaching between the JTE and ALT, what types of roles they should have, and how it brings advantages to Japanese students. Thirdly, it discusses the issue of how to divide responsibilities between the JTE and ALT.

3.3.1 JET Programme and methodology

The definitions of team teaching between JTEs and ALTs are as follows:

Team teaching is a concerted endeavour made jointly by the Japanese teacher of English (JTE) and assistant English teacher

(AET) in an English language classroom in which students, the JTE and the AET are engaged in communicative activities. (Brumby and Wada, 1990, Introduction)

In this definition, the phrase ‘communicative activities’ is the most important. Brumby and Wada (1990:Introduction) suggest that ‘all or almost all activities in team-taught lessons should be communicative activities’. According to them, JTEs and AETs (ALTs) should provide the students with the opportunity to try out their English in a communicative situation. It is necessary for the students to develop their communication ability to interact with a native speaker of English as well. Team teaching encourages communication and interaction between the AET (ALT) and the students, the JTE and the students, and among the students themselves; and therefore, students can learn to communicate by communicating in English. For the above reasons, team teaching is ‘the best possible way in Japan of bringing the L2 (second language) community’ (Brumby and Wada, 1990: Introduction) in to monolingual culture classrooms.

It is significant that the JET programme aims to change JTEs’ teaching style from the grammar-translation method to the communicative English language teaching as well. Hiramatsu (2005:115) explains the traditional English language teaching in Japan:

Traditionally, JTEs have had a tendency to speak Japanese in English classes because the grammar-translation method does not require extensive oral/aural practice, and thus, high levels oral proficiency were not an important criterion for the JTEs in the past.

McConnell points out that JTEs persist with the grammar translation method ‘either because they prefer it or because they believe it essential to prepare their students for the entrance exams’ (2000:255). According to Porcaro (2004:82-83), the vast majority of JTEs receive almost no formal teacher training and inadequate in-service training, and employ *yakudoku* (grammar-translation method) as the only known instructional methodology. Wada (1994:14) explains that lessons performed by JTEs alone still tend to concentrate on drills of grammatical patterns, and therefore, the basic ideas around which team teaching is organized – communicative competence, communicative activity and interaction – are still very new ideas to JTEs.

Hiramatsu suggests that team teaching in the JET programme has ‘a good chance of changing this traditional practice’ (2005:115). Gorsuch

(2002:6) points out that

the overt purpose of the JET program is to have the ALTs and JTEs interact in English, raise JTEs' awareness of English as a communicative medium, and promote communicative English language teaching in the classroom.

Team teaching in the JET programme creates opportunities not only for Japanese students to develop their communication ability but also for JTEs to change the teaching method from the grammar-translation approach to communicative teaching approach. However, considering of the background of JTEs, it is not easy for JTEs to replace immediately the grammar-translation method with communicative language teaching.

On the other hand, the ALTs' situation is somewhat different. Regarding the eligibility for ALTs, it is necessary for applicants to hold a Bachelor's degree in any subjects by July of the year of departure; and be under forty years of age. TEFL qualification is helpful, but not required' (CLAIR, *the JET Programme Outline*) as well. As a result, most ALTs are new graduates with little or no experience of English language teaching (Porcaro, 2004:83). Therefore, it is easy to imagine a situation where new and untrained ALTs are paired with JTEs who are familiar with only grammar-translation teaching, and this makes it difficult to achieve the aims stated above of designing JTE's awareness of communicative language teaching.

3.3.2 Team teaching between JTEs and ALTs

This section summarises suggestions put forward by a number of writers on how to carry out team-taught lessons between the JTE and ALT, the types of roles the JTE and ALT should have in team teaching, and the advantages it brings to Japanese students.

ALTs' main role is to provide 'good examples of natural language use' and 'a model for the teaching for pronunciation' (Brumby and Wada, 1990:12) with students. However, Brumby and Wada (1990: Introduction) emphasize that students need to learn any variety of English from not only native speakers but also non-native speakers, because if the students can see conversation between the JTE and ALT, this increases the students' motivation to learn English for communicative purpose.

In Japanese elementary and secondary schools, it is necessary

for teachers to conduct the lessons with the authorized course books. According to Brumby and Wada (1990:3-4), from the NSTs' point of view, ALTs can supply natural ways of introducing the topic in the course book, and JTEs have a good idea of topics which will interest the students. If the JTE and ALT co-operate to adopt the course book to the students' learning situations, the lesson will be more interesting. JTEs are also more familiar with the aims of the lesson in the course book than ALTs. By JTEs' suggestions, team teaching shows the goals of the lessons to the students clearly; and as a result, this enables students to increase their sense of accomplishment.

Team teaching creates several types of interaction in the classroom. Interaction between the ALT and students enables them to 'realize that English is 'living' language through firsthand communication with native speakers' (Brumby and Wada, 1990: Introduction). However, generally, Japanese secondary schools have about forty students; and therefore, students do not have always an opportunity to communicate in English with the ALT in the lesson. The role of JTEs is to 'communicate and interact actively with their students just like AETs (ALTs)' (Brumby and Wada, 1990: Introduction). Brumby and Wada (1990:13) claim that 'their (JTEs') active participation in communicative activities is far more important than their analysis and explanation of English language'.

The ALT definitely enhances cultural awareness of students. If the class provides an opportunity to discuss cultures between the ALT' home country and Japan, students understand that 'the way of thinking, values and so on are different from their own' (Brumby and Wada, 1990: Introduction).

The classes are not always conducted as scheduled in spite of the detailed plan, because the teachers need to cope with the students' situation flexibly during the class. The monitoring role is important for JTEs and ALTs in team teaching. The JTE and ALT should discuss and judge 'whether the students are ready to move on to the next stage of the lesson' (Brumby and Wada, 1990:14). When students are doing activity, teachers can notice some language difficulties and questions from the students. As Brumby and Wada (1990:14) emphasize, the monitoring role should not intrude on activities but be there if the students need help. This is an important role for JTEs, because it is easy for them to notice and understand directly how the students feel and what they say in Japanese. On the other hand, it is difficult for the ALTs to identify problems.

During the class, teachers should not only monitor but also evaluate students. Brumby and Wada (1990:14) emphasize that teachers should reward students' efforts with praise and encouragement. As Gray and Leather (1999:9) point out 'long period before answering' is typical of Japanese students' behaviour in the classroom. Japanese learners of English language tend to be ashamed of speaking imperfect English. However, Ellis (1985:122) claims that good learners prepared to experiment by taking risks and capable of adapting to different learning condition. As Williams and Burden (1997:73) claim,

it is crucial that teachers establish in their classrooms a climate where confidence is built up, where mistakes can be made without fear, where learners can use the language without embarrassment, where all contributions are valued, where activities lead to feelings of success, not failure.

In Japanese EFL context, it is important that teachers create these atmospheres for the students in the team teaching classroom.

After the class, the JTE and ALT have an opportunity to evaluate students' written works together. The JTE understands the students' background very well and therefore, they can interpret what the students actually want to say or write.

3.3.3 Responsibilities between the JTE and ALT

According to the literature, the JTE and ALT can divide their responsibilities in team teaching. Brumby and Wada (1990: Introduction) state, 'team teaching is total cooperation between JTE and AET where they take equal responsibility in planning and teaching their lesson'. However, this will depend on the communication between JTEs and ALTs. If JTEs are unable to communicate well in English, and the ALTs do not understand Japanese at all, it will be very difficult for them to prepare for the lesson together beforehand. Brumby and Wada (1990:14) claim that the JTE and ALT should have an opportunity for 'judging whether things are successful or not and the reasons' after the class. However, this is also depends on how much the JTE and ALT contribute to planning and conducting the lesson together, because it is difficult to get meaningful feedback from people who have not contributed to creating and organizing the lesson.

Brumby and Wada (1990:3) emphasize that 'the two teachers (the JTE and ALT) share responsibility for the lesson and each contributes according to his/her strengths' in the ideal team teaching situation.

Generally, the ALT pairs with several JTEs in a school and, therefore, Hiramatsu claims that ALTs 'have the potential to influence several JTEs in their daily routine of team teaching'. However, this means that ALTs cope with different personalities of JTEs. ALTs often claim that some JTEs 'are likely to reduce the ALT to the status of a human tape recorder' (McConnell, 2000:190), meaning that 'the Japanese teacher may feel that the only thing the foreign partner can do is to act as a pronunciation model for the students' (Sturman, 1992:148). However, one ALT, Donaldson, offers a very different example of her experience: 'My role is to teach real, useful English...I am always team-teaching, i.e. teaching together with a JTL (Japanese teachers of English language)' (CLAIR, *JET Voices:1-2*). In situations where there are many problem students, it is difficult to decide how the JTE and ALT should be responsible for discipline in the classroom. As Sturman (1992:152) claims, when the two teachers have completely different approaches to discipline, it causes many problems in the classroom.

4 Methods and Procedure

This section will first present the research aims. It will then describe the study design, which includes details about participants, rationale for the research methods used and instruments adopted. Following this, it will describe the data collection procedure, data analysis, and finally will discuss some limitation of the study.

4.1 Research aims

The aims of the research in this article are as follows:

5. To examine how JTEs and ALTs perceive team teaching and how they actually co-operate in Japanese EFL classrooms.
6. To examine how JTEs and ALTs attempt to promote students' learning and how their students participate in their team teaching.
7. To analyze what kind of interaction are constructed 1) between team teachers, 2) between teachers and students, and 3) among students.
8. To discuss the characteristics of NST and NNST, and consider the benefits of team teaching between NST and NNST.

4.2 Design of the study

4.2.1 Subjects and backgrounds

This research involved interviews with 7 JTEs and 3 ALTs, and observation of 6 team-taught lessons in 2 different public upper secondary schools (schools A and B) in the northern part of Japan. All the participants have been given names are pseudonyms. Their names are following:

School A:

JTEs: Tanaka, Kitajima, Fujita, Suzuki and Miyamoto

ALTs: Owen, Richard

School B:

JTEs: Ono, Takahashi

ALT: Bruce

The types of team-taught lessons for observation are the following:

School A:

Team 1: English expression (Tanaka, Owen, Richard)
(English course / first-year students)

Team 2: Oral communication I (Kitajima, Owen)
(General course / first-year students)

Team 3: Oral communication I (Fujita, Richard)
(General course / first-year students)

Team 4: Cross Cultural understanding (Miyamoto, Suzuki, Owen)
(English course / third-year students)

School B:

Team 5: Oral communication I (Ono, Takahashi, Bruce)
(Fisheries course / first-year students)

Team 6: Oral communication I (Takahashi, Ono, Bruce)
(Technology course / first-year students)

In teams 5 and 6, Ono and Takahashi were the principal teachers in each team.

1) Backgrounds of schools

School A is located in a major city in a northern prefecture of Japan. This school offers a general course and an English course.

The English course supplies students with a wider variety of English learning activities than the general course. Overall about ninety percent of the students hope to go on to higher education after they graduate. Generally, there is one ALT working in each upper secondary school; however, in school A, there are two ALTs, because of the English course.

School B is a type of vocational upper secondary school, and offers two courses: fishery industry and information technology. This school is situated in a rural area. After graduation, most students work in the field of fishery and technology, with only a few students going on universities and junior colleges.

2) JTE Participants

In school A, 7 out of 14 JTEs carried out team-taught lessons with ALTs, and for this 5 out of the 7 JTEs were interviewed. Aoki was the most experienced teacher, and had taught English in Japan for more than 30 years. Tanaka was an experienced teacher, working as an English teacher in Japan for about 20 years. Miyamoto and Suzuki were younger teachers with 10-years, and 15-years respectively. Kitajima, a substitute teacher, was new with only one year teaching experience.

In School B, 3 JTEs conducted team-teaching with the ALT, Bruce; interviews were carried out with 2 of these teachers. Ono was a very experienced teacher having taught English for about 30 years. Takahashi, like Kitajima, was a very new substitute teacher.

3) ALT participants

In School A, Owen was a second-year ALT, and Richard was a first-year ALT on the JET Programme; both were relatively experienced teachers. Owen had 2 years experience of teaching English as a foreign language (conversation) to adults in Chile; he had also taught Spanish in an upper secondary school and university in Jamaica, and had tutored a university undergraduate course in Political Science. Richard had no experience of teaching languages as a foreign or second language. However, he had worked as a substitute teacher in middle and high schools in the USA, teaching a number of subjects such as Maths, Physical Education, Environment Science and Spanish. He tutored Philosophy, Maths and Astronomy for university undergraduates as well.

In School B, Bruce was a first-year ALT. He had no experience of teaching before working as an ALT and had only been working a few months as an ALT at the time of this study.

4.2.2 Methodology

This research has employed a qualitative approach through both face-to-face interviews and non-participant observations. As Glesne and Peshkin (1992:6) points out, 'qualitative researchers deal with multiple socially constructed realities or "qualities" that are complex and indivisible into discrete variables'. According to Holliday (2002:6), qualitative research enables the researchers to look deep into the quality of social life, compared with quantitative studies, which focus on counting occurrences across a large population. Therefore, the qualitative approach attempts to represent what is in fact a much more complex reality – paintings that present our own impressions, rather than photographs of what is 'reality'. This research aims not to report a social fact, but to 'explore, catch glimpses, illuminate, and try to interpret bits of reality' (Holliday, 2002:5).

Compared with a questionnaire survey, an interview collects data from a relatively small number people. However, Bell (1987:70) points out, 'a skillful interviewer can follow up ideas, probe responses and investigate motives and feelings, which the questionnaire can never do'. This is a considerable advantage in qualitative research. In this study, the interviews are semi-structured. Firstly, this gives the interviewee a degree of power and control over the course of the interview. Secondly, this gives the interviewer a great deal of flexibility. Finally, this form of interview gives one privileged access to other people's lives (Nunan, 1992:150).

Furthermore, as Moser and Kalton (1971:245) point out, a combination of methods of collecting data is often appropriate to make use of their different strengths. Together with in interviews, observational methods are valuable (Moser and Kalton, 1971:239, Bell, 1987:88). Nisbet and Watt (1988:13) suggest, 'interviews reveal how people perceive what happens, not what actually happens'. A combination of interview and observation therefore increases data validity in this research.

This research adopts non-participant observation, as this enables the researcher to take notes to describe the classroom observed events as well as to use useful equipment, such as a video camera (Cohen and Manion, 1986:123-24).

4.3 Interview and observation design and development

4.3.1 Interview design

In this research, the interviews were semi-structured and included open-ended questions relating to four categories of enquiry:

- A. definition of team teaching
- B. promoting learning
- C. interaction
- D. team teaching between the NST and NNST

According to these categories, the researcher arranged an interview schedule. In the interview schedule, each question has further probes, in case participants were unable to comment. Interviews with the ALTs were conducted in English, and interviews with the JTEs were carried out in Japanese. Each interview lasted about 50 to 60 minutes, and was tape-recorded with the permission of the participants. A sample copy of the interview schedule in English and Japanese can be found in Appendix 1.

4.3.2 Observation design

This research involved non-participant observation. Based on the above categories, the researcher prepared a schedule of field notes (see Appendix 2). Each lesson lasted 50 minutes, and with the participants' permission, all the classes were video-recorded.

4.3.3 Pilot study and development of interview and observation

Before collecting data, I conducted a pilot interview and classroom observation at a Japanese public upper secondary school in the same prefecture as this study. The school is located in an average size town of the same prefecture, and the ratio of students who go on to the university or college is about fifty percent. Therefore, this school represents an average between schools A and B.

One JTE and ALT were interviewed, and one classroom observation was conducted. The interviews with the JTE and ALT were conducted separately after the classroom observation.

As a result of this pilot study, a few minor modifications were made to the interview schedule and the field notes schedule. The final versions of the interview schedule and the field note are reproduced in Appendices 1 and 2.

4.4 Data collection procedure

With permission of the school headmasters, I visited schools A and B before collecting data, and met supervisors of each school's English department in order to explain the purpose of this survey, and then negotiated time for the research. At that point, I asked all participants for permission to tape-record the interview and video-recorded the classroom observation. I also handed each participant the letter of consent (see Appendix 3), where the purpose of the research, confidentiality and the researcher's contact address were written. At the request of school B, the researcher gave information about the categories of enquiry of the interview schedule (see Appendix 4). School A did not request this information.

I carried out the classroom observation for 50 minutes while taking notes and after that, conducted the interviews. After each observation of the team teaching class, I conducted the interview with each team teacher individually. All the interviews and observations were recorded.

After collecting the data, I transcribed the interviews, and visited the school again in order to ask the participants to check the transcripts.

4.5 Data analysis

After transcribing the participants' comments, I went through the process of reading, marking, and labeling the transcription (Seidman, 2006:126), and then attempted to find out several common themes relating to each category (see 4.3.1) and catalogued the comments according to each theme. I then searched for several situations from the classified comments, and then discussed these different situations within each category.

Observation data were recorded by video camera and then, analyzed in two ways: firstly, according to the categories of enquiry similar to those used in the interview analysis (see 4.3.1). The observation data were also be reviewed for any other aspects of interest related to team teaching not created by the above categories of enquiry.

The observation data from the team-taught lessons were very useful for this research. When compared with the teachers' comments on team teaching in the interview several contradictions emerged. These issues will be discussed in section 7.

4.6 Limitation of the study

Despite careful precautions, this study has a number of limitations.

1. The results of this study are limited by the relatively small size, although the number of interviews and observations were considered sufficient and manageable for the purpose of this paper.
2. Although the questions to JTEs were carefully translated into Japanese and subjected to pilot study, there might be slight differences of nuance between the English and Japanese versions.
3. Comments from JTEs were also carefully translated from Japanese into English in order to closely follow the original. However, there might be slight differences of nuance between the English and original comments.

Nevertheless, in spite of the limitations outlined above, this study provides sufficient information to address the research aim and this will be presented in the following sections.

5 Analysis of interviews with participants

This chapter will outline the findings from the interview conducted with participants. The purpose of the interview was to discover more about the participants' views of their team-teaching and the factors which influenced their students' learning by team-teaching in Japanese EFL classrooms. The interviews were conducted in the middle of the second semester in upper secondary schools in Japan in November, 2004. The interviews were semi-structured and included questions relating to four categories of enquiry:

- A. definitions of team teaching
- B. promoting learning
- C. interaction
- D. team teaching between NSTs and NNSTs

Before starting the analysis, the interview was conducted with 6 different teams in 2 schools. The combination of JTEs and ALTs are as follows:

School A:

Team 1: Tanaka (JTE), Owen (ALT), Richard (ALT)

Team 2: Kitajima (JTE), Owen (ALT)

Team 3: Aoki (JTE), Richard (ALT)

Team 4: Miyamoto (JTE), Suzuki (JTE), Owen (ALT)

School B:

Team 5: Ono (JTE / main teacher), Takahashi (JTE / sub-teacher),
Bruce (ALT)

Team 6: Takahashi (JTE / main teacher), Ono (JTE / sub-teacher),
Bruce (ALT)

This will remind the readers of each team situation.

5.1 Category of enquiry A: Definitions of team teaching

Two questions asked in this category were:

Q1: What do you understand by 'team teaching'?

Q2: How do you and your partner co-operate in team teaching?

5.1.1 Definition

The aim of these questions was to focus on how participants perceive team teaching, and how the teachers actually conduct the team teaching classes. The big difference between team teaching and single teaching is that team teaching is collaborative teaching with team partners. 9 out of 10 participants mention that the team teaching situation is different from the single teaching situation because there are a number of teachers (more than 1). They recognize that team teaching is collaborative teaching, and they can gain benefit from their partners.

Aoki regards team teaching as the unusual situation: "Team teaching cannot be a simple class because of two teachers teaching together." Owen sees team teaching as co-operative teaching: "Team-teaching means more than one person working together to achieve an objective which, in this case, is this delivery of materials to students in English." Kitajima points out the benefit of her partner: "Two teachers teach together, we increase the range of looking at students and the class itself. My partner (Owen) gives me suggestions about some parts which I did not notice during the class, it is very helpful." For her, having the partner is very helpful for both her students and herself in her team teaching situation.

5.1.2 Co-operation

It is interesting to see how team teachers actually co-operate together. Goetz (2002:2) divided the co-operation into 3 stages in team teaching situations: 'working together to plan, conduct, and evaluate

the learning activities for the same group of learners.’ This section will analyse how team members cooperate 1) in planning the lesson, 2) during the class, and 3) after teaching. Furthermore, equality or equal ranking is important for partnership in team teaching. Brumby and Wada (1990: introduction) write ‘team teaching is total cooperation between JTE and AET where they take equal responsibility in planning and teaching their lesson.’ It is meaningful to see how team teachers cope with this ‘total co-operation’ in their team teaching in EFL classroom in Japan.

Co-operation before the class

8 out of 10 participants feel that it is necessary to plan the lesson with their team partners before the class. According to the participants’ comments, the view of planning the lessons mainly falls into two types: 1) ALTs mainly plan the lessons, 2) JTEs mainly plan the lessons. In other words, one group or one person does most of the planning. It is not a joint effort.

1) ALTs mainly plan the lessons

When ALTs mainly plan the lessons, JTEs tend to depend on ALTs. Richard says about team 1:

“Usually Owen and I plan the lessons, ...And then after Owen and I plan this lesson, we will go to Mr. Tanaka before a class, show him what we’ve planned, and then he gives us feedback immediately, ‘This is a good idea.’, ‘I like this.’”

On the other hand, Tanaka, who works with Owen and Richard says this about his situation:

“ALTs mostly plan the lessons, and show me the lesson plan before the class. We normally don’t change it before the first class...I give the comments about the class to them after we finish the first class, ‘We should change it a little.’”

Tanaka also recognizes that he is apt to depend on ALTs, and he knows that he should change it. He also says about his position: “I think I am an assistant for Owen and Richard in my team teaching.”, and for him, it seems that the assistant does not have to make a lot of contribution. It could make him very passive in his team teaching situation.

In team 2, Kitajima, who works with Owen, is not so positive:

“Gradually, I recognized Owen has more rich experience of teaching than I...., so he thinks of the lesson plans at first, and then asks me, ‘What do you think of it?’, and then we make a perfect plan.” Kitajima clearly respects Owen’s greater experience; this may be that she is a part time teacher, and she thinks that she lacks experience.

2) JTEs mainly plan the lesson

In four teams (teams 3, 4, 5, and 6), JTEs mainly plan the lessons. There is a difference according to the teams. Three teams (teams 3, 5, 6) have two common characteristics: (a) JTEs regard ALTs as assistants rather than co-teachers, (b) JTEs tend to plan the lessons based on the course books. Aoki, who works with Richard, distinguishes between ALT and JTE as follows: “JTEs should make a lesson plan, because they (JTEs) understand what students need to learn... JTEs are professional, and ALTs are assistants.”

When Aoki makes his lesson plan, he normally refers to a teachers’ guidebook which accompanies the course book. He says:

“The teachers’ guidebook usually belongs to the course book. Important sentences, vocabularies, and lots of activities are written in the guidebook, I cannot do it if I do not refer to them. For me, the course book and the teachers’ guidebook are indispensable to my team-teaching.”

Richard says about his partner, Aoki:

“He (Aoki) prefers to work mostly from the book and he prefers to have more control of the class,...we will do mostly work from a book, and he will plan the lesson,...He is a type of teacher who likes to stay closer to the book.”

In team 6, Takahashi makes a lesson plan based on the course book, and regards the ALT as an assistant: “Normally, I mainly plan the lesson based on a textbook, ...ALT (Bruce) helps me as an assistant.” Ono is convinced there is a ranking among team teachers: “Team teaching might impress you as an equal relationship, but there is a ranking among team teachers, main teacher, sub-teacher, and ALT.” For Takahashi and Ono, it seems that the assistant does not have to have many responsibilities. Ono recognizes the lack of time for the discussion with ALT (Bruce). He says:

“If I take a lot of time for, I can produce better classes. It takes a

lot of time for preparation..., because I have to teach with another teacher. I frequently go to the class without having preparations... However, I try to talk to him about the procedure..."

Bruce says that the classes are normally planned based on the course book: "We use the textbook as the basis for the class, so there isn't really much planning needed, so I'm told in advance what lessons going to be, and I read it, looking at it, I can see what I need to do ..." It seems that Ono and Takahashi simply follow the pattern of the course book, and they do not have to discuss lesson plans with Bruce before the class.

Team 6 (Miyamoto, Suzuki, and Owen), on the other hand, has a totally different situation from teams 3,4, and 5. In team 6, a JTE mainly plans the lesson; however, ALT and JTEs have an opportunity for discussion before the class. Miyamoto says: "I mainly plan the lesson first, and we have a meeting to exchange our opinions for it. We also talk about our roles during the class before the class" Owen says that co-operation already starts before the class: "Usually, where one takes lead in putting things together, and then discussing with other person to see where you are, what you like, what is best, what is not best." Suzuki emphasizes the importance of discussion: "Whoever (JTE or ALT) makes a lesson plan, we normally exchange our opinion for the lesson."

Co-operation during the class

All participants mentioned how they co-operate together during the class. Owen and Richard, Suzuki, and Miyamoto exchange information on the class room situation or their students during the class. Suzuki communicates to his partners with his eyes. He says: "While teaching, we sometimes need to reorganize the original plan. We make a sign with our eyes, 'We should cut this part' and so on."

During the class, Owen and Richard sometimes change the original lesson plan depending on the classroom situation. Owen says:

"I could be checking to see what's next, or maybe thinking to see if this activity is not doing what we had intended to for to do, how do we change it, I might be making a quick consultation with the JTE to see, you know, what their sense of how the class is going...."

Richard says:

“Sometimes things can't go exactly where you'd like them, exactly where you plan them, so you must be always alert, and ready to do something new, if something doesn't work out the way you planned.”

They share common responsibility with their partners during the class. Miyamoto has a closer partnership with his partners during the class. He says: “When I forgot to explain something, my partners point it out, it is very fresh to me, and it makes my eyes open widely.” It is very interesting this partnership can improve the class itself, and furthermore, it can reflect each other more.

On the other hand, Kitajima, Tanaka, and Aoki have less partnership than Miyamoto. Kitajima says: “I give advice to Owen to conduct the class smoothly, but Owen mostly conducts our classes.” Tanaka says about his work in team teaching: “I don't know it is cooperation..., we divided the work to answer the questions. We have about 40 students in the classroom. It's good for them to be taught by many teachers.” He has the same work as Owen and Richard; however, during the task itself, students tend to ask individual teachers for help. Aoki says about his consultation with the ALT: “When students do the activities, we have time to talk about what we should do next, for example, we can say, ‘Please set the CD player properly.’ and so on.” For him, the important thing seems to be to conduct his class smoothly.

Ono, Takahiashi, and Bruce have their different roles in their team teaching situation. Their tasks are clearly divided into three. According to Takahashi: “The main teacher conducts the class, and the sub-teacher is mainly walking around and supports students when they don't understand the handouts. The ALT's role is pronunciation.” Ono also has the same idea as Takahashi:

“...according to the classroom situation, I ask ALT (Bruce) to pronounce the words repeatedly,...I ask the sub-teacher to walk around and teach the students when they can't read and write the words.”

It is clear that Bruce's situation is totally different from Owen and Richard's. Bruce's role is very simple during the class: to focus on pronunciation. Bruce says about his roles in his team teaching: “I just do what they tell me to do,...I just do what I am told.” He is very passive during the class. Ono, Takahashi, and Bruce have different roles, and it seems that they do not form a partnership among the team teachers.

Co-operation after the class

1) Feedback

Owen, Richard, Tanaka and Suzuki mentioned feedback about the class. Suzuki says that he has a time for feedback with his partners after the class: “After the class, we talk about the lesson in the staff house. We have the three same classes...we have some points to be improved after the first class, so the second class becomes better...”

For Owen, feedback comes not only after the class, but also in planning the lesson. He says:

“Sometimes...when we plan future classes, just in conversation, it (feedback) comes up. Like somebody might say, ‘I remember when we did and so and so, the students thought or students reacted in a certain way, so maybe we shouldn’t do that then.’”

Furthermore, Owen mentioned that he gave the students a questionnaire about the class. He says:

“We actually gave the students a questionnaire that they had to fill out their impression of the class...and looked at what the students thought, looked at the students’ levels and spoke about what we think for the next semester we should do differently...”

In his team teaching situation, he is very positive about sharing lots of responsibilities with his team teachers.

2) Evaluation

Four participants mentioned evaluation. Suzuki speaks about evaluating students in general, not just through exams: “We evaluate how students achieve their goals, or how they can improve to communicate in English; the ALT and I evaluate it together.” Miyamoto says that all the team members evaluate in the same way: “For example, when students do the presentations, they are evaluated by our team members individually, and then we total the scores, and decide them.” Suzuki and Miyamoto co-operate with their partners for evaluation.

On the other hand, Takahashi evaluates only with another JTE, not the ALT. She says: “We (Takahashi and Ono) co-operate together in grading and evaluate.” In Ono’s case, the ALT, Bruce, marks only in the listening part of the examination (written examination), although before conducting it, they check whether it is appropriate or not.

Bruce says that ALTs' situation is different depending on the schools:

“the grade for their work, I'm not involved with that. Although other ALTs, who are team teachers, I know, are involved, so each situation is slightly different, but in my situation, I'm not involved in evaluation.”

Basically, Bruce does not have to co-operate with JTEs (Ono and Takahashi), and he works individually in his situation, seeing himself as an assistant.

Equality

Three participants mentioned equal ranking in team teaching; however, they also say that they do not always have equal responsibilities among team teachers in real situation. Bruce recognises equal ranking among team teachers: “...instead of one person teaching, it's group teaching, ...so it's you have co-teachers rather than teacher and assistant.” However, Bruce's actual situation is different from his perception of equality; Ono believes that there should be a ranking among team teachers and clearly regards Bruce as an assistant. He also mentions ranking: “There is a ranking among teachers: main teacher, sub-teacher, and ALT.” For him, Bruce's position (ALT) is the lowest.

Miyamoto says that he generally does almost the same work as the ALTs. However, it seems that his situation can be changed depending on his partners. He says:

“I don't know how to accept ALTs. My previous ALT should have taught in the class, but she didn't. She sent emails while students were doing activities. She often said, ‘Oh, I'm sleepy’ or ‘Oh, I feel bad.’ Sometimes there are not only such ALTs but also JTEs. They are not professional.”

It is interesting that Owen also emphasizes personality as a significant factor in team teaching, as it demonstrates flexibility and respect for differences in personality among team members rather than focus exclusively on fixed equal ranking. He points out the difference between team teaching theory and the reality:

“...your idea of team teaching is that you must be working together, and everybody's doing everything together and saying everything together and talking equally in the class and it's not that, it's not that. It's identifying roles and personalities, and how each of those will fit into whatever situation you have and how

you've going to use it. I think that is the biggest... not problem, but challenge, how do you best read your team teaching situation, and then, having read it, how do you best apply it to the benefit of your students without putting pressure on any member of the team. That's, I think, the biggest challenge."

For Owen, it is more important to consider the personalities of team teachers than to follow the theory of team teaching.

Summary

All participants seems to understand that team teaching means to work together or cooperate for teaching; however, according to the team partners and the school situation, they do not always conduct the team teaching according to their definitions. Equality cannot be expressed numerically because total co-operation between JTEs and ALTs also depends on team partners. In some teams, they compensate for each other, and according to the personality or teaching experience, they decide how much they should work. They respect their each other's personalities. On the other hand, depending on the teams, team partners rank their positions, and according to the ranking, their working is clearly divided.

5.2 Category of enquiry B: Promoting learning

Four questions asked in this category were:

- Q1: How does team teaching help students learn?
- Q2: What do you feel is your students' attitude in your team teaching classes?
- Q3: What kind of classroom activities do you use in your team teaching classes? Why?
- Q4: When your students do the activities, what are you doing?
What are your roles in team teaching?

The purpose of this part of the interview was to focus on how participants attempt to promote students' learning and how their students participate in their team teaching classes. This section also notes teachers' roles and students' attitudes to team teaching.

5.2.1 Helping students learn

This section discusses how team teaching helps students' learning, and the participants' views on the benefits of team teaching for students.

Changing classroom situation

5 out of 10 participants say team teaching can change the classroom situation. Owen says that ALTs enable the classroom to become more active: "The native speaker speaks English naturally, and so it brings an element of excitement and interest." Suzuki says: "In conventional classroom, students were apt to be passive, but in team-teaching classes, students play the leading part in the class." According to Miyamoto: "In team-teaching, it is a great advantage that we can have time to teach students individually." Bruce says that it is very important for his students to talk to the native speakers, according to him:

"...the children don't have much opportunity, I mean particularly in this part of Japan, to speak or communicate with native speakers, ...so I think, you need to speak English to learn English ...not just in the lesson, but the outside, at the train station..., they do come and speak to me, their English is improving."

Models of language and learning

Some of the respondents commented on how team-teaching helps students' in aspects related to language. 8 out of 10 teachers say it is good for students to be able to learn pronunciation from native speaker in team teaching. Suzuki and Aoki do not mention pronunciation, although Suzuki recognizes there is a different way of pronunciation between NSTs and NNSTs. Richard says about the importance of native speakers' pronunciation:

"I think to have a native speaker in the classroom, really, we can hear the language as spoken by an English speaker. When I took French in the high school, and my teacher was American with an American accent. So when I went to France, French people couldn't understand me. I was very disappointed. If I had a native speaker in my classroom, it would have helped me very much"

It is very interesting that 5 out of 7 JTEs say students can learn "real English" from ALTs. For example, Owen refers to the characteristic of native speakers' English: "The native speaker speaks English naturally." Kitajima says: "The benefit for students is to hear the real English directly from ALTs in team teaching." Aoki comments that ALTs know colloquial expressions and can use these to help students: "ALTs can modify students' writing by suggesting more natural

expressions, rather than the too formal English expressions”

A further aspect, related more to language learning than the language itself, concerns the idea of models of good language learning. In Owen’s opinion, the interaction between JTEs and ALTs is beneficial for students as it shows the JTEs to be good learners:

“If they (students) can see a Japanese teacher who speaks English, talking English with a native speaker in class, I think it serves as a motivating factor...so they’re getting that feeling that, ‘Wow, actually we can’, so maybe they will be motivated to study a little bit harder because they can get there too.”

Culture and internationalization

4 out of 10 participants feel students can learn different cultures in team teaching. It can promote their awareness of internationalization. According to Bruce: “The culture I come from is so different from the culture in Japan as well. I think it’s good not just for the language, but just for internationalizing. I think that’s helpful.” Suzuki comments on the importance of students communicating with people who have different backgrounds: “team teaching is very useful, because during the class, students can learn the process to try to communicate with other people through English.”

5.2.2 Students’ attitude

This section reports findings relating to how the students participate in the team teaching classes and their attitude towards participation.

Motivation

All participants comment that students’ motivation is high, or their attitude is generally positive in the team teaching classes. Tanaka compares this with the lecture-style classroom with a single teacher: “Students enjoy the team teaching class more than the class, where a teacher mainly explains about the lesson and students usually listen to it.” Kitajima says team teaching can challenge the students: “Students are very positive, even though making mistakes...in team teaching classes, they have a feeling of challenge, ‘I will try it, I will try it’ more than in single teaching.”

It is very significant that students are not afraid of making mistakes in the team teaching classroom. Owen says students can relax in team teaching: “the attitude is generally positive ...they like the idea

that we can relax, listen to some music or try to chat...try to talk in English or do the activities which are not simply reading a textbook.”

According to Suzuki, on the other hand, there are some students who do not respond quite so positively: “Some students become very positive because the ALT stay in the classroom, however some students try to keep distance from ALTs because they are unaccustomed to the team teaching classes.”

5.2.3 Classroom activities

Teachers were also asked about the types of classroom activities they use in their team teaching classes and the reasons behind them.

Game

4 out of 10 participants say they use games in team teaching classes. Suzuki says: “We try to create an atmosphere so that students can speak English through the game.” Owen, Bruce and Richard use games as a warm-up. They use fun activities, and students enjoy the games with the classmates and teachers. Owen gives the reasons why he uses the games in the classroom:

“One motivation, because if it’s different from what they do all the time, then they will probably be more interested... If they enjoy it, then they’re probably learning without realizing that they’re actually studying because they’re enjoying it. Two, if it’s fun activity but causes them to repeat material that they’ve covered, it helps them. I think without studying it independently, to learn something and remember it without having to consciously commit to it.

Richard also comments on his reasons for using ‘fun’ activities; especially as a warm-up.

“I think when you are studying a foreign language, being shy, introverted, and worrying about making mistakes, can really impede progress, in that language, so we try to make it fun, and not worry about mistakes...”

It is interesting to note that these comments were made by ALTs, rather than JTE’s and it may be that the distinction between types of activities used by the two groups of teachers is typical of team-teaching.

Pair work / Group work

4 out of 10 participants use pair work or group work in team teaching classroom. Owen and Kitajima, working together explain what they do and why:

“We do a lot of pair work, make them work in pairs to complete exercise ...When we teach a dialogue...we make them work in pairs to practice the dialogue...Sometimes we give them group work to do, like they might have to formulate questions in groups, or provide answer to a situation in groups, or give advice to a particular problem in groups.”

Kitajima explains why:

“We don’t want to teach English only based on a textbook. If we use only the textbook in the class, the main activity is simply reading, and then students are bored. So we mainly use the activity that students speak in pairs or in small groups”

Role play

Aoki uses role play that creates the real situation in the classroom. He explains his reasons: “We teach grammar...and vocabulary, but we have to make students do some activities by using the words, grammar, and expressions they already learned.”

Projects

Miyamoto asks students to do research and presentation:

“I would like students to use English as much as possible. We study grammar in the classroom, and I would like to make students use them....We use many different activities, for example, at a moment, students try to get information about the country where they want to go, and they’re going to have presentation next week.”

Reading aloud and listening

The case of Ono, Takahashi, and Bruce (School B) is very different from the groups in School A (Owen, Richard, Tanaka, Kitajima, Miyamoto, Aoki and Miyamoto). Takahashi and Ono, who work with Bruce, mainly do reading aloud and listening activities in their team teaching classes. Takahashi explains how they exploit ALT for this: “When we read English aloud, we ask the ALT (Bruce) to read it, and students listen and repeat to read it. Or in the class, we have a

listening test, we ask Bruce to read whole sentences.” In Takahashi’s activity, students seem to read aloud repeatedly and listen in order to become familiar with the sounds of English. In Ono’s activities, his main aim is for the class to read aloud to encourage understanding or memorizing words, phrases, and sentences. In School A, they seem to use more communicative or productive activities; on the other hand, Ono and Takahashi seem to use simple exercises such as repetition or simply listening.

It will be interesting to see how these activities are used in team-teaching and the observation may provide data regarding the cooperation of JTEs and ALTs, and how they put them into practice.

5.2.4 Teachers’ roles

A further question in this category of enquiry relates to what participants are doing when their students do the activities and their roles in team teaching. A number of different roles were mentioned by those interviewed.

Facilitator

All participants say teachers play the role of facilitator in team teaching class. 7 out of 10 teachers say they are walking around the students when they are working or doing their activities. Ono indicates team-teaching creates an opportunity for seeing how students can understand the class: “I teach my students while walking around, it means I understand what they don’t comprehend...I teach them while answering their questions.”

It is interesting Owen, Bruce, and Miyamoto say “encourage students”, “help students”, and “give students advice”. Owen encourages students to participate while walking around them: “...you have to make them understand you or encourage them to participate...”. Bruce helps students: “If they are working on the tasks, I walk around them and check that they’re working, and then if they’re stuck, I can help them.” Miyamoto gives them advice: “While walking around students, I normally check their work and say, ‘You’d better do it.’”

Team teaching class enables teachers to be fellow learners. Kitajima joins students’ activities: “According to the groups, the members are not so positive to the group activity, ...so I join the activity and show them, ‘You can do like this.’” While walking around students, teachers can have a close relationship with students. Furthermore, it is very interesting that Suzuki promotes students to be able to do their activities

by themselves while showing a good example:

“In team teaching class, sometimes ALTs ask students, ‘You have any questions?’ When students do not have any questions, I ask the ALTs instead of them. And then, students try to start to ask ALTs with my question as a start.”

Kitajima also promotes students’ cooperative abilities within the group. While her students do the group activity, she says to the students, “Who is a leader in this group?”. She tries to encourage students to do the activity without teachers’ help.

Bridge between ALTs and students

4 out of 7 JTEs commented on the role of acting as a bridge between ALTs and students. Kitajima says that she does not want to just translate what ALTs say into Japanese automatically:

“I would like to be mediate between ALTs and students...my role is to observe whether students understand what Owen says or not. If they don’t understand it, I inform him of it, or I explain it.”

Suzuki emphasizes the difficulty of deciding how much the JTE should explain what the ALT says according to the students or classes’ situation:

“My role...it is the most difficult thing...I am between students and ALTs. If I translate all things said by ALTs into Japanese, students do not listen to the ALTs...If I do not translate it at all, some students completely do not understand the class. I sometimes explain what ALTs said as a translator to the students, and sometimes I dare not to explain it at all.”

Assistant

Tanaka sees his role is an assistant for ALTs. It seems that Tanaka’s role is similar to the bridge between ALTs and students, however he seems to think that the assistant does not have to make a lot of contribution (see section 5.1.2). Bruce says his role is as assistant language teacher: “I assist in the English education of the student. I can’t..., I don’t discipline. That is not my job, so I just help in language lesson.”

Language and culture ‘expert’

As mentioned in 5.2.1 pronunciation and culture are considered a

large part of the ALT's work and, indeed, Richard sees his role in this respect to be considerable. Richard says pronunciation is the role of ALTs: "I think pronunciation is very important thing, I think that might be No.1." Richard says ALTs' role is to make students feel interest in different cultures:

"Just including or telling personal information about the country, so just about the life style, I think, some of part of internationalization which is not just the language but understanding different culture as well."

Owen emphasizes that the roles in team-teaching depends on the team-teaching relationship:

"For example, most of my classes I work with are Oral Communication and Computer-Aided Instruction. If it's a reading class, for example, last year, I did a reading class. Then, the Japanese teacher of English might need you more for repetition and pronunciation than it is for encouraging natural conversation, so that case, that would be my role."

Summary

Generally, according to the teachers, ALTs and JTEs students' attitude towards participation are positive, and their motivation is higher in team teaching classes. Team teaching enables students to feel challenged, and creates an atmosphere where students do not worry about making mistakes.

The classroom activities seem to be different according to the school. In school A, teachers use more communicative activities such as pair/group work and projects than in school B. They attempt to provide students with the opportunity to use English in the class. In school B, JTEs ask the ALT (Bruce) to read the course book aloud, and the students simply repeat after him. They become familiar with the sound of the ALT's English.

In the participants' opinion, one of the benefits for students is to talk to the native speakers (ALTs) in the team-teaching classes. They think one of the ALTs' roles is to provide real English. ALTs also provide different cultures, and it can promote students' awareness of internationalization. It is interesting that ALTs seem to prefer to do more fun activities compared to JTEs. They create a relaxing atmosphere for students to enjoy studying English. One of JTEs' roles is to act as a bridge between ALTs and students. It seems to be

difficult for ALTs to see how much Japanese students understand the class, however it is easier for JTEs to do that. JTEs can inform ALTs of students' situation, and sometimes JTEs provide more explanation for students. Furthermore, the interaction between JTEs and ALTs is beneficial for students. In team teaching, if students see that JTEs talk to ALTs in English, they can be motivated to study.

All participants say teachers play the role of facilitators in team-teaching. Teachers are walking around their students while they do the activities. One of the benefits is that teachers have time to teach students individually. While walking around, teachers are not only checking how much students understand, but also encourage and give some advice. Teachers can become fellow learners in a team-teaching class. Kitajima and Suzuki join the activity with students, while showing how they should do it. The classroom activities are different according to the teams. However, it is very interesting that Kitajima promotes students' co-operative abilities through the group activities. She encourages students to co-operate and find the solution without the teachers' help.

5.3 Category of enquiry C: Interaction

The four questions asked were the following:

- Q1: How do you co-operate with your partner within the team teaching classroom?
- Q2: What kind of relations do you have with your students in your team teaching classrooms?
- Q3: How do your students relate to each other students in your team teaching classes?
- Q4: With regard to your students spoken interaction is it different in team-teaching from single teaching? In what way?

The aim of this section was to analyze how participants relate in the classroom, and what kind of interaction they have with their students. This section also focuses on how students build their relationships with each other in team teaching classes. Furthermore, it discusses how different students' spoken interaction is in team teaching from single teaching.

5.3.1 Interaction between JTEs and ALTs

Teachers were asked about the relationships they have with their

team-teaching colleagues. Their comments can be grouped into two categories: 1) supporting each other, and 2) divided responsibility

Supporting each other

4 out of 10 participants comment that they compensate for each other during the class. Miyamoto explains:

“My partners (Owen and Suzuki) can see the things that I cannot find in the class, and when I forgot to explain something, my partners point it out...We always exchange our opinions to reorganize the lesson plan if the class starts to take the wrong course.”

Suzuki says he guides students alternatively in team teaching classes:

“When I ask some questions to the students and they do not answer them, ALTs can create alternative questions for the students...and sometimes ALTs ask students, ‘You have any questions?’ When students do not have any questions, I ask the ALT instead of them. And then, students try to start to ask ALTs with my question as a start.”

Ono says: “I would like to bring out the ALT’s good points, and conduct the team teaching class.” Kitajima comments on that ALTs are a conductor and JTEs are interpreters of classroom context. Kitajima says:

“When I feel that students do not understand what Owen said, I always explain about them...I give advice to conduct the class smoothly and make students understand the class easily, but Owen mostly conducts our class.”

Divided responsibility

4 out of 10 participants say they have a good relationship between the main teacher and helper. Takahashi explains her situation:

“The main teacher (JTE) conduct the class, he or she makes the lesson plan. The other JTE who supports the main teacher is mainly walking around, and helps students...and I ask the ALT to pronounce and read English.”

Bruce, who is the partner of Takahashi and Ono also comments on how he sees his role as assistant: “They are the teachers, so I generally do

what they ask me to do, so I wouldn't, there's 100 percent co-operation ...” Bruce seems to think his work as an assistant is to follow JTEs' instruction in the classroom. Takahashi seems to think Bruce's main job is pronunciation and reading English aloud.

Owen emphasizes that the interaction among team teachers depends on personality. He is teaching in both an English course and also a general course in School A. He compares team 1 (Tanaka, Owen, and Richard) and the last year team of his same class in the English course:

“As you saw the class today, the main personalities at the head of the class were two ALTs. The JTE does not take that much a lead in class...In my last year with the English course in was a little different. He (JTE) was the one that directed the class, started the class. He spoke a lot of others in English...The ALTs were more working with students. Of course we planned the classes together before we went.

Owen adds to explain team 2 (Kitajima and Owen) in the general course:

“In the general course, for example, last year, a JTE I worked with was a lot more present. It was his class. He started the class, and then handed over to me. And he would clarify and explain every activity at the beginning and at the end of that activity, and perhaps summarize the classes at the end of it...The JTE this year I work with (Kitajima), is a different personality. It is more Owen's class ...”

5.3.2 Interaction between teachers (JTEs and ALTs) and students

It was also clear in the interaction that many of the teachers noted a difference in relationship between teachers and students in the team-teaching.

6 out of 10 participants say they attempt to have a closer relationship with students, with greater opportunities to talk to students. Richard says his relationship with students is very friendly partly because of his extra duties involving looking after the classroom: “Owen and I are also in charge of taking attendance for cleaning of this area, and they like coming to practice their English.” He and Owen make efforts to get students interested in the class; by mentioning in class, activities places familiar to the students, for example football or local pizza restaurant. Owen says: “If I know they (students) play football, I might say something about football...I think

that helps. It shows, at least, it can't be for every students, but for most that, 'Oh, maybe, he's interested in me.' ” According to Owen and Richard, the closer relationship encourages students to take an interest in the class.

5.3.3 Interaction among students

Question 3 of the interview asked teachers to comment on how they perceived the students' relationship and interaction with each other. 9 out of 10 participants say students' relationships are generally positive in the class, although according to Bruce, there is little difference. “they are just students, I suppose, not any different, not any other class, some of them will work, some of them won't, some of them will be good, some of them won't. They relate each other like kids do.”

Mutual helpfulness

One positive aspect noted was the help that students give each other in the class, noted by 4 of the teachers. This can relate to helping each other with language difficulties, as Richard explains.

“When I ask question,...I've been in Japan for three months now, this is I am still new, but I know...students are always consulting with their friends, 'What should I say?', you know, 'What should I say?'...and so their friends give them a little hint, so it's like they are a team as well....they are very close and they are very friendly.”

However, as Ono emphasizes there is also greater sense of group cohesion and stronger relationships:“...there is the other goal of building human relations, so it is very useful for students to do pair work and group work among students in the team teaching classes.”

Owen has attempted to make students relate to each other by reorganising the classroom. He says boys stay on one side, and girls traditionally gather on the other side, and it is difficult to get the boys to talk to the girls, and he often changes the students' seats. He also encourages students to walk around the classroom to relate each other:

“at the beginning...there's some discomfort in, for example, having stand up and talk to the whole the class, but I think almost a year...they're a lot more relaxed. I think they relate well...And they know each other's names and what each other like. ..so they understand each other a lot more than I understand them”

5.3.4 Spoken interaction among students

Teachers were asked how the students' spoken interaction is different between team teaching and single teaching. 4 out of 10 participants noticed a difference. Owen and Bruce have no experience of teaching single classes either previously or elsewhere, and they did not answer this question. Suzuki claimed to be unable to compare the two as the single teaching "has totally different content from the team teaching." Richard, Ono, and Takahashi refer to the interaction between teachers and students as being positive in team teaching classes, but they do not comment on the interaction among students.

The 4 participants (Kitajima, Tanaka, Aoki, and Miyamoto) who responded to this question noted the students made more attempt to speak English to each other in the team teaching classes. Kitajima compares the team teaching class with her English grammar class:

"Owen overwhelmingly conducts the team teaching class, so when they enter the class, they make efforts to use English from the greeting the beginning to the end. In the grammar class, students don't do like this."

Miyamoto emphasizes:

"I do not make use of interaction among students in writing and reading classes, so students may have opportunities for speaking English to each other only in team teaching classes."

Summary

According to participants' comments, the interaction between JTEs and ALTs can be considered under 2 aspects: colleague and support, and main teacher and assistant teacher. In the colleague and support relationship, teachers compensate for each other. However, in the main teacher and assistant teacher relationship, the main teacher conducts the class, and makes the lesson plan. The assistant teacher has less responsibility than the main teacher.

6 teachers attempt to have closer relationships with students. They walk around and have an opportunity to talk to students while they work. Owen and Richard make efforts to get students interested in the class by mentioning topics which are familiar to the students, because they think the closer relationship promotes students to take an interest in the class. It is very interesting that Owen says the interaction among team teachers depends on personality.

According to the teachers, generally, the students' relationships are positive in the team-teaching classes. Students help each other when they have problems and build human relations through the pair work and group work. Owen has attempted to make students relate to each other by reorganising the classroom.

4 teachers commented that students' interaction in the team-teaching class is more positive than the single-teaching class. Kitajima says the students make efforts to use English from the beginning to the end of the team-teaching class. Miyamoto also emphasizes that students have opportunities to speak English to each other only in team-teaching classes.

5.4 Category of enquiry D: Team teaching between NSTs and NNSTs

The two questions asked in this category were:

- Q1 What do you think are the characteristics of NSTs and NNSTs in teaching English as a foreign language?
Q2 What do you think are benefits of team teaching in both NSTs and NNSTs?

This part will discuss the characteristics of NSTs and NNSTs in teaching English as a foreign language, and the benefits of combining NSTs and NNSTs in team-teaching.

5.4.1 Characteristics of NSTs and NNSTs

The aim of this question was to ask if the participants perceive any differences between NSTs and NNSTs in teaching English as a foreign language. It focuses on their characteristics in participants' team teaching classrooms. 9 out of 10 participants comment on the differences. Richard and Miyamoto comment on the difficulty of explanation. According to Miyamoto:

“Some ALTs are very good at guiding the students. They make students speak English while showing the good examples, but some ALTs do not care about the students. It is not necessary for ALTs to have teaching experiences. Sometimes the ALTs, who just graduated from the university and do not have experience of teaching, and I did not get along well with each other. On the other hand, even though there is no experience of teaching, I feel he or she is the best ALT.”

Of those who did comment on differences between ALTs and JTEs, a number of aspects were mentioned. Looking first at NSTs, these could be grouped under three main areas: language, culture, and teaching style.

1) Characteristics of NSTs

Language

4 out of 10 participants refer to the pronunciation of NSTs, showing how English is actually spoken. Ono and Takahashi emphasize that the NSTs speak “real English”.

2 out of 10 participants refer to the fact that the NSTs know the subtleties of English. Kitajima says: “If we study very hard, we can know that, but the NST can recognize whether the expression is strange or not in their intuitive.” Tanaka says: “Sometimes I feel I cannot explain without thinking, but the ALT is very flexible, and can do it smoothly.”

Culture

3 out of 10 participants say the NST supplies cultural information. Ono says: “Many JTEs have been to foreign countries, and we can speak about the impression of foreign countries through the eyes of Japanese...but ALTs grew up in the different culture from our culture ..., and they talk about their own culture to the students...”

Teaching style

Only Aoki comments that the NST focuses more on oral skills. Aoki says: “The ALT thinks they don’t need translation and grammar. They think it is good for students to listen to and speak English repeatedly.”

2) Characteristics of NNSTs

The characteristics of NNSTs relate to three areas: teaching style, anticipating language difficulties, and discipline.

Teaching style

3 out of 10 participants think the NNST translates English and teaches grammar. Takahashi says: “I am apt to translate English into Japanese...and it seems to be difficult for ALTs to explain grammar, so it is easier for the NNST to teach grammar.”

Anticipating language difficulties

3 out of 10 participants say the NNST anticipates the difficult part for students in the class, and it is easier for the NNST to understand the classroom context. Tanaka says: “Japanese teachers of English easily understand what students do not understand beforehand, and then we give advice to the ALT, ‘Could you explain that again?’, and so on.”

Discipline

One teacher (Bruce) commented on the role of the NNST's role as disciplinarian. This may be because of more serious behavioural problems in this school.

5.4.2 Benefits of team teaching in both NST and NNST

The participants were asked to comment on what they saw as the benefits of team-teaching for both students and teachers. Looking at the benefits for students first, the responses can be categorized under 2 main areas: 1) real English and 2) interaction between NSTs and NNSTs.

1) The benefits for students

Real English

As 8 out of 10 participants mentioned in section 5.2.1, learning pronunciation from the native speaker is the great benefit for students in team-teaching. Takahashi says that it is good for students to listen to the real English from the NST in team teaching.

Interaction between NST and NNST

3 out of 10 participants comment that the interaction between NST and NNST benefits the students in team teaching. Richard says: “They (students) get to see oral communication actually happening between two people – the teachers.” Takahashi explains: “When I talk to the ALT during the class, students can see how to communicate with the native speaker. It can give the students the impression that English conversation is not so difficult.” Ono says the interaction between NST and NNST motivates students to speak to English: “While they (students) look at our conversation, they feel like speaking English... they can open their mind, and start talking English.”

2) The benefits for teachers

The benefits for teachers can be categorized into two:

compensating for each other and developing teaching and language.

Compensate for each other

5 out of 10 participants mention that the benefit of team teaching in both NSTs and NNSTs is to compensate for each other. Richard talks about the benefits of having the NST: “The JTE is not a native speaker, and sometimes his/her English isn’t quite perfect. Here the ALT is valuable.” Kitajima also says: “To me, the ALT can support me when I can’t explain by myself. It is very helpful to me.” Owen explains about the benefits of having the NNST. According to his opinion:

“...just being able to see what students understand, what they don’t. You really sometimes don’t have any clue, simply because Japanese students are different from the students in your country, and if you’ve never been a teacher before. A Japanese teacher of English can help you understand that. They can help you to interpret thing. They can suggest ways of transmitting things more effectively”

Developing teaching and language

Tanaka comments that he can develop the teaching approach and method in team teaching with the native speaker teacher. Owen also emphasizes that the JTEs make the ALTs see their own cultural aspects in a new light:

“They (JTEs) also pick up on little cultural nuances and maybe, ask you to explain students, where you take it for granted. They will say, ‘Oh, maybe Owen, could you explain it?’, ‘Do you in your country?’, ‘Do you do this or that?’, and you say ‘Oh, well,’ and you explain.”

2 JTEs mention that it is good to have an opportunity to talk to a native speaker while 3 JTEs say it is possible to gain knowledge from the ALTs. Miyamoto says: “I can always discover something new from the ALTs, I also can know their culture,” and Aoki says: “While writing the teaching plan, I can learn the expressions which the native speakers use, they are different from the course books.”

Summary

According to the participants, the teaching style between the NSTs and NNSTs is different. The NSTs prefer oral skills such as speaking

and listening; on the other hand, the NNSTs tend to translate English and teach grammar. The characteristics of the NSTs are to be able to provide real English, the subtleties of English and cultural information for students. The characteristics of NNSTs are to anticipate students' language difficulties. According to students' behavioral problems, NNSTs have to discipline the students in the class. One of the benefits for the students is to learn real English from the NSTs. The other is to show the interaction between the NST and the NNST. The benefits for both NNSTs and NST are to compensate for each other. The NNST can develop the teaching and his/her language by working with the NST.

6 Analysis of observations

This section will summarize the findings of the team teaching class observation. 6 different teams were observed before the interview. These teams are already mentioned in section 5 as follows:

School A:

Team 1: Tanaka (JTE), Owen (ALT), Richard (ALT)

Team 2: Kitajima (JTE), Owen (ALT)

Team 3: Aoki (JTE), Richard (ALT)

Team 4: Miyamoto (JTE), Suzuki (JTE), Owen (ALT)

School B:

Team 5: Ono (JTE/main teacher), Takahashi (JTE/sub-teacher),
Bruce (ALT)

Team 6: Takahashi (JTE/main teacher), Ono (JTE/sub-teacher),
Bruce (ALT)

All the teams participants were interviewed, and the results are analyzed in chapter 5. For observation purposes, only 3 lessons were chosen for analysis. The criteria for selection of the 3 teams are explained below.

Team 1 is very interesting for analysis. Normally, one JTE and one ALT conduct the team-teaching class in Japanese secondary schools, so it is very significant to see how two ALTs and one JTE cooperate to teach students. Teams 2 and 3 are very similar, so one team, team 3, will be chosen for analysis in this chapter. In team 4, the students mainly concentrated on preparing for their own projects, making it

difficult to compare with the other teams; thus team 4 is not the subject of observation analysis in this chapter. Teams 5 and 6 involved the same team members, with the 2 JTEs just changing their roles from the main to the sub-teacher, thus team 5 is chosen for analysis. Therefore, this chapter analyzes observations of the following 3 teams:

School A:

Team 1: Tanaka (JTE), Owen (ALT), Richard (ALT)

Team 3: Aoki (JTE), Richard (ALT)

School B:

Team 5: Ono (JTE/main teacher), Takahashi (JTE/sub-teacher),
Bruce (ALT)

The information regarding the class taught by each team is as follows:

Team 1

All the students are girls and belong to the English course in School A. There are about 40 students in the classroom. At the front of the classroom, there is a blackboard. Students are sitting in 6 rows, each of about 5 or 6 students. The 3 teachers (2 ALTs and 1JTE) mainly stand in front of the students with the blackboard behind them. The students are looking towards the teachers. While the students are doing the activities, the teachers are walking around them.

Team 3

The students belong to the general course in School A. The number of students in the classroom is about 40. The ratio of boys and girls is about equal. In the case of team 1, students are sitting in 6 lines made up of 6 or 7 students. The position of the blackboard is in front of the class. The teachers mainly stand in front of the students with the blackboard behind them except when students are doing the activities. Students are sitting while looking towards the teachers.

Team 5

All the students are boys in School B. There are about 40 students in the classroom. The order of their seats and the position of the blackboard are almost the same as with teams 1 and 3. The JTE (main teacher) and the ALT stands at the back of the blackboard, and another

JTE (sub teacher) stand at the back of the classroom, and while students are doing activities, they are walking around. This will be useful for readers to follow the analysis.

The observations are analyzed in two ways: firstly, according to the categories of enquiry similar to those used in the interview analysis. The categories of observation are the following:

- A: co-operation in the class
- B: learning (teachers' roles and students' attitude)
- C: interaction
- D: characteristics of NST and NNST

The observations will also be reviewed for any other aspects of interest related to team-teaching not covered by the above categories of enquiry.

6.1 Category of observation A: co-operation in the class

In this section, data relating to how team members co-operate during the class will be presented and discussed.

In team 5 (Ono, Takahashi, and Bruce), Ono (JTE) mainly conducted the class, Bruce (ALT) stood by Ono for most of the class, and Takahashi (JTE) stood at the back of the class. Bruce and Takahashi were mainly monitoring students while Ono was conducting the class. When their students were doing the activities, Ono and Takahashi were walking around them and checked them individually. Bruce did not move around the class. He stood by Ono, and kept paying attention to Ono during the class. Ono sometimes asked Bruce to read the course book aloud for pronunciation, and Bruce followed his instructions.

In team 3 (Aoki and Richard), there was less in the way of fixed positions, compared with team 5. Richard (ALT) was moving more than Bruce (ALT in team 5) was. He followed not only Aoki's (JTE) instructions, but found his roles voluntarily. When Aoki was conducting the class, Richard started to move from the front to the back of the classroom while looking around the students. If some students did not pay attention to Aoki, or did not understand the activity, he called students' attention to the class, or helped them to

be able to understand it. Richard was flexible according to the class situation. However, Aoki tended to concentrate on his roles. He often checked his watch and was thinking of the lesson. It seems that he was concerned with the lesson procedure. Aoki and Richard exchanged their roles during the class. When Aoki explained the listening activity, Richard prepared the CD player. Alternatively while Richard explained the answers to students, Aoki was writing the correct answers on the blackboard. So in this class when the JTE mainly conducted the activity, the ALT assisted, and when the ALT mainly explained the exercise, the JTE worked as a helper. These relationships were seen in the class repeatedly.

In team 1 (Tanaka, Owen, and Richard), 2 ALTs, Owen and Richard changed their positions so frequently in the class. Owen in particular never kept the same place. He was very positive and energetic to the class. Compared with Owen and Richard, Tanaka tended to stand by the blackboard and watch the class, or walked around the class and helped students while they did activities. At Owen's request, Tanaka led the class just once at the beginning of the class. Owen and Richard supported each other in the class. When Richard mainly led the class, and the students were not so positive to the activity, Owen encouraged them to participate. This support between Owen and Richard was conducted naturally and seen quite often in the classroom. However, Tanaka did not join Owen and Richard during the class. He was normally standing by Owen or Richard, and monitoring the class.

Furthermore, it is possible to estimate the degree of co-operation before the class by observing the co-operation in the class. Team 3 (Aoki and Richard) talked often to each other in the class. Each time they started new activities, Aoki started to talk to Richard about them. Richard attempted to understand what Aoki said, but frequently had to ask again. He sometimes looked confused. It seems that Aoki and Richard did not have enough time to consult about the lesson plan before the class.

However, team 1 (Tanaka, Owen, and Richard) did not have consultation during the class at all. The lesson was organized well, and conducted very smoothly. It seems the lesson plan was worked out beforehand, and therefore it is not necessary to consult about it during the class.

There was no consultation in team 5. However, the situation was different from team 1. Team 5 simply followed the course book

patterns, and their tasks were clearly divided between the three. Bruce's role was simply to read the course book aloud for pronunciation four times in the class, but it seems that he was not instructed beforehand about this. And on one occasion seemed to misunderstand a signal from Ono and prepared to read at the wrong time.

Summary

Two main aspects became apparent from the observations: firstly, the sharing of work and secondly, position and movement around the class. With regard to sharing work, it seems that the ALTs have an approach to working together that they do not have with the JTEs, nor do the JTEs have the same relationship with each other when working together (Team 5). Regarding movement and position, the JTEs tend to adopt a more fixed position and less movement than the ALTs.

6.2 Category of observations B: Learning (Teachers' roles and students' attitude)

This section will present and discuss 1) what roles teachers were actually fulfilling, and 2) their students' attitude and motivation for learning.

6.2.1 Teachers' roles

From the observations, three main teachers' roles were found: firstly it will describe how the teachers provided the students with real English to learn as the role of language model and expert, secondly how the teachers helped the students to learn as the role of facilitator, and finally how the teachers encouraged the students to learn as the role of motivator.

1) Language model and expert

In team 1, the class was conducted only in English, the teachers and students were not allowed to speak Japanese. The 2 ALTs (Owen and Reihad) explained the lesson in English and through their natural conversation between them. All the students could listen to the two types of natural English as spoken by the 2 ALTs, and the real conversation between two English speakers (Owen and Richard). Tanaka (JTE) did not join the conversation between Owen and Richard, but he explained about the activity to all the students in

English just once.

In team 3, Richard (ALT) explained the lesson in English, and therefore, students could listen to how the English speaker was speaking in the classroom. Aoki (JTE) explained one of the activities in English, and regularly used some simple instructions such as 'Listen carefully.', 'Open your text book.', and 'Repeat after Richard.' in English. Aoki and Richard frequently consulted together, but in a low voice, and therefore, the students could not listen to the conversation in English between them. The class was based on the dialogue between 2 people on the course book. However, initially Richard alone played the 2 different roles of the dialogue for the practice of reading aloud. After this practice, Richard and Aoki played the different roles of the same dialogue and showed the model; however, it was not a real conversation, but reading the course book dialogue. While reading the dialogue aloud, Richard attempted to look at Aoki, but Aoki looked at only the course book, he did not look at Richard at all, even though Aoki encouraged the students to communicate with eye contact.

In team 5, Ono (JTE) mainly conducted the class in Japanese. He sometimes gave instructions in English such as 'Repeat after Bruce.', 'Open your text book.', and 'Listen carefully.' Sometimes Ono asked Bruce to read the course book aloud, however, there was no conversation among the three teachers (Ono, Takahashi, and Bruce) in the class. The main purpose of the class was to read aloud the course book in order to make students understand or memorize words, phrases, and sentences. Bruce's main role was to read the course book for pronunciation, and he pronounced the words and phrases automatically by Ono's indication. As the same as Richard in team 3, he alone played the 2 roles in the dialogue.

2) Teacher as facilitator

With regard to the role of facilitator, it was clear in team 1 that they helped the students in a friendly way, and students had lots of opportunities to talk to the 2 ALTs and the JTE. Richard often facilitated understanding with gesture. At the beginning of the activity, Owen took into consideration whether the students understood or not, and he joined the groups like a friend, sometimes on his knees, with his eyes at the same height as the students. When he found the students' idea interesting, Owen laughed aloud, and commented on it to the class. He enjoyed the activity with the students very much.

Compared with team 1, Richard and Aoki did not have

opportunities to talk to students individually in team 3; however in the activity, they joined it with the students, and moved to each group. Richard and Aoki appeared to enjoy the activity with the students.

In team 5, the team-teachers neither talked to the students nor helped them. When Bruce read the course book, Takahashi was simply walking around them, and Ono checked whether the students read or not.

3) Teacher as motivator

When the students presented the activity to the class, Owen and Richard encouraged students to do it voluntarily. If some students raised their hands, Richard and Owen immediately said to them, 'Thank you for volunteering.', and 'Such a kind volunteer!' With regard to the students' presentations, Owen and Richard responded with positive comments and with some explanation for all the students. Then they prompted the students to clap, and then the clapping started naturally and loudly. Tanaka did not offer any comments, but he also clapped.

In team 3, Richard and Aoki were walking around students for checking which pairs were good for the presentation. After the students finished the practice of the dialogue in pairs, Richard and Aoki chose the pair for presentation. They prompted students to clap after the presentation. However, when Aoki wrote the dialogue for the next activity on the blackboard, he left the students' presentation to Richard. While Richard encouraged and praised students, Aoki did not look at the students at all.

In team 5, Ono attempted to encourage the students to participate in the class; however it failed. From the beginning of the class, he said to the students, 'You have an examination soon, so you have to study hard, as I told you before.', and during the class, he repeated to say, 'Be quiet, and don't make me say the same thing again and again.' Sometimes it seems that he scolded the students who did not join the class.

6.2.2 Students' attitude

In team 1, the students were very positive and enjoyed the activity in the class. They enjoyed taking on challenges given by the ALTs. In the relaxing atmosphere, it seems that they were not afraid of making mistakes. The students voluntarily spoke to the whole class, and even though they gave the wrong answers, they just laughed and were not concerned. While they were doing the activities, they started to talk to

Owen, Richard, and Tanaka positively in English. Their motivation for studying was very high.

In team 3, students concentrated on Richard and Aoki's explanations and instructions. Compared with team 1, the students sometimes spoke more Japanese in the group work, however; they appeared to enjoy the activity. Their motivation was high during most of the class. They did not hesitate to present in front of the students. Like team 1, the students respected each other's presentation and clapped.

In team 5, students' attitude was very different from teams 1 and 3. Some students were very noisy, constantly chatting with the friends, and some students used their mobile phones. It seemed to be difficult for the team-teachers to draw attention to the lesson from the beginning to the end of the class. Students' motivation was lower than the students' in teams 1 and 3. Some students came to the class without their books and had to go to get them. During Ono's explanations, some students did not stop talking with their friends. When Bruce read from the course book aloud three times in the class, at first, all students repeated with a loud voice; however, gradually, they got tired until finally, only Ono repeated after Bruce.

Summary

Regarding the teachers' role of language model and expert, the ALTs provided the students with a model how they speak English naturally and how they talk to each other in English. The JTEs and the ALTs did not talk to each other in English at all. It seemed that the teachers' roles of facilitator and motivator influenced the students' attitude. The JTE did not accomplish the role of the bridge between the ALT and students. It seemed that only the ALTs attempted to check how the students could understand the class and activity.

6.3 Category of observations C: Interaction

Firstly, this section will describe and analyze how the students actually built their relationship with each other, and secondly, with regard to spoken interaction, how the students were provided with the opportunity to speak English, and how they talked to each other in English. Finally, it will present and discuss how the teachers related to the students.

6.3.1 Interaction among students

According to the observation, two main aspects were found as interaction among students; mutual-helpfulness and mutual-respect. In teams 1 and 3, the students enjoyed co-operating with the group members. They helped each other to solve the problem through the activities. When the class-members did their presentations, they listened to them carefully. After the presentations, they shared praise with class members. There seems to be an atmosphere of respect for each other among the students.

On the other hand, in team 5, the students neither talked to nor helped each other to solve and discuss. Some students continued to have a chat with each other in Japanese, but it was a private talk. When the class members answered the questions, some students did not listen to them at all and they did not stop talking with their friends. There was not an atmosphere of respect and praise for each other.

With regard to spoken interaction, in team 3, students used Japanese to consult each other, and they did not use English to discuss the problem and help each other in the group. In pairs, they practiced for reading the dialogue aloud, but it was not a real conversation. They read the dialogue for memorization. In the group activity, Aoki and Richard encouraged the group members to talk to each other in English, and then it seems that at first they talked to each other in English; however, they tended to start to talk Japanese soon.

In team 1, as was mentioned in category B, the class was conducted only in English, and therefore it was necessary for the students to speak English. However, they appeared to enjoy using English for helping each other and solving the problem together. Compared with team 3, it seems that they were not so positive in their discussion; however, this may be because they had to speak in English, rather than not in Japanese. They enjoyed supporting and respected each other.

In team 5, the teachers did not create an opportunity to speak English among the students, and therefore, the students did not talk to each other in English at all. They did not have an opportunity to discuss in Japanese like team 3.

6.3.2 Interaction between students and teachers (JTEs and ALTs)

In teams 1 and 3, the students were able to have a closer relationship with the teachers. It seems that the students saw the teachers as friends, because Owen (ALT) chose more familiar topics

to the students, which enabled them to rouse their interest, and he attempted to create a relaxing atmosphere when saying some jokes. The teachers in teams 1 and 3 took time to listen to the students individually, and therefore the students appeared to expect the teachers to support them. The students frequently asked the teachers questions without hesitation. It seems that a positive relationship was established between students and teachers.

In team 1, the teachers not only helped the students, but encouraged the students to help each other. They created a competitive game between the students and the teachers. Before starting the game, Owen said to the students while pointing at the teachers, 'We are a team.', and pointing to the students, 'You are a team.' Furthermore, when a student was asked a question and hesitated to answer, Owen encouraged the students to help each other.

On the other hand, in team 5, the students were often called and asked the questions individually by Ono (JTE). The students had to think by themselves and say the answer to the whole class. Ono just checked whether the answers were correct or not. When the students were thinking about Ono's questions, they were not given support and encouragement by Takahashi (JTE) and Bruce (ALT). Team 5 did not give the students an opportunity for consulting each other. Some students were often called on and scolded by Ono, because they did not intend to stop chatting aloud. At Ono's request, Bruce reminded all students why they need to speak in English; however, Ono and Bruce did not create an opportunity for students to exchange their opinion, and therefore, the students tended to listen only to the teachers.

Summary

Regarding the interaction among the students, the difference whether the students helped and respected each other or not, seems to be connected with whether the teachers fulfilled their roles as facilitator and motivator. The interaction between the students and the teachers seems to be connected with what kind of activities the teachers adopted. With regard to spoken interaction among the students, it seems that the teachers created opportunities for the students to read the dialogue aloud in pairs; however, it seems to be difficult to create the opportunity for the students to talk to each other in English. If the class room was conducted only in English, the students appeared to speak English in order to express and exchange opinions among the students.

6.4 Category of observations D: Characteristics of NST and NNST

In this section, data relating to whether there are any differences between ALTs as NSTs and JTEs as NNSTs in teaching English as a foreign language are presented. It will describe how the JTEs and the ALTs have the characteristics of their teaching behaviours from the three aspects of 1) using English, 2) teaching English language, and 3) teaching culture.

6.4.1 Attitude to using English

In teams 1 and 3, the ALTs (Owen and Richard) spoke their own English naturally in the class (see section 6.2.1). However, in team 5, Bruce (ALT) read the course book for pronunciation at Ono's indication (see section 6.2.1), and did not have an opportunity to speak his English to the class in the same way as Owen and Richard.

Most JTEs did not attempt to speak English with the ALTs in front of the students (see section 6.2.1). In team 3, Aoki (JTE) explained the activity in English to the students. In team 5, Ono (JTE) mainly used Japanese for the class except for some simple instructions such as 'Open your text book' and 'Repeat after Bruce'. In team 1, speaking Japanese was not permitted in the class, and Tanaka spoke English with some students when they were doing their activities. However, he seemed to feel it difficult to answer some questions from the students in English, and then, asked Richard to help. While Richard explained the question, Tanaka stood by the students, and did not say anything. Compared with the ALTs, the JTEs seemed to use their English less confidently, and tended to leave it to the ALTs to speak English in front of the students.

6.4.2 Attitude to teaching English language

In team 1, the 2ALTs (Owen and Richard) listened to the students carefully, and gave flexible suggestions according to their responses. Owen and Richard focused on the meaning of the students' presentations and solutions after the activities, and gave appreciate and fair comments to them. They never corrected the students' grammatical errors at all in front of the students. They created the opportunity to use English in real life situations, and regarded English usage and oral skills as important as well.

In team 1, Richard gave lots of suggestions to the students; however, in team 3, he did not provide comments on the students'

presentations. Team 3 had a variety of activities such as a listening task, choral reading, pair work, and role play. However, the students did not have to produce creative solutions. They tended to imitate the JTE's model answers, and therefore, Richard tended to repeat to the students, 'Very good'. Compared with team 3, team 1 had a simple activity. However, team 1 provided the students with the opportunity of finding creative solutions by themselves. This seemed to enable Richard to give the variety of suggestions to the students in team 1.

Regarding the JTE's attitudes to teaching English, the JTEs tended to provide the students with tasks requiring one correct answer. After the task, Aoki immediately wrote the correct answers on the black board, and then, the students checked their answers individually. He did not explain the exercise at all, even though one student said aloud in Japanese, 'Oh, I could not find the correct answers at all'. Aoki seemed to ignore or not to notice what she said, and started the next activity. In team 5, Ono focused on accuracy of the words, phrases, and sentences in the course book. He gave some words and phrases in Japanese to the students, and then asked them to translate them from Japanese to English. He seemed to be suggesting that the students whether should memorize some English expressions in the course book rather than teaching them to use English in real life situations. He was a discipliner as well. There were some problem students in the class (see section 6.2.2) in team 5. He seemed to be checking whether the students were concentrating on studying rather than finding out the students' difficulties in language learning.

In team 1, Tanaka tended to help the students only if they needed it. Takahashi's attitude was very similar to Tanaka's.

6.4.3 Attitude to teaching culture

Each team did not provide the students with the opportunity to discuss intercultural topics. Only in team 1, from the ALTs' (Richard and Owen) countries of view, Richard explained why it is necessary to express a reason when apologizing. In each team, the JTEs neither supplied cultural information nor built a cross-cultural bridge.

Summary

Regarding attitude to using English, it is apparent that the ALTs speak their own English more confidently in the classrooms; the JTEs do not have confidence to speak English with the ALTs in front of the students. When teaching English language, the ALTs generally focus

on meaning, oral skills and English usage. Compared with the ALTs, the JTEs tend to consider accuracy as important, and be a discipliner as well. The JTEs tended to help the students only if they need it, and except it, the JTEs were simply watching the students. Generally, JTEs did not show the empathy to the students. With regard to teaching culture, the JTEs did not supply cultural information at all. It is apparent that teaching attitudes of ALTs are affected by team partners.

7 Discussion and implications

This section will combine the results of the interviews and observations with reference to the literature, attempt to illuminate the findings and finally, explore some implications. This section will discuss the findings and relate these to the four research aims (see section 4.1).

7.1 Perceptions of team teaching and co-operation in practice.

As noted in section 3.1.1, Goetz (2002:2) defines team teaching as 'a group of two or more teachers working together to plan, conduct and evaluate the learning activities'. Furthermore, Brumby and Wada (1991: Introduction) suggest, team teaching is 'total cooperation' between team teachers where they take 'equal responsibility' (see section 3.1.1). This part will discuss the perceptions of team teaching and co-operation in practice.

7.1.1 Co-operation

The findings reveal a lack of equal co-operation among team members (see section 5.1.2). Possible reasons are lack of time and energy, as suggested by Buckley. Secondly, among team teachers, there seems to be a teacher who is familiar with the teaching methods or has experience, with the other teachers depending on him/her (see section 5.1.2). Thirdly, the findings confirm Cunningham's (1960) Team leader Type, with ranking among the team teachers.

With regard to co-operation during the class, according to the observation this rarely occurs (see section 6.1). All the teams characterize Maroney's Monitoring Teacher Type (see section 3.1.1), with the team teachers not sharing the responsibilities equally in the classrooms. Possible reasons for these results may be related to lack of co-operation before the class.

According to the interviews, after the class, some teachers have time for feedback (see section 5.1.2), considered important by Brumby and Wada (1990:14). However, with lack of co-operative planning beforehand and conducting the class, it is difficult to get meaningful feedback from people who have not contributed to creating and organizing the lesson.

7.1.2 Equality

Just as defined by Cunningham (1960), in his Team Leader Type, (see section 3.1.1), this study finds there is a fixed ranking among the team teachers, with a fixed idea of “assistant” in some team teaching situations. The observation also finds that some teachers have this fixed image ‘I am an assistant’. If the fixed ranking is created among the team teachers, or if the teacher regards him / herself as an assistant, this seems to affect their contributions in the teams.

7.1.3 Supportive environment for teachers

According to Goetz (2000:8) and Buckley (2000:11-12), team teaching brings teachers a supportive environment (see section 3.1.2). However, as was discussed, this study finds the team teachers do not always make an equal contribution before, during and after the class. Therefore, it is difficult for these supportive environments to be produced among the teachers. Moreover, in some team teaching situations, there is the fixed ranking in the team, and as a result this creates isolation among the team teachers. There is one exception to these findings. This study finds total co-operation only between 2 ALTs (Owen and Richard). The 2 ALTs attempted to support each other and shared the responsibilities equally before, during and after the class (see sections 5.1.2 and 6.1).

7.2 Classroom environment and students’ attitude

Team teaching provides an opportunity to build the close relationship between teachers and students in a supportive environment, and as a result, this good rapport encourages students’ motivation (see section 3.1.3). According to the interviews, all participants comment that students’ motivation is high, or their attitude is generally positive in the team teaching classes. However, the observations find the students’ attitude was very different according to the teams. Possible reasons are that the students’ motivation depends

on the teachers' roles in the classroom (see section 6.2.2), and whether the class was teacher-centered or based largely on the course book.

The literature also points out that, in order to create a constructivist classroom, it is necessary for the teachers not only to fulfill the role of facilitator but also to create a students-centered environment (see section 3.1.3). According to the observations, only the 2 ALTs in team 1 fulfilled this role and created the student-centered classroom based on the problem-solving task (see sections 6.2.1 and 6.3.1).

The second possible reason relates to mutual respect. This study finds 2 ALTs frequently praised the students' presentation with positive comments, and as a result, the students seemed to respect each other in the classroom (see sections 6.2.1 and 6.4.2).

The final possible reason relates to allowing the students enough time to solve the problem by themselves: by allowing more time for finding the solution, the students in team 1 attempted to create more creative solutions by themselves (see section 6.4.2). As the literature says that teachers who are 'autonomy-oriented' may encourage students to be intrinsically motivated (see section 3.1.3).

7.3 Teachers' roles

As was discussed in 7.2.1, the students' motivation is connected with the teachers' roles. This study finds two types of motivators, based on 'instrumental orientation' (Garners, 1985:52) or good rapport. This study finds the students are motivated successfully not by the instrumental motivation but the good rapport between the students and the teachers, even though in the context which the students need to learn English for the entrance exams.

According to the literature, the teacher as facilitator treats students as fellow learners (see section 3.1.3). In the interviews, all participants say the teachers' role is facilitator in team teaching class. However, the observations find only 2 ALTs fulfilled the role of facilitator positively with the other teachers acting as monitors rather than facilitators.

Possible reasons relate to whether the teachers have the opportunity of considering the students' point of view or not. Allowing waiting time after posing questions and tasks and spending more time in encouraging the students individually, was more successful than if the teachers were concerned with the lesson procedure (see section 6.1), and allowed little time to think about the task (see section 6.4.2).

7.4 Interaction

According to the literature (see section 3.1.3), team teaching provides students with a collaborative classroom environment, where the students can develop their discussion skills (Anderson, 1999:10, Buckley, 2000:14). In the observation, mutual-helpfulness and mutual-respect among students could be found in 2 teams; Possible reasons seemed to be connected with whether the teachers fulfilled their roles as facilitator and motivator.

With regard to students' spoken interaction, it seemed to be difficult to create the opportunity for the students to talk to each other in English. The possible reason relates the monolingual classroom. In the monolingual classroom, it is difficult for the teachers to make feel the students the necessity of speaking English among the students. Even though the teachers created the classroom where the students were not allowed to speak Japanese, they seemed to be more motivated to speak to the ALT in English than with each other (see section 6.3: summary).

The literature also claims, if the team teachers exchange their different ideas with mutual respect in front of students, the students can see their own views as valid and worthy of discussion (see section 3.1.3). This mutual respect among team teachers helps students improve their social skills by modeling themselves on the team teachers (see section 3.1.3). However, this study could not find these interactions relating to 'discussion' among team teachers in the classroom.

One of the possible reasons could result from the fact that the lessons focused on English usage in daily life such as ordering in the restaurant, apologizing and so on, and it is difficult to create an opportunity for discussion in the classroom. If the lesson focused on discussion, this study might have revealed opportunities for modeling critical thinking between the 2 ALTs.

Another possible reason may be related to how the team teachers conduct the classes. As mentioned in section 6.1, the classes were conducted by one teacher or one group of the teachers (2 ALTs), and as a result, it is difficult for opportunities for teachers to exchange ideas to be created in the classroom.

As the literature also emphasizes, team teaching provides a collaborative model that not only lets students see how teachers can collaborate successfully, but also invite students to become part of

the classroom collaboration (see section 3.1.3). Mutual helpfulness among the team teachers is able to contribute to students' personality development as a member of society.

This study also finds two types of interaction between the teachers and students. The first is closer relationship (see section 6.3.2), and the second is one-way relationship (see section 6.3.2). Possible reasons depend on what kind of activities the teachers adopted in the classrooms. The observation found that, if the teachers provide the students with more creative activities, where the students could have lots of possibilities for interacting and answering, the students could exchange and respect their opinions with the class members as well as teachers (see section 6.3.2). However, if the teacher created an activity where there was only one answer for each question, the students would be checked only on whether they memorized the contents of the course book or not. And as a result, students seemed neither to have the opportunity of sharing their ideas nor respecting the teacher and the class members (see section 6.3.2).

7.5 Collaborative teaching between NSTs and NNSTs

Medgyes (1999:87) says that NSTs can provide 'a perfect language model' (see section 3.2.1). According to the observation, the 2ALTs provided speech models and led communicative activities successfully. However, the observation also finds most JTEs did not attempt to speak English with the ALTs in front of the students (see section 6.2.1). One of possible reasons relates to NNSTs' 'lack of confidence' (Lee, 2005:12, see section 3.2.3) of speaking English with NSTs. Or the JTEs believe it extremely beneficial for the students only to listen to English from NSTs rather than English spoken between NSTs and NNSTs.

According to the literature, NSTs tend to focus more on meaning, fluency, oral skills, language in use and colloquial registers, whereas, NNSTs tend to focus on 'form, accuracy, and grammar rule rather than meaning, fluency and language usage (see section 3.2.3). The findings confirm that the 2 ALTs focused on meaning, oral skills and English usage (see section 6.4.2) because they attempted to prevent from the students from worrying about making mistakes (see section 5.2.1). On the other hand, the JTEs tend to consider accuracy important. Possible reasons are that CLT is still very new ideas of JTEs' (see section 3.3.1), and that team teaching based on CLT might make him feel

uncomfortable or cause more work.

7.6 Attitude to teaching culture

Roberts (2004:11) claims ‘the best people to teach English are those who are proficient in the language and who have some kind of experience of using it cross-culturally and /or internationally’ (see section 3.2.5). This study finds only in team 1, did the ALTs’ refer to cultural aspects. In each team, the JTE neither supplied cultural information nor built a cross-cultural bridge (see section 6.4.3).

7.7 Implications

7.7.1 Co-operation

Before the class, it is necessary for the teachers to take time for preparation. The meeting should be regularly arranged by the English department. In planning, team teachers not only talk about the lesson procedure, but also decide their roles more concretely. For example, team teachers should establish the interactions between the JTE and ALT, where they carry out the short conversation several times. It is better to decide beforehand what will be spoken about between the team teachers.

During the class, both the JTE and ALT should encourage students to solve the problems of activities by themselves; however, they should be sensitive to students’ learning as well. In particular, it is important that, from the point of the view of NNSTs, JTEs understand students’ learning difficulties and show empathy, because this could make a contribution to students’ personal development. In students’ presentation, both JTEs and ALTs should praise them with positive suggestions. It is important to give some comments as to why they are good, and what parts are excellent, because this enhances students’ motivation successfully.

After the class, the JTE and ALT should make time to talk about the class, where the JTE and ALT exchange views of students learning and their teaching. This will contribute to more effective planning of the next lesson.

7.7.2 Professional development

In-service professional development brings great benefits to JTEs. It

is necessary to revise the content of seminars and workshops for team teaching in practice. Generally, JTEs and ALTs attend the seminars or workshops separately. In these seminars, JTEs and ALTs do not have an opportunity of having discussions about the common issues. However, if ALTs are invited more to JTEs' seminars and workshops, this can bring forth more positive cross-cultural awareness and build professional relationship among them (Hiramatsu, 2005:132).

Moreover, studying abroad programme is very useful for JTEs. The Ministry of Education, Culture, Sports, Science and Technology has been sponsoring two-month, six-month and twelfth month year study abroad programs for JTEs. Before 2003, JTEs had choices for six-month or one-year programme, and participants in these programmes were very limited. It is very important to enlarge opportunities for studying in the English speaking countries in order to improve their teaching skills and communicative ability in English. These systems should be more flexible and supportive. For example, if, in the summer holidays, JTEs would like to participate in the intensive TESOL course in the English speaking countries at personal expense, the school allows them to study without using paid vacation. The Ministry of education should encourage and support the opportunities for JTEs' professional development.

7.7.3 Learning environment

Generally, in Japanese secondary schools, 40 students study in the classroom. However, this environment does not enable students to study English language in a communicative way. Class size should be changed from large to small for English language education. In a small class environment, students can benefit from close relationship with teachers. In particular, they have an opportunity for communication with ALTs in English. This helps promote students' English abilities more effectively.

7.7.4 Collaborative teaching between JTEs and ALTs

In order to create a good balance of NNSTs and NSTs, who compensate each other in their strengths and weaknesses, both JTEs and ALTs should be more sensitive to the characteristics of NNSTs and NSTs. In particular, JTEs should find the role as bridge between ALTs and students. For example, in the class, students might not be able to give understandable answers to ALTs; however, if JTEs are more sensitive for students' learning, they can understand the process for

the production, and explain to ALTs about their intention. From these JTEs' explanations, ALTs can give more effective suggestions to the students. Moreover, if, from the point of NSTs and NNSTs, JTEs and ALTs exchange their opinions in the class, the mono-lingual classroom could be changed dramatically. Furthermore, if students can learn discussion skills with mutual respect through interaction between JTEs and ALTs, between students and teachers, and among students, this could encourage students to cope with multi-cultural environment in the future.

Works Cited

- Andrewes, Simon. "Team teaching." *English Teaching Professional* 11 (1999): 39.
- Anderson, Rebecca S. and Bruce W. Speck. " "Oh what a difference a team makes": why team teaching makes a difference." *Teaching and Teacher Education* 14. 7 (1998): 671-86.
- Armstrong, David G. "Team teaching and Academic Achievement." *Review of Educational Research* 47.1 (1977): 65-86. *JSTOR*. 22 Jan. 2006 <<http://www.jstor.org/>>
- Austin, Ann E. and Roger G. Baldwin. *Faculty Collaboration: Enhancing the Quality Scholarship and Teaching*. Washington, DC: The George Washington University, 1991.
- Bell, Judith. *Doing Your Research Project: A Guide for First-time Researchers in Education and Social Science*. Milton Keynes: Open University Press, 1987.
- Brooks, Jacqueline Grennon and Martin G. Brooks. *In Search of Understanding: The Case for Constructivist Classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development, 1999.
- Browne, Charles and Bruce Evans. "The ALT as Cultural Informant: A Catalyst for Developing Students' Communicative Competence." Ed. Minoru Wada and Antony Cominos. *Studies in Team Teaching*. Tokyo: Kenkyusha, 1994. 17-28.
- Browne, Charles and Minoru Wada. "Current Issues in High School English Teaching in Japan: An Exploratory Survey." *Language, Culture and Curriculum* 11.1 (1998), 97-112.
- Brumby, Sheila and Minoru Wada. *Team Teaching*. Harlow: Longman, 1990.
- Buckley, Francis J. *Team teaching: What, why and how?* Thousand Oaks, CA: Sage, 2000.
- Candy, Philip C. *Self-direction for Lifelong Learning*. San Francisco: Jossey-Bass, 1991.
- CLAIR, *The JET Programme General Information Handbook*. 2006. *CLAIR*. 2006. 26 Sep. 2006 <<http://www.jetprogramme.org/e/Documents/2006GHI.html>>.
- . *The JET Programme Outline*.
<http://www.jetprogramme.org/e/outline/outline_2.html>
- . *The JET Programme: JET Voices*.
<http://www.mofa.go.jp/j_info/visit/jet/voice_9.html>
- Cohen, Louis and Lawrence Manion. *Research Methods in Education*. London: Croom Helm. 1980.
- Cooper, Jim and Randall Mueck. "Student Involvement in Learning: Cooperative Learning and College Institution." *Journal on Excellence in College Teaching* 1 (1990): 68-76.

- Crooks, Anthony. (2001) "Professional Development and the JET Programme: Insights and Solutions Based on the Sendai City Programme." *JALT Journal* 23.1 (2001): 31-46. *JALT Publications*. 26 Sep. 2006 <<http://www.jalt-publication.org>>
- Cunningham, Luvern L. "Team Teaching: Where Do We Stand?" *Administrator's Notebook*, Vol.VIII, no.8 (1960): N.pag.
- Davidson, N. *Cooperative Learning in Mathematics: A Handbooks for Teachers*. Menlo Park: Addison Wesley, 1990.
- Deci, Edward. et al. "An instrument to assess adults' orientations toward control versus autonomy with children: reflections on intrinsic motivation and perceived competence." *Journal of Educational Psychology* 73.5 (1981): 642-50.
- DeVries, Rheta and Betty Zan. "A constructivist perspective on the role of the sociomoral atmosphere in promoting children's development." Ed. Catherine Twomey Fosnet. *Theory, Perspectives, and Practice*. New York: Teachers College Press, 1996. 103-19.
- Ellis, Rod. *Understanding Second Language Acquisition*. Oxford: Oxford UP, 1985.
- . *The Study of Second Language Acquisition*. Oxford: Oxford UP, 1994.
- Evers, Robin. "Working together." *English Teaching Professional* 39 (2005): 49-51.
- Garner, A.E. and C, Thillen. "Is your school of nursing ready to implement interdisciplinary team teaching?" *Journal of Nursing Education* 16.7 (1977): 27-30.
- Garner, Robert C. *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*. London: Edward Arnold, 1985.
- Glesne, Corrine and Alan Peshkin. *Becoming Qualitative Researchers: An Introduction*. New York: Longman, 1992.
- Goetz, Karin. "Perspectives on Team Teaching." *A Peer Reviewed Journal* 1.4 (2000): 1-12. *EGallery*. 2000. Karin Goetz and EGallery. 4 Apr. 2006 <<http://www.ucalgary.ca/~egallery/goetz.html>>
- Gorsuch, Greta. "EFL Educational Policies and Educational Cultures: Influences on Teachers' Approval of Communicative Activities." *TESOL Quarterly* 34. 4 (2000): 675-710.
- Gorsuch, Greta J. "Assistant foreign language teachers in Japanese high schools: focus on the hosting of Japanese teachers." *JALT Journal*, 24.1 (2002): 5-32.
- Gray, Peta and Sue Leather. *Safety and Challenge for Japanese learners of English*. London: English Teaching professional, 1999.
- Hiramatsu, Sachiko. (2005) "Contexts and Policy Reform: A Case Study of EFL Teaching in a High School in Japan." *Second Language Teachers Education: International Perspectives*. Ed. Diane J. Tedick. *Second Language Teachers Education: International Perspectives*. Mahwah, New Jersey: Lawrence Erlbaum Associates, 2005. 113-34.
- Harland, J "Improving students confidence and ability in reading activities". *The Language Teacher* 28.12 (2004):19-21.
- Holliday, Adrian. *Doing and Writing Qualitative Research*. London: Sage, 2002.
- Kluge, D. "Interview with Rod Ellis." *The Language Teacher* 21.12 (1997): 39-43.
- Lee, Icy. "Can a Nonnative English Speaker be a Good English Teacher?" *TESOL Matters* 10.1 (2000): 19.
- . "Empowering Non-native Speakers for English Language Teaching: The Case of Hong Kong." *The Teacher Trainer* 19.1 (2005): 9-12.
- Little, David. *Learner Autonomy 1: Definitions, Issues, and Problems*. Dublin: Authentik, 1991.
- McConnell, David L. *Importing Diversity: Inside Japan's JET Program*. Berkeley: University of California Press, 2000.
- Maroney, Sharon A. *Some Notes on Team Teaching*. Sep. 1995. 26 Sep. 2006

- <<http://www.wiu.edu/users/mfsam1/TeamTchg.html>>
- Medgyes, Péter. "Native or non-native: who's worth more?" *ELT Journal* 46. 4 (1992): 340-49.
- . *The non-native teachers*. Ismaning: Max Hueber Verlag, 1999.
- MEXT, *National Curriculum Standard Reform for Kindergarten, Elementary School, Lower and Upper Secondary School for the Visually Disabled, the Hearing Impaired and the Otherwise Disabled* (1998). The Ministry of Education, Culture, Sports, Science and Technology. 27 Sep. 2006. <<http://www.mext.go.jp/english/news/1998/07/980712.htm>>
- . *The Course of Study for foreign languages* (2003a). The Ministry of Education, Culture, Sports, Science and Technology. 27 Sep. <<http://www.mext.go.jp/english/shotou/030301.htm>>
- . *Regarding the Establishment of an Action Plan to Cultivate "Japanese with English Abilities"* (2003b). The Ministry of Education, Culture, Sports, Science and Technology. 27 Sep. <<http://www.mext.go.jp/english/topics/03072801.htm>>
- . *The percentage of Japanese students who advanced to junior college and university in 2005* (2005). The Ministry of Education, Culture, Sports, Science and Technology. 27 Sep. <http://www.mext.go.jp/b_menu/toukei/001/04073001/001.htm>
- Moser, Claus Adolf and Graham Kalton. *Survey Methods in Social Investigation*. London: Heinemann Educational Books, 1971.
- Nisbet, John and Joyce Watt. *Case Study*. Nottingham: University Rediguide, 1980.
- Nunan, David *Research Methods in language Learning*. Cambridge: Cambridge UP, 1992.
- Porcaro, James W. "Promoting Progressive Change in the Work of Secondary School JTEs." *Toyama University of International Studies Kiyo* 4 (2004): 79-87. *Toyama University of International Studies Lib*. 26 Sep. 2006 <<http://www.tuins.ac.jp/jm/library>>
- Roberts, Paul. "Birmingham, Bogota or Bombay?" *English Teaching Professional* 33 (2004):11.
- Richards, Jack C. and Richard W. Schmidt. *The Dictionary of Language teaching and Applied Linguistics*. Harlow: Longman, 2002.
- Samimy, Keiko K. and Jania Brutt-Griffler. "To Be a Native or Non-native Speaker: Perception of "Non-Native" Students in a Graduate TESOL Program." Ed. George Braine. *Non-Native Educators in English Language Teaching* (127-144). Mahwah, New Jersey: Lawrence Erlbaum Associates, 1999. 127-44.
- Seidman, Irving. *Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Science*. New York: Teachers College Press, 2006.
- Shaw, Marvin E. *Group Dynamics: The Psychology of Small Group Behavior*. New York: McGraw-Hill Book Company, 1976.
- Sturman, Peter. "Team teaching: a case study from Japan." *Collaborative Language Learning and Teaching*. Ed. David Nunan Cambridge: Cambridge UP, 1992. 141-61.
- Tang, Celilia. "The Identity of the Nonnative ESL Teacher on the Power and Status of Nonnative ESL Teachers." *TESOL Quarterly* 31. 3 (1997): 577-80.
- Vygotsky, Lev Semenovich. *Mind in Society: the Development of Higher Psychological Processes*. Boston: Harvard University Press, 1978.
- Wada, Minoru. "Team Teaching and the Revised Course of Study." *Studies in Team Teaching*. Ed. Minoru Wada and Antony Cominos. *Studies in Team Teaching*. Tokyo: Kenkyusha, 1994. 7-16.
- Warwick, David. *Team Teaching*. London: University of London Press, 1995.
- Weimer, Maryellen. *Improving your classroom teaching*. Thousand Oak, CA: Sage, 1993.
- Williams, Marion and Robert Burden. *Psychology for Language Teachers: a Social*

Constructivist Approach. Cambridge: Cambridge UP, 1997.

Worrall, Peter. et al. *Teaching From Strength: An Introduction to Team Teaching*. London: Hamish Hamilton, 1970.

Appendix 1

INTERVIEW SCHEDULE (for ALTs)

Categories of Enquiry:

- A. definition of team teaching
- B. promoting learning
- C. interaction
- D. team teaching between NSTs and NNSTs

Category of Enquiry A: Definitions of Team teaching

Q.1: What do you understand by 'team teaching'?

Probe: Can you explain what you mean by team teaching?

Probe: Can you give an example of something you have used team teaching recently?

Q.2: How do you and your partner co-operate in team teaching?

Probe: Can you explain how you work together with your partner?

How about planning, teaching, monitoring, and evaluating?

Category of Enquiry B: Promoting learning

Q.1: How does team teaching help students' learn?

Probe: Can you tell me the benefits/advantages of team teaching?

Q2: What do you feel is your students' attitude in your team teaching classes?

Probe: Can you explain how your students participate in your team teaching classes? Is it different from your single teaching classroom?

Q3: What kind of classroom activities do you use in your team teaching classes?

Why?

Probe: Can you tell me the teaching methods do you apply in your

team teaching classes?

Q4: When your students do the activities, what are you doing? What are the roles of teachers in team teaching?

Probe: What do you normally pay attention when your students play the activities?

Probe: You said you...when your students play the activities. What are your other main roles of team teaching?

Category of Enquiry C: Interaction

Q1: How do you co-operate with your partner within the team teaching classroom?

Probe: Can you explain how you and your partner teach together in front of students?

Q2: What kind relations do you have with your students in your team teaching classrooms?

Probe: How do you promote students to participate in the class?

Q3: How do your students relate each other students in your team teaching classes?

Probe: Are you able to recognize the difference among students?

Q4: With regard to your students spoken interaction is it different in team-teaching from single teaching? In what way?

Probe: Are you able to recognize the relationship between your students spoken interaction and team teaching?

Probe: You have no experience of teaching single classes either previously or elsewhere?

Category of Enquiry D: Team teaching between NSTs and NNSTs

Q1: What do you think are the characteristics of NSTs and NNSTs in teaching English as a foreign language?

Probe: Do you see any differences between NSTs and NNSTs in teaching English as a foreign language?

Q2: What do you think are benefits of team teaching?

Probe: Does the collaboration/combination of NSTs and NNSTs benefit your students and you?

INTERVIEW SCHEDULE (for JTEs in Japanese)

A. Definition of team teaching

Q1: ティーム・ティーチングとはどのようなものだとお考えですか。

Probe: 先生にとって、ティーム・ティーチングは、どのようなものだと、とらえていらっしゃるのでしょうか。

Probe: 最近行ったティーム・ティーチングの授業例を教えてくださいませんか。

Q2: ティーム・ティーチングを行う際、ALTの先生とは、どのように協力しあっていますか。

Probe: ティーム・ティーチングでは、どのようにALTの先生と仕事の役割を分担していますか。例えば、授業のプランをたてたり、授業中に生徒の観察をしたり、生徒の評価などをする事については、どうでしょうか。

B. Promoting learning (Teachers' roles)

Q1: ティーム・ティーチングは生徒の学習に、どのように役立っていますか。

Probe: 生徒にとって、ティーム・ティーチングはどのような利点があると思いますか。

Q2: ティーム・ティーチングの授業等では、生徒の授業に対する参加意欲や姿勢などについては、どのように思いますか。それは、1人で行っているときの授業とは違いますか。

Probe: ティーム・ティーチングに対する生徒の反応はどうか。積極的ですか、それとも消極的ですか。ないか、例などをあげていただけますか。

Q3: ティーム・ティーチングの授業では、どのような活動を取り入れていますか。また、それは、どうしてですか。

Probe: ティーム・ティーチングの授業で、どのような指導をとりいれているか、教えてください。

Q4: その活動を生徒が行っているとき、先生は、どのようなことをされていますか。

Probe: 先ほど、先生は…などの活動をティーム・ティーチングで行っていらっしゃるようですが、生徒がその活動を行っているときに、先生は、いつも、どのようなことに、気を配っていらっしゃいますか。

Q5: ティーム・ティーチングでの先生の役割とは、どのようなものになりますでしょうか。

Probe: 先ほど、先生は生徒が活動をおこなっているときには……のような

ことを行っているということでしたが、その他に、チーム・ティーチングでの先生の主な役割は何ですか。

C Interaction

Q1: チーム・ティーチングの授業を実際に行っている際には、パートナーの先生 (ALT) とは、どのように協力していますか。

Probe: 授業中、生徒の前では、どのように、パートナーの先生 (ALT) と授業を行っていますか。

Q2: チーム・ティーチングの授業では、どのような関係を生徒と持つようになっていますか。

Probe: 生徒の授業への参加を促すために、どのようなことをしていますか。

Q3: チーム・ティーチングの授業では、生徒同士の間で、どのような関係を築いていると思いますか。

Probe: チームティーチングの授業では、生徒同士の関係について、何か、気づくことなどありますか。

Q4: 生徒の spoken interaction について、お伺いします。1人で授業を行っているときと比べて、チームティーチングの授業では、生徒同士が、お互いに話そうとする対話に、何か違いがあると感じますか。それは、どのように違いますか。

Probe: チーム・ティーチングと生徒の spoken interaction には、何か関係があると思いますか。

D Team teaching between NST and NNST

Q1: ネイティブスピーカーの先生とノンネイティブスピーカーの先生が、外国語として英語を教える際に、それぞれ、どのような特徴があると思いますか。

Probe: 外国語として、英語を教える際に、ネイティブスピーカーの先生とノンネイティブスピーカーの先生の教え方に、何か違いがあると思いますか。

Q2: チームティーチングの利点について、どのようにお考えですか。

Probe: ネイティブスピーカーの先生とノンネイティブスピーカーの先生によるチームティーチングが生徒や先生に、何か、有益なことをもたらすことがありますか。

Appendix 2**Field notes for Observations**

Time	Stage of lesson	General Notes	(A) (B) (C) (D)

- (A) Co-operation / or Definition of team teaching
- (B) Learning (Teachers' roles and students' attitude)
- (C) Interaction
- (D) Team teaching between NSTs and NNSTs

Appendix 3**Letter of the consent (for ALTs)****OBSERVATION AND INTERVIEWS FOR INVESTIGATING ON
TEAM-TEACHING IN EFL CLASSROOM IN JAPAN**

To Whom It May Concern:

My name is Akiko Nambu. I am a student of MED Teaching English to Speakers of Other Language Programme, University of Exeter, UK. I am conducting the research on team-teaching in EFL classroom in Japan. This is part of my dissertation. Your comments on the team-teaching will be extremely helpful for my research. I would be very grateful if you could give me an opportunity for observation of your class and interview. I will not use this research for other purpose other than the dissertation. I promise to preserve the confidentiality of this

research as well. You can contact me by email at:A.Nambu@ex.ac.uk. Thank you very much for your co-operation.

Yours sincerely,
Akiko Nambu

Letter of the consent (for JTEs)

OBSERVATION AND INTERVIEWS FOR INVESTIGATING ON TEAM-TEACHING IN EFL CLASSROOM IN JAPAN

私は、現在エクセター大学の School of Education and Lifelong Learning の修士課程に在籍している南部彰子と申します。現在、日本の英語（外国語としての）教育において、ネイティブの先生とノンネイティブの先生によるチーム・ティーチングが、どのように行われ、またどのような効果があるかという調査をもとに修士論文を作成しております。この調査のために、チーム・ティーチングに関するインタビューと授業の観察の機会をいただければ、大変、有難いと思っております。この調査は、私の論文のみに使用し、また、情報を守秘いたします。調査に関するご質問がございましたら、A.Nambu@ex.ac.uk まで、お気軽にお問い合わせ下さい。ご協力、ありがとうございます。

南部 彰子

Appendix 4

Letter about Categories of Enquiry (for ALTs)

Dear Bruce,

Thank you very much for giving me an opportunity for an interview. I will have the interview with you about five categories as follows.

Categories of Enquiry:

- A. definition of team teaching
- B. promoting learning
- C. interaction
- D. team teaching between NSTs and NNSTs

(NST: Native Speaking Teacher, NNST: Non-native Speaking Teacher)

You can contact me by e-mail at: A.Nambu@ex.ac.uk. Thank you very

much again for your co-operation.

Yours sincerely,
Akiko Nambu

Letter about Categories of Enquiry (for JTEs)

拝啓

先日は、私のために、お時間をいただき、ありがとうございました。また、
リサーチの件で、ご協力いただけること、心から感謝申し上げます。

さて、インタビューについてですが、次のような5項目について、質問
させていただきたいと思います。

Categories of Enquiry:

- A. definition of team teaching
- B. promoting learning
- C. interaction
- D. team teaching between NSTs and NNSTs

(NST: Native Speaking Teacher, NNST: Non-native Speaking Teacher)

他に、何かご質問、ご要望などございましたら、下記のメールに、ご連絡
ください。 ご協力、ありがとうございます。

A.Nambu@ex.ac.uk

南部 彰子

敬具

大学英語教育における「グループ学習」と 「個人間の競争力の育成」の相互作用について ——短大保育科の英語スクーリングの授業を通して——

鈴木 淳

1. 授業構成とその背景

2006年の夏に、ある私立大学短期大学部通信教育講座の英語スクーリングを担当させて頂く機会があった。先方の説明によれば、「スクーリング期間は二日間で、人数は2年生17人、英語が苦手な学生が多い」とのことだった。これまでの私自身の経験から、英語が苦手な学生に英語を教えることには何の抵抗もなく、むしろそのような学生が英語を好きになり、さらなる学習目標を持ってくれるようになることが喜びだったので、その点については何の心配もなかった。だが、私が気になったのは、スクーリングが短期間であることと、何よりも「保育福祉科」という学生たちの専攻分野だった。というのも、これまで、私が主に担当してきたのは、高専、そして大学では工学部や理学部、農学部、そして医学部の学生たちであり、彼らの目的はTOEICの対策とはっきりしていた。だが、今回は、TOEICは一切関係なく、「英語表現」と科目名はついているが、何をやってもよいとのことだった。私自身の専門は英文学であり、それを生かしたいとも思ったが、短期間では文学テキストを読むにも限界がある。しかも、学生主体の授業にするためにはどうすればよいだろうか。これらの諸問題を抱えながら、使用テキストを考え、そして授業形態を模索した。

2. 本稿執筆のきっかけと目的

8月にスクーリングが実施され、結果は無事成功に終わった。受講者全員が合格点を取れ、それも予想していたよりもよい成績をつけることがで

きた。¹そして9月、10月と時間が過ぎ、また私は普段の大学での授業へと戻っていった。だが、ある日、この夏の英語スクーリングの記憶が蘇らせられ、そして自分の行った授業形態がある意味正しかったと思わせられた。それは、『英語教育』(大修館書店)の10月号でリレー連載されている「大学の授業をデザインする」という特集で、宮田学氏の「グループ活動を取り入れたことがありますか」という論文を読んだときであった。実は、この「グループ活動」こそは、私が短大の保育福祉科の英語スクーリングの際に、取り入れた授業形態であった。面白いのは、宮田氏もそのグループ活動を実施した際の勤務校は保育系の短大だったという。さらには、その論文から判断すると、どうやら宮田氏も専門分野が英語教育だけでなく、英文学にも関係しているらしいということから、私は、思考方法や授業に対するアプローチの方法など幾つかの点で、その論に非常に興味を持った。以下では、宮田氏の行った授業展開と私自身の行ったスクーリングの授業方法を比較考察し、その共通点や相違点から、これからの大学の英語教育における「グループ活動」の利点、そしてさらには、それと組み合わせた場合の現行の集団学習内での「個人」間の競争力の育成の可能性を提示したいと思う。

3. 宮田氏のグループ活動導入の理由と目的

「グループ活動を取り入れたことがありますか」において、宮田氏は、グループ活動の導入の理由を次のように述べる。それは、「従来のタイプの授業からの転換」であり、「一斉授業に見られる学生たちの受身の姿勢の打破」にあるという(54)。確かに、大学の英語の授業、特に1、2年生の必修英語では、数十人の学生が教室に座り、教師の言う解答・解説を聞いて、黒板を写すだけの授業が多い。私は、大教室で80人程度の学生でも、一回の授業で40から50人を黒板の前に出し、解答させているが、それは学生たちや同僚の大学英語教師たちに聞いてみても極めて珍しいケースであるようだ。だが、実際に黒板の前で学生を立ててみると、教師も学生一人一人の顔や名前を確認でき、そこには自然とコミュニケーションも生まれる。しかも、学生も教師と距離が近くなり、質問がしやすいようだ。しかし、問題は、それでもそこには「教師の介入」が大きいことであろう。大学が高校までの教育と異なる点は、学生が主体的に学習を行う点にあると思われる。だが、近年のTOEICなどの外部テスト対策への比重が大きくなる傾向にあっては、自然と大学の英語の授業は、教師が学生に最初からある「一つだけの解答」、そして「テクニック」を「教える」形をとら

ざるを得ない。おそらく、宮田氏の「グループ学習」導入は、その点の転換を目指したものであろう。

実際に、宮田氏は、グループ活動の利点を、「高校までの英語学習の成果を自主的・能動的に行使しながら英文と取り組まなくてはならない必要性が高まること」(54)だと述べる。そして、さらには、「グループ内での意見交換や相互批判」や「他のグループに対する競争心」も誘発されると言う。この宮田氏の主張は、ここ10年の間に受験戦争からゆとり教育を経験し、そして近い将来「大学全入時代」を迎えようとしている日本の大学生が今後失っていくと思われる大切なものを浮き彫りにしている。つまり、今の英語教育の体系では、ますます学生の受動的な性格が強まり、そこからは「意見交換や相互批判、そして競争心」などの創造的な思考能力は育たないということなのだ。実は、これは、近年流行のコンピューターを用いた英語教育についても言えることである。宮田氏も個別学習方法としてのコンピューター導入について触れているが、コンピューターを用いた学習も「一つの正答」を導き出すための道具にすぎず、そこからは、他者との対話や議論は生まれえない。しかも、「個人間の競争心」に関しても、それは単に結果としての点数を競うだけであり、一つの問題に関しての様々な人間の思考のプロセスを一切問題にしていない。おそらく、宮田氏が「グループ学習」を提案するのは、この思考のプロセスを集団学習のなかで育てようというためではないだろうか。宮田氏は、コンピューターを利用した個別学習のための授業だけでなく、その一方で、「学習集団としてのエネルギーを活性化させ、グループとしての明確な目標を持って自主的・能動的に課題を遂行するような場を与えるという方向」の大切さを訴えている。

4. 授業の実際：宮田氏と私のケースの比較（共通点）

私と宮田氏の共通点は、先に触れた通り、対象が保育科の学生であることと、教える側が英文学に携わっていることである。だが、実は、共通点はそれだけではなく、偶然にも選んだ教材が一致していた。宮田氏は、英語で書かれた幼児向けの「童話」をテキストに選び、しかもそれを幼児向けに日本語に訳すことをグループの課題とした。一方、私も選んだ教材は、英語で書かれた「日本昔話」であり、それをグループで翻訳させた。²

それでは、なぜこのようなことが起きたかと言えば、おそらく、そこには宮田氏の言う「グループの具体的な目標」が関係していると思われる。私の場合は特に、スクーリングが短期間であるために、「何か直接学生た

ちの将来に残るものを」と考えたのだが、その結果、将来的に保育士となった学生たちが幼児たちに話して聞かせられるものとして日本昔話が浮かんだ。実際に、現在すでに幼稚園でも英語教育が行われているところも少なくない。しかも、教材として、そもそも童話や日本昔話は道徳観の育成や子どものしつけをテーマとしている。保育科の学生たちにとって、これ以上適切な教材はないだろう。実際に、昔から英語教育の「動機付け」(Motivation)の一つとして、生活的内容を扱う教材が効果的であることは、知られてきた。その中に、「職業的興味による動機付け」(Motivation through Vocational Interests)がある。したがって、童話や日本昔話を英語で読むことは、『英語のレクリエーション』で垣田直己氏も述べるように、「学習した外国語が卒業してからの生活に直接役に立つ機会があることを示すこと」になる(8)。この点に関しては、宮田氏も、「完成した翻訳文を朗読するという課題を意識すれば、子どもの姿を思い描きながら作業することになるでしょう」と言い、それが「従来タイプの訳読授業とは異なる問題解決」になると言う(54)。

このように、私と宮田氏は、テキストとして幼児向けの童話や日本昔話を選んだ。これは、おそらく両者とも受講する「学生たちの将来」を第一に考えたからである。というのも、実は、童話や日本昔話を用いた教育とグループ学習の方法は、将来、保育士となった学生たちが今度は幼稚園児たちに対して自分たちが行う授業形態と同じだからである。つまり、私たち教師は、保育科の大学生を相手にした英語教育を行う一方で、実は、学生たちに、幼稚園児に向かう保育士としての自分たちの姿を見せようとしていたのである。その際、当然のことながら、行われる教育には一つの解答だけがあるものであってはならない。大学生たちに、将来の仕事において、子どもの可能性を広げ、そして間違いをすぐに否定するのではなく、うまくよりよい解答へと導くことを教えるためにも、教師は助言をし、学生たち自身で話し合いをさせ、何度も訳を書き直させながら、一つの作業を完成させていくことを見守るのである。

5. 授業の比較(相違点)と個人間の競争力

これまで私と宮田氏の授業の共通点を述べてきたが、宮田氏と私の授業で最も異なる点は、その授業期間である。宮田氏の授業が半期であるのに対し、私のスクーリングは二日しかない。しかも、私のスクーリング期間は、二日間と言っても実際にはその中に最終試験や一時間ごとに10分の休憩を挟むため、それよりも短い。したがって、残念なのは、宮田氏によ

うに各グループの発表会や授業アンケートの時間が取れなかったことである。だが、このことは、結果的にそうなったわけではなく、最初からある程度予想していた。というのも、私の授業では、日本昔話を用いた「グループ活動」だけでなく、実は、英会話表現や手紙文を題材にした英語リスニングや英語読解などの従来の「集団学習」も行っていたからである。だが、そこでは、私は、学生たちが受身の姿勢になることなく、むしろそれが学生たちの積極的な発言の場となるようにした。このことには、私が常々大学生に感じていた「個人の責任感と積極性の欠如」が関係している。それは、いずれ社会に出たときの個人の競争力の低下を招く。そのため、グループ間だけでなく、集団内での「個人間の競争力」もつけるために、一日目の授業は個人間での発表を点数化し、そして二日目はグループ活動に対して達成点をあげた。注意しておきたいのは、この評価方法を事前に受講する学生にプリントを事務の方から配布してもらい、知らせておいたことである。それにより、英語が苦手な学生にも、それなりの覚悟をさせておいた。以下は、実際に配ってもらったプリントの内容である。

1日目（8月5日）

- ・ 13：35～14：00 自己紹介、その他
- ・ 14：00～16：00 実力テスト、解答解説
- ・ 16：00～17：35 授業（プリント①）

*時間は、あくまで予定とする。間に休憩時間を取る。

*1日目は、発表ごとに「個人ポイント」を記録する。ポイントは、成績評価の対象となるので、進んで発表すること。

2日目（8月6日）

- ・ 9：00～10：20 小テスト、解答
- ・ 10：40～12：55 授業（プリント②、その他グループ分け）
- ・ 12：55～13：35 お昼休み
- ・ 13：35～15：00 授業（プリント③ グループ作業）
- ・ 15：10～16：30 グループ作業（日本昔話の英文和訳）
- ・ 16：40～17：30 最終試験

- * 時間は、あくまで予定とする。
- * 小テストについては、1日目のプリント①を範囲とする。黒板に書いたことも含まれる。
- * 2日目は、グループごとに発表ポイントを与える。ポイントは、成績評価の対象となるので、各グループで進んで発表すること。
- * グループ分けについては、全部で4つのグループを作る(4, 4, 4, 5)。できるだけ男女混合となるようにし、各グループの班長を選んでおくこと。

一日目は、発表ごとに「個人ポイント」を記録する。だが、英語が苦手な学生は答えることに尻込みする可能性がある。普通の教師は、おそらくそう考えるに違いない。しかしながら、実際はそうではなく、やり次第である。たしかに、学生たちは、初めて会う先生に対して、英語ができないということを知られるのが恥ずかしく、答えるのを嫌がる。しかし、その対策のために、私は、最初に自己紹介の時間を多めにとり、さらには、次にわざと少し難しい実力テストを行い、逆に学生たちに「英語が苦手」であるという自己主張をこれ以上ないくらいしてもらった。すると、どうだろう。学生たちは、恥ずかしさを払拭し、それ以後、安心して間違った解答をしてくれた。だが、間違いを堂々とやってくれるというのは、逆にどこを説明したらよいかということをはっきりと教師に示してくれているということである。しかも、最初に難しい問題をした後、次からは意図的に少し易しい問題を解かせていくことで、もはや恥ずかしさを持たない学生たちの中に、逆に自信が生まれ、発表も各学生が奪い合うようにしていた。実際に、初日の発表回数は、17人中、5回以上発表した学生が6人、4回が5人、最低でも2回が3人であった。しかも、その数字も、臆していたからではなく、学生同士の解答権の奪い合いに負けたからであった。

二日目は、同じような発表を今度はグループ間で行った。プリントの問題を、各グループの代表を一人立ててもらい、早い者勝ちで解答権を得て解いてもらう。はずれたら他のグループが答える。発表ポイントはグループ全員に入るので、壮絶な戦いだった。面白いのは、一日目には英語が嫌いだと言っていた女子学生二人が、率先して問題を解きたがったことである。しかも、その女子学生たちが正答することで、他の学生たちから歓声上がり、クラス全体が一つにまとまっていった。これは、グループ学習での「ゲーム」を意識して行ったやり方である。このやり方は、たしかに英語そのものの知識を教えるというよりは、ゲームのほうに重点が置かれ

ている。だが、英語が苦手な学生に達成感を感じさせることで、個人の可能性を伸ばし、さらにはそれまでバラバラだったクラスの雰囲気をよくすることができる。もちろん、英語教育には「楽しさ」と学習内容のバランスも大事である。したがって、それは、小テストでカバーする。二日目の最初の時間に、前日の内容から出題し、それは各学生たちに実力で解いてもらった。それは、最後の成績に計算する。だが、前日の授業で「楽しく競争し」、問題を解いた学生たちは、英語に取り組む意識や意気込みが初日に行った実力テストとは明らかに異なった。その結果、30点満点中、20点以上が15名、中には30点満点を取った学生もいた。

こうして、二日間で、英語が嫌いでも苦手だった学生の意識改革がほぼ完遂された。それを決定付けたのが、英語で書かれた日本昔話を用いた「グループ学習」である。各グループは、昔話の担当箇所を割り振られ、それを各学生たちで話し合って訳していく。宮田氏同様、私も、学生たちの自主性を信じ、助言はするも、各学生たち自身の言葉による訳作りを見守った。実際に、グループ内でも、同じ文章に対して幾つかの訳が生まれ、言葉の選択について話し合いが持たれていたようだ。

6. 結論と英語教師のあり方

最後に、二日間のスクーリングのまとめとして最終テストを行う。ただし、この最終テストに関しては辞書・ノートの持込可とする。というのも、その直前まで授業やグループ学習をしていたため、学生には試験勉強の時間が全くないからだ。その点は二日間という時間の制限があるので仕方がない。だが、その分、問題作成にも工夫が必要だった。最終テスト自体は、点数を50点満点にした。³ しかも、先程行った日本昔話の訳に関して各グループでの協力体制を確認するために、会話や文法などの普通の英語問題とは別に、最後に日本昔話の訳を書くスペースを大きく設けた。もちろん、各グループで担当箇所が異なる。だが、時間内に全てのグループが訳を完成し、おそらく一人では訳せない部分や変な日本語になっていたかもしれない部分も、全員がうまく訳せていたようだ。もちろん、この最終テスト問題の目的は点数にあるのではない。それよりも、個人学習では味わうことのできないグループ学習による達成感、そして協力から生まれる責任感を、これまでは苦手としか思わなかった英語の授業から感じてもらうことにある。

だが、それだけではない。実は、スクーリングの最後に、英語を苦手としていた学生のコンプレックスを取り除く仕掛けがあった。私は、初日に少し難しい問題をさせ、その後は比較的簡単な問題をさせ、自信をつけさ

せたと言ったが、実は、グループ学習で訳させた日本昔話は、最初にさせた問題とほぼ同レベルのものであった。それを授業が全て終わってから最後に学生たちに告げた。それを聞いたときの学生たちの喜びと驚きの声は、今でも忘れられない。それと同時に私が感じたのは、おそらく、これまでこの学生たちが英語を苦手教科と思ってきたのは、それまで彼らが中学、高校で出会ってきた教師たちの学生たちへの接し方、そして授業に対する努力や工夫のなさにも大きな原因があるのだと思われた。従来の英語教師は、一つの正答だけを学生に求め、それ以外の解答をした学生をすぐに「できない生徒」扱いをしてきた。その結果、現在の高校の中には、習熟度別に学生たちのクラス分けをし、その学生たちのレベルにあった英語教材を用いさえしているところもある。一見すると、それは、学生たちにとってよく考えられた優しい制度のように聞こえる。だが、実は、そのやり方は、逆から言えば、学生たちの可能性を一定の枠に押し込め、それ以上の成果を期待していないことを示している。さらに言えば、それは、英語教師たちが学生たちの学力の伸びの可能性を信じていないばかりか、「教師の助けにより学生たちの力を伸ばす」という、「教育者」としての本来の自らの仕事も半分以上放棄しているとさえ言えるだろう。

以上、今回の英語スクーリングにおいて、私は「グループ学習」を行うことで、宮田氏の言う従来の「集団学習における学生の受身の姿勢からの転換」ばかりか、従来の英語教育の問題点、そして学生が英語に対する苦手意識を持つに至る原因についても考えさせられた。たしかに、保育科の学生たちが対象だからこそ、グループ学習という教育形態が学生たちの将来の姿と重なり、その効果が生きてくるのかもしれない。だが、グループ学習は、宮田氏も言うように、コンピューターを用いた個別学習に偏ってきている現在の英語教育に対して、「学習集団としてのエネルギーの活性化」をもたらす21世紀の新たな教育方法の一可能性を秘めたものとして、もっとその機会の場を与えられるべきだろう。⁴そして、大人数の教室で行われる現行の集団教育についても、その集団の中に個人を埋没させ、「できない学生」という中学・高校で持たされたコンプレックスを持たせたままにするのではなく、できるだけうまく学生たちに自信をつけさせ、失われつつある「個人の競争力」を育成することを、大学英語教師は心がけるべきだろう。本論で見たように、ほんの少しのきっかけで学生たちは伸びる。大切なのは、そのきっかけを与える教師側の工夫と努力である。これからの大学英語教育において、英語教師は、もっと教育を受ける当事者である学生たちの「個人」、そして「グループ」が持つ力の可能性に目を向けるべきではないだろうか。

注

- ¹ 結果として、最終成績は 100 点満点中、90 点以上が 9 名、80 点以上が 8 名となった。
- ² 日本昔話のテキストとしては、The Japan Times の英語学習紙「週刊 ST」(7 月 28 日号) に連載されていた「たのきゅう」を使用した。学生たちからはなぜ「桃太郎」など有名なものではないのかと聞かれたが、それは、日本語訳の際に学生たちの想像力を働かせる目的があったためである。
- ³ 今回のスクーリングにおける最終的な成績評価方法の内訳としては、次の通りである。

「発表(個人+グループ)ポイント(20点)+小テスト(30点)+
最終試験(50点)の合計が60点以上で合格とする。」

この情報は、事前に渡したプリントに記載されているため、学生たちは知っていることになる。

- ⁴ 「グループ学習」という形態の導入が 21 世紀の大学英語教育への新たな可能性であることは、すでに『英語教育』(2001 年 1 月号)で示唆されていた。その号の「英語教育の 21 世紀」と題された特集で、金谷憲氏が、「明らかに学習形態が変わってきている」と言い、「一斉授業の時代から、グループワーク、ペアワーク、個別学習などを組み合わせて授業を行う時代になってきたのである」(17)と述べている。

参考文献

- 垣田直己 『英語のレクリエーション——意義と活動——』(大修館書店) 1979 年
金谷憲 「指導法の過去・現在・未来」『英語教育』(大修館書店) 2001 年 1 月号
Vol.49 No.11 pp. 17-9
「週刊 ST」(ジャパン・タイムズ) 2006 年 7 月 28 日号 Vol. 56 No. 30
宮田学 「グループ学習を取り入れたことはありますか」『英語教育』(大修館書店)
2006 年 10 月号 Vol.55 No.8 pp. 54-5

抄 訳

チャールズ・ディケンズ ボズのスケッチ集(3)

原 英一 訳



解 題

ここに訳出したのはディケンズの最初の作品集『ボズのスケッチ集』(*Sketches by Boz*, 1836)の一部である。本誌創刊号には「我が教区」(*Our Parish*)の中から「教区役人、教区の消火ポンプ、学校教師」と「牧師補、老婦人、退役海軍大佐」、「教区役人選挙」、「ブローカーの助手」を掲載した。第5号では「情景」(*Scenes*)から、「朝の街頭」、「夜の街頭」、「セヴン・ダイヤルズ」、「モンマス・ストリートでの瞑想」、「民法博士会館」、「ロンドンのレクリエーション」を訳出した。本号では、同じく「情景」から「アストリー劇場」、「議会のスケッチ」、「ジン酒場」を掲載する。

原テキストは『オックスフォード挿し絵入りディケンズ』(*The Oxford Illustrated Dickens*, London: Oxford UP, 1957)。

アストリー劇場

本の中とか、店のウインドウ、壁にかけられたプラカードなどにひどく大きく目立つ黒のローマン体の大文字を見かけると、初めてアルファベットの神秘について手習いを始めた頃のほんやりと混乱した記憶がたちまち蘇ってくるものだ。字の形を我々の困惑した想像力により強く印象づけるために文字の後に続いているピンの先が見えるような気がするくらいである。そして、一週間九ペンス又は一季につき十六ペンスで教育の基本原則を我々の精神にたたきこんでくれたあの尊敬すべき老婦人が、我々がいつも陥っている思考の混乱を整理する方法として、我々の未熟な頭にとときどき振舞ってくれた固いげんこつを思い出して、思わず身をすくめるのである。他の多くの場合にも、同様の感情が我々につきまとうのであるが、アストリー劇場ほど我々の子供時代の記憶を強烈に呼び起こす場所は他にない〔後で分かるように、ここは演劇、曲芸などの他に曲馬も見せ物としていた大衆劇場であった〕。その当時、そこは「王立円形劇場」ではなかったし、ダクロウ〔ウィリアム・ダクロウ（一七九三—一八四二）アストリー劇場で活躍した曲馬師・支配人〕も未だ円形曲馬場のおがくずの上に古典的趣味と移動式ガス灯の光りをもたらすべく台頭してはいなかった。しかし、その場所の性格は全体としては変わらず、道化師のジョークも同じであったし、曲馬師たちも同じく堂々としていたし、喜劇役者たちも同じく機知に溢れ、悲劇役者たちは同じくしゃがれ声であり、「高度に訓練された」馬たちも同じく活力に満ちていた。アストリー劇場はよい方へ変った。我々が悪い方へ変っただけなのだ。我々の芝居趣味は失われ、恥じらいつつ告白するが、かつてあんなに楽しんだ見せ物よりも、観客たちの方が我々にははるかに楽しく面白く思ってしまうのである。

我々は復活祭あるいは洗礼者ヨハネ祝日にアストリー劇場にくり出す常連の一行を見るのが好きである。パパとママに九人か十人の、背丈は五フィート六インチから二フィート十一インチ、年齢は十四歳から四歳までという子供たちだ。先日の晩、劇場の中央ボックスの一つにちょうど着席したとき、我々がアストリーの客の一団の理想像を描きたいと思っていたとすれば、まさにおあつらえ向きの一団が隣のボックスに席を占めたのである。

まず第一に、三人の小さな男の子と一人の小さな女の子がやってきて、ボックスの入口から非常によく聞こえる声で発せられたパパの命令に従って、前列の座席を占めた。次にさらに二人の女の子が、明らかに家庭教師とおぼしき一人の若い婦人に案内されて入ってきた。それからさらに三人の男の子が入ってきて、彼らは最初の連中と同様に青の上着とズボン、それに折襟のシャツのカラーを身に着けていた。それから、紐紐で飾られたフロック着て、ひどく大きな丸い目を最大限に見開いて、高度な驚愕状態

にある一人の子供が、座席の上に持ち上げられて運ばれた——その作業の間、その子の小さなピンク色の両足がかなりむき出しになってしまったのだが。それから、パパとママが来て、さらに長男が入ってきた。彼は十四歳の少年で、自分はこの家族とは赤の他人だという様子を見せようと明らかに努力しているのであった。

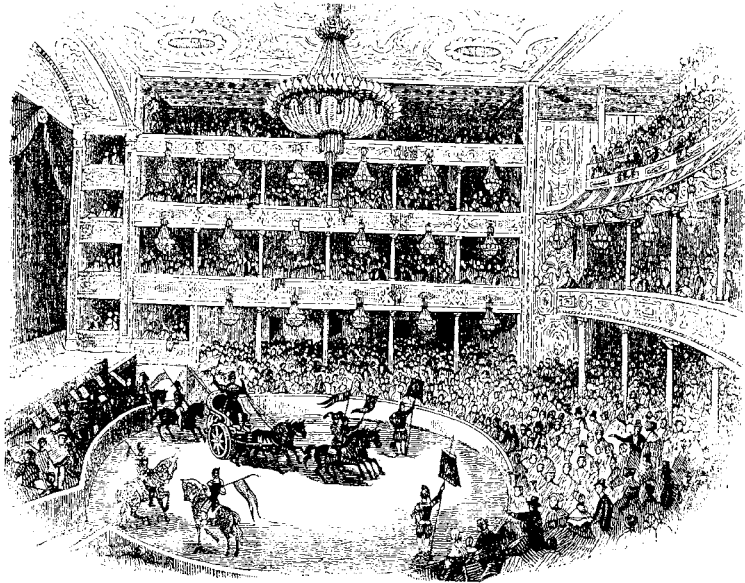
最初の五分間は、女の子たちのショールを脱がせ、彼女らの頭髪を飾っている蝶形リボンを直すのに費やされた。それから、男の子たちのうちの一人が座った場所が、柱の陰で舞台が見えないことが幸いにも判明した。そこで家庭教師が柱の背後に移されて、少年は彼女の席に持ち上げられて移された。それからパパが男の子たちを整列させて、彼らがハンカチーフをしまうのを指揮し、ママは、まず家庭教師に向って女の子たちのフロックをもう少し肩の下まで下げるようにうなずいたりウインクしたりして合図した後、この小軍団を閲兵するために立ち上がった。この検閲は彼女自身にはたいへん満足な結果をもって終ったようである。というのも、彼女は座席の反対の端に座っているパパの方を満足げに見たからであった。パパも一瞥を返して、ひどく力をこめて鼻をかんだ。そして、あの哀れな家庭教師は、柱の背後から覗き込んで、この家族全体を大いに賞賛していることを表す表情で、ママの視線をおずおずと捉えようと試みた。それから、アストリー劇場がドルリーレーン劇場の二倍の大きさがあるのかどうかについて議論していた男の子たちのうちの二人が、この問題を「ジョージ」の判断にゆだねることで同意した。「ジョージ」というのは前に述べたあの若い紳士のことであるが、これを聞かれて彼は憤慨し、公共の場所で自分の名前をそんなに大きな声で呼ぶのは甚だしく不適當であると、きわめて穏やかならぬ言葉遣いで諫言した。すると子供たち全員が腹を抱えて大笑いし、男の子たちの一人が、「ジョージのやつは自分のことをもうすっかり大人だと思い始めてるんだ」という自分の意見を表明して締めくくったので、パパもママも笑った。そして、ジョージは（彼は礼式用ステッキを持ち頬ひげをたくわえようとしていたのだが）、「ウィリアムのやつはいつも生意気を言うようにそそのかされていやがる」とつぶやき、深い軽蔑の表情を浮かべ、それがその晩ずっとそのままになっていたのである。

劇が始まると、男の子たちの興味は際限がなかった。パパも明らかに興味を持っている様子であった。もっとも、彼はそうでないかのようなふりをしようとして無駄な努力をしていたのであるが。ママに関して言えば、彼女は主役の喜劇役者の滑稽な言動にすっかりまいってしまい、ゆったりした帽子の巨大な蝶形リボンの一つ一つが震えるほど笑ったのである。すると、家庭教師がまた柱の陰から覗き込んで、ママの視線を捉える度に、ハンカチーフを口にあて、義務に従って自分も抱腹絶倒しているように見えるのであった。それから、見事な鎧を身に着けた役者が、必ずや姫を救い出してみせますぞ、さもなくばわが命を捨て去るのみ、と誓うと、男の子たちは熱狂的に拍手喝采した。中でも、どうやらこの一家の客人であって、

ママを一回り小さくしたように見える十二歳のコケティッシュな女の子とその晩の間ずっと子供っぽい恋愛遊戯を続けていた小さな奴などはとくに熱狂的だった。この女の子は、他の女の子たちと同様に（彼女たちは、概して言えば、ずっと年長の女たちも顔負けのコケティッシュなところを備えていたのであるが）、^{くたん}件の騎士の従者がお姫様の腹心の奥女中にキスしたとき、いかにも淑女らしくショックを受けた様子を見せたのであった。

円形演技場での演技が開始されると、子供たちは大はしゃぎである。そして、進行中の出し物を見たいという願望に負けて、威厳などかなぐり捨てたパパは、ボックスの中で立ち上がり、子供たちの誰にも負けないほど大きな拍手を送ったのであった。家庭教師が、馬術の離れ業の合間ごとに、ママの方に体を傾けては、今終わった曲技についての子供たちの気のきいた言葉を詳しく話して聞かせてやると、ママの方はすっかり気前よくなり、家庭教師に酸味ドロップを差し出してやる。家庭教師は、奥様に目をかけていただいたことに満足して、表情も明るく再び柱の背後に引っ込むのであった。こうして、この一行全員がすっかり上機嫌であるように思われた。ただ、ボックスの後ろにいる例のしゃれ者だけは例外だ。彼は子供たちに興味を持つにはあまりも偉ぶっていたし、他の誰かに興味を持ってもらうにはあまりに取るに足らない存在であったので、頬髭があるべき場所をこすってみるという作業をときおり行いつつ、おのれの栄光の中で完全に孤独であった。

誰であろうと——アストリー劇場に二、三度足を運んでみた結果として、寸分違わぬ同じジョークが毎晩毎晩、そして毎シーズンごとに繰り返されている、その執拗さを評価できるようになった人間であろうと、その演目の少なくともある部分についてはぜったいに面白いと思うはずである。つまり、円形演技場の中で展開される場面のことである。ガスのジェットからなる曲技用の輪が下ろされ、平土間から追い出された半額入場者たちに便宜をはかるために幕が引き上げられ、オレンジの皮が片付けられ、数学的な正確さでおがくずが振り撒かれて完全な円ができあがると、我々自身としても、その場にいる一番幼い子供と同じくらいの興奮を感じてしまうのを知っているのだ。そして、実際、「さあ、始まるぞ！」という道化師の甲高い叫びの後にわき起こる笑いに、昔のよしみでつい加わってしまうのである。そしてまた、我々は、道化師に続いて手に鞭を持って現れると、優美な威厳を持って観客に頭を下げる、あの主任馬術師に対する昔の崇敬の感情を完全に失うこともできないのである。彼は茶色の飾り紐ボタンの付いたナンキン木綿の化粧着を着た二流の馬術教師などではなく、主役の騎手たちのための本物の後見助手なのだ。この騎手たちというのは、いつも上着の胸の中にテーブルクロスを入れた軍服を着込んでいるといういでたちのおかげで、ロースト用に串刺しにされた鳥を強く連想させられてしまう。この主任馬術師とはいえば——しかし、なぜ我々は、どんなふう



アストリー劇場の内部。本物の馬を使ったショーが演じられていた。

う。誰でもその男を知っており、誰でも彼の磨き上げられたブーツを、彼の優雅な物腰、ある種の判断力のない連中が嫉妬心のあまり、ぎくしゃくしているなどと言ったあの物腰を、額のずっと上の方で分けられていて、思慮深さと詩的な憂鬱さの表情をその顔に与えている、あの見事な黒髪の手を憶えているのだ。ちょっとした冗談を言って道化師の機嫌を取るとき、彼のやわらかで快い声もまた、その高貴な態度と完璧に調和しているのである。そして、彼が自らの威厳をはっきりとして思い出し、「さて、君、ウールフォード嬢をお連れしてくれたまえ、君」と叫ぶ様子は決して忘れ得ないものである。彼がウールフォード嬢を演技場に案内し、彼女を助けて鞍に載せた後、彼女の妖精のような駿馬が演技場内を回るのについてゆく時の優雅な物腰もまた、その場にいるすべての女中たちの胸に深い印象を刻まずにはおかないものなのである。

ウールフォード嬢と馬とオーケストラとが、ひと息つくためにいっせいに止まると、彼は洗練された態度でおよそ次のような会話に参加する（口火を切るのは道化師である）。「ねえ、だんな！」—「何かね、君？」（会話はいつもさきわめて丁寧に行われるのである）—「もしかして、私が軍隊にいたって話はお耳に入っておりませんかね？」—「いや」—「実はそうだったんですよ、だんな、体操をやることだってできるんですぜ」—「本当かね、君」—「今やってご覧にいれましょうか、だんな？」—「よ

ければやってくれたまえ、さあ、君、急いでくれよ」(長い鞭が一撃され、「やめてくれ、そいつは嫌いなんだ」と道化師が言う)。ここで道化師は床に身を投げて、様々な痙攣するような曲芸的動作を行い、体を折り曲げたり、またもとにもどしたり、人間の苦痛の最も絶望的な極限状態にある男の表情を迫真の演技で見せたりして、天上棧敷の連中は大声を出して喜ぶのである。やがて、彼はあの長い鞭の二度目の打撃と「ウールフォード嬢がどうして止まっているのか見てきてくれたまえ」という要請によって中断させられる。すると、彼は、「さて、ウールフォード嬢、私めはあなた様のためにどこへ行って何を取ってきて持ってきて運んできておやりになればよろしいんでござりましょうか、お嬢様」と叫び、天上棧敷を言いようもなく楽しませる。そのご婦人が、優しく微笑みながら、旗が二本欲しいのよと告げると、さまざまのしかめ面をしたあげくにこの品物が用意されて手渡される。道化師はこの後段の儀式を終えると、おどけた口調でこう述べる——「やっほう！ねえ、だんな、ウールフォード嬢はあっしに気があるみたいですぜ、あっしに微笑みかけてくれやしたからね。」もう一度鞭が一撃され、オーケストラが咆哮し、馬が跳ね、ウールフォード嬢が再びその優美な演技をしてまわり、観客は老いも若きも皆楽しむのである。次の休止でまた同じように滑稽なやり取りの機会が提供されるが、唯一前と違う趣向はといえば、主任馬術師が背を向ける度ごとに、道化師が彼に向かっておどけたしかめ面をしてみせることである。そして、馬術師の注意を前もってあさっての方向に向けたうえで、彼の頭の上をジャンプして飛び越えたと、演技場からようやく退場するのである。

読者諸君の中で、二流劇場の楽屋口で日中たむろしているある種の連中に気づいた方はおられるだろうか。こうした出入り口を通りかかるとまず必ずと言っていいほど、三、四人の集団が舗道の上で話をしているのが見かけられる。酒場の個室にでも入るような、何とも言いようのない尊大な態度とある種の人目を意識した様子とがこの類の人々に独特なものである。彼らはいつも自分を見せびらかしていると思っているように見える。彼らの眼前にはいつもランプがあるのだ。色あせた茶色の上着と非常にたっぷりした薄緑色のズボンを身に着けたあの若い奴は、自分のチェックのシャツの袖口をまるでそれが最上級のリンネル製でもあるかのようにこれみよがしに引き下ろし、一昨年夏の白い帽子を、まるで昨日買ったばかりのものであるかのように、気取った様子で右の目の上に傾けている。あの汚れた白の毛糸編の手袋とすり切れた上着の胸に差し込まれた安物の絹のハンカチーフを見てみたまえ。一目で彼が端役の男優であることが分かるはずだ。彼は半時間の間、青のシュルトゥ、きれいなカラー、白いズボンを身に着けた後、自分の着古したわずかな衣服の中に縮みこんでしまうのだ。彼は、一週間に一ポンドの給料と自分のブーツを得なければならぬことを辛く意識しながらも、毎晩毎晩自分の素晴らしい財産を自慢しなければならず、ニューカット [最悪の貧民街の一つ] にある三階の自

分自身の裏部屋を陰気に思い出しながら、田舎にある父の大邸宅のことを自慢しなければならず、大金持ちの女相続人に愛される恋人として羨望と追従のまとなりながら、その間ずっと、家にいる元踊り子は妊娠していて失業中だということを思い出していなければならないのだ。

おそらく彼の傍らに見かけられるであろう人物は、てかてか光る黒の服を着て、自分の靴のかつて踵のあった部分をトネリコのステッキで物思わしげにこつこつと叩いている、非常に面長の、痩せた青白い男である。彼は、くどくど話す父親とか、忠実な召使いとか、牧師補、地主、その他の重厚な役柄をこなす役者だ。

ところで、父親の話が出たついでであるが、我々はすべての登場人物が孤児であるような芝居を見たいものと強く希望している。舞台上では父親というものは、例外なしにひどく邪魔なものであって、主人公か女主人公に対して、幕が上がる前の事情について、いつも長々と説明をしなければならない。それは、「我が子よ、お前の亡き母親が（ここでこの老いばれ悪党は口ごもる）、お前を私の手にゆだねてから、かれこれ十九年になる。あの頃お前はまだ赤ん坊であった」云々、という台詞で始まるのだ。さもなければ、父親たちは、三つの長い幕の間中ずっと微塵の疑いもなく常に交流してきていた誰かが、全く突然、自分の子供であることを発見しなければならない。その場合、彼はこう叫ぶのだ。「ああ、これはいったい何だ。これはあのプレスレットではないか。あの微笑み。この書類。あの眼差し。夢かまことか。間違いない。そうだ、そうなのだ、これこそ我が子じゃ！」——「お父上！」と子は叫ぶ。そして、彼らは互いに抱き合い、お互いに肩越しに向こうを見ると、観客の方は盛大に拍手喝采するのである。

閑話休題。我々は、二流劇場の楽屋口の外で話したり、ポーズを取ったりしているのはこういう種類の連中であると言おうとしていたところであった。アストリー劇場では、彼らは他のどんな場所よりもずっと沢山いる。たいてい、窓枠に腰掛けている馬番が一人か二人いて、その他、チェックのネッカチーフと黄ばんだリンネルを身に着けた汚れた落ちぶれ紳士が二、三人、たぶん古新聞紙にぞんざいに包まれた舞台用の靴一足を小脇にかかえてぶらぶらしているものである。数年前、我々は、神秘的な好奇心を感じながら、これらの連中をぼかんと口を開いて見ていたものであり、それを思い出しただけで、これを書いている今でもつい微笑が浮かんでくる。夜は乳白色のチュニック、鮭肉色のストッキングに青のスカーフといういでたちで、照明、音楽、そして造花のきらびやかな中を、毛並みのよいクリーム色の馬に乗って、我々の眼前を飛び回ったあの輝かしく優雅な者たちが、昼間我々が目にするこの青ざめた、放蕩者然とした連中と同じであるとは、我々にはとうてい信じられなかったものだ。

今でも我々にはそのことがほとんど信じられない。下級の役者たちに関しては、我々も多少の知識があるおかげで、舞台を闊歩していた紳士の正

体が「うす汚れたしゃれ者」であり、コミックソングの歌手が酒場の駕籠かきであり〔駕籠とはセダンチェアのこと、前後を人が持って運ぶ乗り物〕、主役級の悲劇役者が悲嘆にくれた酔っ払いであることを看取するのに、想像力をとくに働かせる必要はないのである。しかし、あの特別な連中となると話は違って来る。彼らは神秘的存在であって、演技場の外で姿を見かけることは決してないし、神々や風の精の衣装を着けていない姿を見ることも決してないのである。この連中に加えることがほとんど不可能であるダクロウを例外とすれば、あれはアストリー劇場の騎手だ、と分かったり、あるいは騎乗した姿でない彼を見かけたりした者などいるであろうか。あの軍服を着た我々の友が、すりきれた衣服で姿を見せたり、あるいは、日常生活の比較的詰め綿の少ない衣装に身を落すなどということがありうるだろうか。あり得ない！我々にはそんなことは信じることができない、いいや、信じたくない。

議会のスケッチ

読者諸氏におかれては、このかなり不吉な表題におそれをなすことがないように願いたい。ご安心あれ。我々は政治的議論をすることはないし、またいつも以上に無味乾燥になる気などさらさらないのである——ただし、そうできればの話ではあるが。我々はただ、「議院」の外観や重要な審議の際にそこに集まってくる群衆をちょっとスケッチしてみると、何か面白いことになるのではないかと思いついただけなのだ。そこで、我々は以前、前述の議院を少なからず訪問する機会があったことだし、実際のところ、我々の目的には十分なくらい頻繁に、また我々の個人的な平安と慰めをかき乱すくらい何度も何度も訪れたことがあったのであるから、この描写を試みようと思いついたのである〔ディケンズは速記者として議院に通っていた経験がある〕。それゆえ、議員の特権濫用とか、守衛官とか、重々しい弾劾とか、さらに重々しい報酬とかについておぼろげに考えると浮かんでくる畏敬の気持ちを、我々の心から追い払って、さっそくその建物に入り、本題に入ることとしよう。

四時半である——そして五時になると勅語奉答文發議人が「〔発言のため〕両脚で立ち上がる」であろう。これは新聞がときどき目新しさをねらって使う表現だが、これではまるで発言者というのは、概して、時として逆立ちする癖があるとでも言っているかのようだ。議員たちが続々と流れ込んできている。通路で立ち見の場所を獲得できた小数の見物人が、彼らを通り過ぎるのを仔細に観察しており、議員が誰か知っている人間は大変な重要人物となるのである。時折次のような真剣なささやき声が聞こえてくる。「あれがサー・ジョン・トムソンだ」「どれが？あの首のまわりに金の勲章を着けたやつかい？」「違う違う、あれは勅書送達吏の一人だよ——あのも

う一人の黄色い手袋をしたのがサー・ジョン・トムソンだ」「ミスター・スミスが来たぞ」「へえ!」「そうだ、ごきげんよう、先生——彼はうちの選挙区の新人なんだ——ごきげんよう、先生」ミスター・スミスは立ち止り、魅力的な都会風のしぐさで振り返ると（というのは、解散が近いという噂がその日の朝広く流布していたからなのだが）、自分の選挙区民の両手を握り締めて満足させてやり、そしてこれ以上はないくらいの熱意をこめて彼に挨拶した後で、公の大義への情熱を派手に誇示しながらロビーの中に飛び込んでゆく。こうして彼の「同郷の士」の胸に大いなる好印象を残してゆくのである。

到着議員の数は増え、熱気と騒音が非常に不快な率で高まってゆく。お仕着せを着た召使たちが通路の両側に一つの完全な小道を形成するので、追い出されるのを避けるためには、これ以上はないくらい狭い場所に自分を押し込めなければならない。青の上着の、奇妙なつば広の帽子をかぶり、白のコールテンのズボンと大きな長靴を履いた、しわがれ声の太った男が見える。彼は過去半時間の間絶え間なくしゃべり続け、その尊大な態度が、門外漢たちの間に少なからぬ笑いのさざめきを引き起こしていたのである。あれこそウエストミンスター〔英国議会議事堂〕の偉大なる治安維持官なのである。たった今通り過ぎたある貴族閣下に挨拶する時の彼の優美な物腰や、群衆に説論するときの彼の過度に威厳に満ちた態度などに必ず気づくはずだ。彼は、後ろにいるあの二人の若者が、ここにいる間中ずっと笑ってばかりいるので、今やかなり不機嫌になっている。

「ミスター——、今夜採決が行われると思いますか？」と、群衆の中の小さな痩せた男が、この役人の歓心を買おうとしておずおずと尋ねる。

「どうしてそんなことを聞くのかね、きみ」と、その役人はひどく大きな声で、右手に持っているステッキを不機嫌そうに握りながら答える。「やめたまえ、きみ。お願いだからやめてくれまたえ、きみ」小男はひどくばつつの悪そうな顔つきになり、群衆の中でまだ経験の乏しい連中は腹をかかえて笑いころげるのである。

ちょうどその時、作り笑いを満面に浮かべた、どこかの不運な人物が、長い廊下の奥のところに現れる。彼は階下の特別警視の監視の目をまんまごまかして、ここまでやって来られたことで明らかにご満悦の様子である。

「戻りたまえ、きみ——ここへ来てはいかんのだ」としわがれ声の男は、その違反者を発見するやいなや、声も態度も途方もなく強調しながら叫ぶ。

そのよそ者は立ち止まる。

「聞こえるんだろう、きみ——戻るんだ」とこの官吏殿は、侵入者を五、六ヤードもおだやかに押し戻しながら続けるのである。

「おい、おれを押しすんじゃない」とよそ者は怒って振り返りながら言う。

「いや押ししてやるぞ、きみ」

「やめるんだ、お前」

「出て行きたまえ、きみ」

「おれに触るんじゃない、お前」

「通路から出たまえ、きみ」

「このいばりくさった小役人めが」

「何ですと？」とブーツの男は叫ぶ。

「いばりくさった小役人で、厚顔無知な野郎だと言ってるんだ」とよそ者は、今や完全に激高して繰り返す。

「きみを追い出さなければならぬことにはさせないでくれたまえ、きみ」と相手は反撃する。「どうかやめてくれたまえ——私はこの通路を空けておくようにという指示を受けているのだ。これは議長のコマなのですよ、きみ」

「議長などくそくらえ！」と侵入者は叫ぶ。

「おい、ウイルソン！、コリンズ！」役人は、彼にとっては大逆罪にも等しいこの侮辱的な表現を耳にして、実際茫然として叫ぶ。「この男をつまみ出せ、いいな、つまみ出すんだぞ！何てことを言うんだ、きみは」というわけで、この不運な人物は、階段を五段ずついっぺんに降りさせられるはめとなり、止まる度に戻ろうとして振り返り、警備司令とそのすべての手下どもに恨みをこめた復讐の言葉を叫ぶのである。

「道を開けてくれたまえ、諸君——議員先生たちのお通りだ、どうか道を開けてくれたまえ」とこの熱心な官吏は戻りながら叫び、その後から自由独立派たちが列をなして続いてくるのである。

身に着けたリンネルと同じくらい青白い肌色をした、獐猛な顔つきの紳士がいる。大きな黒い口髭をしているので、もし彼の表情があの人間の顔の蠟細工のカリカチュアを神々しいものとしている思慮深さを備えていたら、床屋のウインドウに飾られる人形のような外観であったことだろう。彼は国民軍士官であり、議院で最も面白い人物である。かれが安物のオランダ時計の中のトルコ人の頭のように目をぎょろぎょろさせながらロビーの方に大股で歩いて行くときの彼の物腰の道化じみた威厳ほど、この上もなく滑稽なものがあるだろうか。彼はいつも必ず汚れた書類の包みを左腕の下に抱えて現れるのだが、どうやらそれは一八〇四年度の雑件予算書か、同じくらい重要な書類ではないかと皆に思われている。彼は議院にはいつも定刻きっかりに出席し、彼が自己満足して「ヒヤ、ヒヤ」というと、しばしばそれが合図でもあるかのように皆がくすくす笑うのである。

この紳士こそかつて実際に旧下院の傍聴者席に使者を送り、単眼鏡を使用していた人物が彼をじろじろ見ていると議長に苦情を述べるため、件(くだん)の人物の名前を聞き出そうとした紳士なのである。また伝えられるところによると、別な時には、ベラミーのキッチン [英国下院の副議院管理官であったジョン・ベラミーが一七七三年に議員用に設けた食堂。現在の議場の完成に伴い一八四八年に廃止された] に赴いた際——ここは議員以外の者でも、いわば黙認の形で、入ることができる食堂なのだが——二、三人の人物が食事を取っ

ていて、彼らが議員ではないことに気づいた彼は、この場所ではこいつらは自分の振舞に腹を立てることはできぬはずだと決めこんで、彼らが食事中のテーブルの上に自分の足をブーツを履いたままで乗っけて座するというおふざけを演じたということである。しかしながら、彼は概して無害であり、いつも面白い人物である。

忍耐と我らが友である例の衛視にコネがあるお蔭で、我々は何とかロビーに到達することに成功し、ドアが開かれて議員たちが入場してくると、議場の様子をちらちらと見るができるようになった。すでに議場はかなりの入りであり、議員たちが小さな集団になってここに集まり、当日の興味深い話題を議論している。

ビロードの見返し布とカフスを着け、ひどく洒落たドルセイ帽〔フランスのドルセイ伯爵(一八〇一—一八五二)が流行させた帽子〕をかぶっている、黒い上着を着たあのかかぬけした風采の人物は、首都選出議員の「正直トム」である。そして、白の裏地の外套を着た大きな男——いや、あの柱の傍のやつじゃなくて、金髪が上着の襟の外から背中の方に出ているもう一人の方だよ——あいつが彼の同僚だ。あそこのもの静かな紳士らしく見える男、青のシュルトゥとグレーのズボン、白のネッカチーフと手袋といういでたちで、上着のボタンをきっちりとはめているので、堂々とした体躯と幅広い胸が大いに引き立って見えているあの男は、非常に有名な人物である。彼は昔は多くの戦場で戦い、神々が与え給うた武器すなわち両腕だけで、まるで昔の英雄のように制覇したのであった。彼の傍に立っている年老いた厳しい顔つきの男は、実は今やほとんど絶滅した種族のよい標本なのだ。彼は州の名門出身の議員であり、人間の記憶にある限りの昔からずっとそうだったのだ。彼の、両側に大きなポケットが付いていて、ゆったりして幅が広く茶色の上着、半ズボンにブーツ、とてつもなく長いチョッキ、その下にぶら下がっている銀の時計鎖、つば広の茶色の帽子と大きな蝶形に結ばれ、余った端がシャツのフリルから飛び出している白のハンカチを見てみたまえ。今日ではめったに見かけない衣装であり、それを着ている少数の者が死に絶えてしまえば、全く消滅してしまうだろう。彼は、フォックス〔チャールズ・ジェイムズ・フォックス(一七四九—一八百六)、英国の政治家〕、ピット〔ウィリアム・ピット(一七五九—一八〇六)、英国の政治家、首相〕、シェリダン〔リチャード・プリンスリー・シェリダン(一七五二—一八一六)、英国の政治家。劇作家としても有名〕、それにキャニング〔ジョージ・キャニング(一七七〇—一八二七)、英国の政治家〕などの政治家たちや昔の議会の方がよく管理されていて、前もって全員に知らされている重要案件審議日を除けば、八時か九時に起きていたあの頃の方がよかったことなどについて、長々と話をしてくれる。彼はすべての若手国会議員をひどく軽蔑しており、少なくとも十五年間は一言も発言せずに議員を勤めない限り、傾聴に値するようなことなど言えるはずもないと思っている。彼は「若いマコーレイ」〔政治家であり、有名な『英国史』などを書いた歴史家でもあったトーマス・バビントン・マコーレイ(一八〇〇—一八五九)のことと思われる〕は全くの許

欺師であったという意見であり、またスタンレー卿 [エドワード・ジョン・スタンレー男爵 (一八〇二—一八六九)、英国の政治家] はそのうち何かやるかもしれないが、「若すぎるよ、きみ——若すぎるんだよ」彼は慣行についての諸問題に関しては卓越した権威であり、ワインをきこしめして口が軽くなると、サー某が、政府院内幹事だったときに、病床にあった議員四人をベッドから引きずり出して与党への賛成投票をさせ、そのうち三人は帰宅途中で死んでしまったとか、新しい蠟燭を持ち込むべきかどうかについて、かつて議院で採決が行われたことがあったとか、昔ある時など討議の終了の後で、議長が偶然議長席に着いたまま取り残されてしまったことがあって、議員の誰かが叩き起こされて連れ戻され休会動議を出すまで、三時間もの間一人で議場に座り続ける羽目になったとか、そういった種類の他の多くの逸話を話してくれるのである。

彼はステッキに寄り掛かってあそこに立っている。周囲の伊達男どもの群をきわめて底深い軽侮をもって見ながら、過ぎ去った昔、彼自身の気持ちももっと新鮮で明るかった頃、機知も才能も愛国心ももっと輝かしく盛んであったと彼には思われるあの頃の、昔の議院で見た光景を胸中に思い浮かべながら立っているのだ。

我々がここに立っていた間中、議場に入ってくるすべての議員に声をかけているあの地の粗い大外套を着た若い男が何者なのか、読者は知りたいことであろう。彼は議員ではない。ただの「世襲奴隷」、つまり別な表現をすれば、アイルランドの新聞のアイルランド人特派員であり、たった今、これまで一度も会ったことのない議員から四十二個目の無料送達署名〔議員特権により議員の署名があると郵便物を無料で出すことができた〕を獲得したところである。ほら、また行くぞ。もう一個だ。あきれたやつだ、帽子にもポケットにもういっぱい詰め込んでいるのに。

我々は傍聴者席に入れるかどうか運だめしをしてみることにしよう。もっとも、審議内容から考えると成功はかなりおぼつかないのであるが。いったい全体お前は何をしているんだ。まるで命令すれば門がさっと開かれる魔除けのお札みたいに入場許可証をかかげている。ばからしい。そもそも取っておくだけの価値があるならの話だが、サインでももらうために許可証を取っておけばいい、そしてチョッキのポケットに親指と人指し指を意味ありげに差し込んで、ドアのところに現れればよいのだ。黒服を着たこの背の高いがっちりした男が門番だ。「空きはあるかね?」「全然ありませんよ——誰かが出て行くのを二、三十人の紳士が階下で待っておられるくらいだ。」財布を取り出せ。「空きがないというのは本当に間違いないのかね」——「行って見てまいりましょう」と門番は、財布の方をもの欲しげにちらりと見て答えるのだ。「でも多分ないと思いますがね。」彼は戻ってくると、傍聴席に近づくのはとても無理ですと本当に心をこめて保証するのである。待っていても無駄である。このような状況下で下院の傍聴者席への入場を断られてしまった場合には、そこは本当に混んでいるに違い

ないとすっかり納得して帰宅してよいのである。〔原注：この記事は、半クラウンという低料金で、議員たちを他の珍奇な品物と同様に、展示するという慣行が廃止される前に書かれたものである。〕

長い廊下を通過して後退し、階段を降り、パレスヤードを横断すると、我々は上院への国王入場口に接した小さな臨時の入り口の前で立ち止まる。守衛官の入場許可証によって、議場がかなりよく見渡せる記者席に入ることができるのだ。階段に注意したまえ、何しろろくな作りじゃないんだから。この小さな門をくぐると——ほらここだ。その場所のもやと下のシャンデリアの輝きに目が少し慣れてくるとすぐに、議場の与党側（向かって右側）のある重要人物が、一つの言語によるものであることを除けば、バベルにも匹敵するようながやがやという人声の中で演説しているのが見えるだろう。

あの笑い声のきっかけになった「ヒヤ、ヒヤ」という声は、例の口髭の勇猛な人物から発せられたものだ。彼は演説中の議員の背後で、壁に接した後ろの席に座り、いつものように獐犷で知的な雰囲気のみなぎらせている。ひとわり見回して、それから退け。議場の本体も両側の議員席も議員でいっぱいだ。ある者は、反対側の席の背に両足を乗せ、またある者は床の上に自分の両足をいっぱい伸ばしており、ある者は退出しようとしており、他の者は入場しようとしている。全員がしゃべり、笑い、ぶらぶらし、咳をし、「おう」と言ったり、質問をしたり、うめいたりしている。市の立つ日のスミスフィールド、あるいは全盛期の劇場の平土間席ですらも顔負けの、およそこの世に存在する他のいかなる場所でもお目にかかれないような、騒音と騒乱の寄せ集めの光景を呈しているのである。

しかし、ベラミーのキッチン、つまり食堂のことは省略しないことにしよう。ここは両院共通の施設であり、与党と野党、ウィッグとトーリー、急進派、貴族、破壊主義者、傍聴席から来た傍聴人、そして議場内仕切りのところから来たさらに優遇されている傍聴人などが、わけへだてなく行ける場所であり、さまざまな議員諸氏が、激しい議論の最中に食の快楽で自らを慰めながらそこに留まることで、自分が完全に無所属であることを証明する場所であり、議院が採決を行おうとするときには院内幹事たちによってそこから呼び出され、良心的には何のこともやら皆目知る由もない議題について「良心的投票」を行うか、さもなければ、「採決しろ！」と大声でどなったり、時々小さな声できゃんきゃん、わんわんわん、きゃあきゃあ、その他の議員らしいおふざけをないまぜて、ワインによって触発された陽気でありあまる空想力を発散させるのである。

我々が今描写している場所へ続く、現在の臨時の下院〔英国議会の両院の入っていたウエストミンスター宮殿は一八三四年の火災で大部分が焼失した。このスケッチは後年書き直されたため時代設定はかなりあいまいになっているが、ここでは一応火災後の臨時議場のことと思われる〕の中に狭い階段を昇りつめると、右手の方に晩餐の食卓が整えられた二つの部屋がおそらく見えるだろう。そのいずれもキッチンで

はない。どちらも同じ目的に向けられたものではあるのだが。キッチンの方は、左手のもっと先、あの半ダースほどの階段を昇ったところだ。しかしながら、その階段を昇る前に、この上げ下げ窓のあるちょっとしたバーのような場所の前で立ち止まっていたいただきたい。そして、その唯一の住人である、黒服を着た堅実で正直そうな老人とくに注意を向けていただきたいのである。ニコラス（この老人の名前をあげてもかまわないだろう、なぜならニコラスが公人でないとしたら、いったい誰がそうであろうか？そして公人の名前は公共の財産なのだから）——このニコラスはベラミーの店の執事であり、この店に現在来る客の中で最も年長の者が思い出せる限りの昔から同じ職にあり、全く同じような身なりをし、正確に同じことを言い続けてきたのである。ニコラスは素晴らしい給仕である。サラダドレッシングの合わせ方については彼にかなう者はいないし、レモン入りソーダ水の作り方も申し分ない。彼が作る冷たいグロッグとパンチのカクテルは特別だし、そしてとりわけチーズの鑑定に関して彼に匹敵する者はいないのだ。この老人の性質の中に見栄というようなものがあるとしたら、彼のプライドが確かにそれにあたるだろう。そして、もし彼の侵し難い冷静沈着さをかき乱すようなものがこの世に存在すると想像することが可能であるとしたり、この重要な点に関しての彼の判断を疑うことであることだろう。

しかしながら、このすべてを君に告げる必要はない。というのは、君にほんのわずかでも観察眼があるならば、彼のなめらかで、抜け目ない頭と顔を、過去二十年の間規則的に木製のタイ留めにたたみこまれ、細かなひだのあるシャツのフリルに、それと分からないほど段々と合体している彼のきちんとした白のハンカチーフを、よくブラシのかけられた黒のスーツに包まれた彼の快適そうな姿を一目見れば、我々の貧弱な描写のコラムによって伝え得るよりもはるかによく彼の性格が分かるであろう。

ニコラスは今ちょっと本領が発揮できないでいるところだ。古い議院でそうだったように、キッチンを見ることができないからである。以前なら彼のガラスケースの一つの窓がその部屋の方に開いており、当時は比較的年少の質問者たちの教化と利益のために、シェリダンとかパーシヴァル [スベンサー・パーシヴァル (一七六二—一八一二)、英国の政治家] とか、カースルレイ [カースルレイ子爵ロバート・ステュワート (一七六九—一八二二)、英国の政治家] とかその他大勢の人々に関する敬意をこめた質問を受けると、すべての平民の名前にはミスターを挿入しながら、明らかに嬉しそうに答えつつ、一時間もぶっ通しで立ち続けたものであった。

ニコラスは、彼と同じ年配で同じ地位にある人間すべてと同様、時代の墮落について大いに意見を持っている。彼が政治的な意見を表明することは滅多にないのだが、選挙法改正案が通過する直前に [一八三二年]、ニコラスが徹底的な選挙法改正論者であることを我々は何とか確認することができたのであった。ところが、選挙法改正後の最初の議院が開会されて間も

なく、彼が最も頑迷固陋な保守反動であることを知ったときの我々の驚きはいかばかりであったことだろう。それは非常に奇妙なことであった。ある種の人間は必要に迫られて意見を変えるものだし、また別な種類の人間は便宜上、また別な種類はインスピレーションによって変えるものである。しかし、ニコラスに何らかの点で何らかの変化を生じるということは、我々にとっては夢想だにしなかった事件であり、あり得ないと見なしたはずの事件であった。首都圏各地区に国会議員を選挙する権限を与えた条項に対する彼の強い反対意見もまた、全く理解し難いものであった。

我々はずいにその秘密を発見した。首都圏選出の議員たちはいつも自宅で食事を取ったのである。あの悪党どもめが！アイルランドに議席を追加するという件に関しては、さらにいっそう悪いことだ——間違いなく憲法違反だ。何しろ、アイルランド選出議員ときたら、ここに上がってきては、イングランド選出議員三人分の食事以上の物を一人でべろりと食べてしまうんですからね。ワインは飲まずに、ビールを半ガロンずつがぶ飲みするし、マンチェスター・ビルディングとかミルバンク・ストリートの宿舎に戻るとウイスキーの水割りを飲むんですよ。その結果どうなると思いますか？ どうにもこうにも、こんな客のおかげでこの店はだめになっちゃいましたよ、本当にだめになっちゃったんですぞ。ニコラスというのは風変りな老人で、議場そのものと同じくらい完全に議事堂の一部になりきっている。そもそも彼が前の建物を出たことに我々は驚いたのだし、あの火事の翌朝、上品な風采の黒服を着た紳士が、炎が最も激しく燃え盛っていたとき、上の方の窓に姿を見せ、議場と運命を共にするぞ、と断固たる決意を表明したという感動的な記事を新聞で見かけるのではないかと十分に予想したほどであったのだ。彼は力づくで連れ出されたに違いない。しかしながら、ともかく連れ出されたのであって、この前の議会以来ずっと紙箱に入っていたかのように、いつもと変わらない姿でここにまたいるのである。彼は、我々が描写したように、彼のいつもの場所に毎晩立っている。そして、特色ある人物というのはめったにいないし、忠実な召使というのもめったにいない存在であるから、彼が末長くそこに立っていますようにと、我々は祈るのである。

さて、キッチンで席を占め、部屋の一方の端にある大きな暖炉と焼き串回転器——反対側の端にはグラス類を洗ったり水差しの水気をきったりするための小さなテーブルがある——聖マーガレット教会向い側の窓の上にある時計——樞材のテーブルや蠟燭——ダマスク織りのテーブルクロスやむき出しの床——テーブルの上の皿類や陶器類、それに火の上の焼き網、その他いくつかの、この場所特有の変則的な事物とかを一通り見渡したところで、そこにいる人物たちの中でその立場とか馬鹿げた行為の故に、きわめて注目に値する二、三の人物に注意を向けていただくことにしよう。

時刻は十二時半であり、もう一時間か二時間は採決はないだろうと予想されているので、数人の議員たちが、議場の仕切りのところで立っていた

り脇の議員席のどこかで居眠りしたりするよりはましだということで、ここでのんびりと時間を過ごしている。茶色っぽい白の帽子をかぶり、ブーツの脚の部分に半分ほど延び出しているゆるんだズボンを履いて、焼肉用スクリーンに寄り掛かり、自分は何事かを考えているのだと自分を欺いて信じこもうとしているらしいあの著しくごちなく、風采の上がらない男は、一選挙区民の英知を一身に凝縮した、下院議員の素晴らしい見本である。あの黒みがかってはいるが、何とも表現のしようがない色合いの——というのは、もしそれが本来茶色であったとしたら、長い間使用されていたため黒みを帯びてしまったのであろうし、またもしそれが本来黒色であったとしたら、その同じ理由で赤茶色を呈するようになったのであろうが——かつらを見てみたまえ。そして、あの大きな馬の目隠しのような眼鏡が、あのきわめて知的な顔の表情をいかに著しく引き立てているかを見てみたまえ。まじめな話、これ以上どうしようもないほどの鈍重の極致を表した表情を、ご覧になったことがかつてあるだろうか、あるいはこのように奇妙に組み立てられた体型を目撃したことがおありだろうか。彼は決してすぐれた弁舌家ではないのだが、彼が実際に議会で演説するときの効果には、全く抗し難いものがある。

彼に今挨拶をした、あのとがった鼻の小さな紳士は、国会議員であり、元上級議員であり、一種のアマチュアの消防士である。彼とあの有名な消防犬とは、国会両院の大火の際、大活躍したことが目撃されている——この一人と一匹は上やら下やら中やら外やらを走り回り、人々の足の下に入り込み、自分たちが大いに役立っているという確信をもって皆のじゃまをしまわり、大声で吠えだしていたのであった。犬の方は消防ポンプと一緒に犬小屋へおとなしく戻っていったが、紳士の方はこの事変の後何週間もの間絶え間なく大騒ぎを続けたものだから、全くの厄介者になってしまった。しかしながら、これ以上国会の火事など起こらなかつたし、その結果彼にも、自分がいろいろな名画を守るために、それらを額縁から切り取ってやったこととか、その他の偉大な愛国的奉仕活動を果たしたことなどを新聞に書き送る機会もなくなってしまったので、段々と昔の落ち着いた状態へと後退していったのであった。

あの黒服を着た女性——いやあの主日法案提出者の子爵殿があごの下を軽くなでてやった方じゃなくて、背の低い方だよ——あれが、バラミーの店のヘーバー [ギリシャ神話でオリンポスの神々の酌婦] こと、「ジェーン」だよ。ジェーンは彼女なりにニコラスと同じくらい偉大な特色ある人物だ。彼女の主たる特徴は、大部分の客に対する徹底的な軽蔑であり、彼女の卓越した特質は、賛美されるのを好むということだ。彼女の傍の若い議員が彼女の耳に何かちょっと聞き取れない言葉を（というのは彼の話し方は何らかの理由で不明瞭なので）ささやくのを聞くときの彼女の上機嫌さや、彼が彼女を引き留めているその腕を、返事代わりにフォークの柄でいたずらっぽく小突くところなどを見れば、そのことは見てとれるはずだ。

ジェーンは当意即妙の受け答えがなかなか上手で、しばしばよそ者の心に少なからぬ驚きを生み出すくらい気前よく、また遠慮も抑制もまるでなしに、それらをふりまくのである。彼女はニコラスにも冗談を言うのだが、彼のことは非常に敬意をこめて尊敬している。ニコラスがこの冗談を眉一つ動かすことなく無感動に受け止め、通路でしばしば発生する牧歌的なおふざけや戯れを（これらはジェーンの唯一の息抜きであり、しかもごく罪のないものである）、冷静に傍観しているところなどは、彼の人物のさわめて面白い側面である。

部屋の向こうの端の隅のテーブルに座っている二人の人物は、過去何年にもわたって、ここの常連であった。そしてそのうちの一人は、輝かしい時代の最も輝かしい人物たちとこの建物の中で祝宴を張ったことが何度もあったのである。彼はそれ以来もう一つの議院の方に移り、彼の気の合った仲間たちの大部分はヨリックの運命を共にしてしまったので〔シェイクスピアの『ハムレット』中の髑髏となった道化〕、彼がベラミーの店に来ることも比較的少なくなってしまった。

もし彼が本当に今夕食を取っているのであればとしたら、一体何時に昼食を取ったのであろうか。二つ目のランプステーキのたっぷりした塊が消えてしまったが、彼は最初のやつを、窓の上の時計で計算すると、四分四十五秒でたいらげたのであった。こんなフォールスタフ〔シェイクスピアの『ヘンリー四世』等に登場する肥満した喜劇的人物〕そっくりの人物がかつていたであろうか。彼がステーキの余分な肉汁を受けるために顎の下に置いていたナプキンを取って、スティルトン〔英国産のチーズの一種〕を満足そうに眺めている様子や、しろめのポットに入って彼のために特別に出されたポーターをいかにうまそうに飲んでいるかを見てみたまえ。何層もの固形物や芳醇なワインを深々と飲んだ結果抑えられている彼のかすれた声を聞いて、これほど正真正銘の健啖家そのものという人物を見たことがあるか言ってくれたまえ。そして、この男こそシェリダンの議会での大酒盛りの相手であり、彼を家まで送り届ける貸し馬車の馬車の馭者をもって来た男であり、パーティ全体を、そんな気はなかったのに、めっちゃめっちゃにしまった男であると決めつけるかどうか、言ってくれたまえ。

この男の声と外見は、同じテーブルに座っているやせぎすの、きしるような声で話す老人のそれとは何と面白い対照をなしていることであろうか。この老人は、そのちょっとしゃがれたちゃぼのような声を最高音まで高めながら、自分が発する一言ごとに、必ず最初に、こんちきしょう、とか、あんちきしょう、と言うのであった。皆に「船長」と呼ばれているこの人物は、ずいぶん昔からベラミーの常連であって、「議会が閉会した後」でも居座る常習者であり（ジェーンの目から見ればこれは償うことのできない犯罪である）、アルコールと水の完全な人間貯水槽である。

老貴族——というより老人と言った方がよからう、というのは彼が貴族に列せられたのは比較的最近のことであったのだから——彼は熱いパンチ

の巨大なタンブラーを取り寄せる。そして相手の方は罵っては飲み、飲んでは罵り、また煙草をふかす。議員たちが大騒ぎしながら次々にやってきては、「大蔵大臣が立ち上がって演説中だぞ」と報告し、また、採決の間の元気づけにブランデーの水割りのグラスを求める。夕食を注文していた連中がそれを取り消して、階下へ行こうとしていると、突然とてつもなく激しくベルが鳴る音が聞こえ、「さ・い・け・つだあ」という叫びが聞こえる。これだけで十分だ。議員たちは一目散に走り去る。部屋は一瞬にして空っぽになり、騒音は急速に静まり、最後の階段の上の最後のブーツがきしる音が聞こえると、後に残されたのは怪物のようなランプステーキだけなのである。

ジン酒場

いろいろな商売が、象とか犬などがとくに罹患しやすい病気にかかってしまっ、定期的にまるっきり、かつ全く、かつ完全に発狂してしまうというのは驚くべきことである。動物と商売の大きな相違はといえば、前者がある程度の節度を持って発狂するということである。彼らの狂いぶりにはきわめて筋が通っているのだ。我々はこの緊急事態が発生するであろう時期を予測し、相応の対策を講じることができる。象が発狂しても、我々にはすっかり準備ができてい。すなわち、殺すか治すかであって、薬か銃弾か、バラの砂糖漬けにくるんだカロメルかマズケット銃の鉛弾かというわけである。犬が夏の季節に不快なほど熱した様子に見えて、舌を四分の一ヤードも口からだらりと垂らして、通りの陰の部分をとことこ歩いていたりしたら、この犬を涼しくしてやろうという配慮から立法府の思慮深い命令に従ってあらかじめ用意されていた分厚い革の口輪が、ただちにその頭にはめられ、彼はその後六週間ひどく不幸そうな様子をしているか、さもなければ、法律上発狂したことになって、言わば国会の法律によって気違いになるのである。しかし、この商売というやつは、まるで彗星みたいに気まぐれだ。いや、彗星より始末が悪い、何しろ病気の前兆となる奇怪な状況の再来を予測することは誰にもできないのだから。その上、その感染は広汎なものであり、病気の広がる早さときたら、ほとんど信じられないくらいなのである。

我々が言わんとしていることについて、二、三の例証を挙げることにしよう。六年か八年前に、ある伝染病が、リンネル生地商とか小間物商の間に表れ始めた。主な症状は、板ガラスを異常に好むこととガス灯と金箔に夢中になることであつた。この病気はしだいに進行し、ついに猖獗をきわめるに至つた。町のいろいろな場所にあつた静かで埃っぽい古い店が取り壊され、その代りに、スタッコ塗りの正面と金文字のある広々とした店舗が建造された。床にはトルコ絨緞が敷かれ、屋根は巨大な柱で支えられ、

ドアは一ダースのガラス板を一つにした窓に変えられ、一人だった店員は一ダースになり、このままでは事態がどこまで進行するか見当もつかないほどであった。しかしながら、幸いなことに、このような症例の診断については破産判定委員会が精神異常判定委員会に負けないほど有能であることが判明し、ちょっとした収監〔当時は支払い不能な債務者は債務者監獄に入れられた〕と穏やかな監査によって驚くべき効果もたされたのであった。疫病は弱まった。それは終息した。一年か二年が比較的平穩に過ぎていった。突然、それは菓種商の間で再び勃発した。症状は同じだったが、店のドアの上に王家の紋章を貼り付けたいという強烈な欲望とマホガニー、ワニス、高価な床敷物へのすさまじい渴望がさらに加わっていた。それからメリヤス商が感染し、気遣いじみた無鉄砲さで店の正面を取り壊し始めた。この熱狂は再び鎮静化して、民衆がそれが完全に消滅したことを喜び始めていたところ、パブの主人や「ワイン蔵」の主人たちの間で十倍もの激しさで再発したのである。その瞬間以来、それは、以前の症状をすべてひっくるめた様相を呈しつつ、前例のない速度で彼らの間に広まり、町のあらゆる場所に突進してゆき、すべての古いパブを打ち壊し、あらゆる街角に宏大な邸宅や石の欄干、紫檀の調度品、巨大なランプと照明付き時計を置いていったのであった。

これらの店の営業ぶりが大規模であること、それにその中の最小の店できえ、これみよがしにいくつもの部門に分かれているということは、面白いことである。あるドアにあるすりガラスの立派なプレートは「勘定場」を示しており、また別なものは、「ボトル部」を、三つ目のものは「卸売部」、四つ目のものは「ワインプロムナード」を示しているといった具合であり、我々はいずれ「ブランデー用呼び鈴」とか「ウイスキー用入口」などにお目にかかることになるのではないかと、毎日予測するほどである。それから、ジンの色々な種類に魅力的な名称を付けようとして工夫がこらされる。そして、社会の中の酒飲み族は、それに匹敵する大きさの物といえば、その下に書かれた数字だけという、巨大な黒と白の文句を凝視しながら、「谷の華」、「本蒸留」、「掛け値なし」、「カクテル好み」、「本物ぶっ倒れ」、「銘酒バター・ジン」、「火炎の舞」、その他一ダースもの、いずれ劣らぬ魅力的で健全なるリキュールのうち、さてどれにしようかと、楽しく迷うことになるのである。このような種類の店には通り一つおきに出会うのであるが、それらは、例外なく周辺の界隈の汚さと貧困ぶりに正確に比例して数が多く、また豪華なのである。ドルーリー・レーン、ホルボーン、セント・ジャイルズ、コヴェント・ガーデン、クレア・マーケットやその近辺にあるジン酒場は、ロンドンでいちばん立派なものである。これらの大通りの近くには、この大都市のどの場所よりも多くの汚濁とごみごみした悲惨さがあるというのに。

読者の中でそのような場面を観察する機会を持ったことがないかもしれない方々に知っていただくために、一つの大きなジン酒場とその普通の

顧客たちのスケッチを試みてみることにしよう。そこで、我々の目的によくならなかった場所を発見することを期待して、我々は、オックスフォード・ストリートからそこを区分している狭い通りや汚い小路を抜けて、ドルーリーレーンとトテナム・コート・ロードの突き当たりで醸造所に接しているあの伝統の場所、事情通には「カラスの巢」[ロンドン最悪のスラム街、一八四〇年代後半に取り壊された]としてよく知られた場所へと向うことにしよう。

ロンドンのこの地域の不潔で悲惨な状態は、それを実際に目で見ただけの者(そういう人々が多い)には、とうてい信じられないようなものである。ぼろや紙きれでつぎはぎされた壊れた窓のあるみじめな家々。部屋の一つ一つにはそれぞれ異なる一つの家族が間借りしていて、また多くの場合には二つあるいは三つもの家族が間借りしており、地下室には果物と砂糖菓子の製造業者が、表の部屋には床屋と燻製ニシン売りが、裏には靴屋が、二階には小鳥屋が、三階には三家族が、屋根裏には飢え死にしかけた者たちが、通路にはアイルランド人が、表の台所には「音楽家」が、裏の台所には一人の雑役婦と五人の腹をすかせた子供たちがいる。いたるところ汚物だらけだ。家の前にはどぶが、背後には排水渠がある——窓からは洗濯物が干されたり、汚水が捨てられる。もつれた髪の毛をした十四、五歳の少女たちが、裸足のまま、ほとんど唯一の衣服である白の大外套を着て歩き回っている。ありとあらゆる大きさの上着を着ているか、全く着ていない、あらゆる年齢の少年たち。種々雑多な乏しく汚れた衣服を着た男女が、ぶらつき、がみがみどなり、酒を飲み、煙草をふかし、口論し、喧嘩をし、罵り合っている。

角を曲る。すると何という違いだろう。すべてが明るく輝いている。反対側の二つの通りの始まりの部分形成している壮麗なジン酒場から、多くの人々の話し声が流れ出ている。そして、この奇抜な装飾の施された欄干、照明付きの時計、スタッコのバラ花飾りに囲まれた板ガラスの窓、豪華に金めっきされたバーナーに入った溢れるばかりのガス灯の備わった華やかな建物は、今見てきたばかりばかりの暗黒と汚濁に比べると、全く目もくらむばかりである。内部の方は外部よりもさらにいっそう華やかである。上品な彫刻の施された、フランスワニスのかげられたマホガニー製のバーが、その店の幅いっぱい広がっている。そして、二つの側廊があって、そこには大樽が並んでいる。それぞれ緑色と金色に塗られ、軽い真鍮の柵の中に囲い込まれ、「オールド・トム、549」、「ヤング・トム、360」、「サムソン、1421」などといった刻印が付いている。これらの数字は、どうやら「ガロン」に相当するものであろうと我々は推測した。バーの向こう側には堂々として広いホールがあって、そこにも同じ魅惑的な容器がたくさんあり、その周囲には同じく十分なストックを備えた回廊がめぐらされている。カウンターの上には、通常のスピリッツ用器具の他に、菓子やビスケットの入った小さな籠が二、三個置いてあって、中身が不法に抜き



The Gin Shop

取られるのを防ぐために、その上には注意深く枝編み細工の蓋がしてある。その後ろには大きなネックレスをしてけばけばしい服を着た二人の娘がいて、アルコールや「カクテル」を分配している。この店の雇われ店長が彼女たちを手伝っている。この男は太った粗野なやつであるが、自分が抜け目のない人物であることを見せてやろうとして、また、自分の薄茶色の頬ひげが最大限に引き立つようにしようというつもりで、毛皮の帽子をかなり片方に傾けてかぶっているのだ。

バーの左手の小さな小さなベンチに腰を下ろしている二人の年取った洗濯女たちは、給仕してくれている若いご婦人たちの頭飾りと高慢な態度にかなり

圧倒されてしまっている。彼女たちは、自分たちのジンとペパーミントの半クォーターン〔クォーターンは四分の一パイント〕分を相当にうやうやしく受け取り、「あの柔らかいビスケットを一つ」という注文に「お嬢さん、お願いだけでも」という前置きを付けるのだ。彼女たちはまた、茶色の上着とびかびかのボタンを着けた若者の厚顔無恥な振る舞いにすっかり仰天してしまう。こいつは、二人の仲間を案内して入って来ると、まるで生まれてこの方緑色と金色の装飾品には慣れっこになっているというふうなぞんざいな態度でバーの方へ歩み寄ると、ひどく冷静にご婦人たちの一人にウインクし、まるで自分がこの店のオーナーであるかのような態度で、「くわたーんと三分の一グラスを一つだ」と要求するのである。「あなたはジンになさいますの？」とその若いご婦人は注文の品を注いでから言う。ただし彼女は、さっきのウインクが自分に何の効果も及ぼしていないことを示すために、正しい方向以外のあらゆる方向に視線を向けるべく注意を払っている。「僕はそうだよ、メアリー」と茶色の服の紳士は答える。「あいにくだけどあたしの名前はメアリーじゃないわ」と、その若い娘は釣銭を渡してややほっとしながら言う。「そうかい、もしそうだととしても、そのはずなんだがな」とこの強引な男は答える。「僕が会ったメアリーという女の子は例外なく美人だったぜ」ここでその若い娘は、こういう場合にどういうふうにして顔を赤らめたらよいのかを正確に思い出せなかったために、急にこの戯れを打ち切って、ちょうど入ってきた、色あせた羽飾りを着けた女性に声をかけた。この女は、誤解が生じるのを防ぐために「こちらの旦那が支払いますからね」とまず明確に述べた後で、「ポートワインを一杯と砂糖を一かけら」注文する〔この女性は明らかに売春婦である〕。

「ちょっと一杯ひっかけに」やってきたあの二人の老人たちは、数秒前に三杯目のクォーターンを飲み終えたところである。彼らはぐでぐでんに酔っ払ってしまっている。そして、それぞれ「ラムシュラブ〔ラム酒にレモン果汁や砂糖を入れたもの〕を一杯」飲み終えた、あの太って気持ちよさそうに見える老婦人たちは、世の中の厳しさについての不平で意気投合し、一人が全員に一杯ずつおごることに同意した上で、「嘆いたところで何にもなりやしないし、善人なんてめったにいやしないんだから、最大限に利用しなさいよってのが私の考えさね、それだけのことさ」とおどけて述べた。この意見は、金を払う必要のない者たちにとっては限りない満足を与えてくれるものなのである。

夜もふけてきて、ひっきりなしに出たり入ったりしていた男や女それらに子供たちの群れもすっかり減って、時折二、三人がばらばらに入ってくるだけとなった。この連中は、憔悴と病気の末期にある、寒そうでみじめそうな外見の者たちである。店の奥の端では、一群のアイランド人労働者が、この一時間というもの、お互いに握手をしたり、殺すぞと脅したりするのを交互に続けていたが、論争のあげくに激高し、そして、そのいさかきを調停しようとしてとくに熱心だった男を黙らせることができないものだから

ら、彼を殴り倒し、おまけに踏みつけるという手段に訴える。毛皮の帽子の男とボーイとが飛び出してゆく。それに続くのは落花狼藉の場面だ。 아일랜드人たちの半数は締め出され、残りの半分は取り残される。ボーイはたちまち樽の間に殴り飛ばされ、店長は誰かれかまわず殴りつけ、誰もが店長をぶん殴る。女給たちが悲鳴を上げる。警察が入って来る。あとは、腕やら脚やら棒やら破れた上着やら叫び声やら格闘やらがごちゃごちゃに混じり合った混乱状態である。関係者の何人かは警察署に連行される。他の者たちはこそそと家に帰ると、文句を言ったというので女房を殴り、厚かましくも腹をすかしているというので子供たちを蹴り飛ばすのである。

この主題について、我々にはごくあっさりとしてスケッチしたのである。それは単に我々の限界上そうせざるを得ないためばかりではなく、もしこれ以上深追いすれば、痛ましくおぞましいものになってしまうからなのだ。善意の紳士たちも慈悲深い淑女たちも、こうした巢窟に通ってくる連中の少なからぬ部分を占めている酔っぱらって呆けた男たちやみじめで零落した哀れな女たちの描写からは、申し合わせたように冷淡に嫌悪を示して顔をそむけるのだ。彼らは自分たちの清廉潔白ぶりを気分よく意識しながら、男たちが貧困に苦しみ女たちが誘惑に負けている〔売春に走っていることを婉曲に言っている〕ことを忘れていたのである。ジンを飲むことはイングランドでは大きな悪であるが、しかし、悲惨と汚辱とはさらに大きな悪なのだ。そして、貧民たちの家が改善されないかぎり——飢え死にしかけている哀れな男に、わずかな収入を投じて自分自身のみじめさの一時しのぎの忘却に救いを求めるようなことはするな、それを家族に分配してやれば一人一口のパンが食べられるはずだろう、と説得しないかぎり、ジン酒場の数も華麗さもいや増すばかりであるだろう。もし禁酒協会が、飢餓、汚濁、そして濁った空気に対する解毒剤を提唱するか、さもなければ、レテ〔黄泉の国にある忘却の川、その水を飲むとこの世でのすべてを忘れるとされる〕の水の入った瓶の無料配給所でも設置することができるのであれば、ジンの宮殿も過去のものとなるであろうに。

川内レビュー第6号執筆者（掲載順）

呂	黛	東北大学大学院文学研究科博士課程後期
郭	燕	東北大学大学院文学研究科博士課程後期
南 部	彰 子	エクセター大学大学院
鈴 木	淳	山形大学非常勤講師
原	英 一	東北大学大学院文学研究科教授

編集後記

本誌は従来の英米文学研究の枠にとらわれない、広い意味での文化研究の発表の場として創刊されました。その中には英語教育研究も含まれます。今号では英語教育の論文が2本掲載されました。言語学をまともに勉強したこともないのに「私は応用言語学・英語教育の専門家です」と名乗っている人間がやたらに増えた昨今ですが、そういった方々は少し高度な英文になるとろくに理解すらできないという場合が多いようです。そのような「英語教育の専門家」に教えられる学生はまことに不幸と言わねばなりません。それに比して、南部氏と鈴木氏は、高度な内容の英文を大量に読みこなす訓練を積み重ねて磐石の基礎を固めた上で英語教育研究に進み、さらに現場での豊富な経験を持つ研究者です。今後も本誌が、こうした研究者による本物の英語教育研究の媒体となれば幸いです。

号を重ねる度に充実度を増してきた本誌は、ついに160ページを超えるものとなりました。出版費用もそれに比例して増えております。先輩の皆様には益々のご支援をよろしく申し上げます。

(E. H.)

川内レビュー 第6号

2007年1月10日印刷発行

発行 東北大学英語文化比較研究会

代表 原 英 一

〒980-8576 仙台市青葉区川内27-1

東北大学大学院文学研究科 英文学研究室

電話・FAX 022(795)5961

振替口座番号 02280-1-45583

「東北大学英語文化比較研究会」

印刷 (株)東北プリント