

A Comparative Study of the EPIK and the JET Program¹⁾

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The EPIK (English Program in Korea) was launched in Korea in 1995 and as of 1997, 856 EPIK teachers were teaching in secondary schools. The JET (Japan Exchange and Teaching) program started in Japan in 1977 and as of 1997, 5,030 JET program participants were working in secondary schools and various government organizations. Since Korea started the EPIK, many problems have arisen and it has not been as effective as expected. As Korea and Japan share a similar environment in teaching English as a foreign language, Korea can learn from the JET program's twenty-year-old experience. The authors have compared the two programs to predict and prevent problems. The study explored three areas: (1) the problems that both programs have had, (2) how to utilize the native speaker participants effectively, and (3) how to improve the program. The study results showed that the two programs had similar problems. It was found that the JET program had more detailed guidelines for both the native speaker teachers and Japanese teachers in their school work and private lives to promote effectiveness. Most of serious problems that Korean schools encounter now were included in the guidelines.

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I. INTRODUCTION

The EPIK started in 1995 to improve the English-speaking ability of Korean students, to develop cultural exchanges and to reform English teaching methodology in preparation for the globalization of Korea. As of 1997, 856 English language instructors in the EPIK were teaching mainly in the secondary schools. Japan started the JET program in 1977 and as of 1997, 5,030 JET program participants were working in the secondary schools and in various government organizations.

Since Korea started the EPIK, there have been many problems. The EPIK is going through similar problems that Japan has had for the last 20 years. The authors were motivated to compare the two programs to predict and prevent problems. The study focused on three questions: (1) the problems that both programs have had, (2) how to utilize the native speakers' abilities effectively, and (3) how to improve the programs.

II. THE EPIK AND THE JET PROGRAM

Comparing the EPIK and JET programs, the authors found that both programs are similar in their purposes and systems with minor differences. In the EPIK, all of the participants are for teaching purposes; however, in the JET program there are a small number of members who work in offices as coordinators for international relations.

1. The EPIK

1) The Purpose of the EPIK

The EPIK started for the purpose of improving English proficiency of Korean students, developing cultural exchanges and reforming English teaching methodology in the globalization era. In order to carry out this program, the Korean government invited English instructors from English-speaking countries to teach in schools, train Korean English teachers, and assist provincial officers of education.

2) History of the EPIK

The EPIK formally started in 1995. In that year, 51 EPIK participants were employed from the United States, Canada, the U.K., Australia, New Zealand, and Ireland. It was in 1996 that the program had its real ground-breaking start. In that year, the program invited 632 teachers from those six countries (See Tables 1 and 2.). It was originally called KORETTA (Korea English Teacher Training), but it was renamed EPIK in June, 1996. The teachers in the KORETTA program were called ETTA (English Teacher Training Assistants), but the name was changed to ELI (English Language Instructor) when the name of the program was changed to EPIK (Choi, 1996, pp. 9-10).

The number of the ELIs in 1998 will be reduced to 348, though originally it was planned to employ 1,200 before the foreign exchange crisis happened. They will be placed not in schools, but at the teacher training centers or province/city board of education and work mainly for teacher training.

TABLE 1
The Number of ELIs

year \ type	1995			1996			1997			1998 (planned)		
	M	F	T	M	F	T	M	F	T	M	F	T
first year contracts			51			632	312	236	548			86
renewed contracts			8			28	188	120	308			262
Total			59			660	500	356	856			348

cf. M = Male. F = Female. T = Total

(Source: Statistics from the Ministry of Education)

TABLE 2
The Number of ELIs According to Country

year	c'ntry	Australia	Canada	Ireland	New Zealand	U.K.	U.S.A.	Korean-American. Canadian. Australian	Total
	1996		32	240	7	3	69	284	25
1997	1st year c'trt	27	166	3	29	42	241	40	548
	renewed c'trt	17	111	4	1	29	139	7	308
	total	44	277	7	30	71	380	47	856

cf. c'trt = contract

(Source: *EPIK Evaluation Report*, 1997)

3) The Present Status of the EPIK

With regard to their qualifications, only 17% of the EPIK got teachers' certificates in 1996 and 26% got teacher's certificates in 1997 (Table 3). In 1996, 73% of the ELIs were in their 20s and 30s, but in 1997, 87% of them were in their 20s and 30s (Table 6). Only 29% of them had more than 1 year teaching experience in 1997 (Table 7). In 1997, the ELIs were placed in the secondary schools in 7 special cities and 9 provinces mainly to teach English (Table 4).

TABLE 3
The Number of ELIs According to Teachers' Certificate and Degrees

year	c'cate and degrees	Teachers' Certificate			Degrees			Total
		Yes	No	Total	Ph.D.	M.A.	B.A.	
1996		116	544	660	0	108	552	660
1997	1st year contract	89	459	548	4	76	468	548
	renewed contract	137	171	308	2	44	262	308
	Total	226	630	856	6	120	730	856

(Source: *EPIK Evaluation Report*, 1997)

TABLE 4
The Number of ELIs According to Area Placed

Area Year	Seoul	Pusan	Taegu	Inchon	Kwangju	Taejon	Ulsan	Kangwon	Kyongki
1996	139	51	42	31	34	21	0	22	96
1997	212	63	50	41	30	28	10	24	110

Area Year	Chungbuk	Chungnam	Chonbuk	Chonnam	Kyongbuk	Kyongnam	Cheju	Total
1996	27	26	33	33	37	56	12	660
1997	29	35	49	47	52	65	11	856

(Source: *EPIK Evaluation Report, 1997*)

TABLE 5
The Number of ELIs According to Types of Schools Placed (As of Nov. 26, 1997)

school type Year	High School	Middle School	Elementary School	Board of Education or TTC*	Being trained	Total
1996	216	348	33	63	0	660
1997	247	436	0	59	114	856

cf. TTC: Teacher Training Center (Source: *EPIK Evaluation Report, 1997*)

TABLE 6
The Number of ELIs According to Age Group

age year	20s	30s	40s	50s	60s	Total
1996 (1st year c'trt)	353	113	83	71	12	632
1997 (1st year c'trt)	366	110	41	31	0	548

cf. 1st year c'trt: first year contract

(Source: *EPIK Evaluation Report, 1997*)

TABLE 7
The Number of ELIs According to Teaching Experiences

years types	less than 1 year		1 year- 2 years		2 years- 3 years		more than 3 years		total	
	N	%	N	%	N	%	N	%	N	%
No of ELIs (1st year contract)	362	71.3	58	11.4	38	7.5	50	9.8	508	100

cf. This statistics does not include 40 ELIs that Seoul city employed on its own.

(Source: *EPIK Evaluation Report, 1997*)

2. The JET Program

1) The Purpose of the JET Program

The JET program seeks to improve foreign language education in Japan, and to enhance internationalization by helping promote international exchange at the local level and mutual understanding between Japan and other countries. The program lets pupils learn foreign languages and increase proper understanding of foreign countries by giving them direct contact with teachers whose native language is a foreign language.

The JET program teachers, who are assigned to lower or upper secondary schools or other institutions all over Japan, contribute to the enrichment and improvement of foreign language teaching in Japan by carrying on team teaching with Japanese foreign language teachers, helping prepare teaching materials, and providing on-the-job training of teachers and taking the lead in English club activities (*Education in Japan, 1994, p. 128*).

The JET program participants are divided into two groups according to their job duties: Assistant Language Teachers (ALTs) and Coordinators for International Relations (CIRs). The ALTs include Assistant English Teachers (AETs), Assistant German Teachers (AGTs) and Assistant French Teachers (AFTs). The ALTs are expected to assist in the improvement of foreign language education at schools, while the CIRs help promote international exchange at the local level (*Handbook for Team-Teaching, 1994, p. 6*).

2) The History of the JET Program

The JET program has developed from two different programs created by Monbusho (Ministry of Education, Science, Sports and Culture in Japan) to improve English language education in Japan: a program for inviting American people as assistants of English teaching known as Monbusho English Fellows (MEF) and a program for inviting British English teachers known as British English Teachers Scheme (BETS).

The MEF program, which was initiated in 1977, employed young American adults to assist English Teachers' Consultants (ETCs) at prefectural boards of education. Nine Americans were invited in the first year. The following year, Monbusho also started BETs, on which 20 British people came to Japan to assist Japanese Teachers of English (JTEs) in English teaching at junior and senior high schools.

The number of participants in these two programs increased until it reached 307 (235 MEFs and 72 BETs) in 1986. At that time, Monbusho negotiated with the Ministries of Foreign Affairs and Home Affairs to reorganize these programs into one and to increase the number of participants. In 1987 these three Ministries jointly launched the JET program.

The number of participants in the JET program in the initial year (1987) was 813 (excluding 35 CIRs) from Australia, New Zealand, the United Kingdom, and the United States of America. In the following year Canada and Ireland took part and the number of participants totaled 1,384 (plus 59 CIRs). In 1989, France and then Federal Republic of Germany also joined the JET program, and in 1993 the number of participants reached 3,508 (excluding 277 CIRs).

Monbusho is responsible for the educational aspects of the JET program, hosts the Mid-Year Block Seminars, and co-sponsors the Tokyo Orientation for new participants and the Renewers' Conference for participants renewing their contracts for another year, with the Council of Local Authorities for International Relations (CLAIR). A special advisor is posted at Monbusho with whom the JET participants can consult. The Ministry of Foreign Affairs is in charge of screening and selecting applicants in each country. The Ministry of Home Affairs is concerned mainly with the scheme's financial side. CLAIR, the liaison office for this program, is in charge of administrative affairs and the placement of successful applicants to each host institution and co-sponsors the above-mentioned orientations and conferences with Monbusho (*Handbook for Team-Teaching*, 1994, pp. 7-8).

3) In-Service Training for ALTs

There are four different kinds of in-service training: Orientation, Mid-Year Block Seminars, Annual Renewers' Conference, and Prefectural or Municipal Conference for JTEs and ALTs.

(1) Orientation

① Tokyo Orientation in Late July and Early August

The Tokyo Orientation is held annually by Monbusho and CLAIR to explain thoroughly the nature of Japanese education, the ALT's job duties, and matters related to living in Japan. AJET (the Association for Japan Exchange and Teaching), which is an independent, self-supporting organization created and operated by JET Program participants, contributes to this post-arrival orientation as well as other conferences.

The orientation schedule traditionally includes the following:

- a. Lectures on cross-cultural communication
- b. Information on working conditions
- c. Information on the Japanese education system, the roles of ALTs, presentations on team-teaching, teaching plans, textbooks and evaluation
- d. Advice about working with JTEs

② Prefectural or Municipal Orientation in August

ALTs have a local orientation to better acquaint them with conditions and matters related to education, etc., in their respective areas.

(2) Mid-Year Block Seminars in November

The aim of the seminar is to discuss issues related to education and work. Participation by all ALTs is obligatory and they are expected to contribute ideas regarding their efforts at schools or other places of employment. Certain ALT renewers and English Teachers' Consultants participate as advisors in workshops. JTEs, who number about half the ALTs, also join the seminar to share information and ideas helpful in team-teaching.

The seminar is comprised of lectures and group meetings in which various

issues are discussed, such as "Team-Teaching," "Textbook Usage," and "Toward a Better Understanding of the Host Culture."

(3) Annual Renewers' Conference

The conference aims at ALTs' professional development through skill-focused workshops and presentations. They are expected to better their understanding of communicative language teaching and its applications to team-teaching.

(4) Prefectural or Municipal Conferences for JTEs and ALTs

Joint JTE and ALT conferences are held at the prefectural or municipal level to discuss effective team-teaching and to promote mutual understanding between the two groups. Conference frequency and scheduling varies according to the prefecture.

4) Types of Work by ALTs

Base School ALTs have one school in which they work every day or almost every day. Some base school ALTs also visit other schools occasionally.

Regular School ALTs are based at a Municipal Board of Education or a Regional Education Center but visit schools on a regular basis, typically once or twice a week or month, although in some cases as many as four days a week.

One-Shot ALTs are based in a Municipal Board of Education from which they visit many schools. Typically, an ALT will see a class only once or twice a year. The school visit may last a day or a week. With the expansion of the JET Program, the number of one-shot positions is decreasing yearly.

5) ALTs' Duties

The ALTs assigned to schools are expected to carry out the following duties under the guidance of their supervisors and the JTEs:

- (1) Assist with classes taught by the JTE
- (2) Assist with the preparation of supplementary teaching materials
- (3) Assist with language training/practice for JTEs
- (4) Assist with the instruction of "English Speaking Society" and other

extra-curricular activities

- (5) Provide language information for Teachers' Consultants and JTEs
- (6) Assist with English speech contests
- (7) Assist with other duties as specified by the participant's host institution

More specifically, the duties of the ALT at schools are to assist the JTE in developing students' communicative abilities in English and to serve as a cultural resource person so that students can develop a capacity for understanding foreign cultures and the target language through everyday contact with them, in small group meetings, or in more formal seminars. (*Handbook for Team-Teaching*, 1994, p. 8)

6) The Status of the JET Program

The number of JET program participants as of 1997 were 5030 including 456 CIRs. They were placed in 47 prefectures and 12 special cities (Tables 8 and 9). They were from 18 countries as shown in Table 10.

TABLE 8
The Number of ALTs

year \ gender	1995	1996	1997
new arrivals	2,028	2,009	2,316
renewals	2,157	2,619	2,714
Total	4,185	4,628	5,030

TABLE 9
The Number of ALTs According to Area Placed (1997)
(47 Prefectures and 12 Special Cities in Japan)

47 Prefectures

Area Type	Hokkaido	Aomori	Iwate	Miyagi	Akita	Yamagata	Fukushima	Ibaraki	Tochigi
ALT	145	65	84	99	65	53	89	95	84
CIR	6	8	3	7	11	11	3	3	8
Total	151	73	87	106	76	64	92	98	92

Area Type	Gunma	Saitama	Chiba	Tokyo	Kanagawa	Niigata	Toyama	Ishikawa	Fukui
ALT	119	265	166	37	59	119	105	77	88
CIR	8	6	4	7	0	11	16	13	9
Total	127	271	170	44	59	130	121	90	97

Area Type	Yamanashi	Nagano	Gifu	Shizuoka	Aichi	Mie	Shiga	Kyoto	Osaka
ALT	67	123	92	145	82	73	76	66	113
CIR	5	42	8	3	7	5	5	4	4
Total	72	165	100	148	89	78	81	70	117

Area Type	Hyogo	Nara	Wakayama	Tottori	Shimane	Okayama	Hiroshima	Yamaguchi
ALT	186	61	64	60	58	89	91	55
CIR	4	5	5	20	24	10	7	4
Total	190	66	69	80	82	99	98	59

Area Type	Tokushima	Kagawa	Ehima	Kochi	Fukuoka	Saga	Nagasaki
ALT	56	45	65	39	124	80	113
CIR	3	6	8	11	13	4	5
Total	59	51	73	50	137	84	118

Area Type	Kumamoto	Oita	Miyazaki	Kagoshima	Okinawa
ALT	135	83	61	107	51
CIR	9	18	24	16	9
Total	144	101	85	123	60

12 Government-designated Special Cities

Area Type	Sapporo	Sendai	Chiba	Yokohama	Kawasaki	Nagoya	Kyoto	Osaka
ALT	11	48	14	45	6	32	16	48
CIR	3	1	2	7	1	1	2	5
Total	14	49	16	52	7	33	18	53

Area Type	Kobe	Hiroshima	Kitakyushu	Fukuoka	Total
ALT	26	16	21	17	4,574
CIR	2	3	3	4	456
Total	28	19	24	21	5,030

(Source: *The Daily Yomiuri*, February 27, 1997)

TABLE 10
The Number of ALTs According to Country (1997)

c'ntry Type	Australia	Canada	Ireland	New Zealand	U.K.	U.S.A.	France	Germany
ALT	264	725	69	197	872	2,433	10	4
CIR	51	37	4	17	45	148	23	26
Total	315	762	73	214	917	2,581	33	30

c'ntry Type	China	South Korea	Russia	Brazil	Spain	Portugal	Italy	Peru, Israel, Mexico	Total
ALT	0	0	0	0	0	0	0	0	4,574
CIR	37	33	15	9	4	3	1	3	456
Total	37	33	15	9	4	3	1	3	5,030

(Source: *The Daily Yomiuri*, February 27, 1997)

III. RESEARCH METHOD

Questionnaires were made by the three authors. They were sent to schools in Pusan Metropolitan City and Kyongsangnamdo province in Korea. In Japan this research was limited to Niigata-ken and Kyoto areas.

1. The EPIK Program

The questionnaires were sent in May, 1997 to 20 secondary schools in Pusan and 20 secondary schools in Kyongsangnamdo. In each school, the same questionnaires were sent separately to the principal, English teachers and the ELI teacher. They were asked to write their opinions or answers to three questions: (1) the problems that the EPIK has, (2) how the ELI is utilized in class teaching, and (3) how the program can be improved.

2. The JET Program

Each of the coauthors was in charge of collecting data about the JET program. Soo-Woong Ahn visited Niigata prefecture in November, 1996. He visited the city board of education in Joetsu city together with professor Shoichi Ono and met the supervisors and the ALTs in that area. He observed team-teaching classes at Takada High School and at the middle school attached to Joetchu University of Education. He also attended the Mid-Year Block Seminar held in Niikada city and met many ALTs there. Mae-Ran Park visited the Kyoto city board of education in October, 1996, met supervisors and ALTs there, and collected data. She visited schools in Kyoto area where the ALT is working. Professor Shoichi Ono contacted the Monbusho and collected data.

3. Data Analysis

The questionnaires were sent to forty schools in Korea and twenty schools responded. The data were analyzed by writing down the answers and comments to each question. The essay type answers were more appropriate for pinpointing problems than the objective type questions. The Japanese data were analyzed in the same way from the data obtained through visits of city board of education and published materials.

IV. RESULTS AND DISCUSSIONS

The positive responses to the questions were not listed in this paper. It focuses more on finding problems and preventing them in the future.

1. The EPIK in Pusan and Kyongnam Area in Korea

Responses to the three questions are summarized according to points of views of the schools and the ELIs.

1) The School's Point of View

These problems were reported by the administrators and Korean English teachers.

(1) The School in General

The problems about working at school in general are summarized according to the frequency of the responses.

TABLE 11
Problems at School Work in General Seen by the School

Problems	Frequency (no. 20)
Problems occurring from cultural conflict	5
ELIs' frequent absences and early leaves at schools	4
Lack of professionalism of ELIs as a teacher	4
Lack of qualification as a teacher	1
Communication with Korean teachers and administrators	1
Problems in finding appropriate accommodation	1

The most serious problems arose from cultural conflicts. Some ELIs argued with Korean teachers and yelled at them. The ELIs' frequent absences and early leaves for sickness were the second most frequent responses about the ELIs. Communication with Korean teachers was a source of stress for the ELIs. For instance, other subject teachers avoided meeting the ELI.

(2) About Teaching Classes

The following are the problems about teaching classes seen by the administrators and Korean English teachers.

TABLE 12
Problems in Teaching Classes Seen by the School

Problems	Frequency (no. 20)
The ELI cannot control students when he/she teaches alone.	6
The ELI does not lower his/her teaching to students' level.	5
The ELI does not prepare for classes. He/She depends upon his/her instinct for teaching.	3
In co-teaching, the ELI depends upon the KTE for explanation for students' understanding.	2
The teaching plan was required, but the ELI did not write it.	1
The ELI knows very little about teaching methods.	1
Cooperation and discussion rarely happen between the ELI and the KTE before the class.	1
It is difficult to make team-teaching plans between the ELI and the KTE.	1

Many schools expressed their complaints on ELIs' teaching classes. Most problems occur because the ELIs do not prepare for the class and depend upon their instinct. They are not professionally trained teachers and have difficulties in controlling the class when they teach alone. They do not know how to lower their teaching to the students' level, so they often depend upon the KTEs' explanation. There is a criticism that their role is no better than just "a living tape recorder." Cooperation and discussion between the ELI and the KTE before the class is essential for effective teaching, but that does not happen in reality (See Table 12).

(3) How can the EPIK be improved?

The administrators and English teachers made the following suggestions for improving the EPIK (See Table 13).

TABLE 13
Suggestions made by Administrators and Korean English Teachers
to Improve the EPIK

How to improve the EPIK	Frequency (no. 20)
The ELIs must be sufficiently trained in the team-teaching method that fits the Korean situation.	5
Regular workshops and exchange of ideas about teaching methods and teaching contents between schools are necessary.	5
The qualification of the ELIs should be examined carefully in the process of employment.	5
It will be more effective if special books are developed for the ELIs that can be used at each level.	3
The KTEs' enthusiasm and persistent efforts to improve themselves are important factors to make the best use of the ELIs.	3
Once a month, a team-teaching seminar should be held.	1
Second generation Korean ELIs are preferred.	1
Teaching aids such as overhead projectors, video, etc. should be available to ELIs.	1

In short, to get the maximum effect from the EPIK, the ELIs must be sufficiently trained in the team-teaching method before they are sent to schools. Also KTEs' enthusiasm and persistent efforts to improve themselves are important. Regular workshops and exchange of ideas between schools on teaching methods and materials are desirable. Cooperation between the ELIs and KTEs is essential.

2) The ELI's Point of View

The following are responses made by the ELIs. This gives different perspectives to the problems from the responses by the Korean administrators and Korean English teachers.

(1) The School in General

TABLE 14
Problems from the ELIs' Point of View About School Work in General

Problems	Frequency (no. 20)
Lack of effective and accurate communication is always a problem.	6
ELIs have difficulty in controlling the class.	2
KTEs' understanding of western culture is necessary.	1
ELIs strongly oppose "homestays."	1
The schools lack overall organization in working with the ELIs.	1
Lack of social stimulation generates isolation and thus heightens stress levels.	1

From the ELIs' perspective, the greatest difficulty arises from lack of communication as to daily duties, the changing routines and events of the school term. An ELI reported that none of the administrators and other subject teachers spoke English beyond the middle-beginner level (about 9 of 59 were capable of expressing basic needs and wants) and he/she was often confused or ill-prepared for daily happenings. Things were not told in time and changes were made at the last moment.

Another major problem came from difficulty in controlling the class. The ELI reported that students were noisy because they could not understand the ELI.

Social isolation was another major source of stress for the ELIs. There has been no attempt to integrate the ELI into the school. He/She was seen as a foreigner first.

(2) About Teaching Classes

TABLE 15
Problems from the ELIs' Perspective on Teaching Classes

Problems	Frequency (no. 20)
Too much teaching is done in Korean by KTEs.	4
Team-teaching is good, but it is not a reality.	3
Controlling the students is difficult.	3
Mixed levels of students in a large class make it difficult to manage the class.	1
The EPIK desperately needs a standardized conversation text with activities geared towards large class sizes.	1
Textbooks are strictly for reading.	1

Team-teaching had problems. For instance, one ELI had to organize team-teaching for 23 classes with 6 different teachers. The ELI reported that team-teaching was not a reality in his/her school and was not invited to participate in any stage of planning or preparation of materials or procedures.

Controlling the students was a major problem. The students did not take the ELI seriously: "they refused to study; they moved around, drew, read comics, etc. in class."

The textbooks were strictly for reading according to the ELIs. If they did not "teach to the text," the students would do poorly on exams.

3) How to Improve the EPIK

TABLE 16
Suggestions Made by the ELIs for Improving the EPIK

How to improve the EPIK*	Frequency (no. 20)
The smaller class size is desirable.	1
The program needs to have a standard conversation activity text.	1

EPIK's recruitment drives are in desperate need of repair.	1
KTEs should meet regularly with ELIs in workshops concentrating on pronunciation and classroom-oriented English language.	1
Liaisons should be effected among same-level schools within the sub-district, in order to share effective methods, standardize approaches, and solve common inefficiencies.	1
An excellent way to improve the EPIK is to provide formal instruction of both the Korean language and Korean culture to ELIs.	1
Teach team-teaching concepts to both KTEs and ELIs.	1
Two liaison type individuals are necessary among ELIs for each province for channeling problems.	1

cf. The above items are in no order of importance.

The ELIs propose that the team-teaching concept should be taught to both ELIs and KTEs. Korean English teachers must learn team approaches and how to work together through workshops at the local teacher training centers.

Two types of liaisons are proposed: one for sharing effective methods, standardizing approaches and solving common inefficiencies within the sub-district level and the other for communicating problems which arise to ELIs.

2. The JET Program in Niigata-ken and Kyoto Area in Japan

The following are the evaluations and guidelines of the JET program by the province and city board of education.

1) About Utilizing ALTs

(1) Problem Areas

① ALTs are not fully utilized.

There are very few team-taught classes. ALTs cannot participate in the phase of lesson planning nor provide ideas about it. So team-teaching is carried out without an exchange of opinions. Lesson plans are shown right before the

start of the class. Sudden cancellation or change of class occurs. Isolation of ALTs is a problem. Nobody talks to ALTs during the break or in-between classes.

② Students are not educated properly.

Private/personal talkings are common in class. When this kind of interruptions occur, ALTs cannot control the students' behavior or discipline, or warn the students, when the ALT teaches. "Students often do not answer questions, laugh at the questions or ignore them."

(2) Towards Effective Utilization of ALTs

① Attempt to improve the quality of English classes.

Very few ALTs have prior teaching experience. Thus, JTEs need to view ALTs as if they were student-teachers from the teachers' college. Classes must be taught in such a way that they can motivate students to learn English. In view of life-long education, an emphasis should be put on fostering the attitude that students try to communicate positively in English. In order to improve students' communicative ability, ALTs and JTEs are encouraged to use a lot of games or body movements. The use of pair work and group work is encouraged. Textbooks are recommended to be used not only for reading, but also for listening, speaking, and writing in a positive manner.

② Provide ALTs with responsibilities.

Treat the ALTs as an equal member of the teaching faculty. Teachers must change their attitude from the concept of "utilize" to the concept of "incorporate." Discuss school events with ALTs in English and notify them of class changes right away. Try to incorporate the ALT's ideas about teaching through exchange of opinions. Let ALTs make teaching materials, and let them evaluate teaching. Let them participate in the preparation of the class also. As native speakers, let them evaluate individual student's communicative ability during the class time. Let them make the listening test for the mid-term and final test. Also let them test individual student's speaking by one-to-one interview. Let them comment or correct students' writing for the writing test.

③ Improve human relationships with ALTs.

The principal and the vice principal of the school should talk to the ALT first. Other subject teachers should also talk to the ALT. Just saying "Hello!" is all right. Or greeting them in Japanese with gestures will do. Mixing Japanese and English is OK. In a situation where there are so many Japanese and one ALT, ignoring him/her is bad. Invite the ALTs to Japanese homes. If possible, spend time with the ALT after the school hour (5 p.m.). Then other aspects of the ALT would be found out and the communication would flow more naturally.

2) The Summary of Evaluation of ALTs

(1) From Schools' Points of View

① Points that the school benefited from ALTs

In daily life, due to the frequent contacts with ALTs, fear of foreigners has disappeared. In school, speaking English is often heard between the ALT and students, or between the teachers, also among students. The atmosphere of the school as a whole became more cheerful. Students and the teachers tried to communicate with the ALT actively. ALTs are perceived not as special guests but as faculty members. The ALT's effort to understand Japanese culture (including understanding of the Japanese language) has been accepted positively by the teachers and it makes many teachers feel close to the ALT. Consequently, an atmosphere to understand foreign culture was naturally created. The ALT has participated actively in school lunch and cleaning hour, and tried to communicate with the students. Also, during the break, they communicated with the students. Active participation by the ALT in school events and club activities has created familiarity among the students and the teachers. It has later influenced effective human relations. The presence of the ALT helps understanding the meaning of teaching international understanding. By making the ALT's corner on the bulletin board and publishing an English newsletter, the school lets the ALT to contribute to school. By introducing the ALT's knowledge and experiences in other subject classes, the ALT contributed to international understanding. The ALT willingly cooperated with activities other than the class teaching such as teaching for speech contests, students' English

interview test, etc. The ALT involved actively in cross-cultural understanding through active participation in making Valentines' Day cards and English letter writing, Halloween Day event, students' English drama performance, and publishing English newspaper.

② Points that troubled the school in general

Ways of utilizing ALTs other than English classes were not pursued adequately. There were no club activities in which the ALT and the students could act together. After school, the ALT often remained uninterested in the teachers room.

Although the ALT's visits were scheduled once a week, often classes were cancelled due to the ALT's sickness.

③ Points that benefited English instruction in general

Both the JTEs and students alike learned the important lesson that it is all right to make mistakes and to be imperfect at times. Thus, it encouraged them to try to communicate actively in English. Students were not afraid of making mistakes and tried to communicate in English. Due to the increased exposure to spoken English, students' listening and speaking skills were improved greatly. In order to effectively conduct team-teaching, JTEs prepared worksheets or teaching materials. This resulted in smooth class management. Classroom activities became more lively. Class activities close to real life situation were more effective to motivate students to study English. The ALT's ideas and feedback stimulated JTEs to study and develop the teaching material. Also providing cultural backgrounds of the topics dealt in the textbook and explaining foreign culture to the students in easy English provided the students with a chance to enhance their interest in English lessons.

④ Points that troubled English instruction in general

Lesson planning, preparation of worksheets and prior discussions about the lesson takes extra hours and those become a lot of burden to the teachers. Although the JTE acknowledges that planning of team-teaching lessons should be done with the ALT in advance, heavy load of administrative duties for the JTE often made it impossible to do so.

During the class with the ALT, the focus was on reviewing the lesson and

hence resulted in the delay of the curricular schedule.

(2) From ALTs' Point of View

The following were statements made by the ALTs.

① Points that the school benefited from ALTs

All the teachers were kind and students were lively. The ALT liked to be invited to various school events such as being a referee for school sporting events, making an ALT's corner at the school festival, and joining third year students' farewell party. This atmosphere made it easier to teach English. Students tried to communicate with the ALT in English after class. The ALT appreciated to be part of their staff meeting and it made him/her understand better the junior high school system in Japan. It facilitated teaching English. Utilizing the ALT should not be limited to English classes only. Inviting him/her in social science classes or home economics' cooking classes would enable students to easily learn different ways of studying the subjects and cooking in the ALT's country.

② Points that benefited English instruction

The JTE improved his/her teaching skills. During the class, the JTE used English all the time. His/Her proficiency in English was excellent. New communication activities were included in each class. An ALT reports that the JTE he/she works with is open-minded and thus is willing to accept new ideas. The JTE always prepares lesson-plans. An ALT taught phonics to the first and second graders. It seemed that they have improved their pronunciation due to this. In team-taught classes, the JTE tried to include as many communicative activities as possible. Because of this effort, an increasing number of students liked to speak English.

V. CONCLUSIONS AND SUGGESTIONS

This study explored three questions: (1) the problems that both the EPIK and the JET program have had, (2) how to utilize the native speaker teachers

effectively, and (3) how to improve the program.

An interesting finding was that Japan has had exactly the same problems that Korea is having now. Also both programs are similar in that in team-teaching both ALTs and ELIs teach the textbooks. A difference is that in team-teaching in Japan, the JTE is the main teacher and the ALT assists the JTE and the JTE is supposed to prepare the teaching plan with the assistance of the ALT. But in Korea, many complaints and conflicts occurred in schools because of the confusion on who is the main teacher, who writes the teaching plan, and who prepares the teaching material. If this is settled, many problems and misunderstandings will disappear.

In Japan there are more in-service trainings such as Tokyo Orientation in late July and early August, Prefectural or Municipal Orientation, the Mid-Year Block Seminar in November, Annual Renewers Conference, and Prefectural or Municipal Conferences for JTEs and ALTs.

In general, Korea is not well prepared to deal with the problems, while Japan is more sophisticated in tackling them. After almost 20 years of experience, Japan now has more detailed guidelines for the expected problems and advises the administrators, the JTEs and the general staff to follow them. It can be compared to making cars. Japanese companies have more detailed checklists in the process of manufacturing cars and every worker thoroughly goes through the checklists. As a result, Japanese cars have earned the reputation that they never break down. The study finds that Japan has similar detailed guidelines for utilizing ALTs. (See Chapter IV.)

The following are concluding statements and suggestions for each question that this paper posed.

Q1. Both the EPIK and JET programs have similar problems

- 1) Team-teaching, even though it is a good method, had many problems in both programs. Problems occurred because of (a) the lack of communication between the ALTs/ELIs and JTEs/KTEs, (b) heavy load of administrative duties, and (c) ELIs' and ALTs' short visits.
- 2) Lack of communication between the administrator and ELI/ALT or between ELI/ALT and KTE/JTE caused isolation of the ELIs/ALTs in the school system. It caused a lot of stress and inefficiency for both ELIs and ALTs. Lack of communication between the ELI/ALT and KTE/JTE

made it difficult to prepare team-teaching plans.

- 3) In both EPIK and JET programs, very few ALTs and ELIs have had prior teaching experience or teaching certificates. They lack professionalism as teachers. Many ELIs and ALTs had difficulties in controlling the class due to students' private talking or noise in class.
- 4) Absences were frequent in both EPIK and JET programs.
- 5) Sudden cancellation or change of class occurred in both programs.
- 6) Students were not educated about cultural differences. Awkward questions were asked in public, such as "How old are you?," or "Do you have a girlfriend/boyfriend?"

Q2. How to utilize the native speakers effectively

- 1) In Japan, lesson plans are written by JTEs, while in Korea, KTEs expect the ELIs to prepare the lesson plans. This needs to be settled.
- 2) In order to improve students' communicative ability, the ELI is encouraged to use a lot of games or body movements and also the use of pair work and group work are encouraged.
- 3) Let the ELIs record the listening test for mid-term test or final test. Let them correct students' writing and test speaking abilities through one-to-one interviews.
- 4) Treat the ELI as an equal member of the teaching faculty. Let the ELI join school events, sports, the club activities and cleaning hours. Make an ELI corner on the bulletin board and let him/her use it. Do not perceive him/her as a special guest but as a faculty member.
- 5) Let him/her contribute to school by asking him/her to publish English newsletter, or by asking him/her to join making Valentines' Day cards, English letter writing, Halloween Day activities, or English drama performance. Invite him/her to other subject classes as a guest for teaching cross-cultural understanding.

Q3. How to improve the programs

- 1) Communication between the ELI and KTEs is essential for the success of the program. Japan has more detailed guidelines to improve this.
- 2) For improving class teaching

- a. The ELI must participate in the phase of lesson planning.
- b. Regular workshops and exchange of information between schools about teaching methods and teaching contents are necessary.
- c. The training at Korea National University of Education is not sufficient. Continuous workshops and training on team-teaching are recommended with the local city or province board of education.
- d. Training in team-teaching is also necessary for both KTEs and ELIs.
- e. In order to improve students' English speaking ability, the KTE must train him/herself to speak English as much as possible even when he/she teaches alone.

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