

**AJET • CLAIR • MEXT • MOFA • MIC Opinion Exchange
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TEAM TEACHING MATERIALS

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Introduction

This report is a follow up from the Team Teaching Development report presented in May 2008. It examines the teaching materials provided for JET Programme Assistant Language Teachers (ALTs). Team teaching development is an ongoing process, and the team teaching materials available to ALTs are a large part of this development. This report will identify which materials are being utilised by ALTs and to what effect, as well as highlight areas for improvement and revision in order to further the success of team teaching in Japan.

Many ALTs have no formal training in teaching before they step into the Japanese classroom; therefore it is important that ALTs receive information about expectations regarding team teaching from MEXT and CLAIR. One means of passing on this information is the publications which are distributed to each new ALT at Tokyo Orientation: MEXT's Practical Handbook for Elementary School English Activities, MEXT's Handbook for Team Teaching, and CLAIR's Resource Materials and Teaching Handbook.

Objectives

This report will:

1. Investigate the use of team teaching materials distributed to ALTs for lesson planning and classroom teaching.
2. Find out what ALTs feel is useful or not useful in the publications, and provide feedback on the publications currently being reviewed.
3. Assess the distribution of lesson planning done by ALTs, and the role that team teaching materials play in lesson planning.

Method

This report is based on data collected by surveying 452 JETs, and every prefecture was represented. 95.6% of respondents are ALTs. 19 CIRs and 1 SEA took part, but most could not answer the questions on team teaching materials, as these materials are not essential to their jobs. Over half of the respondents (52.5%) are first year JET Programme ALTs.

The majority of respondents teach at a combination of both elementary school and Junior High School (JHS) / Senior High School (SHS). MEXT's Practical Handbook for Elementary School English Activities is predominantly relevant to elementary ALTs, while MEXT's Handbook for Team Teaching and CLAIR's Resource Materials and Teaching Handbook are predominantly relevant to JHS and SHS ALTs. Therefore, we can assume that all three team teaching publications provided at Tokyo Orientation are relevant to at least half of the survey respondents.

By looking at key areas of the publications - teaching theory, Japanese/English translation, lesson planning ideas, ready-to-use worksheets and appropriate skill level - the survey highlights points for improvement or revision. We also surveyed the distribution of lesson

planning, and investigated what other sources ALTs are using in their team teaching.

Data

Figure 1.

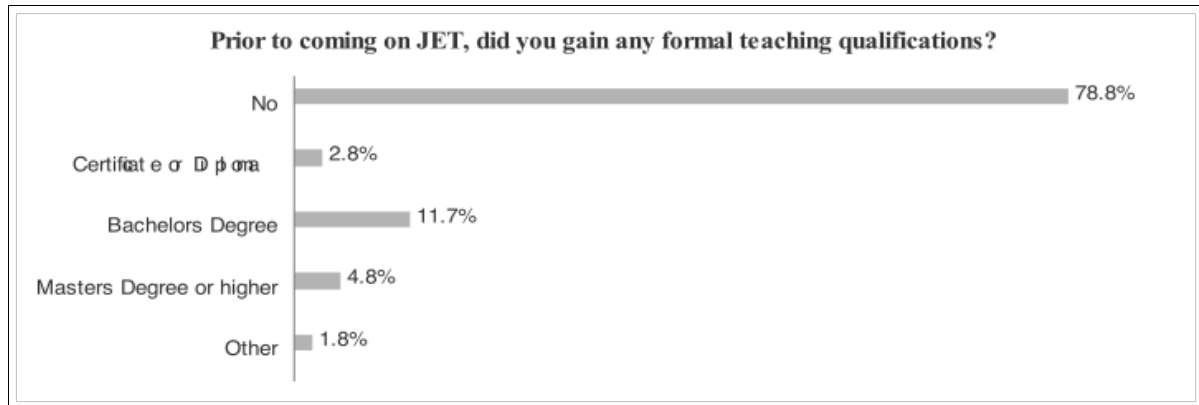
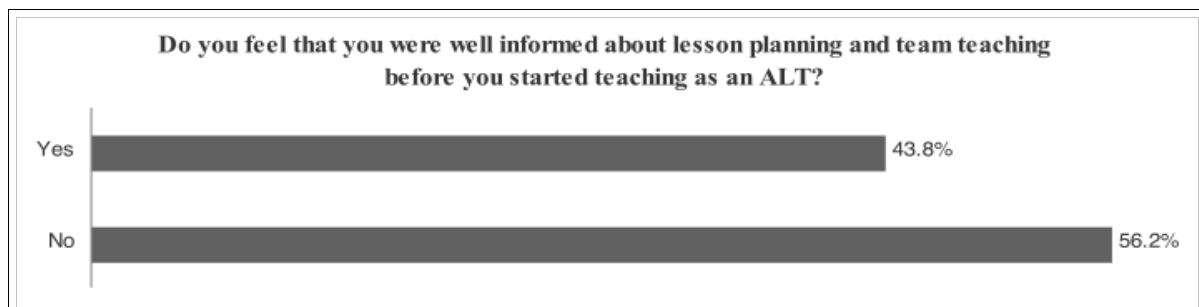


Figure 2.



The vast majority (78.8%) of ALTs employed through the JET Programme have no formal teaching training before they come to Japan. One of their main concerns is understanding the obligations of their job, and how to correctly fulfill those obligations.

The question on preparedness received the greatest number of comments in the survey. Some very strong themes came through in relation to lack of preparedness for ALT team teaching:

- A belief in on-the-job training and knowing that each ALT's situation differs slightly.
- Not knowing how to prepare a lesson plan.
- Not having a clear idea of the level of English of students in their school.
- Having job expectations not met (e.g. finding out they must prepare all lesson plans)

I can understand that every situation is different. But I really feel we were unprepared for how much we might have to do. I think that there needed to be a lot more lesson planning preparation in our home countries orientation. I felt totally out of my depth when I started at my school, and I can imagine that if I didn't love my placement I would have given up.

56.2% of ALTs responded that they did not feel adequately prepared for teaching and lesson planning, and seem to feel that the team teaching materials can act as a guide in this area. While this is true for the general expectations of ALTs, the materials cannot detail the expectations of individual Contracting Organisations.

Figure 3.

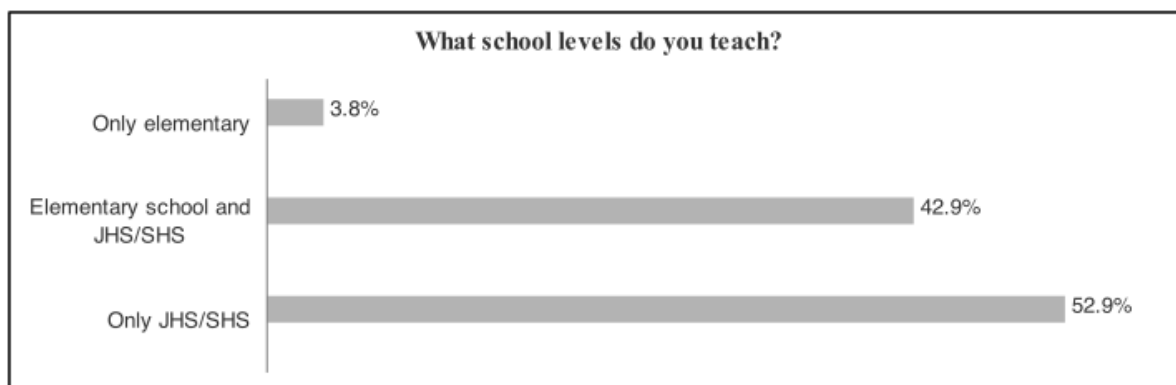
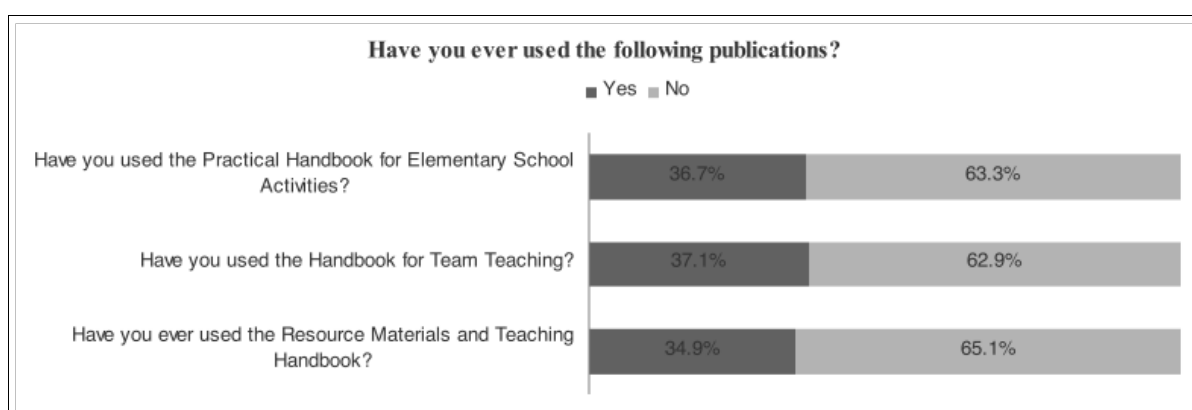


Figure 4.



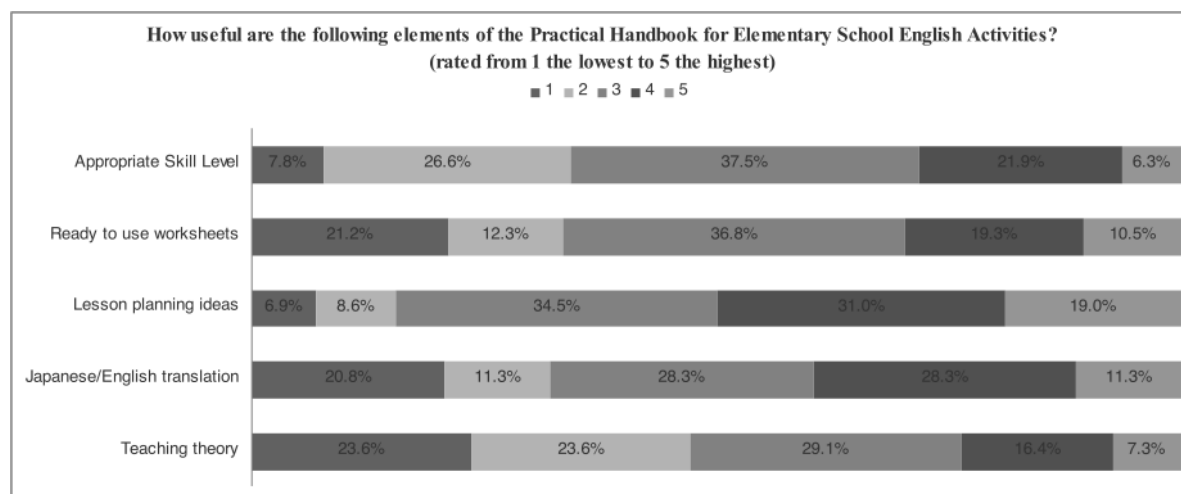
The readership rate for each publication is roughly the same, with less than 40% of people reading the team teaching materials. For the more than 60% of ALTs who are not utilising these resources, a few different reasons have been cited:

- That they are not very easy to follow, laid out poorly and have unattractive cover pages.
- Being given at the wrong time (i.e. too early; in Tokyo a lot of people feel overwhelmed information but then later forget about the books).
- Have attempted to read before knowing what the school/students were like so discarding them as not useful.
- Feeling they don't have enough relevant and ready-to-use content.
- Feeling they are out of date.

Non relevant or out of date content includes, but is not limited to:

- Unnatural and old fashioned dialogue. Examples in the Handbook for Team Teaching on pages 33, 71 and 94.
- Topics such as old news, in the Handbook for Team Teaching on pages 65 and 74. Could include more topics for contemporary students such as pop culture, future dreams and traveling abroad.
- JET Programme and ALT information. In the Practical Handbook for Elementary School English Activities on pages 136, 137 and 193. In the Handbook for Team Teaching on pages 7 and 8.
- Old photos.

Figure 5.



Almost half of the ALTs who answered the survey teach elementary students, and there are mixed feelings about the publication ‘Practical Handbook for Elementary School English Activities.’ One respondent referred to the book as a “life-saving resource”, while another “didn’t find it helpful at all.” However despite the polar opposites of some opinions, the general comments for the overall book were “average” to “good”.

In rating individual elements of the book, teaching theory was rated the lowest. In the publication, there are chapters at the fore of the book which focus on teaching theory, such as ‘Purpose of English Activities,’ ‘What Kind of English Should Instructors Teach?’ and ‘What Kind of Teaching Methods Exist?’ Furthermore, subsequent chapters on lessons and activities are preceded by a few pages of theory pertaining to that section.

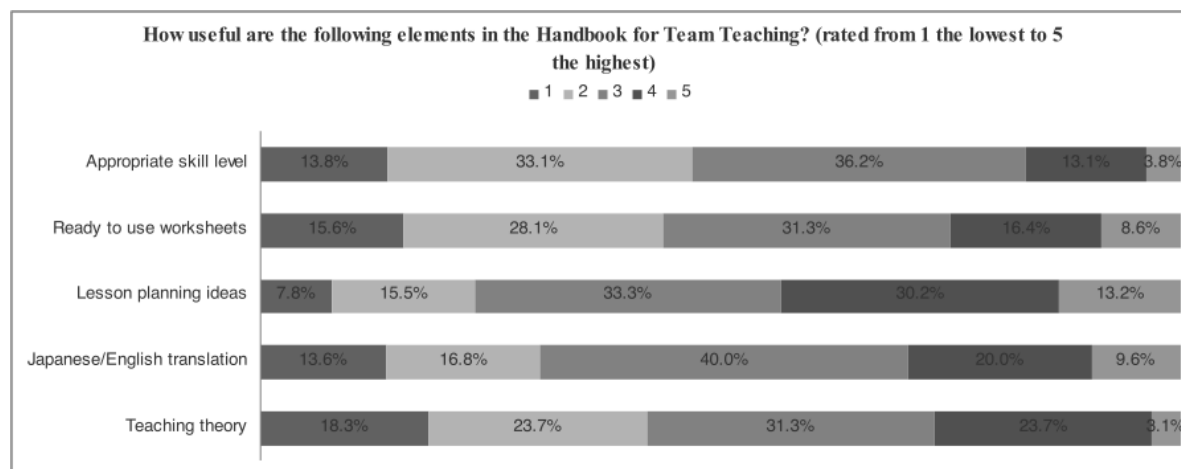
We can assume that there is sufficient material on teaching theory in the book, so from the rating and the comments we may find that ALTs feel there is too much theory. Many elementary school ALTs are seeking more activities, lesson plans and worksheets for varying levels, so the amount of theory is seen as excessive.

It is important to touch on theory but practical ideas are so much more useful for daily life.

The other four elements of the publication were viewed fairly evenly, showing that the book is adequate but there is room for improvement. When asked about the possible improvements which could be made, the following was suggested:

- A more appropriate skill and time level. Often the book assumes a higher level than what is actually the case, so the lessons included are too hard for students or too ambitious for the allowed time frame.
- A more effective index to help with cross referencing the lessons, ideas, activities and materials.
- More ideas for teachers who teach frequently at the same elementary school, so that a group of lessons can connect, evolve and be built on, as opposed to one-off lessons.
- Copyable worksheets for basic but useful topics such as sports, animals, colours, moods, and food.
- More content on incorporating international ideas, cultures and countries.

Figure 6.



Over 90% of respondents teach at Junior High School or Senior High School, but still less than 40% of those are reading the provided team teaching materials. The Handbook for Team Teaching created by MEXT was the least well-received of the three publications which ALTs receive at Tokyo Orientation, with the biggest criticism being about the appropriate student level. Over 50% of respondents feel the book is not targeting the right level for students, both in terms of skill and adequate content.

I feel the Handbook assumes the students are at a higher level than they actually are. The timing in the example lesson plans seems very hopeful. The examples were nothing like what my JTEs wanted or were used to. They just weren't realistic for the average day, so they weren't much of a help

However lesson planning ideas rated highly; many ALTs using the examples as starting points and then create the lesson themselves, this way they are able to adjust to the appropriate the skill level.

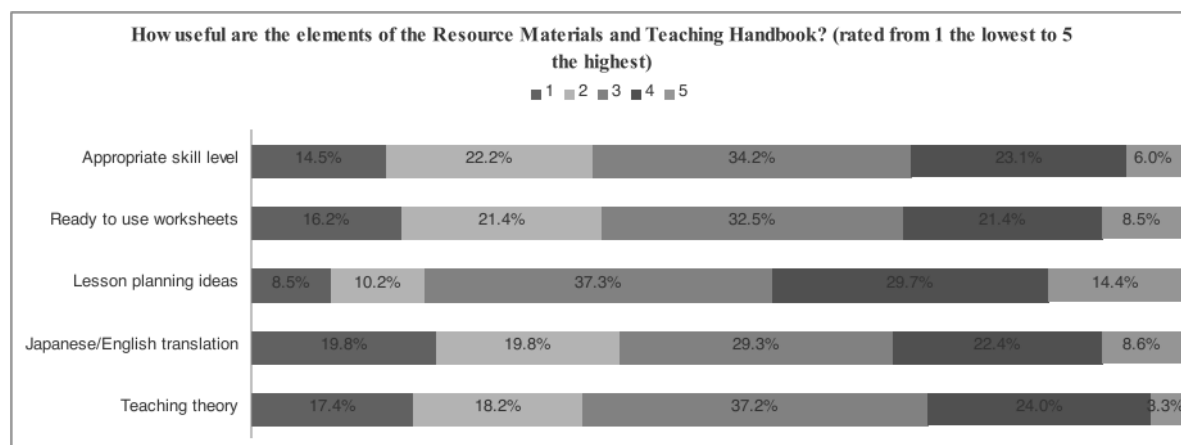
There were comments about the overall usability of the book, highlighting that it is hard to use and outdated. Also, without a bilingual option ALTs do not have a chance to discuss the teaching theory and lesson ideas with JTEs as smoothly as if the book were in each person's native tongue. Here, the opportunity to fully share and understand the principals of team teaching is lost.

When asked about the possible improvements which could be made, the following was suggested:

- To be indexed by grammar point and content. The book is hard to use mostly because it is not simple to navigate.
- Lesson ideas which don't require moving around (as many classes have 40 students and moving them is difficult), how to engage large classes, exciting self introduction lessons, and how to adapt content from the school textbooks into a lesson plan.
- To advise on the anticipated outcomes of the yearly curriculum, for example what is a 3rd-Year SHS student expected to know by the end of the year?
- More simple but effective activities, as many in the book are long term or situation specific, therefore not practical for daily use.

- More ready-to-use worksheets as currently the ideas cannot be used straight from the book easily.
- To focus on different levels of students within JHS and SHS, and advise on how to adjust a lesson to the appropriate level.

Figure 7.



CLAIR's Resource Materials and Teaching Handbook is revised every year, with the latest considerable overhaul occurring for the 2008-2009 edition. This publication fared best in the category of lesson planning ideas, and even those who commented on problems with the skill level of the activities might turn to the book as a useful resource.

I work at SHS and only a few of the lesson plans seemed appropriate for my students. However, those that didn't suit my students' needs did give me ideas for lessons that would.

Most of the surveyed elements were reviewed evenly, with no major issues, and room for improvement. Many people referred positively to the sections about adjusting to the Japanese work place and school system.

The recommendations on how to make the most of working in a Japanese environment and dealing with the differences in education systems and workplace relations are very useful.

When asked about the possible improvements which could be made, the following was suggested:

- More lessons plans and worksheets, especially a variety in age and skill level.
- Specifically how to incorporate textbook grammar into lessons, and how to develop a lesson around a textbook.
- Guidance about special needs education. Often, ALTs teach special needs classes or classes with students of special needs in them, without any experience or support. Advice on different approaches and the possible difficulties which might be faced while teaching students with special needs would be valuable.

Figure 8.

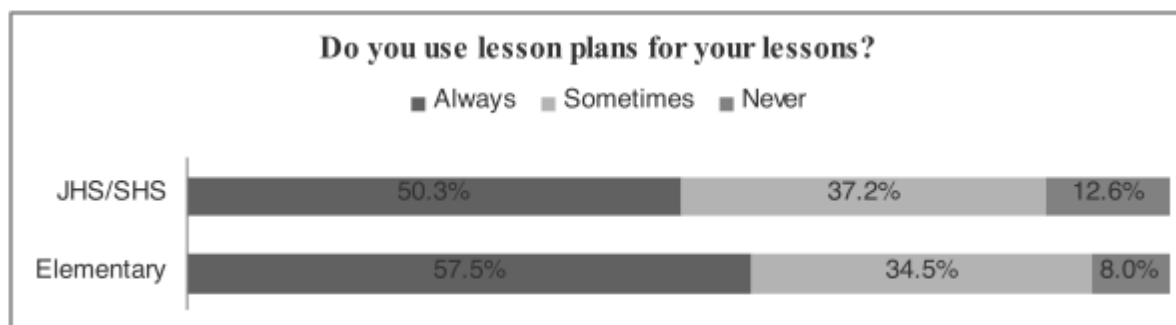
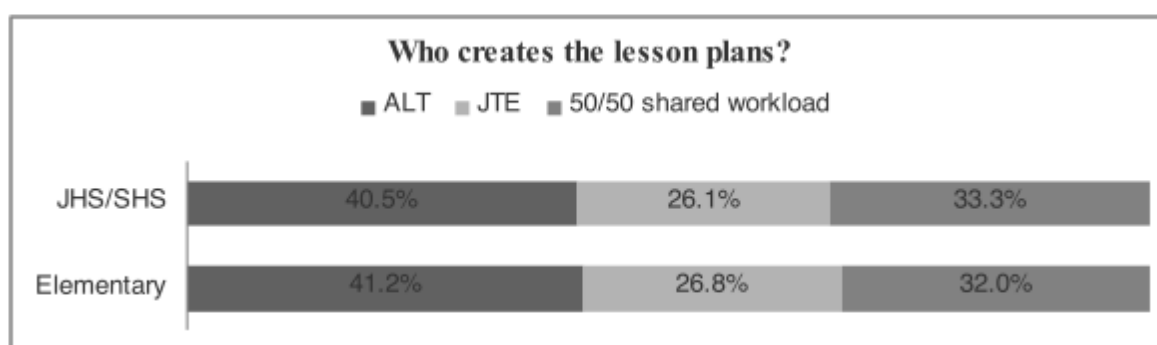


Figure 9.



Less than 15% of ALTs across elementary and JHS/SHS don't use lesson plans for their lessons, the majority (57.5%) always using plans. The plans are created most often by the ALT alone, or as collaboration with a JTE, so it is essential that the ALTs are comfortable with lesson planning for all grades and skill levels of students.

The theory and explanations in the team teaching materials are found to be helpful, but on-the-job experience relevant to their students' levels means that many ALTs would find more benefit in lesson plans and worksheets to adapt, rather than to read about the theory of team teaching.

As noted at the beginning of the survey, many ALTs feel that they were not prepared for teaching, and on arriving at their school had unrealistic expectations about their students' level of English, therefore lesson planning is one of the more challenging aspects of the ALT's job. These books are turned to predominantly as a source of lesson planning ideas, so this is a key area to focus on in any possible revision of the publications.

Figure 10.

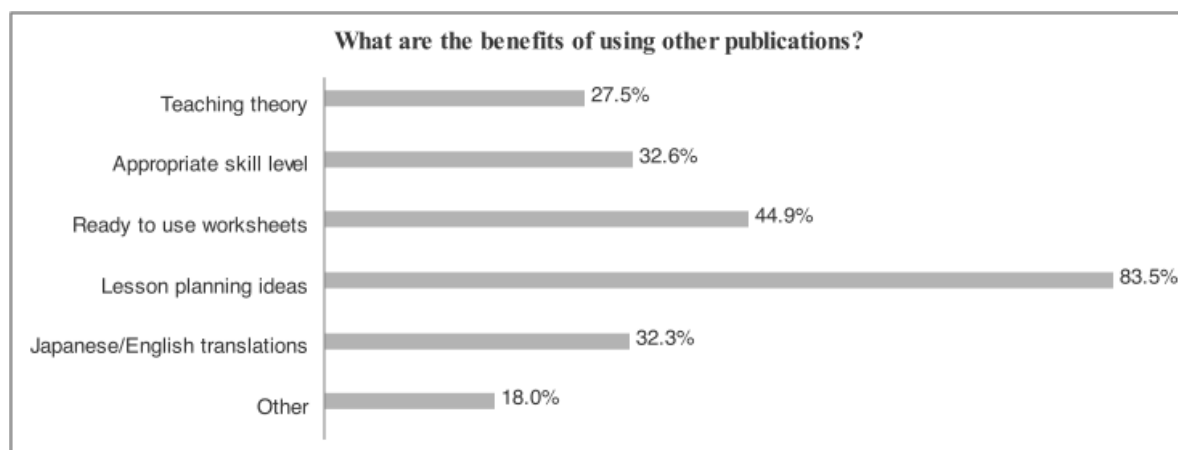
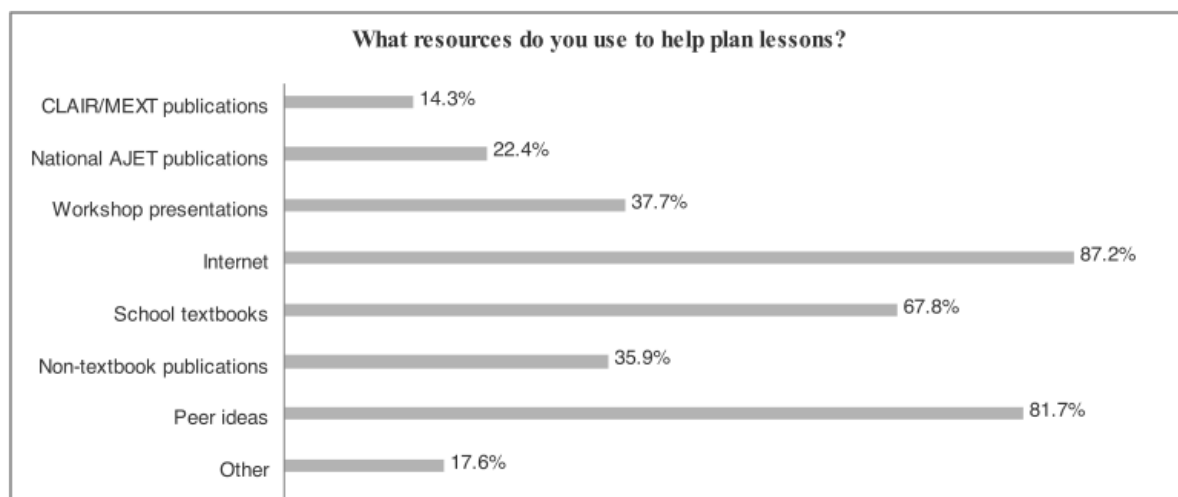


Figure 11.



We can't assume that the ALTs are using only one resource for lesson planning and team teaching ideas; many will be using the provided publications in conjunction with their own ideas and external sources.

Respondents were asked which publications outside of the CLAIR and MEXT ones were being used as resources. The following came up most frequently:

- AJET Publications; Team Taught Pizza, Planet Eigo, Foxy Phonics, etc.
- JALT (Japanese Association of Language Teachers) Journal
- Local AJET Publications, for example Shizuoka's "It Takes Two"
- Genki English
- Guerilla Guide
- Board of Education materials

One respondent comments that it is the free nature of the external texts which is appealing:
These other publications avoid the strictly doctrinaire structure and format of the "official"

texts. By providing ideas, rather than locking in the reader to a set format/plan, it frees the user. Additionally, the books communicate more effectively with better natural English and less bureaucratic.

In addition, the following reasons were cited for turning to other publications over the supplied MEXT and CLAIR publications:

- The large amount of warm up ideas and activities.
- The ability to easily adapt the lessons to match the level of students.
- Well organised and easy to follow books, with tie-ins to school textbooks.
- Ready to use lesson plans and worksheets which can be photocopied.

Team teaching and ESL publications or textbooks are being used by most people surveyed. But an overwhelming majority of ALTs (87.2%) are using the internet as a source for ideas and lesson planning.

And as expected, it is the sharing of ideas which has a big impact on lesson planning. The JET Programme network allows for a great deal of peer sharing through workshops, predecessor materials, and conversation about teaching with friends.

It should be noted that in the category of ‘other’, many people replied that their own, and their JTEs ideas were a resource.

ALT and JTE Relations

Even though respondents were not specifically asked about their relationship with their JTEs during the survey, this was mentioned many times in the comments. Many ALTs feel that their JTEs impinge on the full use of team teaching materials, mainly because the JTE has a different understanding of team teaching.

Each teacher [JTE] changes in their ideas and theories of team teaching and since we are assistant teachers, we must adhere to their preferred methods, ideas, theories, and materials. This is not a bad thing; it just renders the handbook a little useless in certain situations.

ALTs and JTEs should become familiar with a shared understanding of team teaching to ensure a good working relationship. Bilingual publications with theory, lesson ideas and an easy to use layout will encourage ALTs and JTEs to read the materials and will help further development of team teaching.

Conclusion

Based on the data collected, we can make the following points about the team teaching materials distributed by CLAIR and MEXT during Tokyo Orientation:

- Lesson planning is one of the biggest concerns regarding team teaching materials for the majority of ALTs, and the desire is for these books to cater to this need.
- Ease of use is important in getting JETs to use books. Elements such as index pages, side-by-side bilingualism and division by skill level make the books more useful.
- Teaching theory is important when ALTs are able to discuss the theories with their JTEs to improve their working relationship which is aided by the team teaching publications. They can also assure that both the JTE and ALT are clear in the understanding of the ALT's role and the job expectations.

AJET's recommendations for changes

·Consistent acronyms

There is inconsistency with acronym usage (ALT vs. AET, JTE vs. JLT) among the three texts. It seems that ALT and JTE are the standard acronyms used in the JET Programme and these publications should reflect this.

Practical Handbook for Elementary School English Activities

·A clear index and appendix

The biggest weakness of the Elementary Handbook is the lack of a proper index or appendix. The index could outline the sections for reference and where to look for different themes, learning goals and lesson plans. And appendix can indicate for which age they are appropriate, with a reference to the applicable theory.

·Bilingual facing pages

Having Japanese text facing its English translation is best when trying to communicate with new teachers. Many ALTs work with several JTEs or Home Room Teachers (HRTs) at a variety of schools, so having quick access to relevant passages is helpful

·Condense the theory

The amount of theory in the book is overwhelming, a many of these ideas can be condensed. For example, ALTs employed through the JET Programme are familiar with the goals of internationalization in Japan, so this could be cut down.

·More on phonics

In elementary, phonics could play a key role in forming better English pronunciation (and avoiding Katakana-English). This is touched on in Chapter 3, but could be expanded further to provide more resources for those interested in teaching phonics.

·How to plan for students with special needs

Many ALTs find it difficult to plan lessons for classes with students with a learning disability. Often, many ALTs aren't even aware that these students are in their class as it is not generally discussed during planning meetings. Offering some guidance on this subject would be helpful to ALTs trying to plan lessons that are engaging to all students.

·Clearer formatting

The English text is hard to follow because there are no clear headings or transitions. This is a problem when outlining lesson plans and activities (e.g. pages 153 and 159); ALTs cannot use what they cannot access quickly. Subsections and consistent formatting will make the book much easier to follow.

The section entitled "What Kind of English Should Instructors Teach?" is hard to follow in its and could be broken into smaller sections outlining specific types of activities, like songs, words, and expressions describing relations/the weather/food, etc.

The charts in "Creating a Yearly Activity Plan" are hard to follow, as they span many pages and don't seem to link together. The solution here is also clearer formatting to make it a better and easier to use resource.

Topic lists (for example, page 154) should be easier to access and displayed as a stand alone feature somewhere else in the book so as not to be overlooked.

·Lesson planning resources

Given how many ALTs are concerned about the actual process of lesson planning, a few "skeleton" lesson plans which could accommodate a variety of subjects (e.g. greeting, then review of XX topic from last week, new vocabulary of XX with flash cards, song about XX, activity such as XX, goodbyes) and then suggestions of ideal topics and the songs/activities

which match them would be helpful

Some activities (e.g. the hidden picture activity) require pictures or clip art to make. It would be helpful to insert pages that could easily be copied and used in lesson preparation.

This text could easily incorporate more lesson plans, give more ideas for varying English abilities, and provide more activities that can be grouped by the amount of time they take. ALTs are often told to fill a certain amount of time in a lesson, and ranking activities by the amount of preparation involved as well as actual class time would make this a better resource.

Handbook for Team Teaching

·Bilingual facing pages

As with the Practical Handbook for Elementary School English Activities, this would be a better resource if it were bilingual with side-by-side translations, as is the case with the Resource Materials and Teaching Handbook.

·Recent statistics and information

The JET statistics and in service training information should be updated to reflect the most recent details available.

The section outlining the qualifications for Japanese teachers could be heavily edited or completely removed - it seems irrelevant to most ALTs.

·Clearer formatting

One of the greatest resources that ALTs can provide is a sense of what "natural English" is, and much of the dialogue in this manual is old fashioned and unnatural.

The headings of this manual are hard to follow and the layout is not well-defined, with lesson descriptions spanning many pages and seeming to be in no particular order. Many of the specifics (such as whether the JTE or the ALT writes each thing on the blackboard) are unnecessarily specific.

·Lesson planning resources

The lesson plans are a good resource, but would be easier to access if the lesson plan came first and was followed by the accompanying materials.

The lesson plans and examples provided are too small to be used without editing or being re-created.

Many of these lesson plans are not simple or versatile enough, or do not lend themselves to being easily changed that would make them widely applicable to a variety of topics. A skeleton or "fail-proof" lesson plan would be helpful to ALTs trying to learn the basics.

Some of the warm up activities (especially for senior high school) are vague, difficult, or impractical. Having a class of 40 students moving around or having a "dialogue" is not really feasible in most common classroom settings.

·Expansion of lesson ideas and activities

ALTs could benefit from a section of ideas and activities that expand on enhancing and bettering students' grasp on the basics of English, like using correct pronunciation, common mistakes, using plurals properly, etc.

This handbook focuses heavily on Oral Communication lessons, but many ALTs teach more than just OC. A greater variety of lesson plans that guide ALTs in different types of lesson that they teach would be helpful. For example, most of the activities focus on a key dialog or story with questions and answers, but not enough on explaining, learning new vocabulary, and new grammar points, which are often part of what ALTs are asked to teach.

Positive Feedback

Even though there are many suggestions for improvements to the team teaching materials, there were also many positive comments:

- Practical Handbook for Elementary School English Activities, MEXT

It's a great resource when I was first trying to get a grasp on what I was supposed to be doing in these schools

A life-saving resource.

- Handbook for Team Teaching, MEXT

It's a great resource. The Teaching Theory in particular is a great explanation and helps a lot with fitting into this field of work.

The most insightful book of the bunch I was given. I am glad I read it.

- Resource Materials and Teaching Handbook, CLAIR

The recommendations on how to make the most of working in a Japanese environment and dealing with the differences in education systems and workplace relations are very useful.

The cultural information about how school is here and ways to work with it is really useful, good work.

Questions

1. At the last Opinion Exchange, MEXT mentioned that they would be revising some of their publications this year. We also know that CLAIR revises their Resource Materials and Teaching Handbook each year. We conducted this survey and report predominantly to help with revision suggestions where possible.

When will these books go through the revision process, and when can the revised editions be expected to be published?

2. In reviewing the MEXT publications, what will be the focus of the changes?

3. AJET is willing to help where possible to create improved materials for ALTs. We are able to help in ways such as getting lesson plan submissions, contacting local AJET chapters regarding their publications, and proofing the materials from a working ALTs point of view. Will MEXT or CLAIR want to call on ALTs help in revising the publications?

4. The CLAIR Resource Materials and Teaching Handbook is revised each year, and a new copy published for incoming JETs, but recontracting JETs do not get a new copy. We understand that this is made available through the CLAIR website, but it is not easy to find. Could the link be further publicised to recontracting JETs when the new versions are available? Can AJET help in any way to publicise the RMTH?

5. Many ALTs made reference to being overwhelmed with information as they arrive in Tokyo, and cited this as a main reason for not giving the team teaching materials much attention. They said that if the publications were instead sent to their Contracting Organisation, that they would be more likely to read them and also to go over them with their JTEs. Is it possible to send the team teaching materials to JETs COs in the future, as opposed to handing them out at Tokyo Orientation?

JET PROGRAMME ALUMNI REPORT

Jennifer C. Park, Vice Chair
Louis Chung, Block 2 Representative
Luther Flagstad, Block 4 Representative
Joseph Schott, Translator

Objectives

This report will:

- Discuss ways that former JET Programme participants maintain a connection with Japan, for example through JETAA, social networks, or professional groups;
- Consider reasons why JET alumni are not connected to any JETAA chapter;
- Isolate JET alumni who are not connected to any JETAA chapter and find common characteristics of this group.

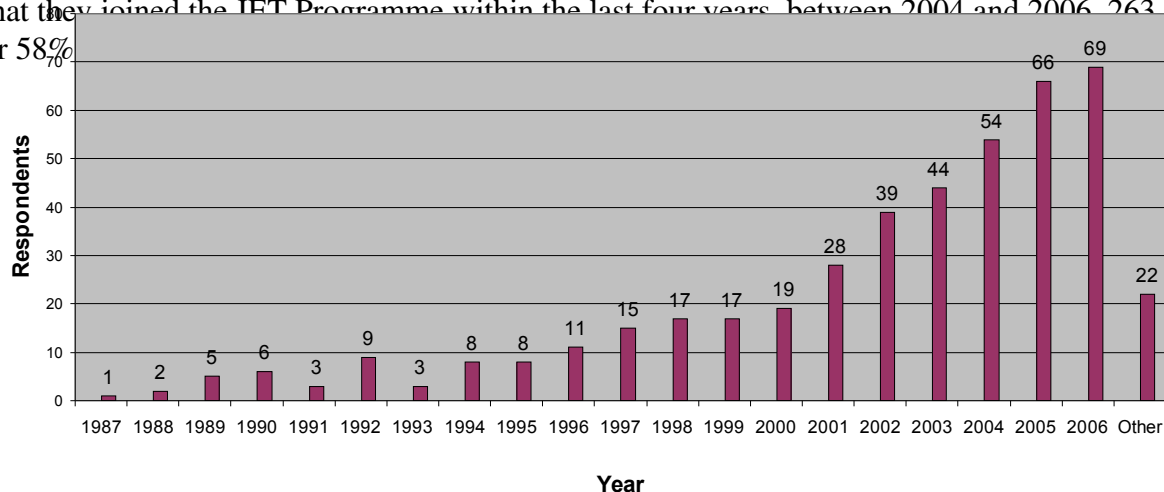
Method

AJET conducted a survey for former JET Programme participants which opened on September 29th and will close on November 16th. The networks used to disseminate the survey were: JETAA, consulates, online Japan-related websites (specifically www.bigdaikon.com and www.ithinkimlost.com), the AJET website (www.ajet.net) and AJET listservs, social networking site Facebook, and word-of-mouth.

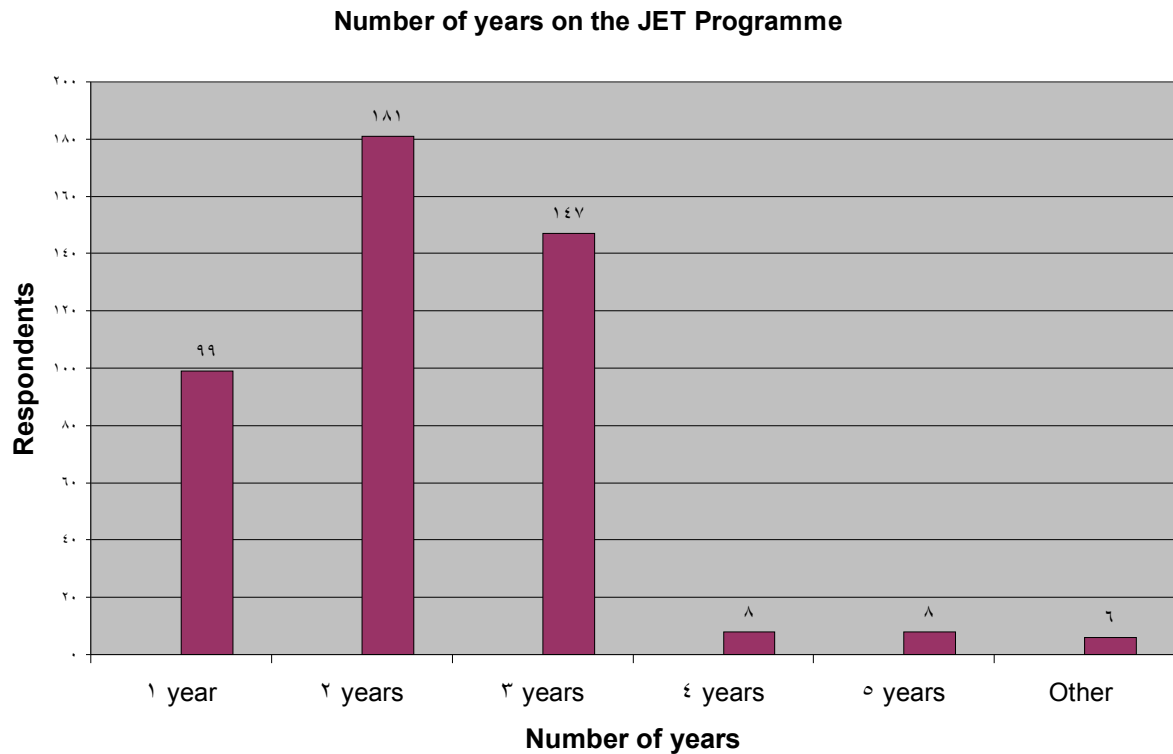
As of October 13th, 2008 AJET received survey responses from 452 alumni. Although the survey will be open until November 16th, this report is based only on the data gathered up until October 13th.

Respondent Demographics

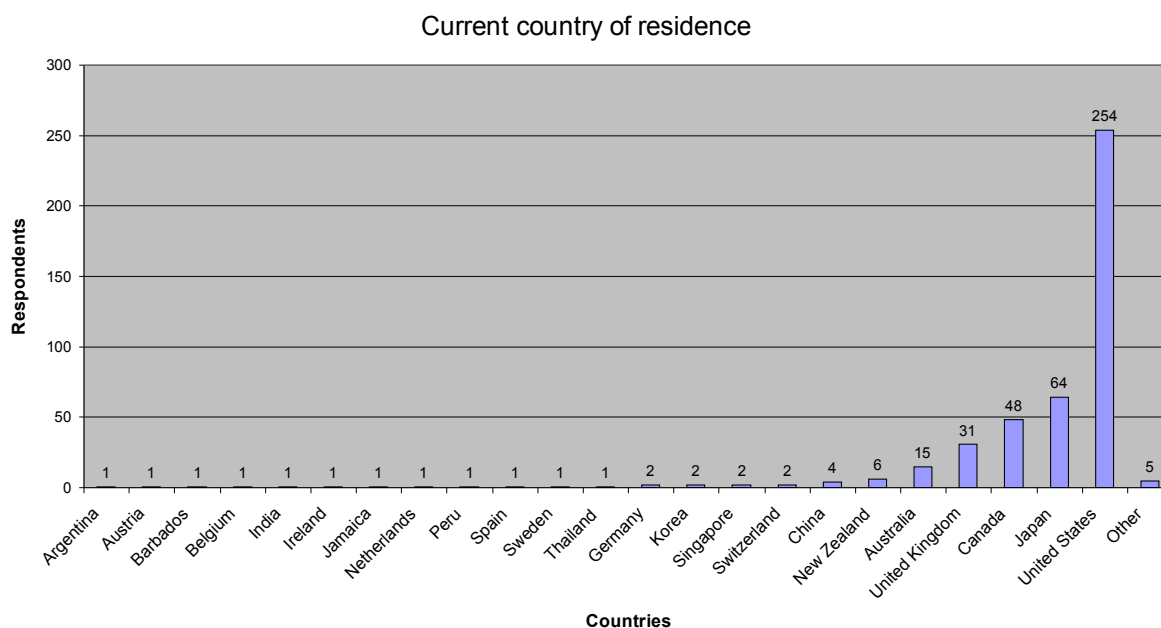
We have broken down the 452 survey respondents by the year they joined the JET Programme and the number of respondents reported that they joined the JET Programme within the last four years, between 2004 and 2006, 263 or 58%.



344 or 76% of respondents reported staying for multiple years. Only 99 or 22% of respondents participated for only one year.

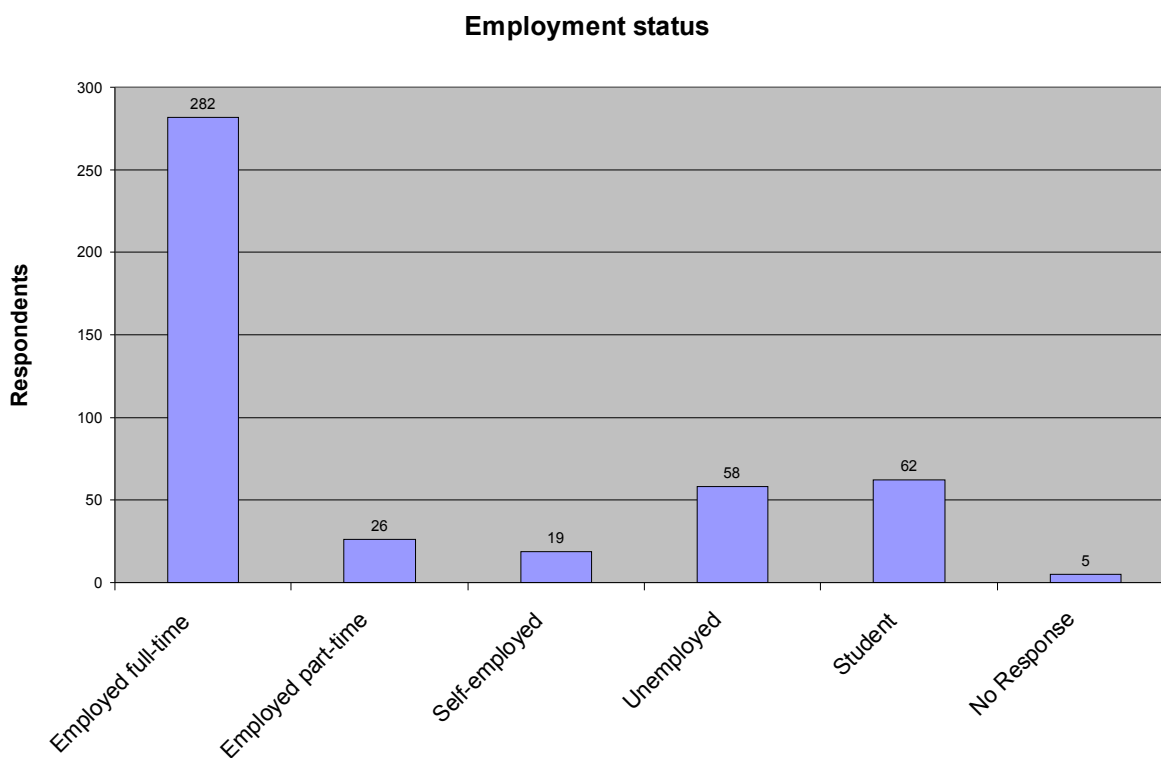


AJET was able to contact alumni from more than 23 different countries. However, the respondents were largely concentrated in the United States of America (57% of respondents), Canada (11%), and Japan (14%).



Current Status of JET Alumni

Many JET alumni continue to have connections to Japan and Japanese related industries through their place of employment. 327 or 73% of respondents are employed, and of that number 282 or 62% are employed full-time, 26 are employed part-time, and 19 are self employed.



Of the employed alumni respondents, 56% responded that their job includes Japan-related or internationally focused activities or projects. In their place of work, 70 or 23% indicated that they use Japanese language skills daily, with 62 or 21% responding that they use their understanding of Japanese culture daily. 135 or 45% of the employed respondents said they use the ability to liaise between cultures and peoples on a daily basis. 92 or 27% of the employed JET alumni responded that they are involved in Japan specific work. Alumni listed industries and projects such as: teaching in Japan or tutoring Japanese students, working for Japanese companies, working at consulates or doing embassy work, translating, recruiting, and working with universities.

Many JET alumni are initiating Japan-related projects within their workplace. Of the employed respondents, 107 or 35% of alumni have suggested or implemented projects such as organizing tours, cultural exchange events, Japanese cultural lessons in the classroom, assisting companies interested in expanding their business to Japan, trade missions, and even growing different kinds of Japanese vegetables.

Many alumni also indicated involvement with Japan and Japanese culture outside the scope of their career. Of the respondents who are currently students, 22 or 37% stated that they “seek out or initiate study projects with a Japan focus.” Of those respondents no longer living in Japan, 192 or 52% indicated that they “promote Japan/Japanese culture in their local community.” They do so in a variety of ways, summarized by the following chart.

How do you promote Japan/Japanese culture?		
Answer Options	Response Percent	Response Count
I have informal discussions about my experiences while on the JET Programme.	85.3%	198
I support/attend Japan-related events.	70.7%	164
I volunteer for a Japan/Japanese related organization (excluding JETAA).	25.4%	59
I initiate Japan-related activities in my community.	11.6%	27
I contribute Japan-related ideas to existing projects/activities.	38.4%	89
I introduce Japanese foods, movies, manga, etc. to family and friends.	75.9%	176
Other (please specify)	21.1%	49
<i>answered question</i>		232
<i>skipped question</i>		220

The number of unemployed alumni was surprisingly large at 58 people or 13% of the total number surveyed. This number includes those JET alumni who only recently completed the program in the summer of 2008.

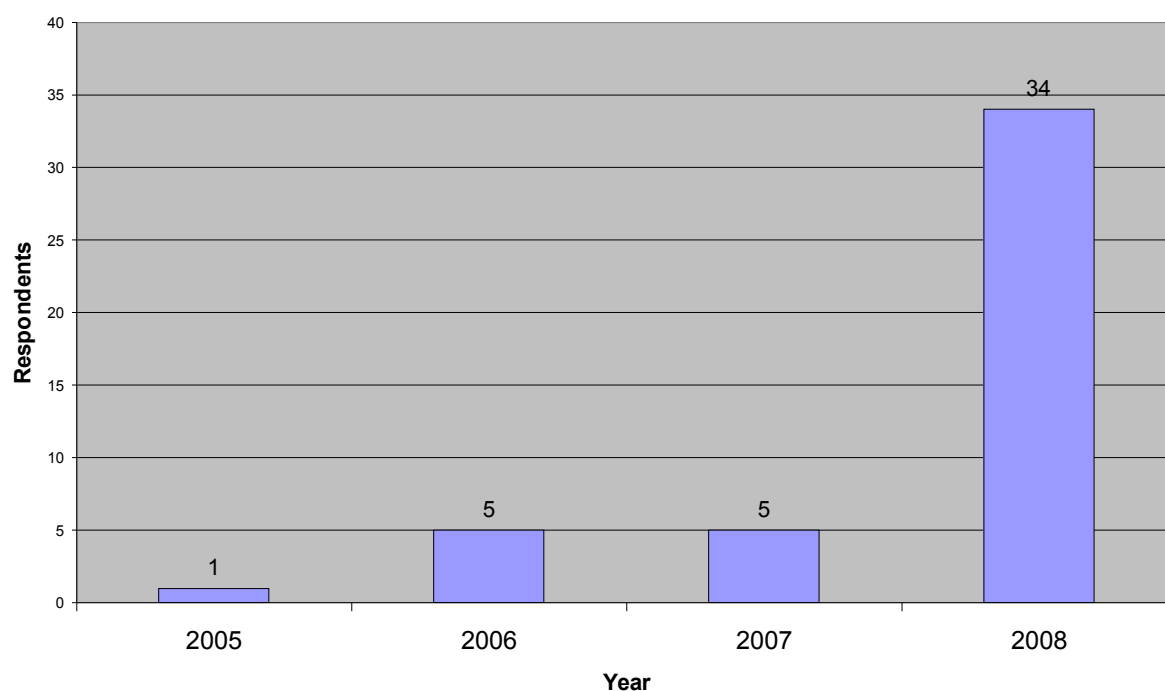
Currently, JETAA International provides a service called the “Job Bank.” This can be

accessed via a link on their homepage at www.jetalumni.org. There have been about 80 job postings in the job within the last month, most of which are positions for English instructors. Also included are links to over 800 different companies' websites. The Eastern Japan division of JETAA holds a yearly job fair which hosts major Japanese and foreign companies. This fair is intended for both current JET program participants as well as alumni.

Michael Adams, the current Chair of JETAA International, elaborated on the services and resources that JETAA international and its local chapters provide. While noting that each chapter operates differently, most hold a career fair involving speakers, networking, or workshops. Most JETAA chapters are also in contact with recruiting firms and publicize job opportunities to alumni through email listservs.

It seems that there are many services provided for JET Alumni who have returned to their home countries. However as 34 (72%) of the unemployed respondents returned to their home countries only three months ago, more could be done to help JET participants find a job or prepare for their job search while in Japan. Perhaps by allowing or promoting JET Programme participants to join JETAA and making use of these job seeker resources while still in Japan, the number of JET alumni who are unemployed upon returning to their home country could be reduced.

The Year Current Unemployed Alumni Left Japan



JETAA

According to JETAA's website, approximately 50,000 people have participated in the JET Programme. Of this number, approximately 21,000 or 42% are registered with local JETAA chapters around the world. Because JETAA is one of the main vehicles for promoting the

survey to the larger JET alumni community, the data gathered from the survey were gained mostly from JETAA members. Of the 452 surveyed, 286 (80%) stated they were currently involved in JETAA while 73 (20%) were not involved in JETAA at the time of the survey.

Are you now, or were you ever involved with JETAA?		
Answer Options	Response Percent	Response Count
I was a member of JETAA but am no longer.	5.0%	18
I was never a member of JETAA.	15.3%	55
I am currently a member of JETAA.	79.7%	286
<i>answered question</i>		359
<i>skipped question</i>		93

However, the number of respondents who skipped this question was unusually large at 93 or 21%. While it is unclear why so many respondents did not answer the question, it is our assumption that they were unsure of what JETAA is and are not likely members. Therefore, the number of non-JETAA members could be as high as 166 or 41%. All of the 55 JET alumni who have never been involved in JETAA knew that a chapter existed in their respective areas. Respondents were given the opportunity to list reasons for not joining JETAA. 7 respondents or 13% cited no interest in the types of activities hosted, 12 or 21% of respondents cited lack of time, 4 or 7% cited no chapter nearby, 9 or 16% cited not knowing how to sign up and 31 or 56% cited “no particular reason.”

Why didn't you ever join JETAA?		
Answer Options	Response Percent	Response Count
Lack of time.	21.8%	12
Don't want to keep up interest in Japan/Japanese culture.	0.0%	0
Bad experience on the JET Programme.	3.6%	2
Not interested in the activities the local JETAA chapter holds.	12.7%	7
Bad experiences with people involved in local JETAA chapter.	0.0%	0
There is no JETAA chapter near where I live.	7.3%	4
Didn't know how to sign up.	16.4%	9
No particular reason. I just never signed up.	56.4%	31
Other (please specify)	10.9%	6
<i>answered question</i>		55
<i>skipped question</i>		0

Respondents also noted reasons such as, “I did not want to receive emails and letters,”

“Haven’t gotten settled yet,” or “Nearest chapter is two hours away.” In the same section, one respondent showed a desire to open a chapter.

JET alumni respondents are currently living in over 23 different countries around the world. This number is certainly higher if all 50,000 alumni are considered. It is difficult to maintain chapters in many places, especially in areas where there are few alumni. However, even where chapters do exist, the amount of activity can vary wildly. One respondent wrote that upon moving to a new area it was “difficult to get involved” with the local chapter. The number of respondents who listed “no particular reason” is surprising because it seems to indicate a level of apathy with JETAA. This association must move to grow and change in order to generate extrinsic motivation for JET Programme participants to become members.

Established but inactive chapters can generate apathy or dissuade interest. For example, one respondent who is no longer a member stated, “My local chapter's website is down, making communication difficult and the Yahoo! group was updated last January (2008).”

Some respondents noted that they wish JETAA would be more involved in international events in general, rather than only things strictly Japan related. One respondent indicated that he would consider joining “if JETAA were to get involved with OTHER Community Engaging activities.” He continued on to write that “I work for a cultural organization that puts on events that involve many ethnic communities. I feel JETAA should be involved, but I guess because it is not Japanese concentrated, they do not.” Another respondent wrote that “I would like to see JETAA offer more resources and opportunities for continued employment in Japan to its alumni.”

It is now the JET Programme’s 22nd year and there are many alumni with children and family commitments. Another respondent asked us to “keep in mind [that] those of us who have been back home for 5+ years now likely have children,” and asked “what can JETAA do for us, as new parents, to engage their children in the culture? Anime movies? Games? play groups?” There is a great opportunity for local JETAA chapters to provide children with internationalization opportunities, especially in providing them with ties to Japan and Japanese culture.

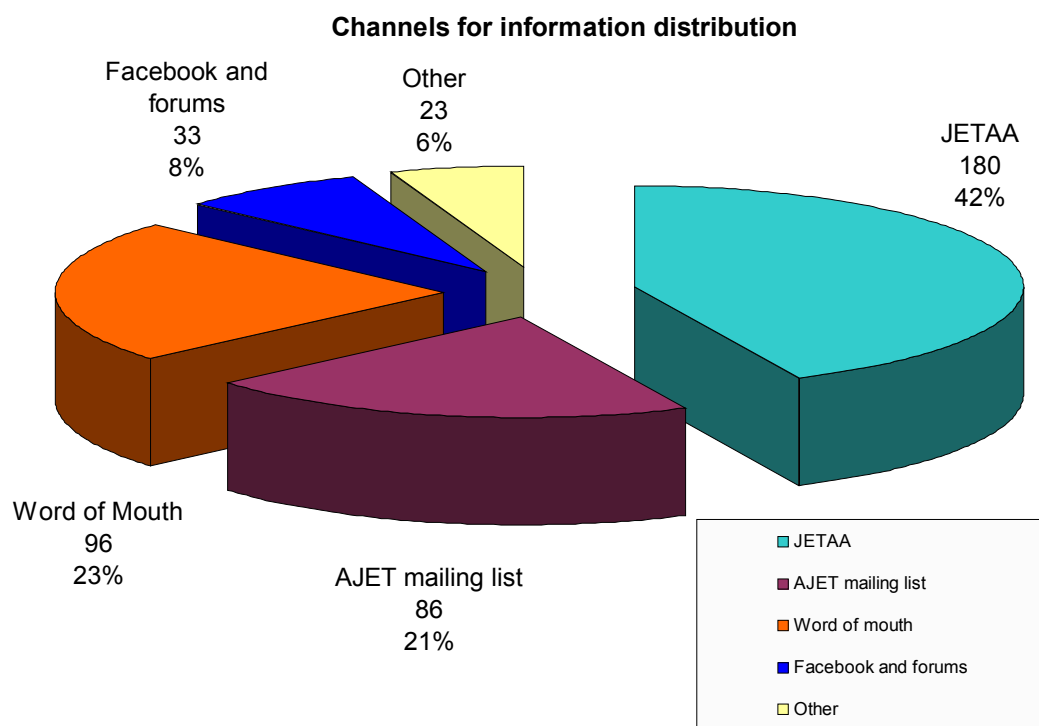
This is certainly within the JET Programme’s wide-reaching goal of “promoting grass-roots international exchange between Japan and other nations.” The survey demonstrated that JET participants continue to involve themselves in internationalization after returning to their home country. Of the 174 respondents whose jobs include internationally focused activities, 107 or 61% are involved with activities and projects directly related to Japan, and the remaining 67 or 39% of respondents are involved with activities related to other countries. Perhaps by finding ways to be involved with various internationalization efforts, JETAA may enlist more alumni and have a farther reaching effect.

It seems that more must be done to deliver clear information to JETs on how to join JETAA. Of the 55 respondents who have never joined, 9 or 16% cited not knowing how to sign up. The directions for becoming a member should be made clear when delivered with other information. One respondent even stated, “This is my first time hearing about [JETAA].” Furthermore, many respondents seem to feel that it is the responsibility of the JETAA chapter

to reach out to new alumni. One respondent wrote that “in order to encourage me to get involved in JETAA I would have to see that it is doing exciting outreach activities in my area,” and continued to note that “if I was informed of significant benefits to myself and/or a community close to me...I would be encouraged to get involved.” AJET is currently working on forming a stronger relationship between AJET and JETAA in order to inform current JETs about the alumni association and how to join. Beginning in 2007, AJET began inviting JETAA representatives to the Tokyo Orientations in order to make new participants aware of the alumni association and how it works.

Alternate Communication and Outreach

This survey was distributed to JET Alumni through several channels. The two largest of these were JETAA, which accounted for 180 or 43% of respondents, and AJET’s own mailing lists, which accounted for 86 or 21%. In addition to these, we asked current and past participants to alert others through word of mouth, which eventually made up 96 or 23% of survey recipients who reported hearing of the survey “through a friend.” Lastly, we promoted the survey over the social networking site Facebook and other online forums which together accounted for 33 or 7% of respondents. In total, 238 or 57% of the respondents AJET was able to reach were not found through JETAA.



Websites, forums and social networking sites can act as powerful tools to keep JET alumni connected to Japan. These methods are especially important for the alumni with no JETAA chapter nearby. There are many things JET alumni can do besides meeting in person or attending activities. One respondent cited involvement with a book club organized by one of the local chapters. Recognizing the massive appeal and international outreach abilities that

online social networks offer, AJET has begun maintaining a Facebook Group in order to better connect current and past JETs to events and news nationwide.

Questions for MOFA and CLAIR

1. How are JET Programme participants informed about JETAA? AJET plans to include information and links to JETAA through our email listserv and Tokyo Orientation. Are there any other ways that AJET can assist this process?
2. Does CLAIR collect demographic data on JETs returning home, and if so, how?
3. Do CLAIR and MOFA keep in touch with former JET Programme participants? How do CLAIR and MOFA gather contact information?

General Activities Report

Chelsie Sluyk, Block 5 Representative
Anne Slattery, Block 1 Representative
Sarah Lineker, Chair
Martin Nash, Webmaster

Introduction

This report will briefly review AJET's activities in the past six months and present our plans for the future. We invite CLAIR and the three ministries to offer their feedback on AJET's projects and ideas.

AJET Awards

Once again, this year National AJET ran the AJET Awards Programme which recognizes outstanding AJET groups and activities as well as people who have worked hard to support their fellow JETs. We award the nominees who/which best fulfil the goals set by the JET Programme and AJET within the categories given (i.e. Most Active Chapter, Best Newsletter, etc.). Successful nominations involve both JETs and Japanese people, promote mutual international understanding, and put the programme in a positive light. The recipients were as follows:

-Most Active Chapter: Hokkaido AJET for their many international theme events and charity events such as an English camp and International festival, successful website, relevant newsletter, and useful publications for life as a JET in Japan.

-Most Improved Chapter: Nagano AJET for the changes they made this year in the local JET support system and community involvement. They got rid of membership fees, created a newsletter, and added more events such a multicultural potluck, a televised "Christmas Caroling in the Community" segment, and a variety show that involved members from both the JET and local Japanese communities.

-Best Newsletter: Nagano AJET's "Yama Gomi" is a physical newsletter given to every JET in Nagano. It includes columns on JET life, features artwork of local JETs, provides travel information, and is a place for JETs to express their opinions. The information is interesting and relevant, and the newsletter is of high quality, making it very popular amongst JETs.

-Best Website/Web Community: Aichi AJET. Their homepage provides relevant information such as news and exchange rates. It also has links to digital copies of the bimonthly newsletter, lesson plan database, and discussion forums. Aichi JETs are very active on this forum which allows for discussion and event planning.

-Best Charity Event: Kumamoto AJET's Valentine's Day Date Auction/Bowling for PEPY

-Best Sports Event: Tokushima AJET's Touch Rugby Tournament uses sports to unite different JET chapters and Japanese people.

-Best Local Community Event: Miyagi AJET's Art and Culture Show. 500 Japanese and foreigners living in Miyagi attended the art show. The show used the common language of

art to express the various ways of life of people living in Miyagi and highlight similarities between local and foreign residents. The show included artistic pieces, cultural workshops, and live performances.

-Best Inter-Prefectural Event: Nagano AJET's Soccer Tournament. Hundreds of mixed Japanese, JET, and private ALT teams join together from many different prefectures for this weekend soccer tournament.

-AJET Service Awards: Service awarded individuals for a variety of contributions to the goals of the JET program and to supporting JETs. These individuals demonstrated foresight, motivation, dedication, and new ideas:

Darren Biggs, Hugh Bloor, Kelly Bolen, Richard Hanson, Travis Harper, Martyn Jones, Suzy Lee, Sarah Lineker, Alison MacDonald, William MacDonald, Martha MacKinnon, Tsekere Maponya, Brenda McKinney, Desirae Mercer, Daniel Mick, Kent Morien, April Morley, Tori Pinto, Benjamin Raven, Alaina Riley, Sarah Ryer, Cheryl Sharland, Mike Shu, Audrey Tavares and Luke Weavers.

Peer Support Group

This year has seen several major changes for the AJET Peer Support Group (PSG), including a new leadership team, a new training model, an increased number of volunteers, and refinement in the data collected. Now, call severity statistics are collected according to a 0-4 point scale (see figure 2). Additionally, PSG resources such as articles on frequently requested topics and questions have now been digitised. We are currently working on a new PSG website where this information can be accessed. This project will be completed by June 2009. We intend for this to be an additional resource for JETs and to contribute to JET's awareness of the support services and resources available to them.

As seen in Figure 1, there is a spike in calls in August, corresponding with the arrival of new JETs. Figure 2 shows that there are a larger number of information (severity 0) calls and a larger number of calls where the caller was in severe distress (severity 3) than in previous months. The most common themes in August were calls for information and support, and the most common problems were with sleeping, diet, stress, and loneliness/isolation. The number of callers referred to their Prefectural Advisors (12 of 33 calls) suggests that a lack of awareness or timidity may be leading to an underutilization of support services. PSG hopes to see an increase in call volume in the future, especially on less severe matters, as this may prevent them from becoming more severe problems in the future.

PSG Statistics

Figure 1: Call Volume per Month 2007 and 2008

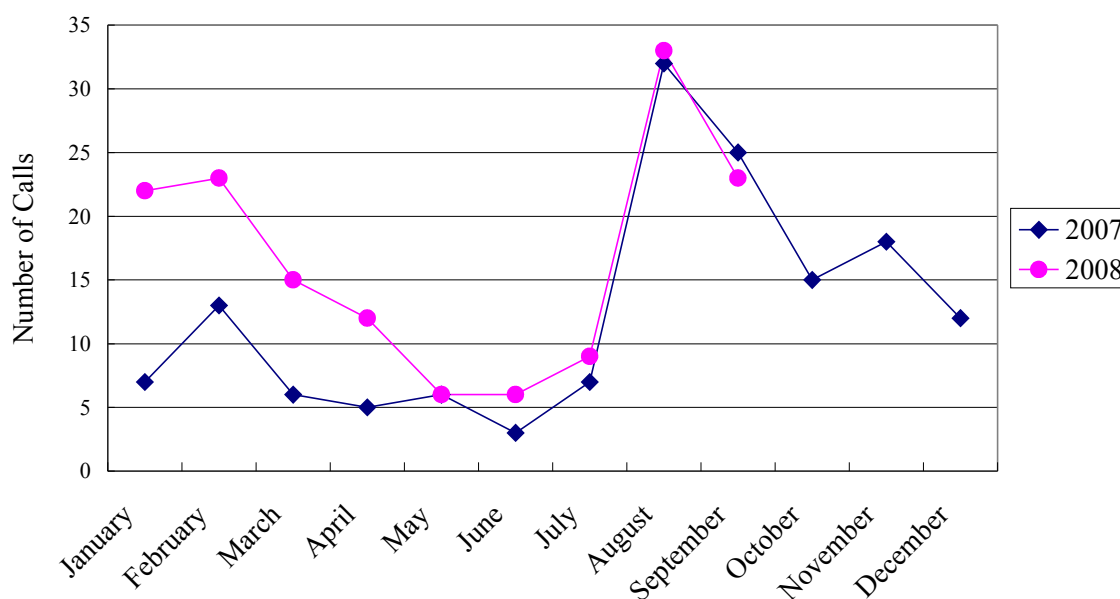
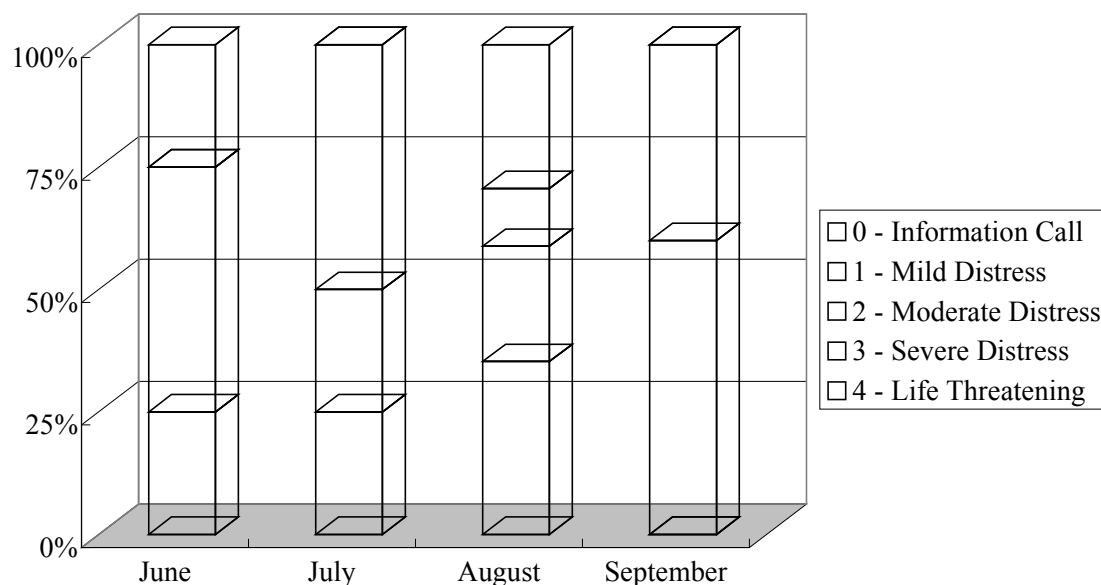


Figure 2: Call Severity per Month



The cancellation of the Re-contracting Conference has had a major effect on the training quality and success of PSG. Because we are not able to hold the training during the conference where all volunteers are present, a new training model was required. The new training model requires PSG Coordinators to travel to several locations throughout Japan to hold multiple volunteer training sessions. Not all volunteers are able to attend these

meetings, so the training sessions for those volunteers are conducted through teleconferences via Skype. The new model allowed for a little more training time, but it also somewhat took away from the sense of a PSG volunteer community that existed when all volunteers could train together. When the training was held at the Re-contracting Conference, the costs totalled 70,000 yen. This year, training costs totalled 412,830 yen.

JET Effect

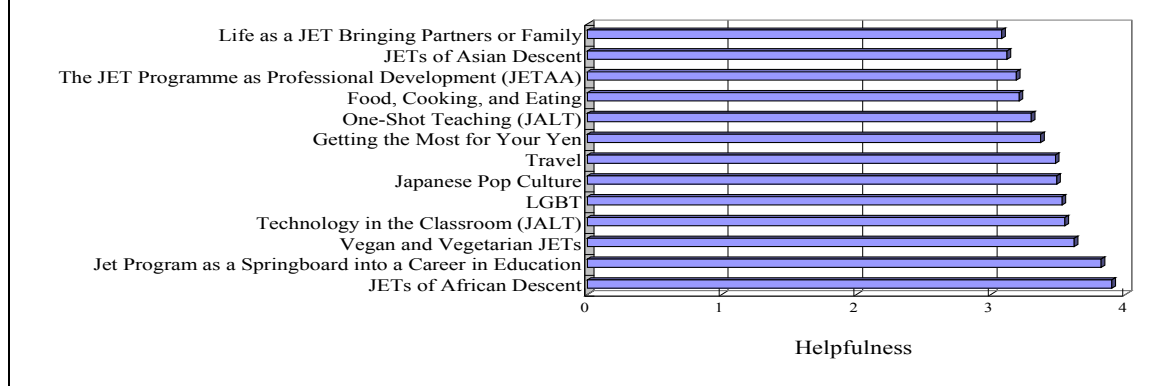
The “JET Effect” Programme, National AJET's new community involvement promotion project, was launched this year. Each month, a JET community involvement project is spotlighted to help inspire JETs to create their own projects as well as showing the community how JETs are getting involved in grassroots internationalisation. Since the launch of the programme, four different projects have been spotlighted and can be viewed on the National AJET website in both English and Japanese. These include a project where high school students and their JET ALT made an English language brochure about their town for the town's tourism centre, an English-language current affairs workshop run by ALTs for JTEs, an international festival, and an orphanage volunteer program. The spotlight articles include descriptions of who, what, when, where, why, and most importantly *how* these events were carried out. Interested persons are also given the opportunity to contact the organisers of the JET Effect projects. We anticipate that this program will act as a resource as well as encourage JETs to become more involved with their communities and helping to promote grassroots internationalisation.

Tokyo Orientations

This summer, 1,929 new JETs arrived in Japan and National AJET was pleased to be able to help welcome them. Once again National AJET Council members were able to attend Tokyo Orientation as Tokyo Orientation Assistants (TOAs), 10 for Orientation A, 7 for Orientation B and 1 for Orientation C. National AJET would like to thank CLAIR for allowing National Council members to attend and in doing so, reducing the financial burden on National AJET. The Orientations were a success. 1,575 JETs signed up for National AJET membership during Tokyo Orientation, and about 1,200 JETs attended the Information Fairs.

During the AJET afternoon, National AJET ran thirteen workshops during both Orientation A and B. While most presenters were TOA volunteers, professionals from the Japan Association for Language Teaching (JALT) and the JET Alumni Association (JETAA) also presented workshops. AJET would like to offer our sincere thanks to all volunteers who presented workshops. At the end of each workshop, workshop participants completed evaluation forms using a scale from 1 (not helpful) to 4 (very helpful). 632 evaluation forms were completed.

Figure 3: Helpfulness of AJET Workshops at Tokyo Orientation



A major change to the preparations for Tokyo Orientation this year was the change to the TOA planning meeting. In previous years, National AJET council members had been able to meet with TOAs prior to Tokyo Orientation to assist in the organisation of the AJET workshops. This year, all of the organising and preparations had to be done via email between volunteers that had never met. This resulted in a number of unforeseen problems. It was much more difficult to attract volunteers via email rather than in person and it was impossible to select people who we thought would be good presenters because we had never met many of the TOAs before. Additionally, delays in receiving the list of TOAs resulted in less time to prepare the workshops. Many volunteers complained that they couldn't possibly prepare a workshop without meeting their co-presenters which also resulted in National Council members having to spend a lot of time diffusing complaints.

AJET Online

Ajet.net Improvements

We have made a number of changes and improvements to the National AJET website. We have integrated a calendar to show local and national AJET events. Workshop handouts from Tokyo Orientation are now online and easier to access. We also added a link to the CLAIR website so new JETs can easily find handouts from CLAIR workshops as well. Work has commenced on updating and translating the "About AJET" section and we anticipate that this will be completed in English, Japanese, and Chinese in time for the April Orientation 2009. The system of entering new members has been improved and all members now receive the monthly E-bulletin. This has made it easier for National AJET to communicate with its members, making useful information more readily available.

Bullying Report Follow-up

In response to discussions about dealing with bullying at last year's December Opinion Exchange, MEXT provided us with four documents on bullying in schools. We have now translated these documents and made them available to JETs on the AJET website.

AJET on Facebook

National AJET is also increasing its presence on the social networking site *Facebook*. While most JETs don't visit the National AJET website on a regular basis, many JETs use Facebook regularly. By utilising Facebook, we continue to raise the profile of National AJET and

encourage more people to visit <http://ajet.net>.

Publications

AJET is very excited about the success of our latest publication, Planet Eigo. We have received a lot of extremely positive feedback about its usefulness for ALTs. Planet Eigo was for sale at Tokyo Orientation for the first time this year. New JETs were very enthusiastic about its user-friendly nature and ready-to-use activities and handouts. This paired with helpful sections on team-teaching, learning theory, curriculum design and lesson planning have lead to a more streamlined and successful publication. 626 JETs purchased Planet Eigo at this summer's Tokyo Orientations. That is 32.5% of the JETs in attendance, compared with the 29.2% who purchased Team Taught Pizza at the 2007 orientations.

Japan Association for Language Teaching (JALT)

AJET was involved at the last JALT Nakasendo English Conference on June 21st. AJET was a sponsor for the conference, and Jennifer Park was on the planning committee and helped staff the event with other JETs. April Morley led a workshop based on the issues raised in the May Opinion Exchange report. April also represented AJET on the panel for the concluding discussion.

Recently, National AJET attended JALT's 34th Annual International Conference on Language Teaching and Learning & Educational Materials Expo in Tokyo from October 31st to November 3rd, 2008. Sarah Lineker, Chair; Jennifer C. Park, Vice Chair; and Anne Slattery, Education Liaison, attended as AJET representatives and presented "Supporting JTEs and JETs Through Teaching Resources" with specific focus on our latest publication Planet Eigo. They were also involved in a panel discussion as well as manning the AJET information display for the duration of the conference.

This year was the first time AJET presented at a JALT conference, and is evidence of the strengthening relationship between the JALT and AJET organisations. This is also a valuable opportunity for AJET to connect with other organizations that may be able to help support JETs, especially ALTs.

Prefectural AJET Chapter Highlights

AJET is fortunate to have many prefectural chapters and special interest groups actively promoting grass-roots internationalisation through various events. We would like to present a few examples of events that AJET prefectural chapters have organised.

Akita

-The Akita International Sumo Basho: JETs in cooperation with the Akita Prefecture Government Academic & International Policy Division and the Akita City Sumo Association. This is a charity event and all profits go towards building 3 libraries in Southeast Asia with the non-profit organisation Room to Read.

Aomori

-JET Culture Day: 100 CIRs and ALTs gather together for a day of Japanese Cultural study. This event acts as an introduction to the rich cultural history of Japan, and is a unique opportunity for JETs to experience various aspects of Japanese culture in an English speaking

environment. The International Relations Division, with the support of AJET, will hold various workshops on Aomori and living in Aomori, as well as practical workshops that include Japanese cooking, karate, sumo, taiko, crafts, and more.'

-Tohoku Trivia Weekend: The Tohoku Trivia Weekend is an annual event held at Lake Towada. People come from Iwate, Akita and sometimes Hokkaido to participate. Participants in the event are divided into teams, each testing their knowledge about anything from history, current events, pop culture, fashion, sports, and music. JET participants combine with local Japanese friends to form teams. The event was a good opportunity for foreigners and locals to meet, learn, and enjoy each other's cultures.

Fukui

-Volunteer visits and sports day with a local orphanage: This event began with monthly two-hour visits to a local orphanage. The goal of the program is to spend one on one time with the children and to expose them to an international community. The event has grown as more JETs became interested in volunteering and taking on leadership roles. They are starting similar programs in other orphanages in Fukui-ken. In addition, they held an East meets West sports day in mid-October, followed by a BBQ for staff, volunteers, and kids. They are hoping to expand the program by organising day trips and making donations such as birthday presents for the children.

Gifu

Gifu World Festival: Gifu AJET teamed up with the Gifu Youth Gathering Association (GYGA) for its annual "World Festival." The festival is an afternoon of music, games, speeches, dancing, and food to celebrate foreigners' interaction with Japan, and Japan's interaction with the world. Volunteers, including 30+ JETs organised performances and booths to teach participants about cultures around the world. About 350 guests attended the events.

Hokkaido

-The Hokkaido English Challenge (HEC): the purpose of HEC is to encourage students to use and improve their spoken English, to interact with their ALTs, and to reward them with fantastic prizes for their efforts like a home stay in an English-speaking country or a place at the annual HEC English summer camp.

-Iwamizawa International Mini-Festival: Volunteers, including 20 JETs and their families organised displays, activities, food and drinks from their countries of origin drawing a crowd of over 300 locals

Nara

-Nara has a very organised network of JETs called Nara JETnet. (Almost all 60+ JETs in Nara participate in Nara JETnet.) They come together three to four times a year to organise international events. Recently, they held their 23rd international event: the International Arts Festival. Over 50 members of the JET program volunteered to present cultural aspects of various countries such as paintings, photographs, and performances. Over 400 Japanese participants of various ages and backgrounds attended.

Shiga

- Shiga JETs and Japanese participants did a two-day bike ride around Lake Biwa.
- Shiga AJET organised a cleanup of Lake Biwa, picking up trash along Lake Biwa's shore.

Toyama

-Charity Variety Show: Each year, members of both the Japanese community and the JET community come together to create a talent variety show with a combination of Japanese and Western cultural acts. The show donates 100% of the proceeds to one local charity (Toyama-shi Aiikuen, an orphanage), one national charity (Second Harvest Japan), and one international charity (Heifer International).

Special Interest Groups (SIG) Highlights

Bicycle for Everyone's Earth Japan (BEE Japan)

-BEE just completed a two-month long Japan end to end bike ride that sought to educate about environmental living and sustainability.

Japan Christian Fellowship (JCF)

JCF has joined with another Christian Fellowship Organisation (MUP Japan) to plan their regional retreat in Hiroshima Prefecture for any interested persons in Southern Honshu.

PEPY

The PEPY SIG is sending JETs to Cambodia on two different trips this winter: a volunteer program at the PEPY Ride School for children in rural Cambodia, and an educational biking tour through the countryside.

PEPY has put together a presentation on “Being Green in Japan” that addresses environmental issues and environmentally conscious behaviours that are relevant to life in Japan. This presentation has been incorporated in different forms in multiple Prefectural JET Orientations.

Questions

1. Does CLAIR, MEXT, MIC or MOFA have any comments or questions about any of National AJET's activities or services?
2. We would like to request CLAIR's assistance in promoting JET Effect. In what ways would CLAIR be able to help AJET make this information available to a wider audience, specifically to a non-JET audience?
3. Does CLAIR intend to hold a TOA planning meeting for all TOAs before Tokyo Orientation in the future? If not, is it possible to receive the details of TOAs who are not presenting CLAIR workshops earlier to help avoid some problems that we faced this year?
4. Can AJET assist in writing the section on the TOA application form for AJET workshops to ensure that we get the information we require and to prevent people from checking boxes even if they are not interested in presenting AJET workshops? If so, who should be contacted and when?
5. Can information from National AJET about AJET workshops be distributed to TOAs along with the acceptance letters?
6. If AJET is given the opportunity to participate in future JALT conferences, is there anything CLAIR or MEXT would like AJET to present or do?

Handover Procedures Report

Tonya Kneff, Block 3 Representative
Daniel Patterson, Block 8 Representative
Caroline Ideus, Block 9 Representative
Bryan Olsson, CIR Representative and Translator

INTRODUCTION:

In the JET Programme, most JETs are fortunate enough to have predecessors who can pass on valuable information about both living and working in Japan. Yet, currently, there is no standardised system of passing down essential information. This report will explore what, if any, handover procedures are undertaken by JETs' predecessors, as well as what information is included. Additionally, this report will look into systems of "hikitsugisho," or documents that are produced in many Japanese offices by predecessors for their successors, that prefectures throughout the country use to communicate with incoming JETs. Finally, this report will evaluate what particular information should be provided to JETs during the handover process.

METHOD:

The data and analysis for this report is based on a survey conducted in October 2008. 496 JETs participated in this survey, with at least one respondent from each prefecture. 90% of respondents were ALTs while 10% were CIRs. Over half of all respondents were first year JETs (56%), 25% were in their second year, 12% were in their third year, 4% were in their fourth year and 3% were in their fifth year. There were no SEA respondents.

In *Chapter 7: Leaving JET* of the General Information Handbook (GIH), CLAIR provides a comprehensive list of suggestions regarding information that predecessors should pass on to their successors. This list was used to help generate survey choices about what kind of information JETs received not only from their predecessor, but also by other means, such as Contracting Organisations, supervisors, co-workers, other ALTs, etc. The survey contained 25 questions with a variety of answer choices, such as "yes" or "no" answers, Lickert scale answers (a scale of 1-5, 5 being the best and 1 being the worst), choices from a set list of answers, and free response sections. Moreover, several survey respondents allowed further contact via email, through which additional information was collected.

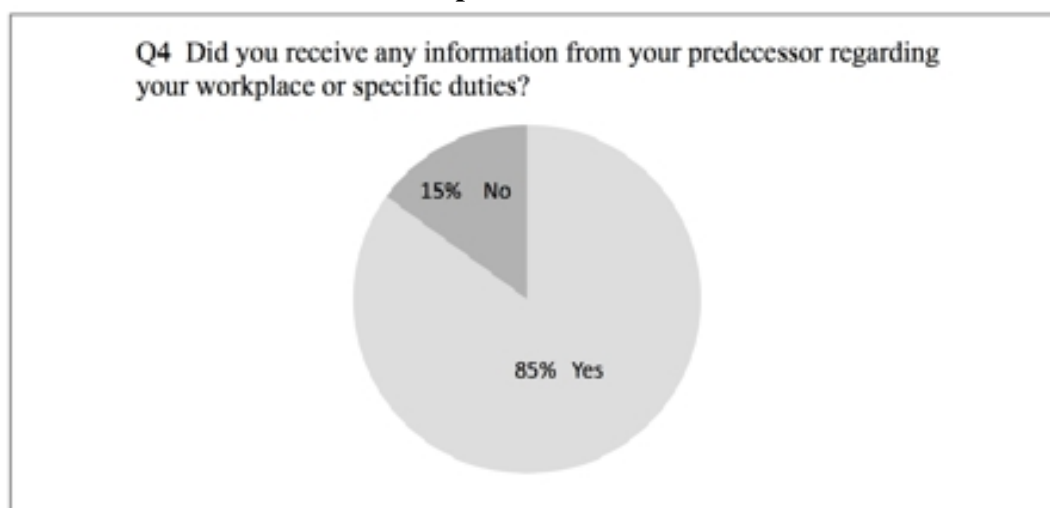
DATA ANALYSIS PART 1 - INFORMATION FROM PREDECESSOR:

85% of the survey respondents received information regarding their workplace and specific job duties from their predecessor (**see figure 1**). 15% of all respondents did not receive any information from their predecessor, and of this 15%, only 8% received information by other means, including their Contracting Organisation, their supervisor, their Prefectural Advisor (PA), other ALTs or their co-workers. However, the other 7% received no information at all.

Handover Procedures Report
引き継ぎ手順報告



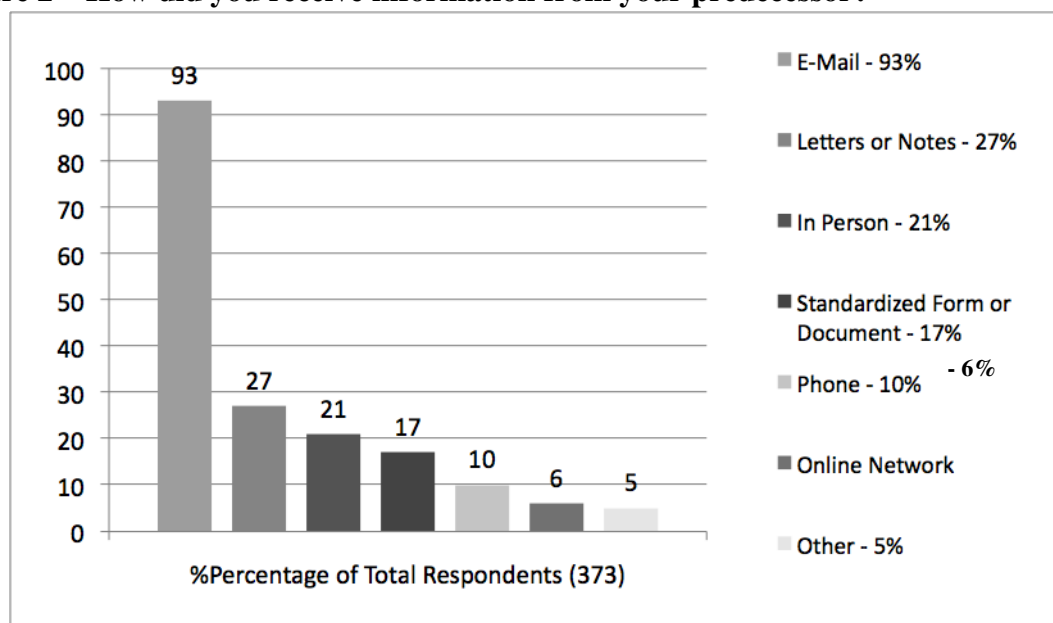
Figure 1 – Information received from predecessor



The most common means of distributing information from predecessor to successor is via email (see figure 2), with 93% of respondents receiving information this way. 27% of respondents received letters or notes while 21% received information in person. As one ALT stated:

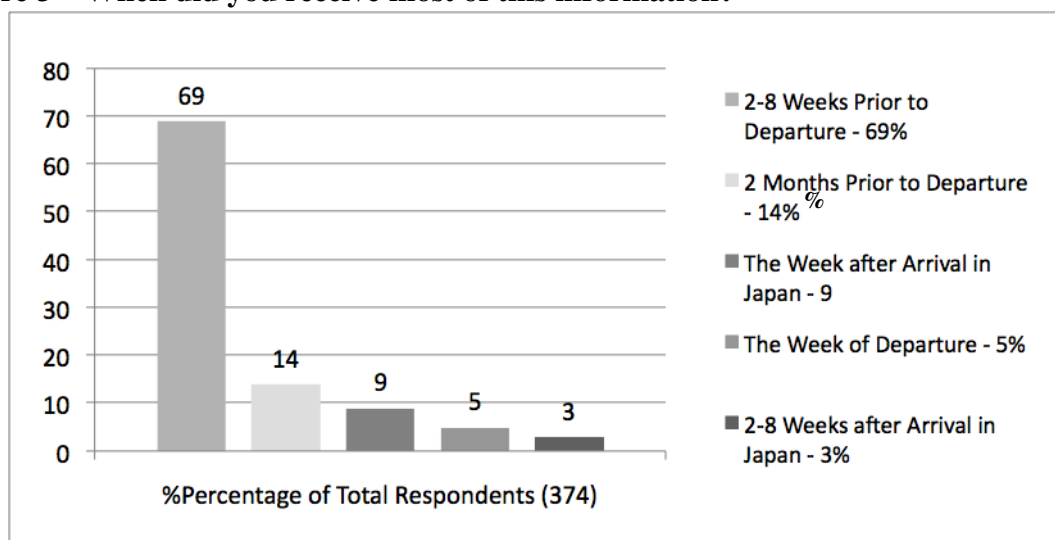
*My predecessor greeted me at the airport and helped me get settled in-- it was great.
(1st year ALT – Okinawa)*

Figure 2 – How did you receive information from your predecessor?



As figure 3 shows, the majority (69%) of those receiving information from their predecessors received it 2-8 weeks before their departure. 14% received it two months prior to departure, 5% received it the week of departure, 9% received it the week after arrival in Japan and 3% received it 2-8 weeks after their arrival in Japan.

Figure 3 – When did you receive most of this information?



Some respondents commented that they would have liked the information sooner:

I would have appreciated receiving the information [about co-workers and teachers at my schools] sooner, near the first weeks of June. (1st year ALT – Fukuoka)

I would have liked to know a little more detailed information about what classes I was going to be teaching. I found this out when I arrived, of course, but it would have been nice to know more about it ahead of time. (3rd year ALT – Okinawa)

I did not even know where I was going or what I was to do or who my predecessor was until 4 days before departure! (1st year ALT – Hyogo)

DATA ANALYSIS PART 2 – STANDARDISED PROCEDURES:

23% of survey respondents stated that their prefecture has some standardised form or process for passing along specific, job-related information to successors. However, some respondents commented that while they received a standardised form from their predecessor, the form was sanctioned by their contracting organisations. In some instances, BOEs require the person leaving the job to fill out a document for his or her replacement. While sometimes there are standardised forms for predecessors to fill out, often the procedure for passing information involves giving the outgoing JET his or her successor's email address (such as in Akita) or sending the new JET a copy of the contract:

Before arriving I only received the standard JET contract and my address, which ended up not being my actual address at all. (2nd year ALT – Yamanashi)

Regarding standardised procedures that are sanctioned by PAs, about 11 (or less than 25%) of the 47 prefectures in Japan have some type of standardised procedure in place. However, not all of these procedures are prefectural-wide. For example, in Nagano, the standardised form is sent only to prefectural ALTs and CIRs, but not to municipal JETs.

Many prefectures prepare leavers guides with suggestions about what information to leave for their successor, but there are no procedures in place to make sure that certain topics are covered or that the information is passed on to the incoming JET.

The following are case studies of prefectures with standardised procedures for passing information to incoming JETs (the corresponding forms are attached in the appendix):

CASE STUDY 1: Okinawa

About 5 years ago, Okinawa PAs created a guide called “Essential Information for Successors.” This guide is filled out by predecessors and then mailed to successors prior to their arrival in Japan. This guide includes the following information:

- Predecessor contact information
- Work schedule
- School profile(s), including after-school activities, festivals and events, and the school environment
- Gift recommendations
- Local information, including transportation, facilities (post office, hospital), etc.
- Housing information
- Items for sale

In addition, an Okinawa JET DVD is included. This DVD provides an introduction to the PAs and “block heads” (regional block leaders), a history of Okinawa, some footage of the remote islands, apartment tours and some information about daily living in Okinawa. New JETs are also signed up for the Okinawa JET website about two-to-three months before they arrive. The website contains discussion forums, articles written by Okinawa JETs, and introductions to those in the Okinawa JET community. The following are comments by respondents from Okinawa:

Okinawa JET website is the best website ever created. (1st year ALT – Okinawa)

The standardised form...is not a bad form, but it's limiting and I guess many predecessors don't feel the need to elaborate or go into detail unless forced to. I didn't know what questions to ask my predecessor before I left home so there were many things I never knew till I got here. (3rd year ALT – Okinawa)

However, the system of handover procedures does not rely solely on the predecessor to pass on useful information. Okinawa has regional block representatives, or “block heads,” who serve as local liaisons between JETs and the PAs. As the current PA in Okinawa, Chris Madole, states, “At the heart of all of this is the block system which provides the first real link to local information and social scenes for our JETs, in their own respective areas.”

This system is constantly being refined, but perhaps the strength of it is that it is not PA-

centric. Moreover, there are many avenues of communication so that incoming JETs do not have to rely solely on their predecessors, but rather, receive information from a variety of JETs living in their area. All Okinawa respondents (21 people) stated that the information they received was useful. 20% found the information they received “extremely useful” while 40% found it “mostly useful” and 40% found it “somewhat useful.”

CASE STUDY 2: Fukui

Fukui has a "home and school" information form that is filled out by all leaving JETs. The PA collects the forms and sends them to the new ALTs once the placements have been determined. This form is mandatory for all prefectural JETs, but it is voluntary for municipal JETs. It is sent to JETs before they arrive in Japan, usually in late May or early June, and includes the following information:

- Predecessor contact information
- School information (address, Japanese Teachers of English (JTE), English-speaking staff, etc.)
- Team-teaching Background (including lesson plans, evaluation procedures, resources available, etc.)
- Information regarding students (level of ability
- Work schedule
- Annual school schedule
- Projects initiated or continued
- Local information, including neighbors and transportation to work
- Information on housing (type of housing, amount of rent, etc.)

In addition, contact information of predecessors and successors is emailed to each other. As the current PA, Mellissa Avis, explains, the success of their system is two-fold. First of all of the PAs in Fukui, one is the “Kencho ALT.” The only responsibility of the Kencho ALT is to help Fukui JETs. Second, 90% of Fukui JETs are employed by the prefecture, all of whom are required to fill out the form for their successors.

However, as some respondents noted:

This should have been emailed to me much earlier! I only found out minimal information about two or three weeks before leaving. (1st year ALT – Fukui)

I think that the information that I received was very biased, which made it difficult to use. (1st year ALT – Fukui)

Of all Fukui respondents (17 people), 17% found the information they received “extremely useful” while 50% found it “mostly useful” and 33% found it “somewhat useful.”

CASE STUDY 3: Nagano

In Nagano prefecture, the Prefectural Board of Education sends out the “Successor Information Sheet.” However, this form is only sent out to prefectural leavers, namely, senior high school ALTs. The outgoing ALTs fill out the document and email it to the ALT PA. The PA then emails them to the successors prior to their arrival in Japan. The form includes the following information:

- Predecessor contact information
- Work schedule
- School/Office profile
- Gift recommendations
- Local Information
- Housing Information
- Living expenses
- Items for sale

As Brian O’Donovan, the current ALT PA, states, “...they’re EXTREMELY useful for newbies and that’s the line I take when sending them out to leavers...I think it should be Nagano-wide.”

Similar to Okinawa, Nagano is broken up into regional blocks. Each block has two-to-three block leaders. Like a predecessor, the leaders contact new JETs, providing them with information about their new home. However, unlike a predecessor, the block leaders are not returning home but remain in Japan as part of the JET support network. Each block has its own system of passing information to new JETs before they come to Japan, usually via email, website or online network (such as *Facebook*).

As one respondent states:

My change over was very smooth, some things just can’t be prepped for. I felt well taken care of. (1st year ALT – Nagano)

All Nagano respondents (9 people) stated that the information they received was useful. 20% found the information they received “extremely useful” while 60% found it “mostly useful” and 20% found it “somewhat useful.”

CASE STUDY 4 – Shizuoka

Last year (2007), the Shizuoka prefectural PA started a new system of passing information on to successors. Each leaver is asked to fill out a form that is mailed to new JETs before they come to Japan. The form includes the following information:

- Predecessor Contact Information
- Pre-departure suggestions
- General Job responsibilities, including the teaching situation, a weekly schedule, explanation of a typical day
- Gift recommendations
- Housing information
- Local information, including the climate, population, a map of the prefecture, number of JETs nearby, etc.

As one respondent stated:

Before we arrive we are sent a detailed letter with answers to common questions, a city guide, bus map, recycling sheet etc in English. Makes you feel pretty good. (1st year ALT – Shizuoka)

All Shizuoka respondents (16 people) stated that the information they received was useful. 42.9% found the information they received “extremely useful” while 28.6% found it “mostly useful” and 28.6% found it “somewhat useful.”

DATA ANALYSIS PART 3 – LEVEL OF PREPARATION:

This survey asked the question, “How prepared for your job did you feel prior to coming to Japan?” Many respondents (40%) said they felt “somewhat prepared.” 5% felt “extremely prepared,” 24% felt “mostly prepared,” 23% felt “hardly prepared” and 8% felt “not at all prepared.” Thus, more than half of all respondents (69%) felt that they had at least some preparation for their new job, as reflected in some of the comments:

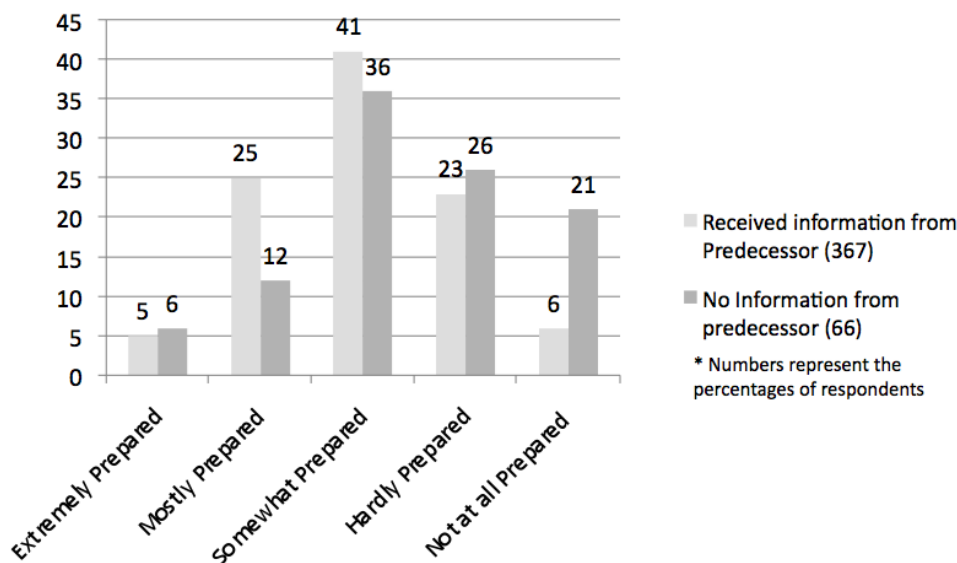
I think I felt as prepared as one could expect from any new job, especially one in a foreign language. However, more information on office policies (even now) would have been helpful. (1st year CIR – Tottori)

Yet, of all the respondents, the fact remains that more than 8% of new JETs are entering their jobs completely unprepared, while 23% are hardly prepared.

Of those who didn’t receive information from their predecessor, 4.5% felt “extremely prepared,” 12.1% felt “mostly prepared,” 36.4% felt “somewhat prepared,” 25.8% felt “hardly prepared,” and 21.2% felt “not at all prepared.”

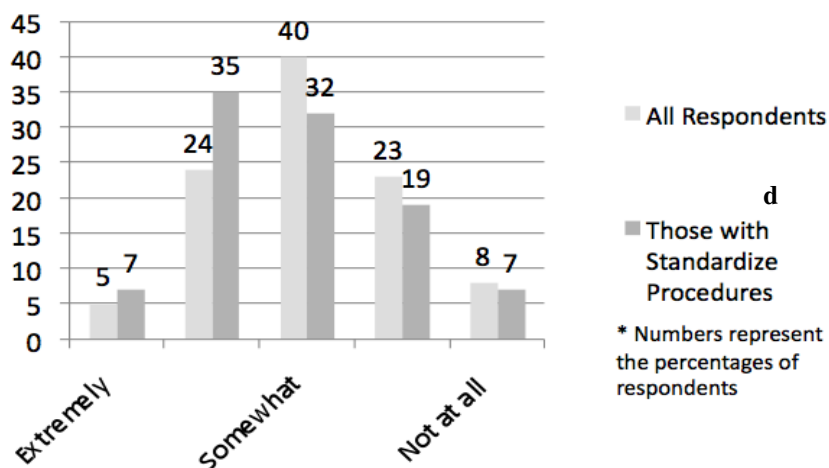
There was not much difference in the data when comparing all respondents to only those who received information from their predecessor. The largest difference, of only 2 percentage points, was in the “mostly prepared” and the “not at all prepared” categories. However, when comparing respondents who received information from their predecessor to those who did not, there is a dramatic decrease in the levels of preparation (see Figure 4).

Figure 4 – Level of preparation of those who received information from predecessor and those who did not



What is interesting to note is that the respondents who have standardised procedures in place felt an overall higher level of preparation, with 7% feeling “extremely prepared,” 35% feeling “mostly prepared,” 32% feeling “somewhat prepared,” 19% feeling “hardly prepared” and 7% feeling “not at all prepared.” Even of the respondents who received no information regarding their workplace or job duties, neither from their predecessor nor by other means, 35% still felt “somewhat prepared” for their job. However, the levels of feeling “hardly prepared” or “not at all prepared” are very high, with 28% and 31% of respondents, respectively.

Figure 5 – How prepared for your job did you feel prior to coming to Japan?



As one may expect, the less information one receives about his or her job, the less prepared he or she feels about it. On the other hand, the data suggests that 32-40% of all respondents (regardless of what information they did or did not receive) did feel somewhat prepared for their jobs prior to coming to Japan. Moreover, receiving information from one’s predecessor does not necessarily indicate that a JET will be more prepared for his or her job, as there is no set standard for what information a predecessor must give to the successor.

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*I asked my predecessor [for specific information], but he wanted it "to be a surprise."
(1st year ALT – Nagasaki)*

However, the data shows that prefectures with standardised procedures for passing information on to new JETs tend to pass on the most useful information for preparing JETs.

As one respondent stated:

My predecessor should have spent more time thoroughly filling out her standardised document, and less time trying to sell me her car and saying how far away my apartment is. (The only reason I felt as prepared as I was is due to majoring in English education and knowing I could handle anything thrown at me.) (1st year ALT – Nagano)

DATA ANALYSIS PART 4 – SUGGESTIONS:

According to the data, the most useful information for successors is:

All respondents

- Work schedule
- Supervisor details
- Outline of a typical day
- Transportation to and from work
- Giving gifts
- Paid leave
- Dress code
- Workplace etiquette
- General living information

ALT respondents

- ALT type
- School level
- School schedule
- Example of a lesson plan
- Visual example of team teaching
- Duties
- Materials available
- Materials to bring
- Introduction of teachers and school
- Expectations of JET, teachers and students

CIR respondents

- Office situation
- What to expect from colleagues
- Introduction of colleagues
- Hours outside of work
- Projects in Progress

Those who did not receive any information stated:

I would have appreciated PROPER TRAINING. I received nothing from Tokyo orientation, nothing from Shiga work orientation, nothing from my predecessor, and nothing from my school. If JET simply refuses to stop saying "every situation is different" and actually take the time to explain those different situations, then the schools must be the ones to explain everything to the new ALTs. (2nd year ALT – Shiga)

I felt completely unprepared and dropped into a situation I didn't understand. (2nd year ALT – Nara)

Some stated that the information should have come from someone other than one's predecessor:

When I arrived my supervisor took me through everything. I don't think it should be the responsibility of the outgoing ALT. (2nd year ALT – Miyazaki)

It would be nice if a JTE could take even a few minutes and type up something outlining what is expected of me and how lessons work. Even upon arriving it was difficult to get someone to actually tell me what my job is. (1st year ALT – Chiba)

...The SCHOOLS THEMSELVES must maintain a comprehensive job description that THEY use to train new ALTs. Only the school can tell an ALT what they expect from them...(2nd year ALT – Shiga)

Figure 6 and **Figure 7** show what other information would be useful or appreciated in preparing JETs for their job:

Figure 6 – Other useful information

Q23 What other information would have been useful to prepare you for your job?

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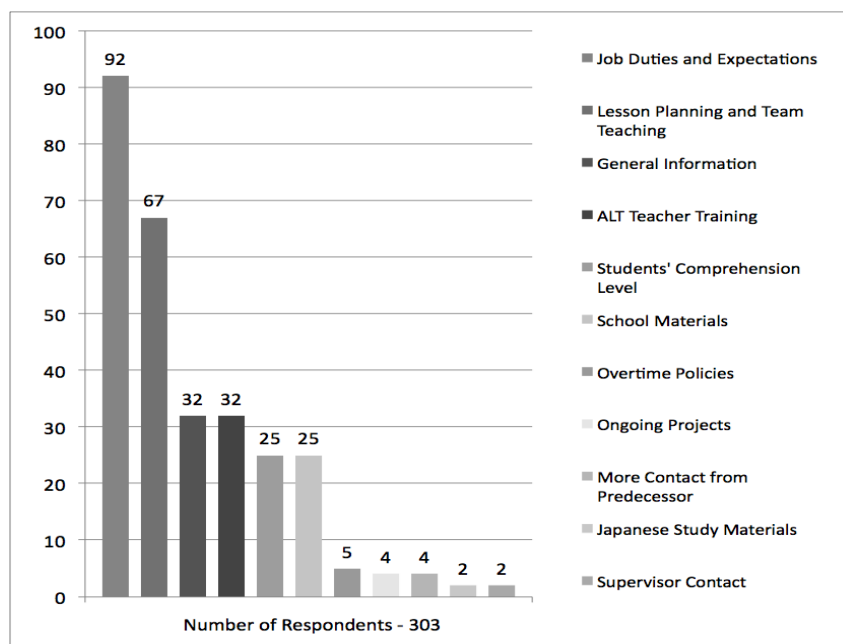
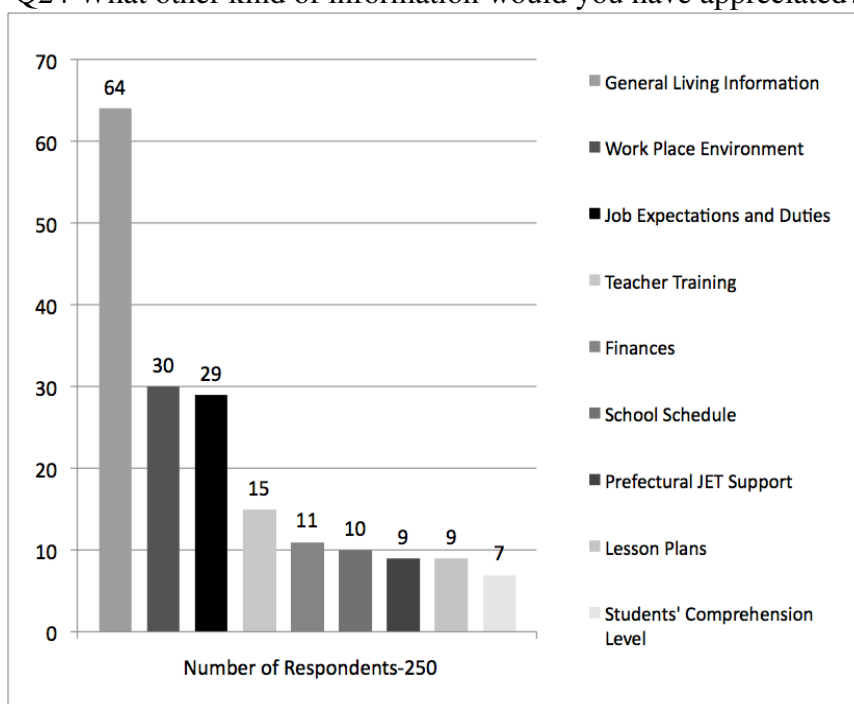


Figure 7 – Other appreciated information

Q24 What other kind of information would you have appreciated?



As we can see in **figure 6**, many respondents stated that expectations of them and their job duties are among the most useful information:

More information in more detail about what to expect in the office, and what would be expected of me...would have been useful. (2nd year CIR – Aomori)

The second most common response was information about team teaching and lesson planning. There were a number of responses regarding the new JETs' lack of preparation for

team teaching:

A video or CD of team-teaching lessons from past JETs would have been EXTREMELY useful in understanding the class setting. (5th year ALT – Fukuoka)

Though specific job details and duties are extremely important for incoming JETs, making the new JETs aware of the support network in place is just as important. As one respondent stated:

Most of what I received in handover was drawn out and pointless; the stuff I wish I had known I couldn't possibly have predicted, therefore just making JETs aware of the support network is, in my opinion, adequate (2nd year ALT – Nara)

CONCLUSION:

Information from one's predecessor is indeed useful for an incoming JET. Predecessors can help their successors understand their new job and life in Japan. However, there are some problems with predecessors as the main distributor of information:

- 1) A successor must rely on a person who may not be qualified to provide all the necessary answers.
- 2) Predecessors cannot necessarily provide the details of what is expected of a new JET. Schools or offices should lay out specific expectations and duties.
- 3) At the moment, not all predecessors are required to provide information. This means that if a predecessor does not want to leave information, he or she does not have to. Moreover, a predecessor can choose what information to give or not give, regardless of what a successor needs or wants to know.

Yet, this report has shown that documents filled out by predecessors are very useful to help new JETs prepare for their job. However, these documents need to be administered and overseen, presumably by the PA. Moreover, the strength of successful handover procedures is not the result of a document filled out by a predecessor alone, but as part of a larger process of information sharing. The following should be considered as a part of this process:

- Former JET participants and JET Alumni Association members – This process of handing over information should begin prior to a JET participant coming to Japan. Many JETs must attend at least one pre-departure meeting so this is a great opportunity to distribute useful information. Such meetings are where a new JET can get a sense of what kind of working experience he or she will have in Japan.
- The General Information Handbook – This book is a wealth of information. What's more, it contains a very thorough list of things a successor may want to know from their predecessor. New JETs should be encouraged to take a more proactive stance, using the GIH as a tool to guide them. In the absence of a standardised form, predecessors should also refer to the list when preparing information for their successor.
- Prefectural AJET chapters – AJET chapters provide a sense of community. Many

AJET chapters contacted their new members through online networking mediums in order to begin introducing the new JETs to their new homes. Websites, often maintained by AJET chapters, also provide an important resource for JETs. Many of our survey respondents researched information about Japan and JET on the internet and cited websites as being very useful.

- National AJET – National AJET provides an additional contact for a new JET. Moreover, the NAJET website contains information about living and working in Japan. NAJET also publishes two major teaching resources, *Team Taught Pizza* and *Foxy Phonics*.
- PAs – PAs are often the main facilitators of handover information. Having a standardised document that is sent to a PA before it is sent to a new JET helps to ensure that the information provided will be useful and appropriate.
- Regional block systems – Having a regional block system is a great resource for incoming JETs. Block leaders can pass on valuable information as well as provide a strong support network, while the new JETs are in Japan.

Handover procedures are not something that the prefectural JET community alone should be responsible for. Contributions from the following would also be helpful:

- CLAIR – CLAIR is the first contact once a JET arrives in Japan. It has the opportunity to provide new JETs with the tools needed to be successful in their jobs, including demonstration lessons, teacher training, potential problem-solving, event planning, etc.
- Contracting Organisation – COs must strive to make contact with their incoming employees. Sending a copy of one's contract may be useful, but adding information such as brochures (in English, if possible) or maps would be appreciated.
- Supervisor – though many JETs were not contacted by their supervisors prior to coming to Japan, a supervisor should remember that a new JET may need a lot of help, and the more information he or she has, the more successful he or she will be.
- Office or School – It's important for offices and schools to explain to JETs what is expected of them. The JET contract has general information, but it does not usually specify the details of one's work duties or what an office or school expects from a JET.
- Japanese teacher of English (JTE) – One respondent pointed out that having a list of what a JTE expected from ALTs would have been useful. Communication is critical, especially for new JETs. It is difficult for JETs to know what to do unless they are told.
- Individual JETs – New JETs should take charge of their own futures by seeking out information for themselves when possible. They can do this by a) contacting their predecessor, b) contacting local and national AJET, c) searching online forums, networks, etc. for people in their areas, d) searching websites and e) contacting their PAs.

In addition, this report shows that while email, the preferred medium of contact, is convenient, it should not be the only means of contact. Sending information to JETs such as maps, brochures, DVDs, etc. is also useful. Furthermore, contact should be made with new JETs as early and as frequent as possible.

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Though a popular phrase in the JET Programme is “every situation is different,” many JETs stated that it is important to explain at least some of these different situations. Having information about a situation one *may* encounter is usually better than having no information at all.

POINTS FOR DISCUSSION:

1. Regarding the information that is given to incoming JET participants, are there guidelines set by CLAIR for pre-departure orientations? If so, what are they?
2. Does the new JET life video include a demonstration of a team-teaching lesson at a junior high, a senior high, or an elementary school? What are some of the other changes that have been made to the video?
3. How is information passed from predecessor to successor within the ministries? Are there any handover procedures used that may be beneficial to the JET Programme?
4. What do CLAIR and the ministries think is the most effective way for promoting these kinds of procedures to other prefectures? Would CLAIR be willing to distribute information about the issues raised in this report through the PA forums and perhaps the PA conference?
5. Would it be possible for a standardised procedure to be adopted and used by all prefectures? If so, could this procedure be recommended to Contracting Organisations as well?
6. With the participant numbers decreasing and contracting organisations moving toward the private sector, do CLAIR or the ministries think that having a standard handover procedure or form for incoming participants shows that the JET Programme has higher standards?

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Appendix CASE STUDY 1: Okinawa Standardised Form for Successors

Essential Information for Successors

Predecessor's name: _____

Successor's name: _____

Contracting Organisation: _____

Check as appropriate: ☐ Prefectural AIT ☐ Municipal AIT ☐ CIR

*Attach photograph of your choice here
after printing this document
(note: you can not insert a digital image here)*

JET Programme Okinawa

Why be a successor now?

Okinawa

Predecessor Contact Information

Predecessor name: _____ Departing Japan on: _____
YYYY / MM / DD

Contact Information Until I Depart Japan

Address: _____
(see notes)

Home telephone: +81-98 _____ Fax: +81-98 _____

Work telephone: +81-98 _____ Mobile: +81- _____

Email address: _____

Contact Information After I Depart Japan

Address: _____

Country: _____

Home telephone: + _____ country code + area code + number _____ Fax: + _____ country code + area code + number _____

Work telephone: + _____ Mobile: + _____

Email address: _____

Alternate Contact Person in Home Country

Name of contact person: _____

Relationship to predecessor: _____

Address: _____

Country: _____

Home telephone: + _____ country code + area code + number _____ Work telephone: + _____ country code + area code + number _____

Email address: _____

Additional Information

Work Schedule

use this form only if you have more than one workplace

Number of visiting schools: _____

Please give a simple weekly schedule of the schools or offices you visit:

Check here if schedule is the same every week ☐

	am	pm
Monday	_____	_____
Tuesday	_____	_____
Wednesday	_____	_____
Thursday	_____	_____
Friday	_____	_____

Person Who Sets My Schedule

Name: _____

Position: _____

Workplace: _____

Contact telephone number: +81-98 _____

I am usually given my schedule _____ days in advance

Additional Information

Base Institution Profile

use this form only if your base institution is an education office or board of education etc.

Office Contact Information

Name of Base Institution: _____

Address: _____
(see notes)

Telephone number: +81-98 _____ Fax: +81-98 _____

Staff Information

Number of staff: _____

Name of Supervisor: _____

Supervisor's email: _____
☐ Supervisor's personal email ☐ Shared office email

Name of Director: _____

Name of Vice Director: _____

Names of helpful staff: _____
...and their positions: _____

General Information

Work starts at: _____ Work finishes at: _____

Responsibilities at office during school term: _____

Responsibilities at office during school holidays: _____

Computer availability: ☐ None ☐ Shared computer available ☐ Personal computer available

Accessible email sites: ☐ Hotmail ☐ Yahoo ☐ Gmail ☐ Personal office email address provided

Email use: ☐ OK to email at work ☐ OK in email during breaks ☐ Personal emailing prohibited

Additional Information

use this form only if you have a basic school

Base School Profile

(page 2 of 2)

What extra-curricular activities is the ALT involved in?

What school events and festivals are held each year?

What social activities do teachers usually participate in?

Briefly describe the school environment

Please give any other relevant information

Gift Recommendations

In Japan, when you meet people who you are going to have to rely on for help or who you are going to be working with, it is customary to give them a small gift (known as *otsumage* in Japanese). Doing this upon your arrival will help you to make a good first impression and pave the way towards developing good relationships with the people you will be working with. Here is a list of the people you should get gifts for, suggestions of what to give them, and an idea of about how much you should spend.

Name of person or group of people (incl. number of people if group)	Their relationship to you (e.g. supervisor)	Suggested gift	Suggested price range
			¥ ~ ¥
			¥ ~ ¥
			¥ ~ ¥
			¥ ~ ¥
			¥ ~ ¥
			¥ ~ ¥
			¥ ~ ¥
			¥ ~ ¥
			¥ ~ ¥
			¥ ~ ¥
			¥ ~ ¥

Additional Information

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Local Information

(page 1 of 2)

Area of Residence

☐ Island → Island name: _____ Time and cost to mainland: ¥ _____

☐ Okinawa mainland

General Information

Type of area: ☐ City ☐ Town ☐ Village

Name: _____

Population: _____ Map number: _____

Name of nearest city: _____ (map number: _____)

Time to nearest city: _____

Please briefly describe the local living environment

Local Services

Time to nearest: Post office _____ Convenience store _____

Pharmacy _____ Hospital _____

Rink _____ Supermarket _____

key: airplane ferry bus car on foot

Local Information

(page 2 of 2)

Local Services (cont.)

Recommended local recreational facilities: (e.g. movies, sports etc.)

Recommended local cultural centers or sites: (e.g. castle ruins, community centers, parks etc.)

Recommended local restaurants or hangouts:

Locally-Available Transportation

☐ Monorail: Nearest station: _____ Time to station: _____

☐ Bus: Nearest stop: _____ Time to stop: _____

☐ Port: Name of port: _____ Time to port: _____

☐ Airport: Name of airport: _____ Time to airport: _____

How do you get to your workplace?

Do you recommend buying a car or scooter? Why?

key: airplane ferry bus car on foot

Housing Information

(page 1 of 2)

General Information

Housing type: ☐ Separate house ☐ Apartment block Monthly rent: ¥ _____

Rooms: room type (e.g. kitchen, living, etc.)

1 _____ m by _____ m

2 _____ m by _____ m

3 _____ m by _____ m

4 _____ m by _____ m

5 _____ m by _____ m

6 _____ m by _____ m

Included free: ☐ Washing machine ☐ Gas stove ☐ Refrigerator ☐ Air conditioner ☐ Dryer

☐ Other (list): _____

On-site parking: ☐ Not available ☐ Available, cost per month: ¥ _____

Setup Costs

Deposit / bond (shikaku): ¥ _____ ☐ Not applicable

Key money (kaku): ¥ _____ ☐ Not applicable

Rent in advance: ¥ _____ ☐ Not applicable

Real estate agent's fee: ¥ _____ ☐ Not applicable

Total: ¥ _____

IMPORTANT: This money MUST be paid before you can move in to your housing.

Apartment setup costs are very high in Japan, but they are unfortunately unavoidable. Please ensure you bring enough money to cover this and other setup costs for your first month in Japan.

Name of landlord or agent: _____

Contact telephone number: +81-98 _____

Additional Information

Housing Information

(page 2 of 2)

Garbage Separation and Collection

☐ Not applicable, garbage not separated

Collection day: _____

☐ Burnable: Day: _____

☐ Non-burnable: Day: _____

☐ Glass: Day: _____

☐ Cans: Day: _____

☐ Recyclable items: Day: _____

☐ Dangerous items: Day: _____

☐ Clothing: Day: _____

☐ PET plastic bottles: Day: _____

(books, cardboard, clothing, newspapers etc.) (barbecue lights, broken glass, lighters, razors etc.)

☐ Others (list): _____

Days: _____

Collection location: _____

Special bags required: ☐ No ☐ Yes (details): _____

Average Monthly Bills

Water: ¥ _____ ☐ Not applicable

Gas: ¥ _____ ☐ Not applicable

Electricity: ¥ _____ ☐ Not applicable

Phone line base charge: ¥ _____ ☐ Not applicable

Apartment maintenance: ¥ _____ ☐ Not applicable

Person Paying Bills After Predecessor Vacates Premises

Name: _____

Relationship: _____

Contact telephone: +81-98 _____

Additional Information

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use this form only if you are selling a car

Items for Sale: Car

Details:

Make: Transmission: ☐ Manual ☐ Automatic

Year: Compulsory insurance: ¥ per month Note: optional insurance is strongly recommended

Model: Optional insurance: ¥ per month

Mileage: km Shift: Full shift: Lifetime: ¥ per year

Condition (please list any damage or mechanical problems and give details about recent repairs made)

Included: ☐ Cassette player ☐ CD player ☐ Air conditioning ☐ Cup holders

☐ Pink fuzzy Hello Kitty steering wheel cover and matching accessory Hello Kitty hubcaps

Additional Information

Photos:

(note: you can not insert digital images here)

Asking Price: ¥ ☐ Negotiable ☐ Not negotiable

make as many copies of this form as you need to provide information on each of the items you are selling

Items for Sale: Other Items

Item	Description	Condition	Asking Price	Notes
			¥ <input type="text"/>	<input type="radio"/>
			¥ <input type="text"/>	<input type="radio"/>
			¥ <input type="text"/>	<input type="radio"/>
			¥ <input type="text"/>	<input type="radio"/>
			¥ <input type="text"/>	<input type="radio"/>
			¥ <input type="text"/>	<input type="radio"/>
			¥ <input type="text"/>	<input type="radio"/>
			¥ <input type="text"/>	<input type="radio"/>
			¥ <input type="text"/>	<input type="radio"/>

Asking price for the lot: ¥

Please inform me by if you are interested in purchasing any of the above items

Additional Information

Additional Information

Please include any other information you feel your successor should know:

Signature: Date: YYYY / MM / DD

Preferential Advisor Use Only

Received: Forwarded:

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CASE STUDY 2: Fukui

Standardised Form for Successors



FUKUI BOARD OF EDUCATION JET PROGRAMME HOME AND SCHOOL INFORMATION

The following ALTs are asked to fill out this form:

- ♦ ALTs who are leaving JET
- ♦ ALTs wishing to stay at their school for a 3rd year
- ♦ ALTs who wish to transfer
- ♦ 4th year Elem. ALT candidates

1. ALT Information

Name: _____ Date: _____
Nationality: _____ Year on JET: 1 2 3

2. Base School Information (5 pages)

Base School Name: _____ School Type: _____
Address: _____

Is there a Visiting School?	Yes	No	Frequency of Visits: _____
School Name: _____			
Are there Elementary School visits?	Yes	No	Frequency of visits: _____
How many schools? _____			

Number of Students at Base School: _____ Male / Female %: _____

School Specialty: Curriculum: _____ n/a q
Sports / Clubs: _____ n/a q

English Department members (please indicate current ALT supervisor and Department Head):

Other English Speaking Staff: _____

1

Team Teaching Background: (feel free to append additional pages if you wish)

Lesson Planning: _____

In the Classroom: _____

Student Evaluation Procedures: _____

Students:

Level of English: _____

Interest in ALT's lessons: _____

Resources Used:



Typical Schedule / Hours / Grades / Special classes Taught:

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Meeting						
1						
2						
3						
4						
5						
6						
Club Activities						

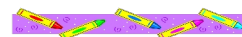
General Comments: (hours, clubs, holidays, sick days, school atmosphere, etc.)

3

Annual Schedule:

(E.g. Sports Day, Cultural Festival, Speech Contest, School Trip, Graduation, Entrance Ceremony, Teachers' Sports Day, School Cleaning Day, School Sketching Day, etc.)

Time of Year	School Event	ALT Involvement	Tips for Future ALT



Projects Initiated / continued: (feel free to include useful tips and advice)

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Extra Duties: (e.g. STEP Test certification, interview training, proof-reading exams, interview tests, etc.)

How would you describe the best-suited person for this position: (what attributes should they possess?)

Extra Comments: (please elaborate on any of the above topics)

5



Interest in ALT's lessons: _____

Resources Used: _____

Typical Schedule/ Hours/ Grades/ Special classes Taught:

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Meeting						
1						
2						
3						
4						
5						
6						
Club Activities						

General Comments: (hours, clubs, holidays, sick days, school atmosphere, etc.)

7

2a. Visiting School Info (2 pages)
(Please copy and complete for each visiting school except elementary)

School Background:

Name: _____ School Type: _____

Location: _____

Days Visited: _____ Supervisor: _____

Number of Students: _____ Male / Female %: _____

School Specialty: Curriculum: _____ n/a q

Sports / Clubs: _____ n/a q

English Department: (including Department Head): _____

Other English Speaking Staff: _____

Team Teaching Background: (feel free to append additional pages if you wish)

Preparation: _____

In the Classroom: _____

Student Evaluation Procedures: _____

Students: Level of English: _____

6

3. Home Information (2 pages)

Name: _____ Date: _____

Nationality: _____ Year on JET: 1 2 3

Address: _____

Landline Phone Number: _____

Accommodation Type: House Dormitory Apartment Other: _____

Size: (number of rooms, etc.): _____

Tatami or Western style flooring: _____

Key Money/Deposit: ¥ _____ Other moving in expenses: _____

Monthly Rent Paid by ALT: ¥ _____ Includes: (water, gas, Internet etc.) _____

Is parking available? Yes No If yes, is it included in the monthly rent? Yes No

If paid separately, cost: ¥ _____

Monthly Bills: (how paid, average cost) _____

Who are the phone bills addressed to: _____

Who owns the phone line: _____

Who found your current accommodation? School You Other: _____

Is it considered yours or the school's? _____

Will it automatically pass to your successor? Yes No

Travel:

To Base School: Method: _____ Time Taken: _____

Comment: _____

To Visiting School: Method: _____ Time Taken: _____

Comment: _____



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Immediate Locality:

Neighbours / Near-by JETs:

Convenience: (nearby stores, restaurants, banks, post-offices, doctors, laundrettes, sports facilities etc.)

Other Information: (past difficulties, garbage pick-up, etc.)

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CASE STUDY 3: Nagano

Standardised Form for Successors



Essential Information for Successors

Prefectural (Senior High School) ALTs

JET PROGRAMME NAGANO

Predecessor's Name:

Successor's Name:

Contracting Organization:

Check as appropriate:

Prefectural ALT	Municipal ALT	OR
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Please submit by May 30th, 2008

Predecessor's Contact Information

Predecessor's name: Departing Japan on:

Contact information until I Depart Japan

Address:

Home Telephone: Fax Number:

Work Telephone: Cell Phone:

E-mail Address:

Contact information after I Depart Japan

Address:

Country:

Home Telephone: Fax Number:

Work Telephone: Cell Phone:

E-mail Address:

Alternate Contact Person in Home Country

Name of contact person:

Relationship to predecessor:

Address:

Country:

Home Telephone: Fax Number:

Work Telephone: Cell Phone:

E-mail address:

Additional Information:

Work Schedule

Number of Visiting Schools: Use this form if you have more than one workplace

Please give a sample weekly schedule of the school or offices you visit:

Indicate Yes or No if the schedule is the same every week

Name of Office or School		Yes or No
Monday	am	<input type="checkbox"/>
	pm	<input type="checkbox"/>
Tuesday	am	<input type="checkbox"/>
	pm	<input type="checkbox"/>
Wednesday	am	<input type="checkbox"/>
	pm	<input type="checkbox"/>
Thursday	am	<input type="checkbox"/>
	pm	<input type="checkbox"/>
Friday	am	<input type="checkbox"/>
	pm	<input type="checkbox"/>

Person who sets my schedule:

Name:

Position:

Workplace:

Contact Phone number:

I am given my schedule days in advance.

Additional Information:

Base School/ Office Profile

Fill in this page only if you have a position in an education office, board of education or you are a CIR.

Office Contact Information

Name of Base Institution:

Address:

Telephone: 0081-26 Fax: 0081-26

Staff Information

Mr./Ms./Mrs.

Name of Supervisor: Male/Female

E-mail: Personal Email/Shared Office Email

Name of Director: Male/Female

Name of Vice Director: Male/Female

Number of Staff: Names of helpful staff: Male/Female

General Information

Work starts at: Work finishes at:

Responsibilities at office during school term:

Responsibilities at office during school holidays:

Computer availability: None Shared Personal

Accessible e-mail sites: Hotmail Yahoo AOL Gmail Personal office e-mail provided

Time when e-mail use is ok: OK at work OK during breaks Personal e-mailing prohibited

Additional Information:

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Base School Profile

Fill in this page only if you have a base school

School Contact Information
 School name and type: _____
 Address: _____
 Telephone: 81-26 _____ Fax: 81-26 _____

Staff Information
 Name of Supervisor: _____ Male/Female _____
 E-mail: _____ Personal Email/Shared Office Email _____
 Name of Vice Principal: _____ Male/Female _____
 Name of English Dept. Head: _____ Female _____
 Names of other English Teachers: _____ Male/Female _____
 _____ Male/Female _____ Male/Female _____
 _____ Male/Female _____ Male/Female _____

School Info
 Work starts at: _____ Work finishes at: _____ Lunch: _____
 Number of students: _____ Students per class: _____ Number of English teachers: _____
 Ages taught: _____ Average number of classes taught per week: _____
 School clubs available: _____
 Facilities available: _____
e.g. computer room, language lab, weight room, etc.

Computer Information
 Computer availability: ☐ None ☐ Shared ☐ Personal ☐ Can bring own laptop
 Computer availability: ☐ Hotmail ☐ Yahoo ☐ Facebook/Gmail ☐ Personal school e-mail provided
 Accessible e-mail sites: ☐ OK at work ☐ OK during breaks ☐ Personal e-mailing prohibited
 Time when e-mail use is ok: _____

What are the possible ways to get to school?

Mode of Transportation	From where to where	Approximate Time
_____	_____	_____
_____	_____	_____

Additional Information:

Base School Profile 2

Additional Information

Briefly describe the school environment:

School Rules/Expectation towards AET
 Are there smoking rooms at the school? Where? _____

What dress code is expected of the ALT? _____

Are there any special rules of etiquette in the staff room? _____

How does your school deal with sick leave and vacation? _____

Things that are useful to know:
 How do you get school supplies, materials for class, etc.? _____

What do you do at clearing time? _____

Does your school receive English newspapers? If so, where are they kept? _____

Is there an English club? Number of people? When do they meet? _____

Non-Teaching Related Information:
 What extra curricular activities is the ALT involved in? _____

What school events and festivals are held each year? _____

What social activities do teachers usually participate in? Is there a fee to participate in such activities? If so, how is this money paid? (e.g. from the monthly salary etc.) _____

Please give any other relevant information

Visiting School Profiles

make as many copies of this form as you need to provide information on each of your visiting schools.

School name and type: _____ Visits per month: _____
 Address: _____
 Telephone: 0081-26 _____ Fax: 0081-26 _____
 Name of Supervisor: _____ Male/Female _____
 Supervisor's e-mail: _____ Personal Email/Shared Office Email _____
 Names of other English Teachers: _____ Male/Female _____
 _____ Male/Female _____ Male/Female _____
 Number of students: _____ Students per class: _____ Number of English Teachers: _____
 Ages taught: _____ Average number of classes taught per week: _____
 Facilities available: _____

What are the possible ways to get to school?

Mode of Transportation	From where to where	Approximate Time
_____	_____	_____
_____	_____	_____

Additional Information:

Visiting School Profiles

School name and type: _____ Visits per month: _____
 Address: _____
 Telephone: 81-26 _____ Fax: 81-26 _____
 Name of Supervisor: _____ Male/Female _____
 Supervisor's e-mail: _____ Personal Email/Shared Office Email _____
 Names of other English Teachers: _____ Male/Female _____
 _____ Male/Female _____ Male/Female _____
 Number of students: _____ Students per class: _____ Number of English Teachers: _____
 Ages taught: _____ Average number of classes taught per week: _____
 Facilities available: _____

What are the possible ways to get to school?

Mode of Transportation	From where to where	Approximate Time
_____	_____	_____
_____	_____	_____

Additional Info:

Gift Recommendations

In Japan, when you meet people who you are going to have to rely on for help or who you are going to be working with, it is customary to give them a small gift (known as omiyage in Japanese). Doing this upon your arrival will help you to make a good first impression and pave the way towards developing good relationships with the people you will be working with. Here is a list of the people you should get omiyage for, suggestions of what to give them, and an idea of about how much you should spend.

Name of person or group of people: (include number of people if group)	Their relationship to you	Suggested gift	Suggested price range
_____	_____	_____	¥ ~¥
_____	_____	_____	¥ ~¥
_____	_____	_____	¥ ~¥
_____	_____	_____	¥ ~¥
_____	_____	_____	¥ ~¥
_____	_____	_____	¥ ~¥
_____	_____	_____	¥ ~¥
_____	_____	_____	¥ ~¥
_____	_____	_____	¥ ~¥
_____	_____	_____	¥ ~¥
_____	_____	_____	¥ ~¥
_____	_____	_____	¥ ~¥

Additional Information:

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Local Information

General Information
Type of Area: City Town Village

Name:

Population:

Name of Nearest City:

Area of Nagano Prefecture: North East Central South

Time to nearest city: by car by bus by train

Please briefly describe the local living environment:

Local Services

	on foot	by car	Closes at
Post Office	<input type="text"/>	<input type="text"/>	<input type="text"/>
Pharmacy	<input type="text"/>	<input type="text"/>	<input type="text"/>
Bank	<input type="text"/>	<input type="text"/>	<input type="text"/>
ATM	<input type="text"/>	<input type="text"/>	<input type="text"/>

Where is the nearest English-speaking doctor?
Office/Clinic Name:
Directions:

Where is the nearest English-speaking dentist?
Office/Clinic Name:
Directions:

Locally available transportation:

	by car	on foot
Bus station	<input type="text"/>	<input type="text"/>
Train station	<input type="text"/>	<input type="text"/>



Local Information 2

Recommended local recreational facilities (gyms, swimming pools, etc.):

Name	Description	on foot	by car	by bus	by train
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Recommended local cultural centers or sites:

Name	Description	on foot	by car	by bus	by train
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Recommended local restaurants or hangouts:

Name	Description	on foot	by car	by bus	by train
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Do you recommend buying a car or scooter? Why?

Which schools in the neighborhood also have an ALT?

School Name	ALT Name	City/Town/Village
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

Do any other Japanese Teachers/ Co-workers live around you?
Name:
Building Name:

Housing Information

As far as you know, will the housing arrangements for the new JET be the same as currently?
Yes ☐ No ☐

General Information
Housing Type: House ☐ Apartment ☐
check one

Housing is owned by: Private Landlord ☐ School/Municipality ☐

Do you have extra storage space, i.e. a storage shed or locker? Yes ☐ No ☐

Rooms: Room Type (kitchen, living, etc.) Approx Size in meter Tatami? Y/N

Room	Type	Approx Size	Tatami? Y/N
1	<input type="text"/>	<input type="text"/> m by <input type="text"/> m	<input type="text"/>
2	<input type="text"/>	<input type="text"/> m by <input type="text"/> m	<input type="text"/>
3	<input type="text"/>	<input type="text"/> m by <input type="text"/> m	<input type="text"/>
4	<input type="text"/>	<input type="text"/> m by <input type="text"/> m	<input type="text"/>
5	<input type="text"/>	<input type="text"/> m by <input type="text"/> m	<input type="text"/>
6	<input type="text"/>	<input type="text"/> m by <input type="text"/> m	<input type="text"/>

Items provided by the C.O. for the JET's use free of charge:
Washing Machine ☐ Stove ☐ Fridge ☐ Television ☐ Kerosene Heater ☐ A.C. ☐ Kotatsu ☐

Check those that are applicable
Other(s):

On Site parking available: Yes ☐ No ☐ Cost per month:

Setup Costs

	Not Applicable
Deposit/bond (shikkin):	<input type="text"/>
Key Money (reikin):	<input type="text"/>
Rent in advance:	<input type="text"/>
Real Estate Agent Fee:	<input type="text"/>
Total:	<input type="text"/>

Important: The money must be paid before you can move in to your housing. Apartment set up costs are very high in Japan, but they are unfortunately unavoidable. Please ensure you bring enough money to cover this and other set up costs for your first month in Japan.

Name of landlord or agent:
Contact Telephone number:

Additional Information:

General Living Expenses

Average Monthly Bills

	Approximately Y per month	Not Applicable
Water	<input type="text"/>	<input type="text"/>
Gas	<input type="text"/>	<input type="text"/>
Electricity	<input type="text"/>	<input type="text"/>
Sewerage	<input type="text"/>	<input type="text"/>
NTT Phone	<input type="text"/>	<input type="text"/>
Internet	<input type="text"/>	<input type="text"/>
Apartment Maintenance	<input type="text"/>	<input type="text"/>
Mobile/Cell Phone	<input type="text"/>	<input type="text"/>
NHK TV bill	<input type="text"/>	<input type="text"/>

Person paying bills after predecessor vacates the premises

Name:	Relationship:	Phone:
<input type="text"/>	<input type="text"/>	<input type="text"/>

Additional Information:

Paycheck Information:
What day of the month is payday?

How much money do you suggest bringing until your first payday?

Additional Information:

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[illegible]

Additional Information:	
Please list any other additional information you would like to tell your successor:	
Name:	
Date:	

Handover Procedures Report 引き継ぎ手順報告



CASE STUDY: Shizuoka Standardised Form for Successors

Essential Information for Successors

Shizuoka Prefectural BoE



Predecessor's Contact Details

Predecessor's Name Date leaving Japan / / 2008
 Contact details:
 Address
 Home telephone +81-
 Work telephone +81-
 Mobile number +81-
 Fax number +81-
 Email address

Pre-Departure Suggestions

What to bring:
 (What you can't get in Japan)

 What not to bring:
 (What you can get in Japan already)

 What to send ahead:

 How to pack for Tokyo
 Orientation:

 Other Pre-departure tips:

General Job Responsibilities

Teaching situation: (please circle all that apply)
 Junior High One-day school visit (One-shot)
 Senior High A number of regular schools
 Elementary Base school only

A sample weekly schedule

Monday	am
	pm
Tuesday	am
	pm
Wednesday	am
	pm
Thursday	am
	pm
Friday	am
	pm

A typical day at school:

.....

Gift Recommendations

In Japan, when you meet coworkers or other people whom you will rely on for help, it is customary to give them a small gift (known as omiyage in Japanese). Doing this upon your arrival will help you make a good first impression and pave the way toward developing good relationships with the people with whom you will be working with. Here is a list of the people you should get omiyage for, suggestions of what to give them and an idea of how much you should spend.

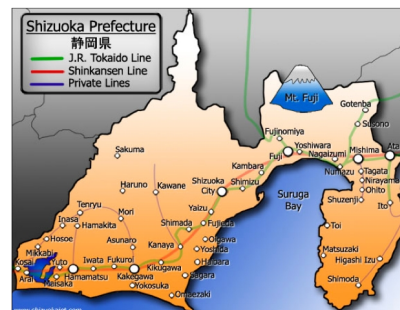
Name of person or group	Relationship to you	Suggested omiyage	Suggested price range
			¥ ~ ¥
			¥ ~ ¥
			¥ ~ ¥
			¥ ~ ¥
			¥ ~ ¥

Housing Information

General Information on current housing

Type of accommodation Apartment / Separate house / teachers housing (please circle)
 Rent per month ¥
 How far from home to school
 (Time / Distance / transport)
 How far from home to nearest station
 (Time / Distance / transport)
 General description of accommodation:

Local Information



General Info (mark area on map with star) Type of area City / Town / Village (please circle)
 Name of area: Population:
 Name of nearest major city:
 (Time / Distance / transport)
 Number of JETs in area:
 Climate / temperature:
 Other information about local living environment:

Basic Introduction:

[illegible]

PRE-DEPARTURE JAPANESE STUDY MATERIALS **REPORT**

Sarah Lineker, Chair
Brenda McKinney, Block 6 Representative

Introduction

This report analyses and evaluates the Japanese study materials provided to all JET Programme Participants before departing from their home countries. All ALTs and SEAs are provided with *Japanese for JETs* and all CIRs are provided with *Japanese for CIRs*. This report evaluates the usefulness of these resources and offers suggestions for their revision as well as their promotion. AJET acknowledges that studying Japanese is an expectation of all JETs and that Japanese ability – even daily conversation – can make the daily lives of JETs and those they interact with a lot easier.

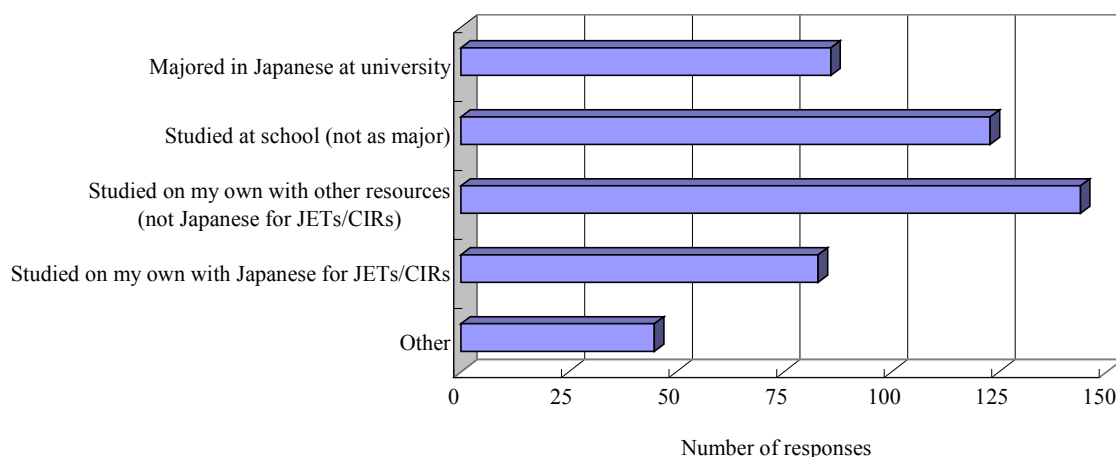
Methodology

An online survey of all JETs was conducted from September 29 to October 3, 2008. A total of 405 JETs participated and each prefecture was represented. In the survey, 90.9% of respondents were ALTs; 8.9% CIRs; and 0.2% SEAs.

Pre-Departure Study of Japanese

Prior to coming to Japan, 91.7% of survey respondents believed that studying Japanese was necessary to some extent. However, only 80.5% of respondents did study Japanese before coming to Japan. The top two methods of studying Japanese before coming to Japan were self-study with resources other than *Japanese for JETs* or *Japanese for CIRs*; and studying at school, but not as a major (see Figure 1).

Figure 1: How did you study Japanese before coming to Japan?



Use of Japanese for JETs and Japanese for CIRs

Despite all JETs being given *Japanese for JETs* or *Japanese for CIRs*, 52.5% of survey respondents stated that they did not use their book. Almost all respondents that did use *Japanese for JETs* or *Japanese for CIRs* stated that they did so simply because it was given to them. Furthermore, less than 5% of respondents used *Japanese for JETs* or *Japanese for CIRs* because other JETs or embassy or consulate staff recommended it to them. If new JETs were encouraged to use *Japanese for JETs* or *Japanese for CIRs* by consulate staff and other JETs before coming to Japan, this may increase the use of these resources.

Many survey respondents stated that they used Japanese for JETs despite not knowing if it was useful or not (see Figures 2 and 3). Some respondents stated that the books were difficult to use. Some of the reasons given for this were as follows:

I think that the presentation of the materials is overly dumbed down. I was interested in the school-related vocab but studying with the book was frustrating because for those vocab, the corresponding kanji were not listed. Since these are words often written on documents in kanji, it would make sense to include the kanji. Also, nearly the entire book is in romaji which I find ridiculous.

It would have been nice to have the kana alongside the romaji even if people couldn't read it as it would have helped us to get used to the writing system.

I found the textbook's format wasn't very useful for studying the Japanese language. It jumped around a lot, and didn't establish the foundations of the language right away.

Figure 2: What do you think of Japanese for JETs?

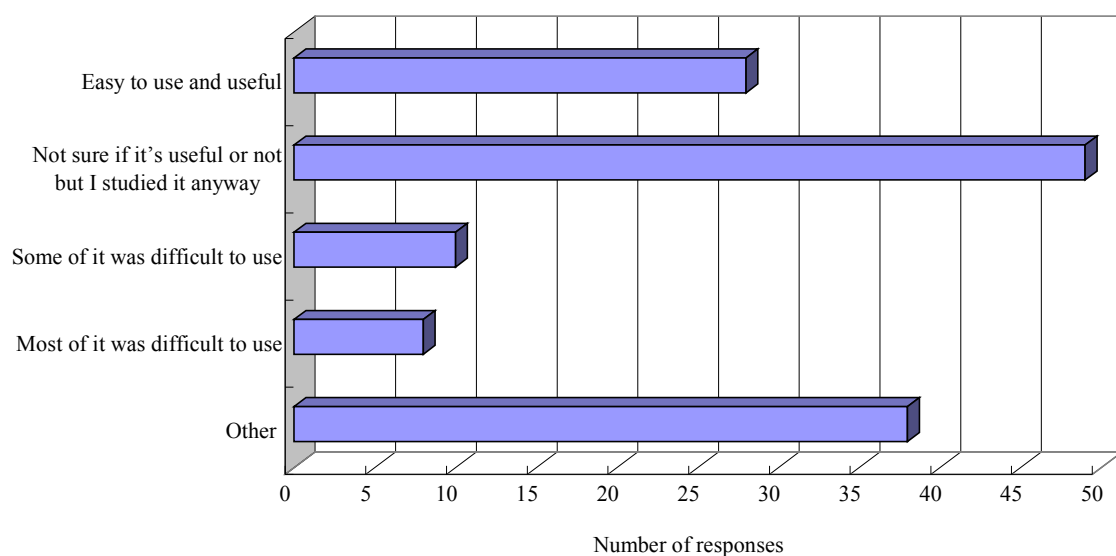
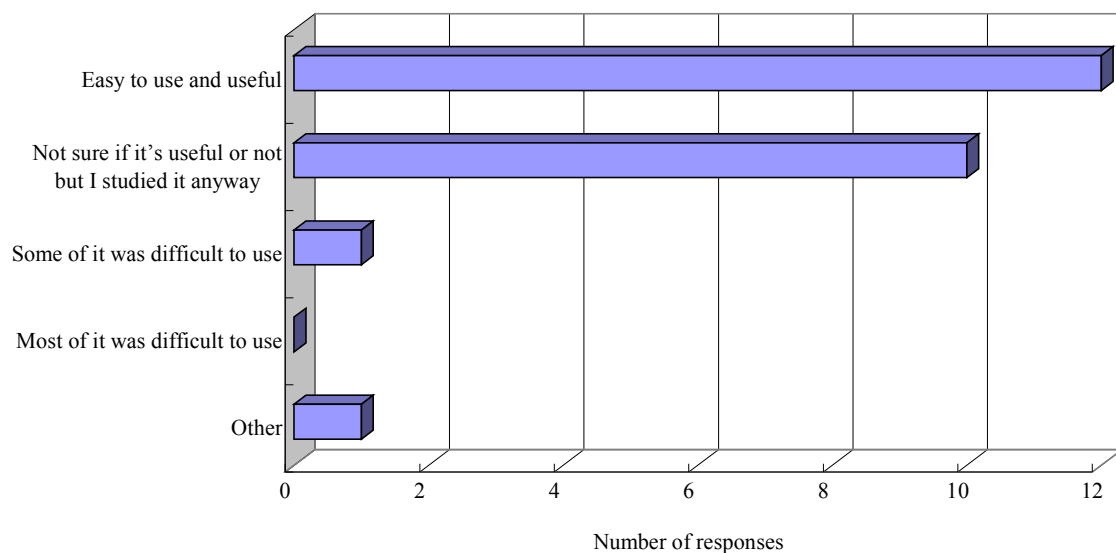


Figure 3: What do you think of Japanese for CIRs?



More than two-thirds of survey respondents stated that *Japanese for JETs* or *Japanese for CIRs* has been useful at least occasionally since coming to Japan (see Figures 4 and 5).

Figure 4: Do you think studying Japanese for JETs has been useful since you came to Japan?

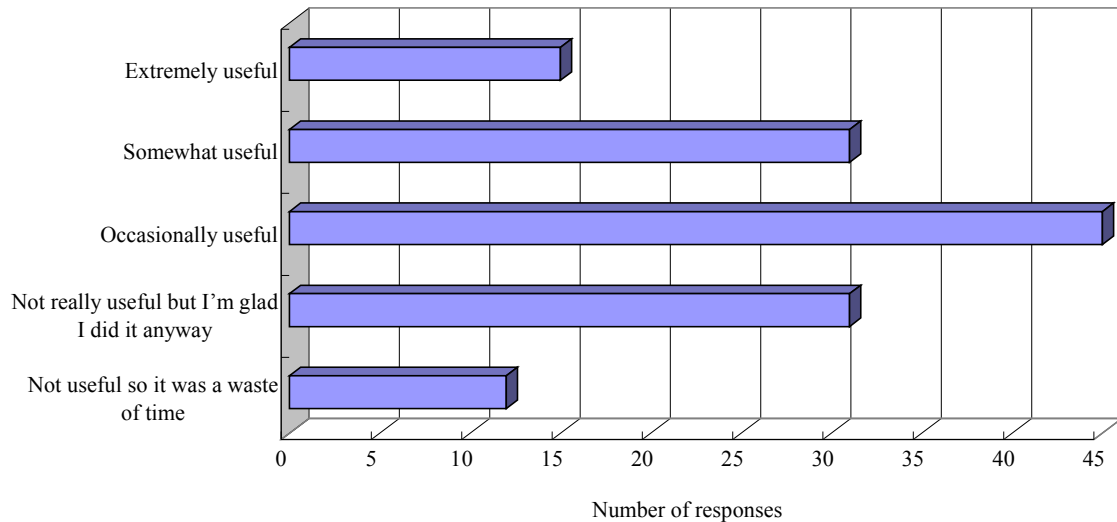
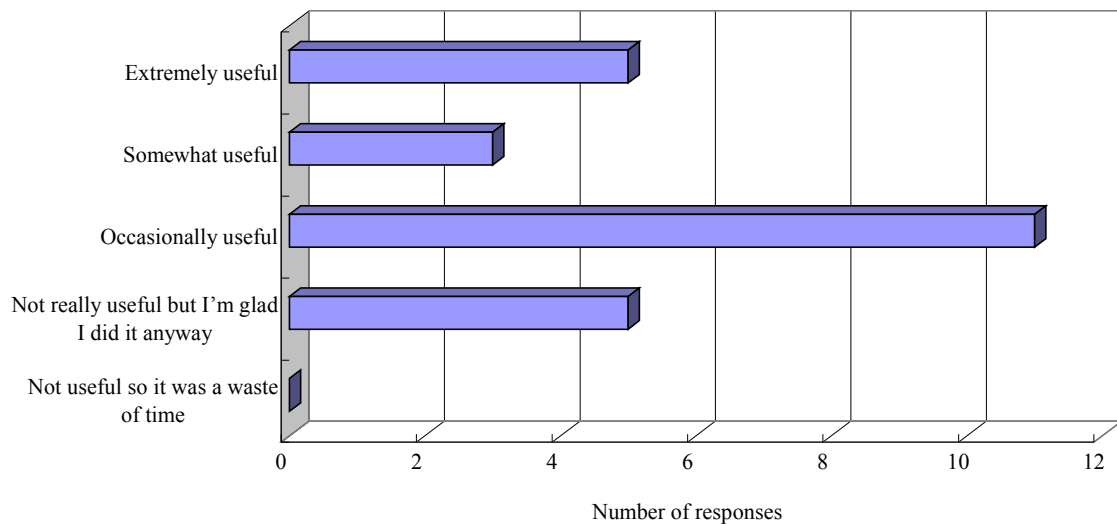


Figure 5: Do you think studying Japanese for CIRs has been useful since you came to Japan?



Of the respondents that did not think the books were useful, approximately half stated that it was because they did not feel that the study materials prepared them for actual conversational situations in Japan (see Figures 6 and 7).

Figure 6: Why didn't you think Japanese for JETs was useful?

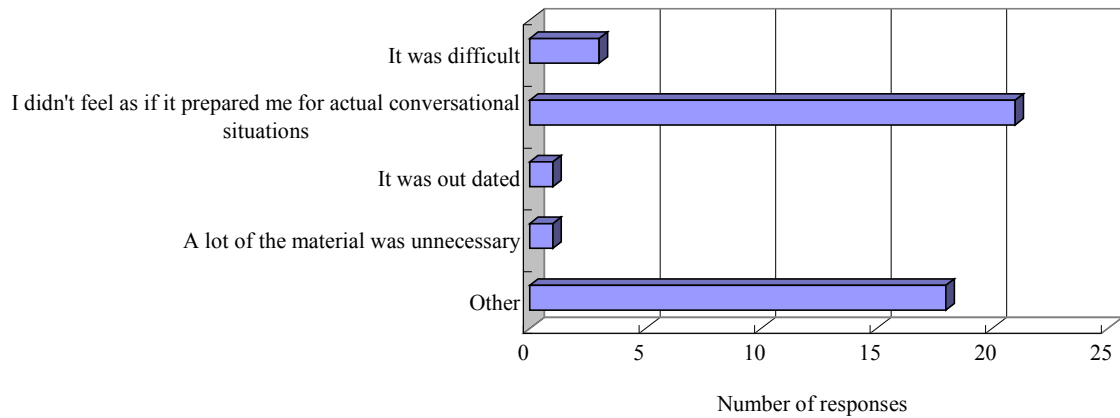
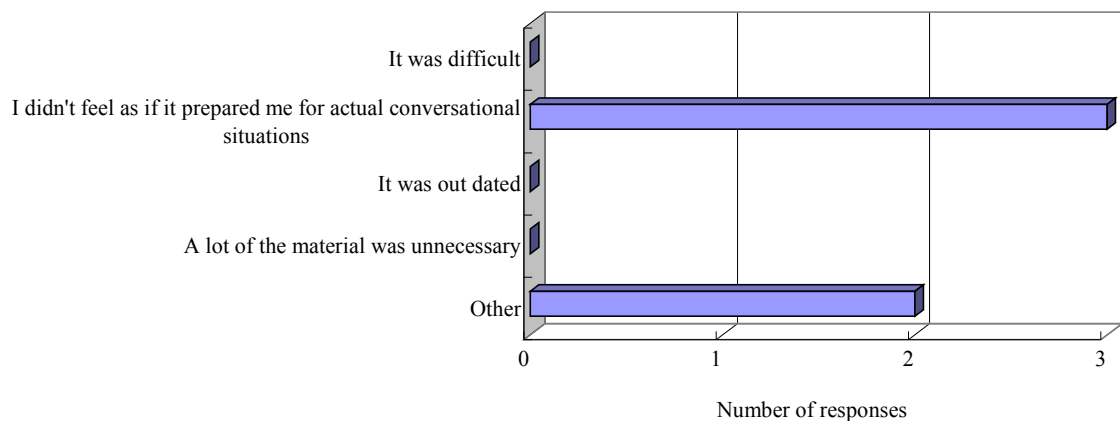


Figure 7: Why didn't you think Japanese for CIRs was useful?



On a scale of one to four, rating each category of the book (one being not useful at all, four being extremely useful), every section of *Japanese for JETs* received an average rating of three. On the same scale, every section of *Japanese for CIRs* also received an average rating of three, except for “Using the Telephone” and “Interpreting”, which received an average rating of four.

When asked what, if any, information they would like added to *Japanese for JETs*, most respondents stated that an earlier introduction to *kana* and basic kanji was necessary. Many respondents also requested a vocabulary list of common phrases such as *daijyoubu* (ok), *hajimete* (first time), *chotto matte* (wait a minute), *nani* (what), *doko* (where) and *itsu* (when). Furthermore, *Japanese for JETs* focuses mainly on situations, rather than teaching the basics of Japanese, which seemed to frustrate many beginners. The following JET comment illustrates this opinion:

This book is not a good way to start studying Japanese; it leaves out some basic essentials that in turn, make it difficult to convey even simple emotions and needs. Start out with a normal style, i.e. numbers, colors, letters, basic verbs and vocabulary words, then work them into use in proper grammar and sentence structure based on certain situations. This book only talks about situations...and not even universal phrases you can utilize while in such situations. A phrase book with basics and situational vocab and phrases would be MUCH better to give to incoming JETs.

In relation to *Japanese for CIRs*, respondents requested more information on answering the telephone and writing letters, especially with regard to the use of seasonal greetings.

Many people who used *Japanese for JETs* also stated that the text was too easy for people who had already studied Japanese. However, other respondents stated that there were not enough explanations for raw beginners. For example, some JETs responded with the following comments:

If there was a way to split half for beginners and half for those with Japanese experience, that would make me want to use it.

For the most part it's a useful book, but it just goes a little fast and doesn't provide a lot of examples in teaching specific things (grammar rules).

These statements suggest that many language learners feel that making *Japanese for JETs* more applicable to different levels would encourage JETs to continue to use the book once they have commenced their studies.

Suggested Improvements for Japanese for JETs

Additional Section on Basic Japanese

In response to comments that *Japanese for JETs* moves too fast and is too difficult for raw beginners, AJET would like to suggest that an introduction to basic Japanese is added at the start of the book. This introduction could cover very basic phrases and vocabulary necessary in everyday life, as well as simple adjectives. This introduction to Japanese would help JETs to gain a basic understanding before moving on to the situations later in the book.

Introducing Japanese Script to Accompany Roman Letters

It is also suggested that *kana* be used from the start of the book. Japanese is seldom written in roman letters and it is important for JETs to become accustomed to reading Japanese script. In the first few chapters, *kana* could be accompanied by roman letters for those JETs who

have yet to memorize kana.

English-speaking students of Japanese are fortunate in that many Japanese loan words originate from English. Just by knowing these words and being able to read katakana, new JETs who speak English can immediately increase their vocabulary. While it is unusual to start studying Japanese by learning katakana, if new JETs learn to read katakana first, they will instantly be able to recognize many words on food packages and restaurant menus.

Currently katakana is not introduced until Chapter 11 of *Japanese for JETs*. If a word list of Japanese words in kana, coupled with a corresponding recording of the correct pronunciation on the CD, was available in the early chapters of *Japanese for JETs*, this could help to improve the daily lives of new JETs. It might also encourage them to learn to read and write katakana sooner. See Appendix I for an example list of words.

Work-Specific Vocabulary and Kanji

The survey suggested that many new ALTs find that they are lost in their new working environments with little or no knowledge of Japanese. A chapter introducing school vocabulary would be greatly appreciated by new ALTs who have no prior knowledge of Japanese. As signs and documents in school are written in kanji, it is necessary to include vocabulary lists in kanji, including the reading for each word, so that ALTs can learn the pronunciation of words and try to match up the kanji they see with the words in real life. Several JETAA groups offer kanji survival guides to departing JETs and many new JETs purchase the *Kanji Survival Guide* (published by Fukushima AJET) at Tokyo Orientation for this reason. If some school vocabulary and images of common signs could be included in *Japanese for JETs*, it would help to prepare ALTs for the reality that they are going to be surrounded by Japanese characters, not Romanised Japanese words.

Additional Exercises for Advanced Level Japanese Students

At the other end of the spectrum, a number of ALTs stated that *Japanese for JETs* was useless for them because they had already studied Japanese. It is understood that it is not possible to cater to the needs of each individual. However, to assist JETs who have some prior knowledge of Japanese and those who wish to challenge themselves further, it is suggested that a few more advanced activities are included at the end of each chapter. It may also be helpful to include a few extra chapters with more advanced material to keep such JETs motivated in continuing their studies.

Suggested Improvements for Japanese for CIRs

Adding More Job-Specific Vocabulary

Even CIRs who have a high level of Japanese and have lived in Japan previously can find it difficult to adjust to working in prefectural offices or city/town halls. There are many phrases and situations that are unique to the CIR role and some information and vocabulary related to such situations would be helpful for new CIRs.

Expanding the Letter Writing Section

While there is currently a short section on letter writing, this chapter could be expanded to

include sample project plans (企画書), project reports (報告書・復命書), request letters (依頼書), as well as tips and examples of emails to people both within and outside the workplace.

Seasonal Greetings

Many CIRs are also unaccustomed to the use of seasonal greetings in their communications. A guide to their use and examples would be a useful resource that CIRs could continue to refer to as required.

Increasing Usage Rates of Japanese for JETs and Japanese for CIRs

Only a small number of respondents stated that embassy or consulate staff or other JETs recommended *Japanese for JETs* or *Japanese for CIRs* to them. AJET believes that if embassy or consulate staff were to encourage new JETs to use these books, usage rates would increase.

Currently, National AJET writes a welcome letter to all new JETs that is distributed through JETAA and the internet. From 2009, AJET would like to add a section on studying Japanese before departure, including recommending useful resources and methods of study and usage of *Japanese for JETs* and *Japanese for CIRs*, to this letter. AJET would also like to add this information and associated resources to our website. Providing a link on the front page will also help direct incoming JETs who are looking for study guidance.

AJET would also like to encourage JETs to continue to use their Japanese for JETs and Japanese for CIRs upon immediately arrival in Japan (before their CLAIR Japanese Course materials arrive) and would also be willing to promote the materials through national AJET communication, such as the AJET National E-Bulletin.

In 2007, a group of JETs taking the CLAIR Japanese language courses created a group on social networking site *Facebook* (www.facebook.com) to support each other in their language studies. If a similar group or method of communicating with other CLAIR course students online existed, this may help new JETs with their studies, foster peer-support and give new JETs a way to ask questions about material they don't understand when they might otherwise give-up. Seeing that other people are using these materials may also encourage and motivate new JETs to prioritize studying and make the most of these free resources. Such a group could be created via *Facebook* (and managed by National AJET) or on the JET Forum, which is managed by CLAIR.

Questions for MOFA

1. Are there currently or have there been any procedures to encourage incoming JETs to study Japanese? If so, what recommendations are generally made?
2. How can embassy and consulate staff be encouraged to recommend that JETs use *Japanese for JETs* or *Japanese for CIRs* before coming to Japan?
3. How else can embassies and consulates help to encourage JETs to study more Japanese before arriving in Japan?

Questions for CLAIR

4. How can AJET assist CLAIR in encouraging new JETs to study Japanese and make the most of these free resources?
5. Would CLAIR be willing to create a forum for new JETs to discuss pre-departure Japanese study, particularly using *Japanese for JETs* or *Japanese for CIRs*, on the JET Forum?
6. Can CLAIR recommend to Contracting Organisations that they encourage their future JETs to use these study materials and/or study Japanese prior to their arrival?
7. Currently “Bring this book to Japan with you” is printed on the front cover of the General Information Handbook. Is it possible to print the same phrase on *Japanese for JETs* and *Japanese for CIRs* to remind new JETs that they should be using these resources?
8. Is it possible to receive an update on the progress of the new edition of *Japanese for JETs*?

Pre-Departure Japanese Study Materials Report
 出発前日本語教材報告



Appendix I

Japanese	Romanisation	English	Japanese	Romanisation	English
チーズ	cheezu	cheese	ホットドッグ	hottodoggu	hot dog
クリーム	kuriimu	cream	サンドイッチ	sandoitchi	sandwich
ヨーグルト	yooguruto	yoghurt	ゼリー	zerii	jelly
アイスクリーム	aisukuriimu	ice cream	ジャム	jamu	jam
スープ	suupu	soup	ピーナツバター	piinatsubataa	peanut butter
トースト	toosuto	toast	マーガリン	maagarin	margarine
ベーコン	beekon	bacon	バター	bataa	butter
ハム	hamu	ham	ハイキング	haikingu	hiking
ステーキ	suteeki	steak	ボーリング	booringu	bowling
ハンバーグ	hanbaagu	hamburger	スキー	sukii	ski
パスタ	pasuta	pasta	バスケットボール	basuketto booru	basketball
ピザ	piza	pizza	バレーボール	bareebooru	volleyball
サラダ	sarada	salad	サッカー	sakkaa	soccer
ジュース	juusu	juice	テニス	tenisu	tennis
コーヒー	koohii	coffee	Tシャツ	tiishatsu	t-shirt
ワイン	wain	wine	セーター	seetaa	sweater
ビール	biiru	beer	スニーカー	sunika	sneaker
ケチャップ	kechappu	ketchup	サンダル	sandaru	sandal
ソース	soosu	sauce	ブーツ	buutsu	boots
チョコレート	chokoreeto	chocolate	スカート	sukaato	skirt
ケーキ	keeki	cake	ネクタイ	nekutai	neck tie
ドーナツ	doonatsu	donut	スーツ	suutsu	suit
クッキー	kukkii	cookie	コート	kooto	coat
シリアル	shiriaru	cereal	ベッド	beddo	bed
マンゴ	mango	mango	カーテン	kaaten	curtain
オレンジ	orenji	orange	ソファ	sofaa	sofa
レモン	remon	lemon	ドライヤー	doraiya	(hair) dryer
グレープフルーツ	gureepufuruutsu	grapefruit	エアコン	eakon	air con
パイナップル	painappuru	pineapple	テレビ	terebi	TV
メロン	meron	melon	トースター	toosutaa	toaster
ブルーベリー	buruuberii	blueberry	シャワー	shawaa	shower
バナナ	banana	banana	タオル	taoru	towel
レイズン	reizun	raisin	キッチン	kitchin	kitchen
トマト	tomato	tomato	ナイフ	naifu	knife
セロリ	serori	celery	フォーク	fooku	fork
キャベツ	kyabetsu	cabbage	スプーン	supuun	spoon
ブロッコリー	burokkori	broccoli	スポンジ	suponji	sponge
コーン	koon	corn	ペン	pen	pen
アスパラガス	asuparagasu	asparagus	ノート	nooto	note book
レタス	retasu	lettuce	ティッシュ	tisshu	tissue