

Japanese Consensus Making in Intercultural Environments

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I. Introduction

The purpose of this paper is to study consensus making by Japanese teachers of English (JTEs) in the context of communicating with assistant language teachers (ALTs). Ohyama (1979) researched Japanese intercultural communication styles in multinational organizations. He collected the qualitative data in the United States, and analyzed various themes including formality, social hierarchical distinctions, ambiguous communication strategies, consensus making, and language attitudes. This paper will specifically focus on consensus making between JTEs and ALTs in Japanese high schools. Furthermore, it will analyze aspects of Japanese intercultural communicative strategies related to the Japanese tendency to use various indirect communication styles (Morback, 1973; Barnlund, 1975; Naotsuda & Sakamoto, 1978; Ramsey & Birk, 1980; Nomura & Barnlund, 1982; Ramsey & Birk, 1983; Hsu, 1985; Triandis, Brislin & Hui, 1988; Kume et al., 1999). Most Americans, on the other hand, are likely to utilize various direct communication strategies (Barnlund, 1974; Barnlund, 1975; Naotsuda & Sakamoto, 1978; Ramsey & Birk, 1980; Nomura & Barnlund, 1982; Ramsey & Birk, 1983; Hsu, 1985; Triandis, Brislin & Hui, 1988; Kume et al., 1999). These different styles might influence the process of consensus making in intercultural environments.

1.1 Research Items

The writer created research items from themes which emerged while collecting qualitative data in intercultural communicative settings. When collecting data, he focused on JTEs' consensus making strategies while communicating with ALTs. In order to examine this specific topic for the present study, he prepared a semi-structured survey. In the process of making the semi-structured questionnaire, he selected research items (See 1.1A and 1.1B) to examine consensus making strategies utilized by JTEs in the situation of communicating with ALTs. Relating consensus making strategies with the

following five major language functions, he studied the response data of the JTEs and ALTs.

Specifically, in order to examine the first language function of initiating interaction, he analyzed language acts using research items related to going around the table and getting together when making important decisions. Regarding the second language function of seeking/refining information, he investigated ALTs' and JTEs' responses by asking questions about sending memos and developing a consensus before making significant decisions. For the third language function of acknowledging/responding to information, he examined JTEs' communication behaviour by studying items about asking for ALTs' opinions when making vital decisions. In order to analyze the fourth language function of giving/receiving instructions, he studied the responses about making decisions collectively and slowly. Finally, regarding the fifth language function of giving/receiving opinions, he analyzed the communicative styles by asking items that relate to being shy about making logical judgement.

1.1A Research Items to Analyze Consensus Making (ALTs):

- 1) At school, they (Japanese colleagues) usually get together when making significant decisions.
- 2) At school, they (Japanese colleagues) usually go around the table when making important decisions.
- 3) At school, they (Japanese colleagues) usually send memos before making vital decisions.
- 4) At school, they (Japanese colleagues) usually receive more help when communicating with ALTs.
- 5) At school, they (Japanese colleagues) usually ask for my opinions before making important decisions.
- 6) At school, they (Japanese colleagues) usually make decisions collectively and slowly.
- 7) At school, they (Japanese colleagues) usually make major decisions among ALTs, first.
- 8) At school, they (Japanese colleagues) usually develop a consensus before making significant decisions.
- 9) At school, they (Japanese colleagues) are usually shy about making logical judgement.

1.1B Research Items to Analyze Consensus Making (JTEs):

- 1) At school, I usually get together when making significant decisions.
- 2) At school, I usually go around the table when making important decisions.
- 3) At school, I usually send memos before making vital decisions.
- 4) At school, I usually receive more help when communicating with ALTs.
- 5) At school, I usually ask for ALTs' opinions before making important decisions.
- 6) At school, I usually make decisions collectively and slowly.
- 7) At school, I usually make major decisions among ALTs, first.
- 8) At school, I usually develop a consensus before making significant decisions.
- 9) At school, I am usually shy about making logical judgement.

1.2 Limitation of the Study

This research has four limitations due to the research method. This research method focused on collecting quantitative data in JTEs' communicating with ALTs. First, this study has limited information regarding to who converses with whom. Second, it has limited information about participants including their backgrounds and human relationships. Third, it has limited information about specific purposes for language acts and detailed analysis of the messages. Finally, it analyzes the data which is only relevant to the questionnaire although it might be necessary to include all the data which the researcher has received from respondents. The researcher excluded questionnaires if respondents omitted many answers.

2. Research Method

The writer created research questions based on themes which emerged during his study about Japanese intercultural communicative styles in multinational organizations (Ohyama, 1979). He prepared a questionnaire to analyze intercultural communication strategies between ALTs and JTEs in Japanese high schools. The questionnaire consisted of two sections. One of the sections focused on the purpose of this research and specific questions about JTEs' communicative strategies in intercultural environments. Another section was organized for ALTs containing the same contents as the JTEs' one with a little different wording so that the ALTs could react about conversing with JTEs.

After receiving the questionnaire completed by JTEs and ALTs, the researcher analyzed the data. This analysis of the data formed the main part of this research.

3. Results and Discussions

This section states results of the survey and contributes to the discussions. The result of surveys is illustrated in Table 1 and 2. Table 1 contains the result of surveys for ALTs and Table 2 for JTEs. The vertical column states each research item and the horizontal row illustrates the level of ALTs' (Table 1) and JTEs' (Table 2) reactions to the research item. Every number indicates the level of their reaction to the research item: 1-disagree strongly; 2-disagree; 3-neutral; 4- agree; 5-agree strongly.

Table 1: The result of the survey by ALTs

	1 disagree strongly	2 disagree	3 neutral	4 agree	5 agree strongly	others	reaction
Q1	0	0	6	20	10	0	-0% +83.4%
Q2	0	3	17	13	2	1	-8.3% +41.7%
Q3	0	11	14	9	1	1	-30.6% +27.8%
Q4	1	4	18	10	1	2	-13.9% +30.6%
Q5	6	13	6	10	0	1	-52.8% +27.8%
Q6	0	1	12	17	5	1	-2.8% +61.1%
Q7	5	6	15	8	1	1	-30.6% +25.0%
Q8	0	1	7	21	5	2	-2.8% +72.2%
Q9	1	11	18	6	0	0	-33.4% +16.7%

*See research questions (Q1-9) in section 1.1A

Table 2: The result of the survey by JTEs

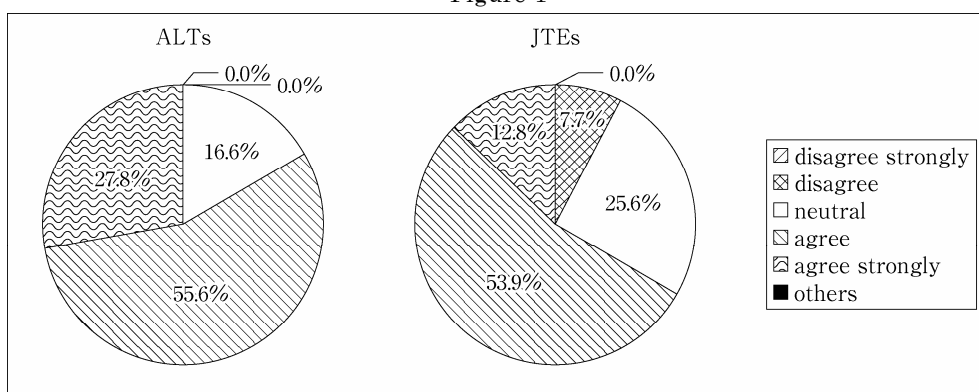
	1 disagree strongly	2 disagree	3 neutral	4 agree	5 agree strongly	others	reaction
Q1	0	3	10	21	5	0	-7.7% +66.7%
Q2	1	10	10	16	2	0	-28.2% +46.1%
Q3	2	5	14	16	1	1	-17.9% +43.6%
Q4	3	2	9	21	4	0	-12.8% +64.1%
Q5	1	1	9	24	4	0	-5.2% +71.8%
Q6	0	5	19	15	0	0	-12.8% +38.5%
Q7	0	8	22	8	1	0	-20.5% +23.1%
Q8	0	3	11	23	2	0	-7.7% +64.1%
Q9	1	11	19	7	0	1	-30.8% +17.9%

*See research questions (Q1-9) in section 1.1B

3.1 Getting Together When Making Significant Decisions

Judging from ALTs, JTEs were likely to get together when making vital decisions: “agree”20 people; “agree strongly”10 people, total 30 (83.4% of ALTs). In contrast, there was nobody who responded negatively to this item: “disagree strongly”0 person; “disagree”0 person, total 0 (0% of ALTs).

Figure 1



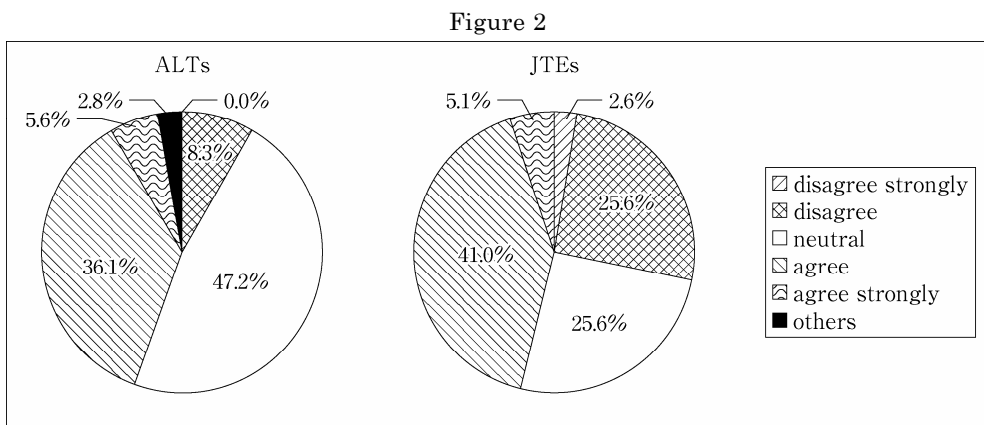
Along the same lines, positive reactions by JTEs were also strong: “agree”21 people; “agree strongly” 5 people, total 26 (66.7% of JTEs). In contrast, only 7.7 percent of JTEs responded negatively to this item: “disagree strongly”0 person; “disagree”3 people, total 3 (7.7% of JTEs).

Concerning the concept in section 3.1, the percentage of choosing positive response (“agree” and “agree strongly”) illustrated that ALTs’ positive reactions to this item were much stronger than those of the JTEs. More than 80 percent of ALTs responded positively to this item, whereas 66.7 percent of JTEs reacted positively.

3.2 Going Around the Table When Making Important Decisions

According to ALTs, JTEs tended to go around the table before making major judgements (See Figure 2). More than 40 percent of ALTs reacted positively to this item: “agree”13 people; “agree strongly”2 people, total 15 (41.7% of ALTs). However, there was only 8.3 percent of ALTs who reacted negatively to this notion: “disagree”0 person; “disagree strongly”3 people, total 3 (8.3% of ALTs).

The result for Figure 2 indicated that 46.1 percent of JTEs also responded positively to this perception: “agree”16 people; “agree strongly”2 people, total 18 (46.1% of JTEs). In contrast, there were fewer JTEs who reacted negatively to this concept: “strongly disagree”1 person; “disagree”10 people, total 11 (28.2% of JTEs).



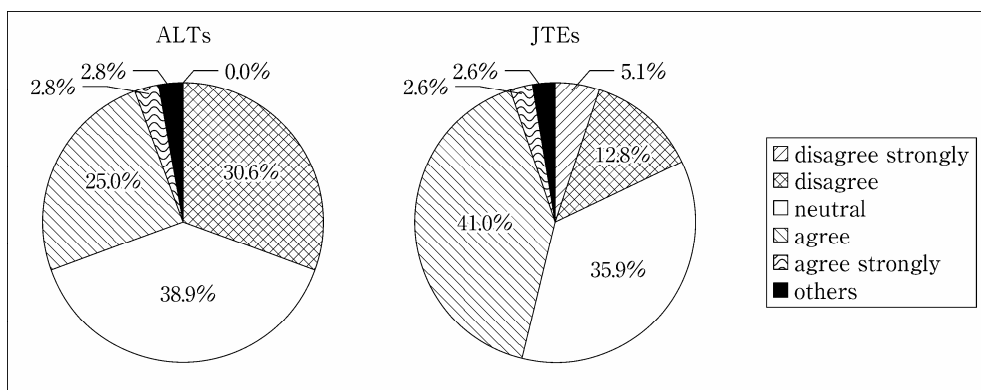
With regard to the concept in section 3.2, more than 40 percent of ALTs and JTEs responded positively to this item, while 8.3 percent of ALTs and 28.2 percent of JTEs reacted negatively to this notion. Therefore, it is possible to

state that JTEs were likely to go around the table and collect information when making important decisions.

3.3 Sending Memos Before Making Vital Decisions

According to Figure 3, it is interesting to analyze ALTs' positive response to the item of sending memos when making important decisions. Positive reactions to the item were fewer than negative reactions. The researcher found that there were 27.8% of ALTs who responded positively to this notion: "agree" 9 people; "agree strongly" 1 person, total 10 (27.8% of ALTs) whereas there was a relatively high percentage of ALTs who responded negatively to this item: "disagree strongly" 0 person; "disagree" 11 people, total 11 (30.6% of ALTs).

Figure 3



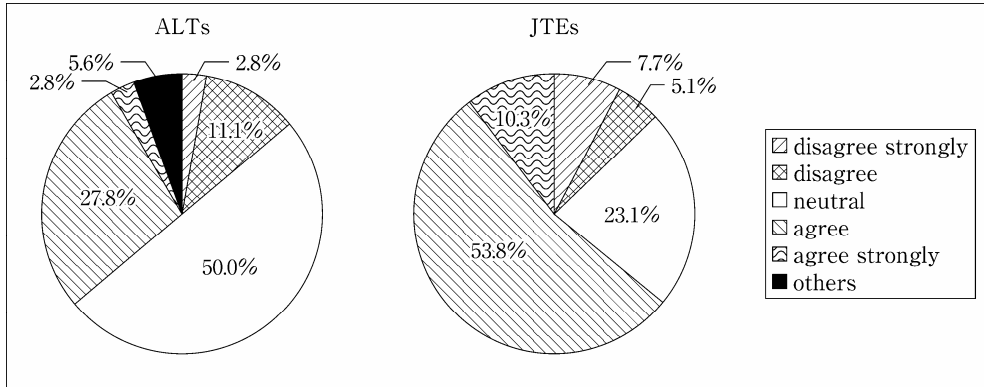
On the other hand, 43.6 percent of JTEs responded positively to this item: "agree" 16 people; "agree strongly" 1 person, total 17 (43.6% of JTEs). In contrast, only 17.9 percent of JTEs reacted negatively to this item: "disagree strongly" 2 people; "disagree" 5 people, total 7 (17.9% of JTEs).

Examining the concept in section 3.3, the data revealed that more than two thirds (69.5%) of ALTs did not realize JTEs' language activities, while 43.6 percent of JTEs reacted positively to this item. The data illustrated that it is easier for ALTs to identify language activities related to section 3.1 (getting together) and section 3.2 (going around the table) than this language activity in section 3.3 (sending memos).

3.4 JTEs' Receiving More Help When Communicating with ALTs

From ALTs' point of view, JTEs tended to receive more help in conversing with ALTs: "agree" 10 people; "agree strongly" 1 person, total 11 (30.6% of ALTs). Positive reactions to this item were stronger than negative ones: "disagree strongly" 1 person; "disagree" 4 people, total 5 (13.9% of ALTs).

Figure 4



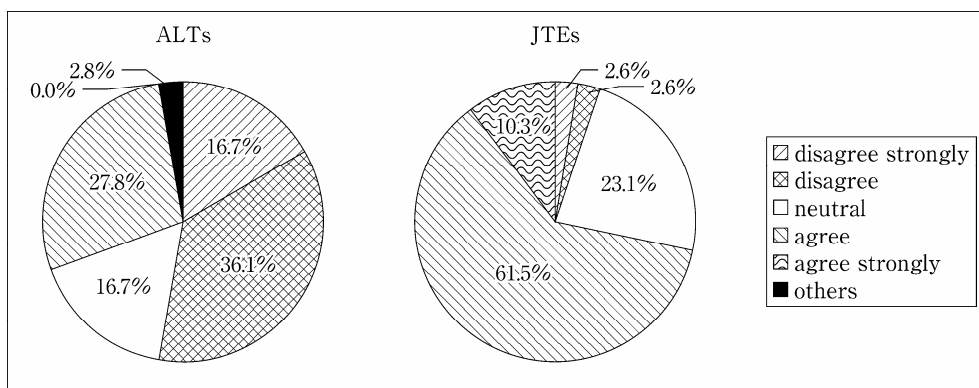
On the other hand, more than 64 percent of JTEs responded positively to this item: "agree" 21 people; "agree strongly" 4 people, total 25 (64.1% of JTEs). However, 12.8 percent of JTEs reacted negatively to this item: "disagree strongly" 3 people; "disagree" 2 people, total 5 (12.8% of JTEs).

Analyzing the concept of receiving more help when communicating with ALTs, JTEs' result showed a higher percentage of positive reaction than ALTs' one. The data indicated that 30.6 percent of ALTs responded positively to this item, while 64.1 percent of JTEs responded positively.

3.5 Asking for ALTs' Opinions and Reaction Before Making Important Decisions

Judging from ALTs, the most frequent response for JTEs' asking for ALTs' opinions and reactions before making important decisions was "disagree" at 36.1 percent of people giving this answer (See Figure 5). The next most frequent answers were as follows: "agree" 27.8%; "neutral" 16.7%; "disagree strongly" 16.7%; "agree strongly" 0%. The percentage of those who recognized JTEs' intercultural communication strategies in this condition was 27.8: "agree" 27.8%; "agree strongly" 0%, while the percentage of those who responded negatively was 52.8 percent: "disagree" 36.1%; "disagree strongly" 16.7%. The difference between these two percentages was 25.0 percent (52.8 percent - 27.8 percent = 25.0 percent).

Figure 5



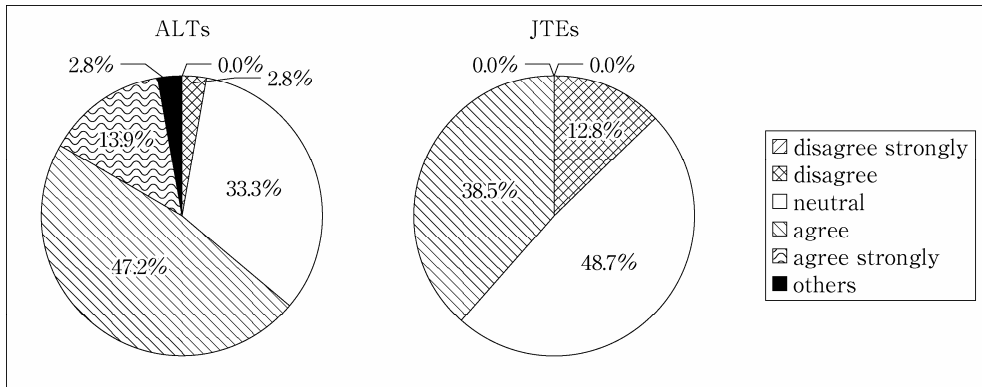
Along the same lines, JTEs responded to their intercultural communication strategies with ALTs in asking for ALTs' opinions and reaction while making significant decisions. The most frequent answers were "agree" at 61.5 percent of JTEs. The next most frequent answers were as follows: "neutral" 23.1%; "agree strongly" 10.3%; "disagree strongly" 2.6%; "disagree" 2.6%. JTEs' positive response in this condition was strong: "agree" 24 people; "agree strongly" 4 people, total 28 (71.8% of JTEs). Conversely, JTEs' negative response was very weak: "disagree strongly" 1 person; "disagree" 1 person; total 2 (5.2% of JTEs).

Related to this item 3.5, 52.8 percent of ALTs responded negatively to this item, whereas there was a high percentage (71.8%) of JTEs who reacted positively to the notion.

3.6 Making Decisions Collectively and Slowly

From ALTs' point of view, the highest percentage for this response was "agree" at 47.2 percent of people giving this answer (See Figure 6). Therefore, it is possible to state that JTEs were likely to make their decisions collectively and slowly. The next highest percentage was as follows: "neutral" 33.3%; "agree strongly" 13.9%; "disagree" 2.8%. The percentage of those who reacted positively was 61.1 percent: "agree" 47.2%; "agree strongly" 13.9%, whereas 2.8 percent of ALTs responded negatively to this item: "disagree strongly" 0%; "disagree" 2.8%.

Figure 6



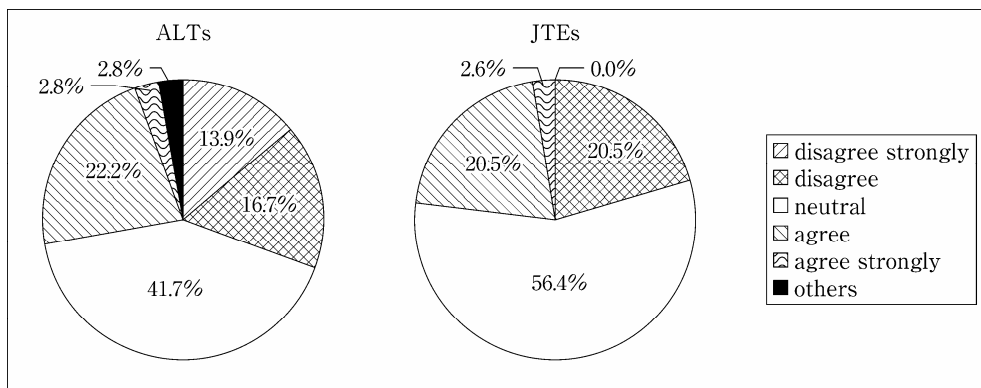
On the other hand, JTEs tended to react differently to this issue. The highest percentage for this response was “neutral” at 48.7 percent of people giving this answer (See Figure 6). The next highest percentage was as follows: “agree” 38.5%; “disagree” 12.8%; “disagree strongly” 0%; “agree strongly” 0%. The difference between negative reactions and positive responses was 25.7 percent ($38.5\% - 12.8\% = 25.7\%$). However, as the item included “slowly” which contains a negative connotation, JTEs might have had a psychologically negative reaction in responding to it.

Analyzing the concept in section 3.6, the data illustrated that ALTs’ positive responses were stronger than JTEs’ ones. The data illustrated that 61.1 percent of ALTs responded positively to this item, whereas 38.5 percent of JTEs reacted positively to the same concept.

3.7 JTEs’ Making Major Decisions Among ALTs, First

Judging from ALTs, JTEs were likely to make major decisions among themselves first. Figure 7 indicated that 30.6 percent of ALTs responded negatively to this item: “disagree strongly” 5 people; “disagree” 6 people, total 11 (30.6% of ALTs). Nevertheless, there was a relatively small percentage of positive responses to this item: “agree” 8 people; “agree strongly” 1 person, total 9 (25.0% of ALTs).

Figure 7



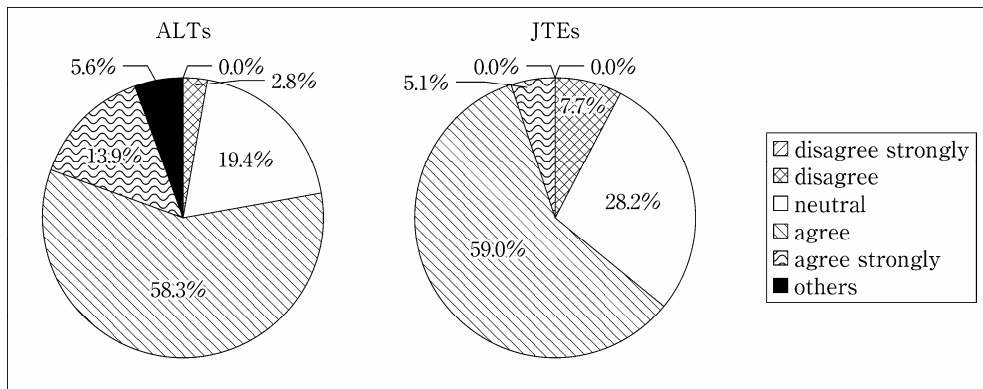
On the other hand, the result for Figure 7 stated that 23.1 percent of JTEs responded positively to this item: “agree” 8 people; “agree strongly” 1 person, total 9 (23.1% of JTEs). There were relatively few JTEs who responded negatively to this concept: “disagree strongly” 0 person; “disagree” 8 people, total 8 (20.5% of JTEs).

Concerning this notion in section 3.7, JTEs in intercultural environments might use Japanese language consciously or unconsciously among themselves before discussing with the ALTs. Speaking the Japanese language might create a vital vehicle for language territory in intercultural environments. The language territory might have an effect on reinforcing Japanese ethnic identity. This ethnic identity might influence ALTs’ negative response to this item.

3.8 Developing a Consensus Before Making Significant Decisions

According to ALTs, JTEs were likely to develop a consensus when making significant decisions. Positive reactions to the item were extremely strong: “agree” 21 people; “agree strongly” 5 people, total 26 (72.2% of ALTs). However, only 2.8 percent of ALTs responded negatively to this item: “disagree strongly” 0 person; “disagree” 1 person, total 1 (2.8% of ALTs).

Figure 8



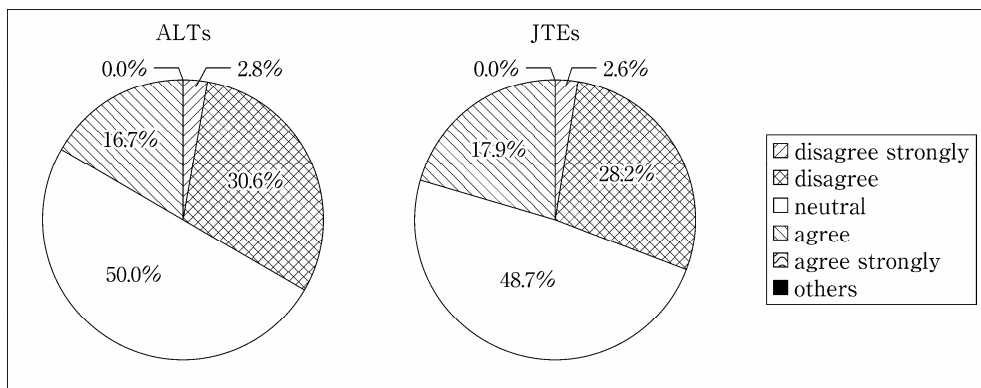
The result of Figure 8 illustrated that JTEs were likely to develop a consensus before making important decisions: “agree” 23 people; “agree strongly” 2 people, total 25 (64.1% of JTEs). Conversely, only 7.7 percent of JTEs responded negatively to this item: “disagree strongly” 0 person; “disagree” 3 people, total 3 (7.7% of JTEs).

Concerning the concept in section 3.8, the percentage of ALTs’ choosing positive responses to this concept was higher than that of JTEs. 72.2 percent of ALTs reacted positively to this item, while 64.1 percent of JTEs responded positively.

3.9 Being Shy about Making Logical Judgements

The most frequent response for JTEs’ shyness about making logical judgements was “neutral” with 50.0 percent of ALTs giving this answer (See Figure 9). The next most frequent answers were as follows: “disagree” 30.6%; “agree” 16.7%; “disagree strongly” 2.8%; “agree strongly” 0%. The percentage of those who recognized JTEs’ shyness about making logical judgement was 16.7: “agree” 16.7%; “agree strongly” 0%, whereas the percentage of those who responded negatively to this item was 33.4: “disagree strongly” 2.8%; “disagree” 30.6%.

Figure 9



Along the same lines, JTEs had a similar tendency to react to this item. The most frequent answer for this item was “neutral” with 48.7 percent of people giving this answer (See Figure 9). The next most frequent answers were as follows: “disagree” 28.2%; “agree” 17.9%; “disagree strongly” 2.6%; “agree strongly” 0%. The percentage of those who respond positively to this item was 17.9: “agree” 17.9%; “agree strongly” 0%, whereas the percentage of those who responded negatively to this item was 30.8: “disagree strongly” 2.6%; “disagree” 28.2%.

Studying the notion in section 3.9, the data indicated that both ALTs and JTEs tended to respond negatively to this item. Considering the fact that almost half of them chose “neutral” as their responses, it is possible to state that they were not sure whether JTEs were shy about making logical judgements.

4 Conclusion

This study analyzed consensus making utilized by JTEs in communicating with JTEs. The result were as follows. First, in initiating interaction, 83.4 percent of ALTs and 66.7 percent of JTEs recognized JTEs’ getting together. As the next step in that process, 41.7 percent of ALTs and 46.1 percent of JTEs recognized JTE’s going around the table when making important decisions.

Secondly, in seeking/refining information, 43.6 percent of JTEs indicated that they usually sent memos when making significant decisions, whereas only 27.8 percent of ALTs recognized this language act.

Thirdly, in acknowledging/responding to information, 27.8 percent of ALTs indicated that JTEs usually asked for their opinions and reaction before making

vital decisions. Furthermore, 71.8 percent of JTEs responded positively to this perception in this situation.

Fourthly, in giving/receiving information, 61.1 percent of ALTs recognized that JTEs tended to make decisions collectively and slowly. Only 38.5 percent of JTEs, on the other hand, were likely to recognize their language act in this specific condition. There might be reasons for the JTE's opinions. JTEs might have a psychologically negative reaction in this situation due to the item's including "slowly" which has a negative connotation.

Fifthly, in giving/receiving opinions, 72.2 percent of ALTs and 64.1 percent of JTEs stated that JTEs tended to develop a consensus before making important decisions. Conversely, there was a small percentage (2.8% of ALTs and 7.7% of JTEs) of them who reacted negatively to this item.

Analyzing JTEs' intercultural communicative strategies, the researcher recognized their group-oriented communication. JTEs' data illustrated the following language behaviours when making significant decisions:

- 1) getting together
- 2) going around the table
- 3) sending memos
- 4) asking ALTs' opinions and reaction
- 5) developing a consensus

Furthermore, most ALTs were likely to agree with JTEs' perceptions of those language behaviours and indicated that most JTEs tended to make decisions collectively.

Further study is needed to analyze Japanese consensus making in intercultural environments. Qualitative research might enrich our knowledge about Japanese intercultural communication strategies when making their major decisions.

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Appendix A
Questionnaire for Assistant Language Teachers

The aim of this questionnaire is to examine consensus making by Japanese teachers of English (JTE) at high schools. I would be very grateful if you could read the following research items and select the number that seems best suited to your colleagues' circumstances in the context of communicating with assistant language teachers (ALTs).

Research items: _____ your age (), male/female

1) At school, they (Japanese colleagues) usually get together when making significant decisions.

1	2	3	4	5

disagree strongly	disagree	neutral	agree	agree strongly

comments:

2) At school, they (Japanese colleagues) usually go around the table when making important decisions.

1	2	3	4	5

disagree strongly	disagree	neutral	agree	agree strongly
comments:				

3) At school, they (Japanese colleagues) usually send memos before making vital decisions.

1	2	3	4	5

disagree strongly	disagree	neutral	agree	agree strongly
comments:				

4) At school, they (Japanese colleagues) usually receive more help when communicating with ALTs.

1	2	3	4	5

disagree strongly	disagree	neutral	agree	agree strongly
comments:				

5) At school, they (Japanese colleagues) usually ask for my opinions before making important decisions.

1	2	3	4	5

disagree strongly	disagree	neutral	agree	agree strongly
comments:				

(70)

6) At school, they (Japanese colleagues) usually make decisions collectively and slowly.

1	2	3	4	5

disagree strongly	disagree	neutral	agree	agree strongly
comments:				

7) At school, they (Japanese colleagues) usually make major decisions among ALTs, first.

1	2	3	4	5

disagree strongly	disagree	neutral	agree	agree strongly
comments:				

8) At school, they (Japanese colleagues) usually develop a consensus before making significant decisions.

1	2	3	4	5

disagree strongly	disagree	neutral	agree	agree strongly
comments:				

9) At school, they (Japanese colleagues) are usually shy about making logical judgement.

1	2	3	4	5

disagree strongly	disagree	neutral	agree	agree strongly
comments:				

Appendix B

The vertical column states each ALT and the horizontal row illustrates each research item. Every number indicates the level of ALTs' reaction to the research items: 1-disagree strongly; 2-disagree; 3-neutral; 4- agree; 5-agree strongly.

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
1	4	3	2	3	3	4	4	3	3
2	4	4	4	4	4	4	3	4	2
3	5	3	2	3	4	3	4	4	4
4	5	3	4	4	4	4	3	4	3
5	4	4	3	4	2	4	2	4	3
6	4	3	3	3	2	3	4	3	3
7	3	3	3	3	3	4	3	4	3
8	3	3	2	4	4	3	3	4	2
9	3	3	3	3	1	5	3	4	3
10	5	3	3	3	2	5	3	4	3
11	5	5	4	2	4	5	4	5	4
12	4	4	2	—	2	4	2	4	2
13	5	4	3	4	1	5	2	5	3
14	5	2	2	3	4	3	1	—	2
15	3	3	3	2	4	3	3	3	2
16	4	4	3	3	3	4	4	4	3
17	4	5	5	4	3	4	5	3	4
18	4	3	3	4	3	3	4	4	2
19	5	4	4	4	4	5	1	5	3
20	3	3	3	3	2	3	2	—	3
21	4	4	2	3	2	4	3	4	4
22	4	4	3	5	2	4	2	4	1
23	4	4	2	3	2	4	3	4	3
24	4	4	4	4	2	4	—	4	3
25	4	3	4	1	1	2	3	4	2
26	4	4	2	4	1	4	3	3	4
27	3	3	2	2	2	3	3	4	3
28	4	3	2	3	1	4	1	2	4
29	4	3	3	3	2	3	3	3	2
30	5	2	2	3	4	4	4	5	2
31	4	4	4	3	2	4	3	4	3
32	5	3	3	3	1	3	1	3	3
33	4	—	—	3	—	—	3	—	3
34	4	4	3	3	3	4	1	4	2
35	4	2	4	—	2	3	4	4	3
36	5	3	4	2	4	3	2	4	2

Appendix C
Questionnaire for Japanese Teachers of English

The aim of this questionnaire is to examine consensus making by Japanese teachers of English (JTE) at high schools. I would be very grateful if you could read the following research items and select the number that seems best suited to your circumstances in the context of communicating with assistant language teachers (ALTs).

Research items: your age () male/female

1) At school, I usually get together when making significant decisions.

1 2 3 4 5

disagree disagree neutral agree agree
strongly strongly

comments:

2) At school, I usually go around the table when making important decisions.

1 2 3 4 5

disagree disagree neutral agree agree
strongly strongly

comments:

3) At school, I usually send memos when making vital decisions.

1 2 3 4 5

disagree disagree neutral agree agree
strongly strongly

comments:

4) At school, I usually receive more help when communicating with ALTs.

1 2 3 4 5

disagree disagree neutral agree agree
strongly strongly

comments:

5) At school, I usually ask for ALTs' opinions before making important decisions.

1	2	3	4	5

disagree strongly	disagree	neutral	agree	agree strongly
comments:				

6) At school, I usually make decisions collectively and slowly.

1	2	3	4	5

disagree strongly	disagree	neutral	agree	agree strongly
comments:				

7) At school, I usually make major decisions among ALTs, first.

1	2	3	4	5

disagree strongly	disagree	neutral	agree	agree strongly
comments:				

8) At school, I usually develop a consensus before making significant decisions.

1	2	3	4	5

disagree strongly	disagree	neutral	agree	agree strongly
comments:				

9) At school, I am usually shy about making logical judgement.

1	2	3	4	5

disagree strongly	disagree	neutral	agree	agree strongly
comments:				

Appendix D

The vertical column states each JTE and the horizontal row illustrates each research item. Every number indicates the level of JTEs' reaction to the research items: 1-disagree strongly; 2-disagree; 3-neutral; 4- agree; 5-agree strongly

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
1	4	4	4	5	3	2	4	3	3
2	3	4	3	4	4	3	3	4	3
3	5	4	3	4	4	3	3	4	2
4	4	4	4	4	5	4	4	3	2
5	4	2	—	3	4	2	2	4	—
6	4	2	3	2	4	2	2	4	2
7	4	4	3	3	4	3	3	4	3
8	4	5	5	4	4	3	3	4	2
9	4	4	4	3	4	4	2	4	3
10	2	3	2	3	4	4	2	3	3
11	3	2	4	4	4	3	5	3	3
12	4	3	3	1	4	4	3	5	3
13	3	3	3	3	4	4	3	3	3
14	4	3	3	4	4	3	3	4	4
15	4	3	4	3	4	4	4	4	2
16	4	4	3	3	3	3	3	3	4
17	3	3	4	5	3	3	3	3	3
18	5	2	1	1	2	2	3	2	2
19	4	3	2	4	4	4	4	4	4
20	5	1	1	5	1	3	3	5	3
21	4	3	3	3	5	4	2	2	3
22	4	2	4	3	4	3	4	4	2
23	3	3	3	4	4	3	3	3	2
24	4	4	3	4	4	4	3	4	3
25	4	4	4	4	4	3	3	4	3
26	2	2	2	5	4	2	2	2	4
27	4	2	3	4	3	4	2	4	3
28	3	2	4	2	3	3	3	4	2
29	3	4	4	4	3	4	4	3	4
30	3	4	4	4	3	4	4	3	4
31	3	4	4	4	3	4	4	3	4
32	4	2	2	4	4	3	2	4	1
33	4	4	3	4	4	3	3	4	3
34	5	5	4	4	5	4	3	4	3
35	4	4	4	4	4	3	3	4	3
36	4	2	2	4	5	3	3	4	3
37	3	4	4	4	4	4	3	4	2
38	2	3	3	4	3	3	3	4	3
39	5	4	4	1	4	3	3	4	2