Professional Development Needs of EFL Teachers Practicing in Japan and Korea

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This study investigated the nature of professional development PD needs of EFL English as a Foreign Language teachers, using an open-ended questionnaire. It was predicated on the idea that teachers are professionals and they need professional development consisting of various processes of ongoing growth. The participants of the study were 44 teachers practicing at secondary or higher education institutions in Japan and Korea, including 38 non-native speaking and 6 native speaking teachers of English who were attending an international PD seminar held in Tokyo, Japan. The results indicate that the perceived PD needs of the teachers include 1 teaching skills and methods, 2 language improvement only for non-native speaking teachers , 3 general communication skills, 4 motivation, and others. These challenges are all context-bound: students, parents, school, curriculum, syllabus, and society, and yet many of them are shared by the EFL practitioners across national borders.

Introduction

A distinguishing characteristic of the notion of teaching as profession is the centrality of career growth as an ongoing goal Pennington, 1990, p. 132 .

This is a preliminary study to investigate the nature of professional development PD needs of EFL English as a Foreign Language teachers. The study was predicated on the idea that teachers are professionals and they need professional development consisting of various processes of ongoing intellectual, experiential, and attitudinal growth Lange, 1990 . The participants of the study were 44 teachers practicing at secondary or higher education institutions in Japan and Korea, including 26 Japanese, 12 Koreans, and 6 native speakers of English of 3 nationalities who were attending an international PD seminar for EFL teachers held in Tokyo, Japan, in the summer of 2007.

The results indicate that the perceived PD needs of the teachers include 1 teaching skills and methods, 2 language improvement only for non-native speaking teachers , 3 communication skills, 4 motivation, and others. These challenges are all context-bound Freeman, 1999 : students, parents, school, curriculum, syllabus, and society i.e., structural and socio-cultural contexts: Cornbleth, 1990 , and yet many of them are shared by the EFL practitioners across national borders.

Two drastic changes in particular are occurring in both countries and have been affecting the practice of the teachers and thus their needs. 1 Due to the intensifying phenomenon of the "globalization" of English, the government-designated English curriculum and syllabus in both countries have shifted from the traditional grammar-translation approach and now are premised on communicative competence and its resultant communicative language teaching CLT . This shift has necessitated the teachers to use the target language more in the classroom and also to improve their target language proficiency if necessary. 2 Ironically, one of the byproducts of affluence and stability in both societies has been apathy at school, probably more so in Japan than in Korea; more and more students are becoming indifferent to study in general. English is no exception and the teachers' challenge is naturally to have a good rapport with the students and motivate them to study the language.

As professionals, teachers should constantly develop themselves. Teachers' own growth is necessary in order to cope with the ever-expanding knowledge base in subject matter and pedagogy, rapidly changing social contexts of schooling, and increasingly diversifying students' needs. EFL English as a Foreign Language teachers are not exempt from this professional responsibility.

The term "Teacher Development" TD , or "Professional Development" PD for teachers, is a broad term to include a variety of aspects connected not only to a teacher's professional development but also to his/her personal development Igawa, 2002 . PD is therefore seen as "an ongoing process and an integral characteristic of a fully professional teacher" McDonough, 1997, p. 318 .

Due to the globalizing of the English language, it is being taught as a foreign language all over the world by thousands of teachers, the majority of who are non-native speakers of English. As in other subject matter areas, it is increasingly recognized in recent years that teachers teaching English as a second or foreign language need professional development Richards & Farrell, 2005 .

The areas of their professional development needs, however, are not clearly identified e.g. Cheng & Wang, 2004, and Yeh, 2005 . Using an open-ended questionnaire, the purpose of this study is to address this crucial issue in language teaching and to come up with a temporary list of PD needs of EFL teachers, which I hope will be developed into a more extensive taxonomy. It is also hoped that this study

will benefit PD designers for EFL teachers in specifying the target area of their programs.

The Present Study

The present study was conducted in Tokyo, Japan, in the summer of 2007. The participants of this study were 44 in-service secondary or higher education teachers of English, teaching in Japan and Korea, and were attending an annual three-day professional development seminar sponsored by a self-supporting EFL teacher development group, ACROSS（Osaka, Japan）[1], and a non-profit organization for international educational cooperation, *e-dream-s*（Osaka, Japan）[2].

The international seminar, called"ECAP（Educators' Collaboration in Asia-Pacific）", was designed to promote professional collaboration among English teachers, both native-speaking and non-native-speaking, practicing in East Asia, particularly Japan and Korea. The in-service seminar has been held annually either in Japan or Korea and all the teachers participated in the program on a voluntary basis.

During the 2007 seminar, the participants of this study were asked to reflect on their own teaching and identify three areas of professional development they need to pursue most as English teachers. After reflection they wrote down in English three perceived PD needs on the Professional Development Questionnaire（PDQ）, where the participants were asked to indicate their names and numbers of years in service. The needs identified were analyzed and classified into categories of professional development needs of EFL teachers.

1 The Participants

The 44 participants of the current study included 26 Japanese（59.1%）, 12 Korean（27.3%）, and 6 native-speaking（13.6%）teachers of English（3 Britons, 1 Canadian, and 2 Americans）; hence 38 non-native speaking（NNS）and 6 native-speaking（NS）teachers. All the 6 native-speaking teachers （NSTs）are teaching in Japan and two of them are so-called"Assistant Language Teachers（ALTs）", who are here for 2-3 years and assigned to team-teach with Japanese teachers of English at junior and/or senior high schools in Japan. Currently 5,057 assistant language teachers are teaching in Japan, according to the sponsoring government body[3]. For further explanation of ALTs and for the details of the JET Program, the Japanese government-sponsored program that has been introducing native

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1 http://www.aglance.org/across/

2 http://www.e-dream-s.org/

3 http://www.jetprogramme.org/j/introduction/stats.html#stats

speakers of English into junior and senior high schools as assistant English teachers since 1987, refer to CLAIR 2000 . See also Crooks 2001 and McConnell 2000 for critical evaluation of the JET Program.

Of all the participants, 24 teachers, or 54.6%, were junior high school JHS teachers, 19 43.2% senior high school SHS teachers, and 1 2.3% a college COL teacher, and as to their sex 13 were males and 31 were females. The participants' nationality, native/non-native distinction, sex and school are summarized in TABLE 1.

TABLE 1. Participants of the Study

Nationality			Sex		School		
	Number		Male	Female	JHS	SHS	COL
Japanese	26	59.1	5	21	15	11	
Korean	12	27.3	3	9	8	4	
Subtotal NNSTs	38	86.4	8	30	23	15	
British	3	6.8	2	1	1	2	
Canadian	1	2.3	1			1	
American	2	4.5	2			1	1
Subtotal NSTs	6	13.6	5	1	1	4	1
TOTAL	44	100.0	13	31	24	19	1
		100.0		29.5	70.5	54.6	43.2	2.3

NOTE: NNST means " *non-native speaking teacher* " *while NST refers to* " *native-speaking teacher* " *.*

The numbers of years the participants served as English teachers were quite varied. The largest number of participants, 14 teachers, or 31.8%, were veterans serving 21-30 years as English teachers and the second largest group, 11 teachers 25.0% , were also experienced personnel serving 11-20 years, while the third largest, 10 teachers 22.7% , were novices in this profession teaching 0-5 years. Four of the 6 NSTs were in this group of beginning teachers. The average years served of all the participants was 18.1. Refer to TABLE 2.

TABLE 2. Participants' Years of Service

Participants/Years	0-5	6-10	11-20	21-30	31-	TOTAL	Average
Japanese	4	2	6	9	5	26	21.0 yrs
Korean	2	2	3	5	0	12	17.2 yrs
Subtotal NNSTs	6	4	9	14	5	38	19.8 yrs
NSTs	4	0	2	0	0	6	7.7 yrs
TOTAL	10	4	11	14	5	44	18.1 yrs
	22.7	9.1	25.0	31.8	11.4	100.0	

2　Results & Discussion

In cooperation with the sponsoring organizations of the seminar, the researcher asked five Japanese teachers of English to function as research cooperators（RCs）for this study and assist the data collection and analysis. The RCs were to word-process what the 44 participants had written in the Professional Development Questionnaire（entries）and then read these entries carefully to sort them, with the aid of the researcher, into categories of EFL teacher development needs. These needs were generated through the processes of this research rather than being predefined. See, for example, McKay （2002）for analyzing qualitative data.

It should be mentioned here that this arrangement of RCs was a way to secure the validity of the study. For the discussion on the validity of research in the field of second language teacher development, refer to Freeman（1996）and Nunan（1992）.

Categories of teacher development needs gradually took shape. Entries to the open-ended PDQ by the participants were repeatedly read and carefully analyzed until they were categorized into areas of PD needs. The six domains of second language teacher education, identified by Richards（1998）, were taken into consideration when finalizing the categories of needs; i.e., theories of teaching, teaching skills, communication skills（general and language improvement）, subject matter knowledge, pedagogical reasoning & decision making, and contextual knowledge.

When analyzing the entries, it was found that some participants included more than one category of PD needs in one entry. For example, one of the entries by a Japanese junior high school teacher（female of more than 20 years of experience）reads:

To have knowledge and proficiency of English. We must have or get enough knowledge of English to teach, for example, grammar, words, phrases, and so on.（Entry No. 261）

Obviously by "knowledge" the participant means "subject matter knowledge"; English grammar, vocabulary and so forth, while by "proficiency" she seems to mean "second language proficiency"; communicative competence in English. Therefore, this entry was categorized in two domains: Subject Matter Knowledge and Language Improvement. Of the total of 129 entries, 39 could be classified of this sort. Therefore, the total number of entries stood at 168.

Some participants wrote more than one aspect of the same PD domain in two or three entries. For example, a veteran Japanese junior high school teacher（male）listed three ways to maintain and/or improve his communicative competence in English:

   1   To listen to English as much as possible every day, which I don't do now.

   2   To read at least one English book　novel　a month.

   3   To see and find a good movie and see it until I can understand it fully.　Entry Nos. 201-203

They all fall into one category, Language Improvement, and they are listed as three separate entries. Cases of this sort are classified likewise.

The area that received the largest number of entries from the 44 EFL teachers in Japan and Korea was " Teaching Skills and Methods " 37 entries . The second largest group was " Language Improvement " 34 entries and naturally this is only for Japanese and Korean, non-native-speaking teachers. It is clear that these two areas were by far the most popular areas of professional development. These two domains, however, might overlap because some teaching skills or methods, including the currently in vogue " Communicative Language Teaching ", require the teacher to use English in the classroom more than other skills and/or methods.

The areas that received the third and forth largest numbers of entries were " Communication Skills " 19 entries and " Motivation " 18 entries . The PD needs area " Communication Skills " encompasses teachers' professional communication in general. It is conducted either in the target language English or the students' first language, and consists of communication with students, parents, and colleagues, usually focused on rapport and discipline.

While the first, second and third areas correspond to parts of Richards' 1998 SLTE second language teacher education domains, the fourth area " Motivation " does not. In this study the area is recognized as one of the major PD needs domains for EFL teachers because a notable number of participants 34.1% , both native-speaking and non-native speaking, named motivation as requisite to their professional development. This might mean that in the school contexts of English teaching in Japan and Korea teachers are pressed to learn ways to motivate their students more than ever. The " Motivation " could be regarded as part of the third area " Communication Skills ", yet for these reasons it was decided to deal with the fourth area as an independent domain in the present study.

These four major domains and the other areas are summarized in TABLE 3 with the number and ratio of the participants who wrote entries in the respective area. The number of entries does not equate to that of participants because, as explained above, there are cases where entries could be classified in more than one PD area, or more than one entries of one participant could be categorized in one PD domain.

TABLE 3. Areas of Professional Development Needs

No.	Areas of Professional Development Needs	No. of Entries	No. of Participants
1	Teaching Skills & Methods	37	29 65.9%
2	Language Improvement	34	24 63.2% *
3	Communication Skills	19	14 31.8%
4	Motivation	18	15 34.1%
5	Attending Conferences, Seminars & Workshops	13	10 22.7%
6	Lifelong Education	11	10 22.7%
7	Cultural Understanding	8	7 15.9%
8	Subject Matter Knowledge	5	5 11.4%
9	Understanding Students	5	5 11.4%
10	Others	18	15 34.8%
	TOTAL	168	

NOTE: The participant ratio is of among Koreans and Japanese (NNSTs) only.

These 10 domains were generated by analyzing the 168 entries of PD needs by the 44 EFL teachers in Japan and Korea. However, these generated PD areas might overlap with each other because teachers' professionalism today consists of various factors that cannot be clearly delineated, partly due to what an American educational philosopher Cremin 1989 calls "politicizing education".

In the following sections, the four major areas of professional development needs are reported in detail and discussed; "Teaching Skills & Methods", "Language Improvement", "Communication Skills" and "Motivation".

a. Teaching Skills & Methods

The category that received the most entries was "Teaching Skills & Methods". The 37 entries by 29 65.9% of the 44 participants are classified under the heading of "Teaching Skills & Methods TS&M".

According to the six domains of second language teacher education proposed by Richards 1998 , the domain "Teaching Skills" includes such skills and knowledge as:

- to master basic teaching skills e.g., questioning skills, classroom management, lesson planning
- to develop competence in using one or more language teaching methods e.g., communicative language teaching
- to be able to adapt teaching skills and approaches to new situations p. 15

The entries into the PDQ that approximately correspond to the above skills and knowledge are categorized as"Teaching Skills & Methods"in this study.

The non-native-speaking teachers NNSTs as a whole and the native-speaking teachers NSTs show similar ratios 65.8% and 66.7%, respectively inside their own groups. Among the NNSTs, however, the Japanese and the Korean participants present quite a contrast 57.7% and 83.3%, respectively . See TABLE 4. This conspicuous difference between the two NNST groups could be attributed to the contexts of English language education in both countries.

TABLE 4. Teaching Skills & Methods TS&M Needs by NS/NNS Group

NS/NNS	No. of Total Participants	No. of Participants with TS&M Entry	
Japanese	26	15	57.7%
Korean	12	10	83.3%
NNSTs	38	25	65.8%
NSTs	6	4	66.7%
TOTAL	44	29	65.9%

Looking at the participants'teaching experience, it is worth noting that the PD needs of "Teaching Skills & Methods"TS&M gradually decline as the years in service increase. See TABLE 5. Seventy 70 percent of the teachers of 0-5 years'experience and 100 percent of those of 6-10 years'experience said TS&M was the domain they needed development, while only 40 percent of those with a 31 and more years of experience said the same.

TABLE 5. Teaching Skills & Methods TS&M Needs by Years of Teaching

No. of Years of Teaching	0-5	6-10	11-20	21-30	31-	Total
Participants with TS&M Entry	7	4	7	9	2	29
No. of Participants	10	4	11	14	5	44
	70.0%	100.0%	63.6%	64.3%	40.0%	65.9%

The entries of the PD needs category TS&M could be subcategorized into four groups:"Attitude", "Student Factors","Skill Areas", and"Others". Refer to TABLE 6. The subcategory"Attitude" includes entries in which participants expressed their commitment to learning teaching skills and methods throughout their career. For example, a young Korean female teacher said:

Continuous training program on recent language teaching methodologies. It is difficult to follow the

TABLE 6. Teaching Skills & Methods TS&M Needs by Subcategory Entries

Subcategory	Entry	Ratio	Subtotal
ATTITUDE			9
Keeping Updated	5	13.5%	
Keeping on Learning	4	10.8%	
STUDENT FACTORS			12
Student Motivation	6	16.2%	
Student Interest	3	8.1%	
Affective Filter; Confidence	2	5.4%	
Comfortable Environment for CLT	1	2.7%	
METHODS & APPROACHES			12
Conducting Class in English	3	8.1%	
Teaching English for Communication	3	8.1%	
Student-Centered Method	3	8.1%	
Effective Methods	1	2.7%	
Appropriate Methods/Skills	1	2.7%	
Pronunciation, Reading, Listening	1	2.7%	
OTHERS			4
Team-Teaching	1	2.7%	
Class Management	1	2.7%	
Textbook Use	1	2.7%	
Peer Observation & Critique	1	2.7%	
TOTAL	37	100.0%	

recent trend of education at the same time while teaching at our schools. Entry No. 31

While this entry by the Korean teacher is classified as the need to "keep updated", what an experienced Japanese female teacher mentioned could be the need to "keep on learning".

Developing ability to analyze teaching materials and students' ability, design proper lesson plans, and carry them out efficiently. Especially I would like to know as many ideas as possible and require acquire skills to make classes more active. Teachers need to continue learning. Entry No. 282

The second subcategory "Student Factors" includes entries on such items as student motivation, student interest, and affective filter. For example, a veteran native-speaking teacher mentioned:

I would like to learn more practical ideas to engage students attention, keep their attention and

teach them my lesson and evaluate how well they understood the lesson.　Entry No. 401

While this entry seems focused on a specific lesson plan and the attention/interest of the students thereof, a young Japanese teacher, taking a more general stance and referring to student motivation, maintained:

To know various teaching methods and make good use of them to motivate the students in classes. Entry No. 231

The subcategory "Methods & Approaches" encompasses items related to particular teaching methods and approaches, where, following Richards and Rodgers 1986 , "method" is an umbrella term used for the specification and interrelation of theory and practice of teaching and "approach" means "theories about the nature of language and language learning that serve as the source of practices and principles in language teaching" p. 16 .

Included in the "Methods & Approaches" are "Conducting Class in English", "Teaching English for Communication", "Student-Centered Method" and others. Obviously, these three needs are related to different aspects of "communicative language teaching" CLT , which could be defined as "an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence and which seeks to make meaningful communication and language use a focus of all classroom activities" Richards & Schmidt, 2002, p. 90 .

The three entries categorized as "Conducting Class in English" used almost the same expression: "Teach English through English." Entry No. 092 . The entries to the second subcategory, "Teaching English for Communication", show more variety but the typical one is by a veteran Japanese female teacher: "To build up a teaching skill which enables students to communicate in English" Entry No. 191 .

Student-centeredness or learner-centeredness is another of the characteristics of CLT; as a strong proponent, Savignon 1991 states, "By definition, CLT puts the focus on the learner" p. 266 .

In the subcategory of "Others", one entry by a young NST about "Team-Teaching" should be mentioned here because of the pervasive impact of this issue not only in Japan but also in Korea; the board of education of Seoul City announced that they will hire 920 native speakers as assistant English teachers for their primary and junior high schools by September 2008.

Team teaching in Japan is vastly different to my previous experience of solo teaching other nationalities. Many of the things I was taught on my teaching course are simply not applicable due to the different teaching/learning environment. This poses me two challenges: 1 Letting go of some of my own teaching ideals, in favor of the experience of JTEs Japanese teachers of English , I have realized it is important to always stay open to new ways of doing things and reassess my own methodologies. 2 Equally, it is sometimes difficult to remember it's also important to pursue an active role in questioning and adding the existing methodologies. Often it is simply easier to go with the flow yet part of my job is to add an alternative perspective. Finding the most effective balance of compromise is what I'm looking to achieve. Entry No. 413

b. Language Improvement

This category of PD needs of EFL teachers received 34 entries from 24 63.2% individuals of the 38 NNST participants.

According to the six domains of second language teacher education proposed by Richards 1998 , the domain "Language Improvement" is a part of the domain "Communication Skills" and is obviously for non-native speaking teachers only. Richards states:

Presumably one needs to attain a certain threshold level of proficiency in a language to be able to teach effectively in it, and activities addressing language proficiency are often a core component of many SLTE Second Language Teacher Education programs p. 7 .

Both Japanese and Korean teachers showed similar ratios with the Korean participants 66.7% slightly higher than their Japanese counterparts 61.5% . See TABLE 7.

TABLE 7. Language Improvement LI Needs by NNS Group

NS/NNS	No. of Total Participants	No. of Participants with LI Entry	
Japanese	26	16	61.5%
Korean	12	8	66.7%
NNSTs	38	24	63.2%

This category of PD needs can be described as a function of two factors beyond nationality: the government-stipulated syllabus and the recommended teaching methods. Teachers might feel more need to improve the proficiency of their English when the official syllabus includes communicative competence in the target language and communicative language teaching CLT is the designated

approach. This might be the case in Korea. See Butler（2004）and Igawa（2007）for an explanation of situations in Korea.

Looking at the relationship between the participants' teaching experience and their Language Improvement needs, it is interesting to note that the needs by degrees heighten as the years in service increase; while 50% of the teachers with 0-5 and 6-10 years of experience expressed their need to improve their English, 80% of the teachers with more than 30 years in service stated the same needs. This is in contrast with the Teaching Skills & Methods needs that indicated the opposite tendency. Refer to TABLE 8.

TABLE 8. Language Improvement（LI）Needs by Years of Teaching

No. of Years of Teaching	0-5	6-10	11-20	21-30	31-	Total
Participants with LI entry	3	2	6	9	4	24
No. of Participants（NNSTs）	6	4	9	14	5	38
	50.0%	50.0%	66.7%	64.3%	80.0%	63.2%

The entries of this PD needs category "Language Improvement" could be subcategorized into three groups: "Concept", "How", and "Skill Areas".

As many as 21 entries could be classified as the subcategory stating the "Concepts" of language study such as "making personal efforts everyday", "being an eternal language learner", "trying to be like a native speaker", and "becoming a good language learner role model for students". Refer to TABLE 9.

Of 34 entries 12（35.3%）entries are categorized as "Everyday Personal Efforts". For example, an experienced Japanese senior high school teacher wrote:

I would like to develop my English skills. Watching English dramas, news, on TV, reading English newspaper, novels, and doing speaking practice every day are effective.（Entry No. 221）.

Five（5）entries, or 14.7%, of the total 34 are considered statements professing that the writers were "Eternal Language Learners". An experienced Korean teacher, for example, mentioned:

To be a better teacher, my experience tells me that teachers should keep learning English. We should practice English as much as possible...（Entry No. 021）

TABLE 9. Language Improvement（LI）Needs by Subcategory（Entries）

Subcategory	Entry	Ratio	Subtotal
CONCEPT			21
Everyday Personal Efforts	12	35.3%	
Eternal Language Learner	5	14.7%	
Native Speaker Model	2	5.9%	
Good Language Learner Model	1	2.9%	
Better Communication with ALTs	1	2.9%	
HOW			13
Attending PD Workshops/Seminars	5	14.7%	
Utilizing Movies & other AV Materials	3	8.8%	
Talking with Native Speakers	1	2.9%	
Writing Journal	1	2.9%	
Going to English-speaking Countries	1	2.9%	
Taking Proficiency Tests like TOEIC	1	2.9%	
Attending Language Programs	1	2.9%	
TOTAL	34	100.0%	

Phillips（1991）called this type of needs of foreign language teachers "a never ending process":"Regardless of the skill levels they possess, new communicative tasks in the second language continue to challenge them"（p.1）.

The "Native Speaker Model" is a group of entries aspiring to but never reaching the native speaker level; e.g. "native-speakerism"（Holliday, 2006）. One experienced Korean junior high school teacher said: "Self-study English until I look like a native speaker."（Entry No. 091）. Quite possibly she meant "sound like".

The "Good Learner Model" is an entry pertaining to the strength of non-native speaking teachers（e.g. Roberts, 1998）, as Widdowson（1992）states the differences between NS and NNS teachers: "For although native speakers obviously have the more extensive experience as English language users, the non-native speakers have had experience as English language learners"（p. 338）. A practiced Japanese senior high school teacher mentioned:

...I believe we should be a good model of language learners. It is more likely for our students to be like us if we are good enough. Then, they may be willing to listen to us and to make efforts. Also, our advices sound persuasive.（Entry No. 242）

It might be of interest to note that another experienced Japanese senior high school teacher, from a language user point of view, said:" Developing proficiency in English to have better meetings with ALTs assistant language teachers in order to make preparation for team-teach classes and discuss various topics with them." Entry No. 281

In the" How" subcategories, entries identified the participants' favorite ways to learn English: Attending PD workshops/seminars 14.7% , utilizing movies & other AV materials 8.8% , talking with native speakers 2.9% , writing journals 2.9% , going to English-speaking countries 2.9% , taking proficiency tests like TOEIC 2.9% , and attending language programs 2.9% .

Entries in this PD needs category could also be classified under the subcategory of" Skill Areas" when entries specified the skills. They, however, overlap with the other two because the participants usually mentioned a concept or a way to improve language as well as one or more of the skill areas; speaking, listening, reading, writing and so forth. Of the 34 entries, 14 specified the skill area and they are classified in TABLE 10. Five 5 entries 35.7% said" speaking" is the area of professional development.

TABLE 10. Language Improvement LI Needs by Subcategory Entries : Skill Areas

Subcategory	Entry	Ratio
SKILL AREAS		
Speaking	5	35.7%
Writing	2	14.3%
Reading	2	14.3%
Listening	2	14.3%
4 Skills Integrated	2	14.3%
Culture	1	7.1%
TOTAL	14	100.0%

c. Communication Skills

The area that received the third largest entries was" Communication Skills" 19 entries by 14 31.8% of the 44 participants.

According to Richards 1998 , the area of PD needs" Communication Skills" is one of the six domains of second language teacher education SLTE and it means" to develop effective communication skills as a basis for teaching" p. 15 . The area encompasses such items as:

- Personality, presence, general style

- Voice   audibility, ability to project, modulation

- Voice   speed, clarity, diction

- Ability to establish/maintain rapport   p. 6 .

Of the 14 participants who named " Communication Skills " in their entries, 10 were Japanese, which consisted of 38.5% of all the Japanese teachers. This presents a sharp contrast to the Korean counterparts; only 2 participants   16.7% . The NST group shows a ratio similar to that of the Japanese group. See TABLE 11.

TABLE 11. Communication Skills   CS   Needs by NS/NNS Group

NS/NNS	No. of Total Participants	No. of Participants with CS Entry	
Japanese	26	10	38.5%
Korean	12	2	16.7%
NNSTs	38	12	31.6%
NSTs	6	2	33.3%
TOTAL	44	14	31.8%

As to the relationship between the participants' teaching experience and their Communication Skills needs, it is noticed that more participants with a little experience   0-5 years   and with a long enough experience   30 and more years   said they needed PD in the area of " Communication Skills ". This might mean that the younger group needs more expertise and the experienced group feels a generation gap. See TABLE 12.

TABLE 12. Communication Skills   CS   Needs by Years of Teaching

No. of Years of Teaching	0-5	6-10	11-20	21-30	31-	Total
Participants with CS entry	5	1	3	3	2	14
No. of Participants	10	4	11	14	5	44
	50.0%	25.5%	27.3%	21.4%	40.0%	31.8%

Two subcategories of the Communication Skills needs received 4 entries each   21.1% : " Creating Relaxed Atmosphere/Sense of Humor " and " Promoting Students' Motivation ". See TABLE 13. The first needs could be related to the ones encompassing " Rapport ". A Japanese senior high school teacher in the middle of her career stated: " I need to learn the way to make students relaxed and make a good atmosphere in class. I need to talk to students with humor and with smile. "   Entry No. 131

TABLE 13. Communication Skills（CS）Needs by Subcategory（Entries）

Subcategory	Entry	Ratio
Creating Relaxed Atmosphere/Sense of Humor	4	21.1%
Promoting Students' Motivation	4	21.1%
Establishing Rapport with Students	3	15.8%
Discipline	3	15.8%
Establishing Rapport with Colleagues	3	15.8%
Empathy with Students	1	5.3%
Showing Appropriate Personality Traits	1	5.3%
TOTAL	19	100.0%

Overlapping with the next area, the second area "Promoting Students' Motivation" is listed here because the focus of the 4 entries is on the skills; communication skills to promote students' motivation. A young Japanese junior high school teacher said: "To get personality to encourage students" (Entry No. 332).

The PD areas that received 3 entries (15.8%) each were "Establishing Rapport with Students", "Discipline", and "Establishing Rapport with Colleagues". As to the first one, an experienced Japanese junior high school teacher stated: "To have good relationship with students is very necessary for teachers. Having experiences of various different things besides teaching itself is the most important" (Entry No. 273).

Two of the entries in the second area "Discipline" seem of interest. A young Korean junior high school teacher expressed her needs to learn how to discipline students.

Disciplining students: Nowadays teachers should not touch students physically and emotionally as a matter of punishment. I need to make my student happy and motivated. For some that's possible, but still for some others... English needs rapport, then I think various methods will be able to do a lot... (Entry No. 061).

Society has been going through a variety of changes in Japan and Korea and schools are no exception. Since traditionally Korean students are said to be well-behaved, this entry by the Korean teacher might be surprising to many and mean changes in Korean junior high schools; prohibiting corporal punishment at school is one of them. However, this might be a difficult situation for teachers and administrators if discipline is defined as "the practice of training people to obey rules or a code of behavior, using punishment to correct disobedience" (Oxford American Dictionary 2005)

The other entry pertaining to "Discipline" was by a young NST teaching at a Japanese senior high school:

Being in situations where I am sometimes not significantly older than the students I am teaching means I have often had difficulty finding a comfortable method of discipline. I find I build good rapport and relationships with my students yet find it hard to draw the line of authority, especially in Japan where discipline is approached differently to how I experienced it in school I would like to find ways to discipline without compromising my relationships with the students. I am slowly learning by observing the methodology of my JTE Japanese Teachers of English team teachers Entry No. 411 .

Japanese schools as well, particularly junior and senior high schools, were renowned with "a variety of disciplinary activities to instill students with a disciplined, well-organized lifestyle" Fukuzawa, 1994, p.83 . This entry is interesting; different ideas about discipline from different cultures coexist in a Japanese classroom where the traditional way of disciplining students is collapsing. An American educational scholar Jerome Bruner 1996 states:

Should schools aim simply to reproduce the culture, to "assimilate" to use a word now considered odious the young into the ways of being little Americans or little Japanese? Bruner, 1996, pp. ix .

Yet, the point is somebody, either NNSTs or NSTs, or both, need to know how things should be done at school.

"Establishing Rapport with Colleagues" was the third PD needs subcategory that received 3 entries 15.8% . What a mid-career Japanese senior high school teacher mentioned constitutes an example of this group: "To make a good relationship between ALTs Assistant Language Teachers and Japanese teachers so that they could do better lessons" Entry No. 373 . Certainly, communication at various levels is important for EFL teachers.

d. Motivation

The fourth area of professional development needs is "Motivation", which received 18 entries by 15 of the 44 34.1% participants.

In second language learning, the term "motivation" generally means "the effort which learners put into learning an L2 second language as a result of their need or desire to learn it" Ellis, 1994, p.

7.1.5. Some categories of motivation have been identified and they are usually discussed in pairs of constructs like the following:

- Instrumental Motivation: Wanting to learn a language for the practical benefits it brings
- Integrative Motivation: Wanting to learn a language in order to interact with and become similar to valued members of the target language community

- Intrinsic Motivation: Enjoyment of language learning itself
- Extrinsic Motivation: Driven by external factors such as parental pressure, societal expectations, academic requirements or other sources of rewards or punishment （Richards, 2003, p. 14）.

Of the 44 participants, 15（34.1%） mentioned motivation in the PDQ. Of the 15, 7 teachers were Japanese （26.9% of the Japanese group）, 5 were Koreans （41.7%）, and 3 were NSTs （50%）. This could be interpreted that Japanese teachers are not as concerned about developing their knowledge and skills to promote their students' motivation as their Korean and NST counterparts are. See TABLE 14.

TABLE 14. Motivation Needs by NS/NNS Group

NS/NNS	No. of Total Participants	No. of Participants with Motivation Entry	
Japanese	26	7	26.9%
Korean	12	5	41.7%
NNSTs	38	12	31.6%
NSTs	6	3	50.0%
TOTAL	44	15	34.1%

Looking at the relationship between the participants' teaching experience and their Motivation needs, it is observed that the teachers' interest gradually decreases as they add up experience: While 40-50% of the teachers with 0-20 years of experience listed "Motivation" in their PDQ, only 20% or so of the participants with 21 years and more experience did the same. Refer to TABLE 15.

TABLE 15. Motivation Needs by Years of Teaching

No. of Years of Teaching	0-5	6-10	11-20	21-30	31-	Total
Participants with Motivation entry	4	2	5	3	1	15
No. of Participants	10	4	11	14	5	44
	40.0%	50.0%	45.5%	21.4%	20.0%	34.1%

Three subcategories were identified:" Teaching Skills/Methods for Promoting Motivation" 9 entries, 50.0% ," Communication skills for Promoting Motivation" 6 entries 33.3% and " Maintaining Teacher Motivation" 3 entries, 16.7% . See TABLE 16.

TABLE 16. Motivation Needs by Subcategory Entries

Subcategory	Entry	Ratio
Teaching Skills/Methods for Promoting Motivation	9	50.0%
Communication Skills for Promoting Motivation	6	33.3%
Maintaining Teacher Motivation	3	16.7%
TOTAL	18	100.0%

The first two are concerned with the ways to promote student motivation and they overlap with the previous sections;" Teaching Skills & Methods" and" Communication Skills". A young Japanese senior high school teacher, for instance, said:

How to motivate students to study English. Most of my students will not study read ... English any more after graduation. Only several students enter universities. It's hard for them to find any meaning or reasons to study English. Entry No. 312 .

Probably for those students, what might be lacking is the extrinsic motivation external drives to study English: The teacher needs to create their intrinsic motivation enjoyment of the study itself .

Education is a way for social advancement in many countries and instrumental and/or extrinsic motivation to study is a driving force for the majority of the students. In developed countries such as Japan and Korea, after generations of hard work have brought affluence and peace, the influence education exercised in previous years has diminished in its universal persuasiveness and importance in university entrance examinations. Due also to the declining birthrate, these tests, one of the pillars of the school system, have been losing their significance year by year. Furthermore, the impact of economic globalization promotes the polarization of the citizens within a country Lasch, 1994 , creating apathy among the students. In this background, teachers need to renew and strengthen the rationale for study and create a sound basis for student motivation in the classroom activities themselves.

One mid-career Korean teacher at a senior high school mentioned:" I need to less motivate them if the motivation is for increasing their burden... First in their shoes, I need to reduce their burden and guilty sense and then think about real motivation" Entry No. 082 .

The third subcategory is implicated in teachers' own motivation;" Maintaining Teacher Motivation". For example, an experienced Japanese senior high school teacher wrote:" Finally, to be a better English teacher, never to fail to lose' the Will' to try to study teaching method continuously" Entry No. 363 . While this sounds like an expression of a resolution, another example by a young native-speaking high school teacher seems to show irresoluteness:

Motivation that pushes me to want to teach and enjoy teaching. Why am I doing this? How do I benefit? The worst thing is to teach just in order to get money to pay bills, etc. . There needs to be a major positive reason/s for teaching. This always changes over time. It is very important to be properly motivated Entry No. 441 .

Certainly, motivation is important for teachers as well as for students.

Conclusion

Context exerts a powerful impact on teachers' profession." What you do is shaped by where you do it" is the punch line used by Freeman 1999 to recognize the importance of contexts in education. In this study," where" is Japan or Korea. Freeman further states:" How you do it, with whom, and for what reasons, are all also shaped by where you do it" p. 28 . Professional development needs of EFL teachers are a function of their contexts.

However, in such areas as Japan and Korea, where many contextual factors, structural and socio-cultural Cornbleth, 1990 , are similar, teachers could share a variety of PD needs: While the structural context means" established roles and relationships, including operating procedures, shared beliefs, and norms" in the individual school and the entire national education system, the socio-cultural context is " the environment beyond the education system/structural context" including" demographic, social, political, and economic conditions, traditions and ideologies, and events that actually or potentially influence curriculum" p. 6 .

Therefore, when designing and conducting professional development programs for EFL teachers practicing in areas with similar contexts it is possible to count on participants learning from each other more than from colleagues from different contexts. Moreover, as is pointed by Ellis and Roberts 1987 ," Context should ... be viewed not as a natural given, but as a social construct" and teachers are an important part of the context. The real significance of professional development for teachers is also there.

This study on professional development needs of language teachers practicing within the context of EFL classrooms in Japan and Korea found this:

The areas that received large numbers of entries from the 44 EFL teachers in Japan and Korea were 1 "Teaching Skills and Methods" 37 entries, 2 "Language Improvement" 34 entries, 3 "Communication Skills" 19 entries and 4 "Motivation" 18 entries.

Although 2 Language Improvement is only for non-native speakers, PD domains 1 and 2 seem closely related with each other because of the rapid spread of and the official adoption of the Communicative Language Teaching CLT method, which promotes and presupposes the use of the target language by the teacher and students in the classroom. Teachers are required to use not only CLT but also the target language English.

The Japanese and the Korean participants presented quite a contrast 57.7% and 83.3%, respectively as far as 1 the "Teaching Skills & Methods" needs are concerned. This conspicuous difference between the two NNST groups could be attributed to the contexts of English language education in both countries: the Korean government policy might be less lenient in applying CLT in their secondary schools. The PD needs of "Teaching Skills & Methods" gradually decline as the teachers' years in service increase; young teachers are more likely to be interested in the "Teaching Skills & Methods" PD. To keep learning and/or keep updated is one of the key concepts in this area of professional development.

As to the Language Improvement needs, they heighten as the teachers' years in service increase; this is in opposition to the "Teaching Skills & Methods" needs, which shows a contrary tendency. The reasons for this could be young teachers in Japan and Korea are more proficient in the target language than experienced teachers while the young feel they lack the expertise in teaching skills and methods. Or younger teachers practice CLT more often than veteran teachers, thus more needs for "Teaching Skills & Methods".

Many non-native EFL teachers are "eternal language learners", making personal efforts everyday. They have pet strategies for improving their target language use such as "attending PD workshops and seminars", and "utilizing movies on DVD or video cassette and other AV material. In the areas of target language skills, "speaking" is by far the most popular.

The PD Needs domains 3 "Communication Skills" and 4 "Motivation" are somehow connected because many entries of 3 mentioned motivation as the purpose of their communication

with students. Creating a relaxed atmosphere, establishing good rapport with students, and discipline were also major items in this category.

The result that more Japanese and NSTs who are teaching in Japan mentioned 3 might mean teachers and students in the Japanese context are more in need of communication.

As to the " Motivation" needs, more young teachers are interested than experienced counterparts and many of them would like teaching and communication skills to promote students' motivation.

Since as is pointed out by Richards and Farrell 2005 ," an important direction in teacher development in recent years has been a movement away from ' outsider' approaches to ' insider' ones p. 13 , I hope that the findings of the current study will benefit future PD programs for EFL teachers, which will function as an agent to innovate English language education in many areas of the world.

At the same time, as the researcher of this study I fully recognize the limitations to a small-scale study using a questionnaire with a small group of participants. It would be ideal to have follow-up interview sessions with the participating teachers and conduct observations of their classroom teaching. This alternative design could have afforded more contextual data, allowing for more background information to support the " emic" view. Following cultural anthropology, Freeman 1998 , for example, explains the two contrasting views of " *emic*" and " *etic*" in qualitative research as " *etic* perspectives provide us with information on ' what outsiders see' while *emic* perspectives provide information on ' what insiders know' " p. 70 . See also Merriam 1998 and Murphy 2001 . It also should be recognized that because of the small sample it was difficult to design more detailed analysis. Therefore, I had to limit the analysis and to examine the data collected only descriptively.

Acknowledgement

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