

The impact of English language and ELT: Perceptions by EFL teachers

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[Abstract]

This is a preliminary study to investigate the impact of the English language and ELT on English teachers outside of the areas where English assumes the status of an official language. The participants of the study were 23 EFL (English as a Foreign Language) teachers, 21 Japanese and two Cambodians, who were asked to respond to the open-ended question, “What has been the impact of English language and ELT on you?” Their responses were classified into nine categories that emerged from this study. The major categories are (1) “Worldview: Interested in the outside world,” (2) “Native culture, language & identity,” (3) “Psychology: Personality,” (4) “Pragmatics: Ways of communication,” and (5) “Western Culture/Media: Music, movies, TV, etc.” By using this list of categories, a research instrument was formulated to investigate the perceived impact of English language and ELT.

[Keywords]

English, ELT (English Language Education), EFL (English as a Foreign Language) teachers, globalization, Japanese, Cambodian

I. INTRODUCTION

A language achieves a genuinely global status when it develops a special role that is recognized in every country. (Crystal, 1997/2003, p. 3)

English is the global language of today (Crystal, 1997/2003) and it is impossible to ignore its influence in any part of the world. English language represents the progression of globalization and English language teaching (ELT) is a means of propagating not only the English language, but also the globalization that the language symbolizes.

Globalization might be misshapen, as Capella (2000) observes, and it “affects various peoples around the planet in different ways” (p. 229). People in various countries such as Cambodia, Japan, and Sweden experience both similar and dissimilar consequences of globalization in their lives.

English teachers are agents of this globalizing process and are providers of the impact that globalization and the English language bring to the local people. And yet, at the same time, English teachers, particularly those teaching EFL (English as a Foreign Language) in non-English-speaking countries, are recipients of globalization and its impact as well.

It is obvious that, as a part of their professional responsibility, English teachers should be aware of the impact they have on the students they teach. However, research to investigate the impact of the English language and ELT is scarce and how teachers perceive they are impacted has not been documented.

This is a preliminary study to investigate the impact of the English language and ELT on English teachers practicing outside of the areas where English assumes the status of an official language, “Expanding Circle” (Kachru, 1986). The participants of the study were 23 EFL teachers, 21 Japanese and two Cambodians, who were asked to respond to the open-ended question, “What has been the impact of English language and ELT on you?”

Their responses were classified into nine categories that emerged from this study. The major categories are (1) “Worldview: Interested in the outside world,” (2) “Native culture, language & identity,” (3) “Psychology: Personality,” (4) “Pragmatics: Ways of communication,” and (5) “Western Culture/Media: Music, movies, TV, etc.” By using this list of categories, a research instrument was formulated to investigate the perceived impact of English and ELT.

This introduction is followed by a short literature review, as well as an overall report of the study and the resulting discussion.

II. LITERATURE REVIEW

There is a lack of literature documenting the impact of English as the global language. Although there are numerous articles discussing globalization, there are very few that depict what is actually happening.

Since there is very limited literature available, a brief look at three areas of research should suffice in this section; the concept of globalization, the impact of the English language and ELT in Cambodia, and the history of English language education in Japan.

A. The Concept of Globalization

When discussing global cultural processes, it seems customary to refer to the five concepts of the globalization process that Appadurai (1996/2008) devised: “ethnoscapes,” “technoscapes,” “finanscapes,” “mediascapes,” and “ideoscapes.” According to Benu and Stalker (1996, p. 102), the concepts are summarized as follows (TABLE 1):

TABLE 1. Appadurai’s (1996/2008) Concepts to Understand the Globalization Process

#	Concept	Explanation
1	ethnoscapes	the movement and mobility of people
2	technoscapes	the movement of both mechanical and informational technology
3	finanscapes	global capital movement
4	mediascapes	the images created by media and the capability to disseminate these images
5	ideoscapes	the distribution of political or ideological images and terms

It seems that the major concern of this study, the impact of the English language and ELT, is strongly related to (4) “*mediascapes*” and (5) “*ideoscapes*,” while the other “scapes”, “ethnoscapes,” “technoscapes,” and “finanscapes”, function as facilitators of the two.

Capella (2000) refers to the magnitude of globalization in education:

Globalization consists primarily in cultural change and in the decentering of power. The educational sphere is probably one of the areas in which the consequences of globalization are most seriously felt. (p. 249)

English language education is certainly one of the fields where the consequences of globalization are seriously felt by teachers and students, as well as the rest of society.

Examining globalization from the economic point of view, Ehrnreich (2000) points out that while it is important to recognize the fallacy of 'one global village' and notice the growing regional identities and rate of specialization, it is also important to understand the three main types of convergence. Ehrnreich summarizes (TABLE 2):

TABLE 2. Three Types of Convergence due to Globalization (Ehrnreich, 2000)

#	Type	Explanation
1	Aspirational convergence	A growing number of consumers across the globe are united in pursuing the 'American dream' and the pursuit of personal freedom and material success.
2	Lifestyle driver convergence	Although different countries move at different speeds, some harmonization of lifestyle drivers can be observed in certain regions. One example is the growth of the concept of convenience. This is driven by the breakdown of traditional household structures and a more hectic pace of life.
3	Connoisseur convergence	Thanks to increased international exposure and a broader assortment of retail products, consumers are becoming more adventurous. By stimulating consumption of a wider range of new products, flavors, and recipes, a type of homogenization of 'special occasion' consumption is achieved that complements existing diets without fundamentally altering them.

What seems related to the major theme of this study is that both “aspirational convergence” and “connoisseur convergence” might be facilitating western lifestyles and western popular culture.

B. Impact of ELT

Igawa (2010) studied the impact of English language and ELT on elementary school children in Cambodia by asking EFL teachers in Phnom Penh and Siem Reap to state their perceptions of:

- (1) the impact of ELT on the development of the native language by Cambodian children
- (2) influences on the acquisition of the native culture by Cambodian children
- (3) examples of the influences of globalization on Cambodian society and culture

As to (1), ELT might negatively impact the students' learning of the Khmer, particularly of its writing. In other words, some teachers think that because of ELT, their students' literacy in Khmer has suffered.

As to (2), many teachers expressed their concern that due to ELT, their students are losing their cultural identity.

The most significant observation in (3) was that ELT, by functioning as a gatekeeper, is widening the gap between the urban and rural areas of the country, as well as the gap between the haves and have-nots.

C. English language education in Japan

The major participants of this study are Japanese teachers of English practicing at junior and senior high schools in Japan's formal education system. Therefore, it is worth while to take a look at Japan's English education system. Recounting the history of English language education in Japan, Fujimoto-Adamson (2006) describes the present situation as follows:

This current Heisei Era seems to have reached a new peak in English language education in Japan. English at schools, colleges, and universities, as well as and the growing private language school market, is are enormously popular and appears to be responding to the practical needs of the business community, first voiced in the late 1950s. The introduction of the JET scheme in and of itself in itself, despite several problems, is a program that would have been event unimaginable in previous eras since it brings native-speaking foreigners not only face-to-face with students, but also with teachers and administrators.

Although Fujimoto-Adamson tries to depict the current situation in a more positive light, most teachers and administrators are not nearly as optimistic. Negative data abounds, including international comparison of TOEFL scores¹. However, it is about time Japan renovate its English education and teachers will be the key to this fundamental reform, especially when more of Japan's presence in the international arena is required (See for example Igawa, 2009.)

¹ http://www.ets.org/Media/Tests/TOEFL/pdf/test_score_data_summary_2009.pdf

III. THE STUDY

This is a preliminary study to investigate how EFL (English as a foreign language) teachers perceive the impact of the English language and ELT (English language teaching) on themselves in regards to their native language, native culture, career, lifestyle, and/or their lives in general. To investigate the impact, a small-scale survey was conducted in Kyoto, Japan, asking Japanese and Cambodian EFL teachers to state their perceptions in an open-ended format. The results of the survey were summarized and internationally compared with data drawn from other studies the author conducted in Cambodia and Sweden for similar purposes.

A. Participants of the Study

The participants of this study were 23 EFL teachers who attended “ACROSS Winter Seminar 2010,” a professional development seminar for English teachers held in Kyoto, Japan, in January 2010. The seminar was sponsored by ACROSS (Association of English Teachers for Cross-cultural Communication)², an English teachers’ self-help organization designed to promote cross-cultural communication through English education (Osaka, Japan).

All the participants who agreed to take part in this study, including 21 Japanese and 2 Cambodians, were either teaching English at the time they took the survey or had taught English in their recent past.

More than 80 percent of the participants were female and only 17.4 percent were male, as shown in TABLE 3.

TABLE 3. Participants of the Study (by sex)

	Male	(%)	Female	(%)	Total	(%)
Japanese	4	19.0	17	81.0	21	100.0
Cambodian	0		2	100.0	2	100.0
TOTAL	4	17.4	19	82.6	23	100.0

The two Cambodian participants had been teaching English in Cambodia and are now studying at graduate schools in Japan.

² <http://www.aglance.org/across/main.html>

The next table (TABLE 4) shows that the participants of this study varied greatly in terms of age; while the majority of the Japanese participants are in their 40s and 50s, the Cambodian teachers are in their 20s.

TABLE 4. Participants of the Study (by age)

	20s	30s	40s	50s	60s	Total
Japanese	2	4	6	7	2	21
Cambodian	2					2
TOTAL	4	4	6	7	2	23
%	17.4	17.4	26.1	30.4	8.7	100.0

The Japanese participants of this study are teaching at either a junior high school or a senior high school in Japan or both. The Cambodian participants were teaching at ACE (Australian Centre for Education)³, a language school founded by the Australian government to fill the need for English language education in Phnom Penh, Cambodia, after the fall of the Pol Pot regime. (TABLE 5)

TABLE 5. Participants of the Study (by school & years of service)

	JHS	SHS	Both	Language School	Total	Avg. years of service
Japanese	8	10	3		21	21.7
Cambodian				2	2	2.0
TOTAL	8	10	3	2	23	20.0
%	34.8	43.5	13.0	8.7	100.0	

NOTES: JHS= junior high school, SHS= senior high school

B. Questionnaire

In the open-ended question of this survey, the participants were asked to recount their perceptions of how the English language and ELT (English language education) has impacted them.

The following is the actual open-ended question from the questionnaire, which includes the probes, or “explorations,” the term Seidman (1998) proposed:

³ <http://www.cambodia.idp.com/ace.aspx>

What has been the impact of the English language and ELT on you?

- How have you changed because you have studied and taught English?
- How has English influenced your life?
 - Your native language? Your native culture? Your lifestyle? Others?

C. Results & Discussion

The participants of this study responded to the open-ended question regarding their perceptions of how they have been impacted by the English language and ELT. Their responses were classified into nine categories that emerged after a close analysis of their writings. The nine categories with the number of entries by the participants have been summed up in the following table (TABLE 6):

TABLE 6. Entries by Category: Impact of English Language & ELT

No.	CATEGORY	ENTRIES					
		Japanese		Cambodian		TOTAL	
			%		%		%
1	Worldview: Interested in the outside world	13	61.9	1	50.0	14	60.9
2	Native culture, language & identity	10	47.6	2	100.0	12	52.2
3	Psychology: Personality	6	28.6	1	50.0	7	30.4
4	Pragmatics: Ways of communication	7	33.3			7	30.4
5	Western Culture/Media: Music, movies, TV, etc.	5	23.8			5	21.7
6	Practical Benefit: Job, money, ability	2	9.5	2	100.0	4	17.4
7	Life: Destiny	4	19.0			4	17.4
8	Westernized Lifestyle	2	9.5			2	8.7
9	Other	4	19.0	1	50.0	5	21.7
	TOTAL	53		7		60	

NOTE: Percentage shows the ratio of participants whose responses included an entry

classified in the particular category.

(1) “Worldview: Interested in the outside world”

The first category, “Worldview: Interested in the outside world,” include participant entries stating to the effect that the English language and ELT have broadened their worldview and that have led them to become more interested in the outside world. This is the category where the largest number of entries is categorized with more than 60 percent of all the participants mentioning similar changes.

A typical example is a comment by a female Japanese senior high school teacher in her 40s. She writes:

English has...helped me broaden my view and my world. (K003: female Japanese SHS teacher in her 40s)

Similarly, a female Japanese teacher in her 20s teaching at a junior/senior high school recounts:

Through learning English, I could broaden my world, and I could see other people's points of view. Without learning English, my way of thinking might be very limited, and I would never think of going abroad and to meet new people. Meeting new people is meeting new ideas. [sic] (K005: female Japanese J/SHS teacher in her 20s)

A keyword, which has become apparent in this category of responses, is “broaden” and the remark “Meeting new people is meeting new ideas” might represent the opinions of the participants classified in this category. This seems somewhat related to the “Aspirational Convergence” Ehrnreich (2000) describes.

This change in worldview that has been attributed to the English language and ELT is probably a result of “ideoscapes,” one of the five dimensions of global cultural flows as proposed by Appadurai (1996/2008). According to Befu and Stalker (1996), “ideoscapes” are “the distribution of political or ideological images and terms” (p. 102).

A person who lives in a country that is closed to the rest of the world, such as North Korea or the pre-Meiji-restoration Japan, would not be able to imagine this type of change.

Interestingly, a comparable response can be found from the answers to a similar survey

conducted in Phnom Penn, Cambodia. There were 34 participants in the Phnom Penh study, all of whom were English teachers. The group included Cambodians, Vietnamese, Thais, British, and others who were taking part in an international TESOL conference in Phnom Penn in February 2010 (CamTESOL 2010⁴). One of the respondents, a female Vietnamese junior and senior high school teacher in her 20s wrote:

I haven't learned any other things better than English. It helps me to understand about the cultures and people of other countries [sic]. (P022: female Vietnamese J/SHS teacher in her 20s)

This impact of English and ELT seems universal among non-native EFL teachers in Asia.

(2) “Native culture, language & identity”

The second most popular category is “Native culture, language & identity” and it includes the responses that mention that the impact that the English language and ELT have had on native culture, language, and identity. More than half of the participants recount changes in this regard.

For example, a male Japanese junior and senior high school teacher in his 60s writes:

First of all, I began to think about the identity as a Japanese. And the more I studied and taught English, the more I got interested in the Japanese way of thinking and culture. (K010: male Japanese J/SHS teacher in his 60s)

In a similar fashion, a female Japanese senior high school teacher in her 50s notes:

I can reevaluate our own culture and way of thinking in order to explain them to non-Japanese. (K016: female Japanese SHS teacher in her 50s)

A keyword in this category is “explain.” This change triggered by English and ELT has caused teachers of English to look at their own culture in an objective and/or critical manner, with or without a renewed interest, in order to explain it in English to the rest of the world.

It could be argued that this second category of analytically interpreting native culture in

⁴ http://www.camtesol.org/2010conference/2010_Conference.html

English is the flipside of the first category, “Worldview: Interests in the outside world.” This is because coming into contact with “others” usually leads to a reevaluation of “ourselves.”

As to the responses by the Cambodian participants of the study, however, their reference to their native culture, language, and identity take on a different meaning. A female Cambodian language school teacher in her 20s explains the impact that the English language has had on her native language, Khmer:

In term of native language, I must admit that English has influenced my already poor-Khmer linguistic ability. I have always had problems using the right Khmer language; for instance, using the correct adjectives with certain nouns or correct adverbs with certain verbs. (K023: female Cambodian language school teacher in her 20s)

What this teacher is saying is that her literacy in her own native language is suffering due to English. This sense of crisis was earlier documented by Igawa (2009b), in which the author investigated the impact of the English language and globalization on Cambodian elementary school children.

A thought-provoking comment is found among the responses of the Phnom Penh group classified in this category. It is by a female language school teacher from Britain teaching at ACE, a prestigious English language school in Cambodia founded by the Australian government. She writes:

In addition to learning about many other countries, I have become much more aware of my own culture and after many years of teaching English abroad, I have come to view it as foreign rather than native. I have understood that native speakers cannot have ownership of their own language – it is used by many more people who use it as a second or foreign language. (P026: female British language school teacher in her 40s)

This honest opinion, reflecting the argument of the “ownership of English” (Norton, 1997; Widdowson, 1994), may also be the issue in “English as a forgotten language” by Porte (1999). Similar events may occur with expatriate native speakers of English who have been away from their homeland for a long period of time and are now “multilingual English teachers” (MET) (Kirkpatrick, 2010).

(3) “Psychology: Personality”

There are two categories that tied for third most popular out of the nine categories. Both

“Psychology: Personality” and “Pragmatics: Ways of communication” had 30.4 percent of the total participant comments. Interestingly, these two categories seem somehow related to each other.

The category “Psychology: Personality” includes a group of remarks made by 28.6 percent of the Japanese participants and 50 percent of the Cambodian participants. A comment made by a female Japanese senior high school teacher in her 30s is typical of the responses made by the participants in this category:

I am really shy and not very positive by nature. In order to improve my communicative skill in English, I have been becoming positive little by little. (K002: female Japanese SHS teacher in her 30s)

Shyness in communication is described as a major characteristic of Japanese people and is often pointed out as a stumbling block in learning to speak in English (For examples of shyness among Japanese and Asian students, see Doyon, 2000 and Tsui, 1996). Interestingly, a similar personality trait is found among the Cambodian participants of this study. A female Cambodian language school teacher recounts:

Having studied English, my life has changed a lot. First, I became a talkative person (be able to express myself better). I used to be a very shy person and usually didn't have much idea to talk while being with friends. However, through English study, I have learnt more about the world and other cultures, which cultivate me with tons of ideas. (K022: female Cambodian language school teacher in her 20s)

A keyword in this group of entries is “positive.” Many of the English teachers have become less shy and much more positive thanks to English. It is possible that this impact of English and ELT is more commonly found among Japanese and Cambodians in comparison to people from other countries. In fact, one of the participants of the Phnom Penh study, a female Cambodian teacher in her 20s, mentions in a similar fashion:

I've changed a lot since I studied English such as more confident, more communicate... [sic] (P019: female Cambodian “Early Years Program” teacher in her 20s).

Among the responses made by the Japanese participants in Kyoto, however, there are comments noting slightly different personality changes. Case in point, a male Japanese senior high school teacher in his 50s says:

I don't know why, but I sometimes feel I can become a little bit different character when I speak English. I can express my ideas more positively when I speak English. (K020: male Japanese SHS teacher in his 50s)

What he is describing here might be a case of “bicultural identity,” a personality shift that is documented among speakers who use languages other than their first language. See, for example, Kanno (2002) for identity shifts experienced by bilingual/bicultural Japanese.

(4) “Pragmatics: Ways of communication”

This leads us to the next category of responses, “Pragmatics: Ways of communication,” which tied for third most popular out of nine. Of the 23 participants in Kyoto, Japan, 30.4 percent of all participants, or 33.3 percent of the Japanese participants, made remarks that fell into this category. For instance, a female Japanese junior high school teacher in her 50s states:

How I talk or write has been influenced by learning English. Compare to the Japanese people who don't study English, I tend to talk or write more logically. (K009: female Japanese JHS teacher in her 50s)

Similar comments are found among the responses for the Phnom Penh study. A male Cambodian junior and senior high school teacher in his 40s says:

I've changed some: the way of thinking and communicating with people. (P012: male Cambodian J/SHS teacher in his 40s)

A keyword in this category is “logical”; non-native speakers of English feel that their way of communicating in their first language has become logical due to the fact that they have learned to speak in English. It could be argued that this impact on their first language communication is related to the remarks in the category “Psychology: Personality” because the way of communicating is a clue as to how others observe and understand someone else’s personality traits.

(5) “Western Culture/Media: music, movies, TV, etc”

The next category is “Western Culture/Media: music, movies, TV, etc” and it encompasses all comments related to becoming more interested in western culture and media because of the English language and ELT.

One comment from this category that represents this viewpoint is made by a female Japanese senior high school teacher in her 30s:

...I was attracted by the sound and rhythm of English. As for me, it became more fun to listen to Western music and movies through learning English. [sic] (K001: female Japanese SHS teacher in her 30s)

This is exactly the same situation that Naisbitt and Aburdene (1990) explained:

Language is a great agent of homogenization; it is the frequency on which the culture is transmitted. If English is gaining a lock on global language, the implications are clear: The culture of English-speaking countries will dominate. (p. 140)

English is the “frequency” of today’s global culture. Similarly, a female Japanese senior high school teacher in her 50s recounts:

When I was a junior high school student, I loved “Simon and Garfunkel.” Their songs were different from Japanese songs. I listened and listened to their songs every day. It was a start for me to be interested in foreign countries and western cultures. (K021: female Japanese SHS teacher in her 50s)

Songs by Simon & Garfunkel, along with the Beatles and the Carpenters, are the most popular among English teachers in Japan, as well as other parts of the world, and they are frequently used in ELT classes (See, for example, Domoney and Harris, 1993).

A keyword in this category of entries is “cool,” as demonstrated by a female Japanese junior high school teacher in her 40s:

Especially, western music in English inspired me. It was cool. I felt happy, learned a lot and was encouraged by these music and artists. I became interested in English and foreign countries. [sic] (K011: female Japanese JHS teacher in her 40s)

A similar remark was made by an English teacher in his 50s teaching at a comprehensive school (1st to 9th grade) in Stockholm, Sweden, in an interview I conducted for a purpose similar to that of this study in November 2009. He said:

I liked English. I always enjoyed it in my first years in school. Lyrics to pop music, that’s

what made me interested in English. My favorite band...at that time, it was the Beatles.
(S003: male Swedish E/S teacher in his 50s)

This global trend to favor popular music in English and its impact can be thought of as a part of Appadurai's (1996/2008) "*mediascape*," which "refers both to the images created by media and to the capability to disseminate these images" (Befu & Stalker, 1996).

It could also be argued that this shift is related to the "Connoisseur Convergence" Ehrnreich (2000) describes.

It is worth noting here what Crystal (1997/2003) points out as a requirement for popular singers aspiring to become international:

Although every country has its popular singer, singing in their own language, only a few manage to break through into the international arena, and in order to do so, it seems they need to be singing in English. (p. 103)

As an example of "only a few," Crystal mentions ABBA, a Swedish pop music group, who had become quite popular all over the world since the 1970s and whose hit songs are written and performed almost entirely in English. This is in stark contrast to Asia, including Japan, where singers perform mostly in their native tongue and very few have been able to achieve international pop stardom.

(6) "Practical Benefit: Job, money, ability"

Two categories have tied for 6th place with 17.1%: "Practical Benefit: Job, money, ability" and "Life: Destiny".

The "Practical Benefit: Job, money, ability" category includes entries referring to some type of advantage as a result of English and ELT. For example, a female Japanese senior high school teacher in her 40s comments:

English has helped me get a "good" job, in which I can devote myself. (K003: a female Japanese SHS teacher in her 40s)

Similarly,

Teaching English has given me more chances to speak English and this improve my

English ability. (K008: a female Japanese JHS teacher in her 50s)

This category seems more popular among the participants in the Phnom Penh study. A male Cambodian college teacher in his 30s stated that:

This [English] also helps me at work, in terms of communication with English speaking people, and my works becomes better. Last but not least, I am making my living by teaching English.

(7) “Life: Destiny”

The category “Life: Destiny” is unique to the Japanese participants of this study and no comparable remarks were found in the Phnom Penh study. One response that fell into this category is a remark made by a female Japanese junior high school teacher:

Studying English decided my job in my life. When I entered a junior high school and I began to study English, soon it became the most favorite subject for me. From that time, I have wanted to get a job related to English. And I chose my job. [sic] (K007: a female Japanese JHS teacher in her 40s)

This entry may sound similar to the category “Practical Benefit: Job, money, ability”. However, there is a tinge of determinism or a feeling of destiny that separates the remarks in this category. For example, a female Japanese junior high school teacher in her 30s mentions:

For me, learning English itself is a joyful thing. When I was a student, I had been dreaming of study abroad. When I was learning English, I felt like being close to the dream. I'd like my students to feel the joy of learning English, and I try to do so in my class. Now I have a son of four years old, and my dream is to study abroad with him. Thus, my future goal or dream always link (connect) to English. [sic] (K015: a female JHS teacher in her 30s)

It is possible that this inclination is unique to the people of Japan.

(8) “Westernized Lifestyle”

The category “Westernized Lifestyle” contains remarks made by 8.7 percent of this study's participants. Comments in this category are similar to the ones made by a female Japanese junior high school teacher and a female Japanese senior high school teacher, both of whom

are in their 50s:

I think my life style has been westernized to some extent because through learning English I have had a lot of chances to know western life style.

(K009: a female Japanese JHS teacher in her 50s)

English has influenced my life, maybe I have been westernized in a sense... [sic] (K016: a female Japanese SHS teacher in her 50s)

The entries in this category are somewhat related to the ones in the “Western Culture/Media: music, movies, TV, etc” category explained above.

(9) “Other”

The category “Other” includes a variety of comments that did not fall into any of the other categories. For example, a female Japanese senior high school teacher says:

Teaching English has motivated me to learn what I'm poor at. (K003: a female Japanese SHS teacher in her 40s)

As another example, a female Japanese junior high school teacher in her 30s mentions:

I can get more information. (K014: a female Japanese JHS teacher in her 30s)

D. Summary

The participants of this study were 23 EFL teachers, four males and 19 females, who took part in the professional development seminar held in Kyoto, Japan, in January 2010. This group of teachers consisted of 21 Japanese and 2 Cambodians.

The open-ended question of this study asked the 23 participating teachers to state their own perceptions of how they have been impacted by the English language and ELT. Their responses were classified into nine categories: (1) “Worldview: Interested in the outside world,” (2) “Native culture, language & identity,” (3) “Psychology: Personality,” (4) “Pragmatics: Ways of communication,” (5) “Western Culture/Media: Music, movies, TV, etc.,” (6) “Practical Benefit: Job, money, ability,” (7) “Life: Destiny,” (8) “Westernized Lifestyle,” and (9) “Other.”

The most popular category is (1) “Worldview: Interested in the outside world” and it encompasses the perception that the English language and ELT has “broadened” their worldview, as well as the world they live in. More than 60 percent of the participants referred to this change in outlook, which could be regarded as “*ideoscapes*,” one of the five dimensions of global cultural flows as proposed by Appadurai (1996/2008).

More than a half of the participants (52.2 percent) mentioned the impact on (2) “Native culture, language & identity.” Japanese teachers said that because they speak English and are practicing ELT, they are presented with many opportunities to come in contact with foreigners and often have to “explain” things Japanese to them in English. This forces the Japanese teachers to view their own culture objectively. In addition, the Cambodian EFL teachers spoke of English as a threat to their own literacy in their native language, Khmer.

The category (3) “Psychology: Personality” includes remarks from 30.4 percent of the participants. These participants mentioned that when they speak in English, they can overcome their shyness and become more “positive” in comparison to when they speak in their mother tongue.

The category (4) “Pragmatics: Ways of communication” also includes remarks from 30.4 percent of the participants of this study. They pointed out that their ways of communicating in their first language have become more “logical” due to the fact that they have learned to speak in English.

The fifth category “Western Culture/Media: Music, movies, TV, etc.” includes comments made by 21.7 percent of the participants. These individuals stated that they became more interested in western culture and media because of English and ELT. This appears to be a global phenomenon, as popular songs sung in English are utilized in ELT classrooms all over the world.

The other categories are (6) “Practical Benefit: Job, money, ability” (17.4 percent), which includes comments that mention that the participants gained practical benefits from English and ELT; (7) “Life: Destiny” (17.4 percent), which includes comments from participants that express a belief that English is their destiny; and (8) “Westernized Lifestyle” (8.7 percent), which includes comments about how English and ELT have caused the lifestyles of the participants to become more westernized. Finally, the last category is (9) “Other” (21.7 percent), which includes remarks from participants that could not be classified into any of the eight categories described above.

The nine categories generated from this study could be used as a research tool for future studies intending to investigate the impact that the English language and ELT have on people outside of the Inner Circle of the English language users (Kachru, 1986).

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英語と英語教育の及ぼす影響 －EFL 英語教員の場合－

井 川 好 二

【概要】

本研究は、英語および英語教育が、英語を公用語としない国で教える英語教員に及ぼした影響を調査するものである。調査協力者は、23名のEFL(English as a Foreign Language)英語教員(日本人21名、カンボジア人2名)で、「英語および英語教育から、今までにどのような影響を受けましたか?」という記述式質問に英語で回答を得た。調査協力者の回答は、本研究の中で明確化した9つの分野に分類された。その主な分野は、(1)世界観:外国への興味、(2)自己の文化、言語、アイデンティティに対する関心、(3)心理:性格への影響、(4)プラグマティックス:コミュニケーションの方法への影響、(5)西欧の文化・メディア:音楽、映画、テレビなどの影響など、である。また、英語および英語教育が及ぼす影響を調査する際に、本研究で得られた9つの影響分野を、アンケート項目として使用できる。

【キーワード】

英語、英語教育(ELT)、外国語としての英語教育(EFL)、英語教員、グローバル化、日本、カンボジア