

Language proficiency development needs of NNS English teachers in Japan

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When non-native speaking (NNS) EFL teachers attempt to establish English as the major means of communication in the classroom, what level of language proficiency is necessary? Naturally, NNS teachers need to attain a certain level of proficiency in the target language (TL) in order to teach in it (e.g. Richards, 1998). Therefore, the question remains, “What is the required level of proficiency?” By conducting a small-scale survey in Japan, the current study addresses this crucial issue of TESOL at the age when NNS teachers far outnumber their NS counterparts. What communicative functions NNS teachers think they are expected to perform and need to develop is the question this study specifically is designed to clarify. The participants of the study are (1) NNS English teachers teaching at junior and senior high schools in Japan and (2) NS English teachers who are colleagues of the first group of participants. Gleaned from the study are some implications for future language proficiency development programs for NNS teachers.

keywords : NNS, EFL, teacher, professional development, language proficiency, communicative functions, teaching English through English (TETE)

I. INTRODUCTION

The Ministry of Education, Culture, Sports, Science and Technology of Japan (MEXT) stipulated in its new Course of Study that English, in principle, should be taught in English at senior high schools and that the new policy is to take effect in academic year 2013. (MEXT, 2009)

This was shocking to many practicing high school teachers of English because the teaching method most popularly employed in Japan now is grammar-translation, where the medium of instruction is predominantly Japanese. In addition, virtually no professional development programs for this particular way of teaching have been offered. For example, see Stewart (2009), Tahira (2012), and Tsukamoto and Tsujioka (2013).

When non-native speaking (NNS) EFL (English as a foreign language) teachers, including Japanese high school teachers of English, are to establish English as the major means of communication in the classroom, what level of language proficiency is necessary? Naturally, NNS teachers need to attain “a

certain threshold level” of proficiency in regards to the target language (TL) in order to teach in it (e.g. Richards 1998). Yet, the question is, “What is that threshold level like?” How proficient should the instructors be and in what communicative functions?

Investigating the EFL situations in the Asia-Pacific region including Japan, Nunan (2003) reports:

In the countries surveyed, the English language proficiency of many teachers is not sufficient to provide learners with the rich input needed for successful foreign language acquisition. (p. 607)

Butler (2007), agreeing with the importance of language proficiency in ELT, argues that it is only one of the qualities NNS language teachers need.

By conducting a small-scale survey, the current study addresses the crucial issue of TESOL in an age when NNS teachers far outnumber their native-speaking (NS) colleagues. As Braine (2006) aptly describes:

As the power of the English language spreads, more and more English teachers will be needed. They will continue to outnumber their NS counterparts simply because the vast majority of English users are NNSs. The supply of NS English teachers, especially those willing to teach under difficult conditions for a meager salary, is limited. Especially in foreign language contexts, the teaching of English may become the exclusive domain of NNSs in time to come. (pp. 22-23)

This is the situation in which the current study finds itself, especially with the recent government mandate to teach English in English. What communicative functions NNS teachers think they are expected to perform and need to develop is the question this study is specifically designed to clarify.

This is a small-scale survey with a questionnaire designed utilizing the CLIL (Content and Language Integrated Learning) teacher’s competences grid (Bertaux, Coonan, Frigols-Martín, & Mehisto, 2010) and second language teacher education (SLTE) content (Richards, 1998).

The participants of the study are as follows:

- (1) NNS English teachers teaching at junior and senior high schools in Japan, and
- (2) NS English teachers who are colleagues of the first group of participants.

Following the introduction, the paper consists of (1) a short literature review comprised of studies related to teaching English through English (TETE), language proficiency needs for teaching a second

language in that language (SLTE), language proficiency requirements specified for teaching subject matter in a second language (CLIL), and other related studies; (2) a study section that reports and examines the current survey; and (3) the summary, which also encompasses implications for future language proficiency development programs for NNS teachers.

II. LITERATURE REVIEW

Remember that the main aim of learning a language is to learn to communicate in that language; if you understand what a student says despite his mistake, then he has communicated successfully. Encouraged by his success, he will try again, gain more practice, and his mistakes will gradually disappear. Students will not want to practice if they are afraid of making mistakes, which result in interruption and correction; then they may never learn to communicate in English. (Willis, 1982, pp. xiii – xiv)

A. TETE

The term “Teaching English through English” (TETE) has been advocated by the classic book of ELT pedagogy, written by Willis (1982), who defines TETE as follows:

Teaching English through English means speaking and using English in the classroom as often as you possibly can, for example when organizing teaching activities or chatting to your students socially. In other words, it means establishing English as the main language of communication between your students and yourself; your students must know that it does not matter if they make mistakes, or if they fail to understand every word that you say. They must recognize that if they want to use their English at the end of their course they must practice using it during their course. (p. xiii)

This is different from “teaching English *in* English,” which simply indicates the language used in the teaching, whereas “teaching English *through* English” signifies not only the language, but also the process of the teaching. The current paper conforms to this interpretation of “TETE.”

In practicing TETE, Willis (1982) stresses the importance of praise and encouragement:

At the early stages it may be difficult both for you and for them, so a lot of praise and encouragement will be needed and correction of mistakes should be kept to a minimum or your students will lose confidence and give up. (p. xiii)

Needless to say, these features of classroom discourse are closely related to the principles of Communicative Language Teaching (CLT). Although there are several different versions of CLT, it is not inapposite to quote one of its original advocates, Savignon (1991), who reaffirms its fundamentals:

Classroom teacher talk and opportunities for learner self-expression are but two features of classroom learning. (p. 272)

It is the teacher's role in CLT (1) to provide comprehensible target language (TL) input and (2) to set up and maintain classroom conditions, or "ecology" (Pennington & Hoekje, 2010; van Lier, 2008), where students can express themselves and interact with one another or with the teacher in the TL.

In other words, TETE is inevitably a key to incorporating the ideas of the teacher to construct and maintain these communicative classroom conditions.

B. NNS Professional Development Needs

Referring to Heaton (1981), Richards (1998) introduces "A List of Functions to be Performed by the Teacher in the Classroom" as part of the second language teacher education (SLTE) content, which includes (p. 7):

- requesting, ordering, and giving rules
- establishing attention
- questioning
- repeating and reporting what has been said

- giving instructions
- giving and refusing permission
- warning and giving advice
- giving reasons and explaining

When teachers, NS and NNS alike, are to establish English as the major means of communication in the classroom, they need to adequately perform these functions in English.

In addition, Richards (1998) proposes "General Communication Skills for Language Teachers," which comprises two types of skills: voice quality and human relations:

- Personality, presence, general style

- Voice – audibility, ability to project, intonation
- Voice – speed, clarity, register
- Ability to establish/maintain rapport (p. 6)

The voice qualities may be “learned.” However, at the same time and of equal importance, the “human relations” skills, personality, and rapport take more than learning or training.

It has been widely known that Japanese people have difficulties in communicating in English: Japanese overseas are “rich, but mute,” lacking “the skill - and the will” to communicate (Doi, 1994, p.17).

Many authors have analyzed this uncommunicativeness of Japanese people and point to it as a source of failure when referring to English language education in Japan (e.g. Nakatsu, 1974). More specifically, three major factors have been identified as contributing to the failure of English language education in Japan: the entrance examination, students’ lack of motivation, and teachers’ insufficient communicative competence in English. And among these three factors, it is customary, following the former US ambassador to Japan, Reischauer (1988), to blame Japanese teachers of English “as a key stumbling block” (p. 391) for the failure of English language education in Japan.

However, the lack of communicative competence is not unique to Japanese teachers of English. Roberts (1998), summarizing the professional development needs of NNS English teachers, mentions that “NNS teachers may lack confidence in their English language ability and give their own language improvement a high priority” (p. 97).

Braine (2006), in his review of literature on non-native speaking English teachers, summarizes the classic hypothesis of Medgyes (1994) regarding the status of NS and NNS teachers in ELT, who are, according to Medgyes, “two different species” (p. 25):

The hypotheses were that the NS and NNS teachers differ in terms of (1) language proficiency, and (2) teaching practice (behavior), that (3) most of the differences in teaching practice can be attributed to the discrepancy in language proficiency, and that (4) both types of teachers can be equally good teachers on their own terms (p. 14).

Igawa (2008) reports on the professional development needs of EFL teachers practicing in Japan and Korea and finds that language improvement is a constant need of the NNS teachers. Using a class observation tool, Nakata (2010) also stresses the importance of language improvement programs for NNS teachers.

C. The CLIL Teacher's Competences Grid

"Content and Language Integrated Learning" (CLIL) is the term for a popular teaching method used by the countries in the European Union and is defined as "a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language" (Marsh, 2009, p. vii).

More concretely,

Content and Language Integrated Learning, or CLIL, is where a subject is taught in the target language rather than the first language of the learners. In CLIL classes, tasks are designed to allow students to focus on and learn to use the new language as they learn the new subject content (British Council, 2013).

The British Council also gives an example: "In a bilingual English/Spanish school, after a certain age, half of the subjects, including maths and sciences, are taught in English."

The following table is an attempt to illuminate the similarities and differences among the three educational situations: ESL, EFL and CLIL (Table 1).

Table 1. Comparing ESL, EFL, & CLIL

| | ESL | EFL | CLIL |
|----------|------------------|----------------------|--------------------------|
| Society | English Speaking | Not English Speaking | Not English Speaking |
| School | Not Specified | Formal Education | Formal Education |
| Teacher | NS & NNS | Mainly NNS | NNS |
| Students | ALL ages | K-12, College | K-12, College |
| Subject | English | English | English & Other Subjects |

EFL and CLIL share the type of society where the target language (TL), in this case English, is not spoken. They also share the school condition, which is usually formal education. Teachers of EFL and CLIL are almost the same: NNS (or sometimes NS). ESL students are of all ages whereas EFL and CLIL are usually K-12. The subject matter of ESL and EFL is English, while in CLIL both English and other subjects are taught.

By comparing the three situations, it might be obvious that teachers of EFL and CLIL share many functions and responsibilities, although EFL teachers have other sets of roles shared by ESL teachers (SLTE).

The competencies necessary for CLIL teachers are specified in Bertaux, Coonan, Frigols-Martín, & Mehisto (2010):

The grid is divided into two sections: a) underpinning CLIL and b) setting CLIL in motion. The first section is primarily focused on the competencies and stakeholder relationships that are essential to laying the foundation for establishing and maintaining a CLIL program. The second focuses on the competencies and stakeholder relationships which are important to CLIL implementation.

What follows is a list of competencies selected from the CLIL (Bertaux et al., 2010) pertinent to the NNS teachers in EFL situations:

1. Underpinning CLIL

- Using Basic Interpersonal Communication Skills (BICS) (Cummins)

- Can communicate using contemporary social registers
- Can adjust social and academic registers of communication according to the demands of a given context

- Using Cognitive Academic Language Proficiency (CALP) (Cummins)

- Can read subject material and theoretical texts
- Can use appropriate subject-specific terminology and syntactic structures
- Can conceptualise whilst using the target language

- Using the language of classroom management

- Can use target language in:
 - group management
 - time management
 - classroom noise management
 - giving instructions
 - managing interaction
 - managing co-operative work
 - enhancing communication

- Using the language of learning activities

- Can use the target language to:
 - explain
 - present information
 - give instructions
 - clarify and check understanding
 - check level of perception of difficulty

2. Setting CLIL in Motion

- Second Language Acquisition (SLA) knowledge for lesson preparation

- Can distinguish between language learning and language acquisition and select language input accordingly
- Can identify words, terms, idioms and discourse structures that are new for the students in text, audio or audio-visual materials, and support comprehension thereof
- Can identify the language components needed by the learners for oral or written comprehension and produce support material
- Can identify the language components needed by the learners for complex oral or written production and produce adapted resources (e.g. vocabulary, sentence and text types)
- Can, if necessary, plan prior language learning
- Can navigate the following concepts:
 - intentional and incidental learning
 - intelligibility
 - error management & correction
 - 'teacher-speak' ('teacherese')
 - code switching
 - code-mixing
- Can call on a range of strategies for fostering BICS and CALP development

- Second Language Acquisition (SLA) knowledge in the classroom

- Can support students in navigating and learning new words, terms, idioms and discourse structures
- Can call on a wide repertoire of strategies for supporting students in oral or written production
- Can use a wide range of strategies for scaffolding language use so as to produce high quality discourse
- Can navigate the concepts of code-switching and translanguaging, and decide if and when to apply them
- Can decide whether production errors are linked to language or content
- Can use a wide range of language correction strategies with appropriate frequency, ensuring language growth without demotivating students
- Can use strategies such as echoing, modelling, extension, and repetition to support students in their oral production
- Can develop a classroom culture where language learning is supported through peers and learner autonomy

- Promoting cultural awareness & interculturality

- Can select and adapt authentic material from different regions or countries
- Can articulate key cultural parameters associated with the CLIL language
- Can guide students in developing cultural awareness
- Can guide students in acting in the 'right way' and saying the 'right thing' in the appropriate context
- Can raise learners' curiosity about the culture(s) related to the CLIL language
- Can help students to move beyond superficial cultural stereotypes and learn about TL country/countries and their people(s)
- Can initiate or support virtual or physical exchanges with students from other regions/countries

- Lifelong learning modeling

- Can continue to evolve in the role of CLIL teacher through:
 - working systematically to apply new techniques and improve teaching
 - trying out new materials and media
 - regular self-assessment of personal professional development needs
 - updating knowledge by reading new articles and books on CLIL and pedagogy
 - taking continuous professional development courses
 - taking part in regional, national or international CLIL networks and / or conferences
- Can support colleagues in using innovative methodology
- Can promote, and help students to adapt to, innovative learning techniques

- Innovative teaching and learning approaches

- Can search for and download authentic material for use in the classroom
- Can help students develop media literacy
- Can guide students in using ICT in ways that are new for them and that enhance learning
- Can guide students in maintaining an appropriate balance between the use of electronic and non-electronic sources
- Can articulate ethical and safety issues surrounding the use of ICT
- Can use ICT with learners to establish interregional and /or international exchanges

Many of these items, along with some of the SLTE contents, were used for the questionnaire of this study.

III. THE STUDY

A small-scale survey was conducted from January through February, 2013, to investigate the professional development needs of Japanese teachers of English who would like to practice teaching English through English (TETE).

A. Participants

The participants of the study were 44 English language teachers practicing in Japan, including 38 Japanese and 6 non-Japanese. Aside from the Korean participant, the foreigners' native language is English (See Table 1).

Table 1. Participants by Nationality & Native Language

| Nationality | | Native Language | |
|------------------|-----------|-----------------|-----------|
| Japan | 38 | Japanese | 38 |
| Korea | 1 | Korean | 1 |
| Australia | 1 | English | 5 |
| USA | 3 | English | |
| Britain | 1 | English | |
| TOTAL | 44 | TOTAL | 44 |

Many of the Japanese teachers participated in the 2013 "ACROSS" (English teachers' self-help group for professional development) and "e-dream-s" (Osaka-based NPO for international education) workshop and voluntarily responded to the questionnaire distributed there. Non-Japanese participants were colleagues of the Japanese teachers and were asked by their Japanese counterparts to participate.

Among the Japanese participants, there were an overwhelming number of females participating in

the study, which reflects the ratio of male to female English teachers in Japan. However, as Swales (1993) predicted, the ratio of male to female among EFL professionals is similar to the ongoing female predominance among the ESL professionals. (See Table 2.)

Table 2. Participants by Sex

| Nationality | Male | Female | TOTAL |
|--------------------|--------------|---------------|---------------|
| Japanese | 13 | 25 | 38 |
| % | 34.2% | 65.8% | 100.0% |
| Korean | | 1 | 1 |
| Australian | 1 | | 1 |
| American | 3 | | 3 |
| British | | 1 | 1 |
| TOTAL | 17 | 27 | 44 |
| % | 38.6% | 61.4% | 100.0% |

In regards to the age of the participants, many of the Japanese teachers are in their 20s and 40s, while the non-Japanese participants are much younger in general. (See Table 3.) The average years of service differ similarly between the two groups; Japanese participants, on average, have been working for 14.4 years, while non-Japanese have been working for an average of 5.3 years.

Table 3. Participants by Age

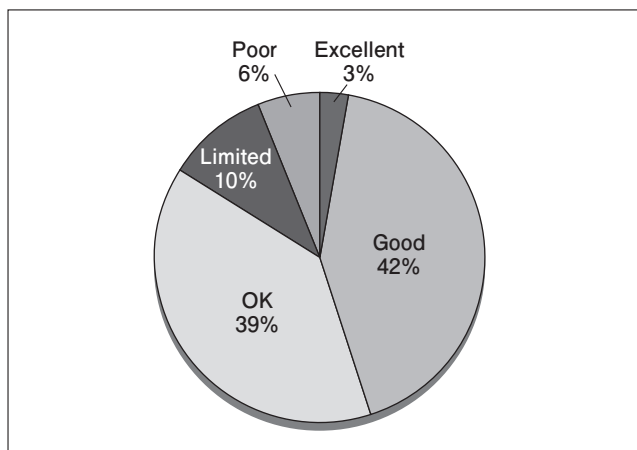
| Japanese/ Non-Japanese | 20s | 30s | 40s | 50s | 60s- | TOTAL |
|-----------------------------------|--------------|--------------|--------------|--------------|-------------|---------------|
| Japanese | 10 | 5 | 13 | 7 | 1 | 36 |
| % | 27.8% | 13.9% | 36.1% | 19.4% | 2.8% | 100.0% |
| Non-Japanese | 3 | 2 | 1 | 0 | 0 | 6 |
| TOTAL | 13 | 7 | 14 | 7 | 1 | 42 |
| % | 31.0% | 16.7% | 33.3% | 16.7% | 2.4% | 100.0% |

Some Japanese participants did not indicate their age.

The majority (52.6%) of the Japanese participants were senior high school teachers, while 28.9% were junior high school teachers. Non-Japanese teachers were teaching at elementary schools, as well as junior or senior high schools. (Table 4)

Table 4. Participants by School

| Japanese/ Non-Japanese | Elem. | JHS | SHS | JHS & SHS | Univ. | TOTAL |
|---------------------------|-------|-------|-------|--------------|-------|--------|
| Japanese | 0 | 11 | 20 | 6 | 1 | 38 |
| % | 0.0% | 28.9% | 52.6% | 15.8% | 2.6% | 100.0% |
| Non-Japanese | 2 | 2 | 2 | 0 | 0 | 6 |
| TOTAL | 2 | 13 | 22 | 6 | 1 | 44 |
| % | 4.7% | 30.2% | 51.2% | 14.0% | 2.3% | 100.0% |

B. RESULTS & DISCUSSION (1): Perceived Language Proficiency and the TETE Experience**Graph 1. NNS Participants by English Proficiency**

The perceived language proficiency of the NNS participants is indicated as a percentage in Graph 1. The Korean participant is included here as she is a NNS and only 31 (out of 38) Japanese participants responded to this question.

Only one participant (3%) said her English is “excellent,” 42% said “good,” and 39% said “OK,” while 10% of the NNS participants answered that their English is “limited” and 6% responded “poor.”

It must be mentioned here that Japanese people, including teachers, show a considerable amount of modesty in expressing their own competencies. Therefore, there might be a big discrepancy between what the participants said about their TL proficiency and their actual ability.

As to the experience of teaching English through English (TETE), 26.3% of the Japanese teachers said “many times” and 31.6% “sometimes,” which combines for a proportion of 57.9%. At the same time, 18.4% of the teachers said “once” and 23.7% said “none,” for a combined percentage of 42.1%. Clearly, there is a gap between these two broad groups: the “many times” and “sometimes” group and the “once” and “none” group (Table 5).

Table 5. Participants by TETE Experience

| Japanese/ Non-Japanese | Many Times | Some- Times | Once | None | TOTAL |
|-----------------------------------|-----------------------|------------------------|-------------|-------------|--------------|
| Japanese | 10 | 12 | 7 | 9 | 38 |
| % | 26.3% | 31.6% | 18.4% | 23.7% | 100.0% |
| Non-Japanese | 5 | 1 | 0 | 0 | 6 |
| TOTAL | 15 | 13 | 7 | 9 | 44 |
| % | 34.9% | 30.2% | 16.3% | 20.9% | 100.0% |

Needless to say, the majority of the non-Japanese participants said that they experienced TETE “many times.”

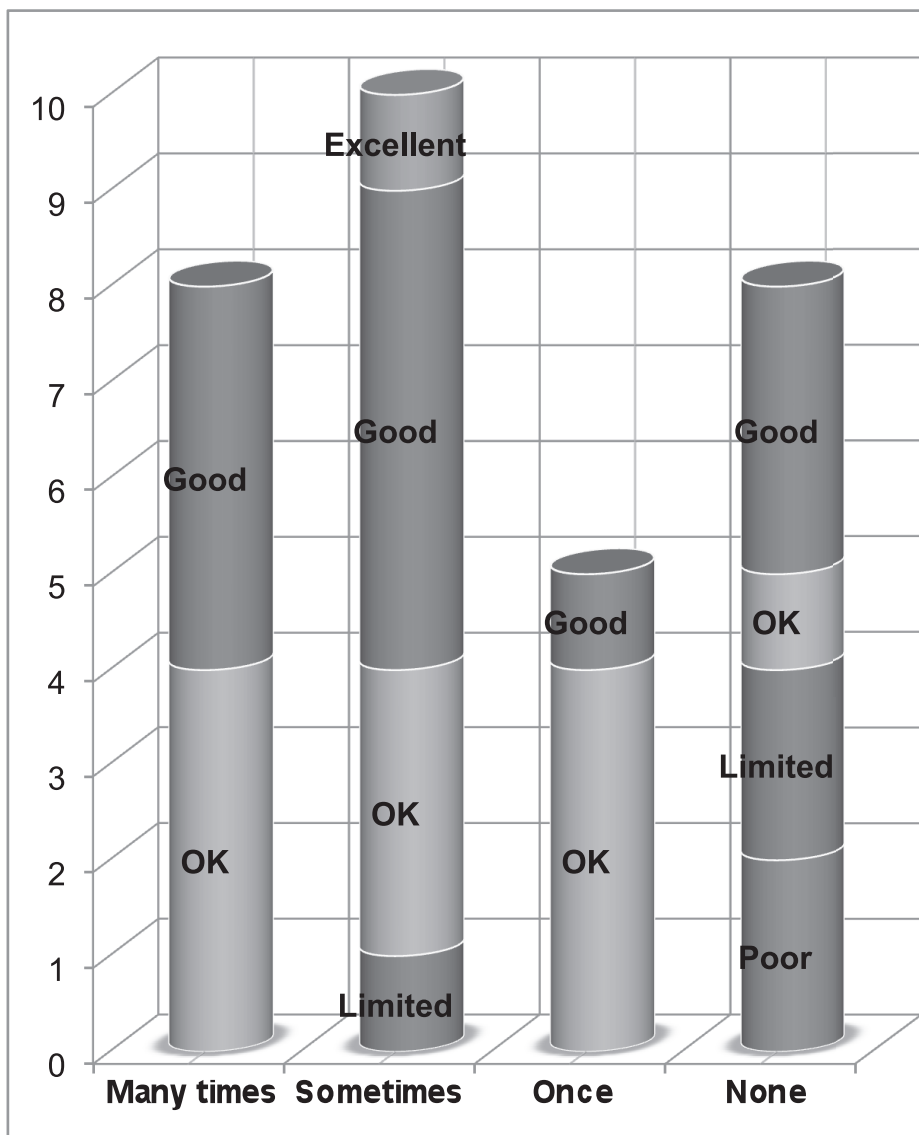
The following graph shows the correlation between perceived language proficiency and TETE experience (Graph 2).

The participants who said that they experienced TETE “many times” are the teachers whose English is “Good” or “OK.” At the same time, a similar situation can be observed in the “sometimes” group. However, in the group of participants that indicated “once,” the majority of those participants also indicated that their English was “OK.” At the same time, in the group of participants that indicated “none,” many of the participants indicated that their English was “Limited” or “Poor.”

Chacon (2005) reports that the perceived sense of efficacy and language proficiency among Venezuelan teachers of English. Similarly, Esalmi and Fatahi (2008) and Zakeri (2011) report on the relationship between perceived self-efficacy and language proficiency among EFL teachers in Iran. They provide results similar to the one reported here.

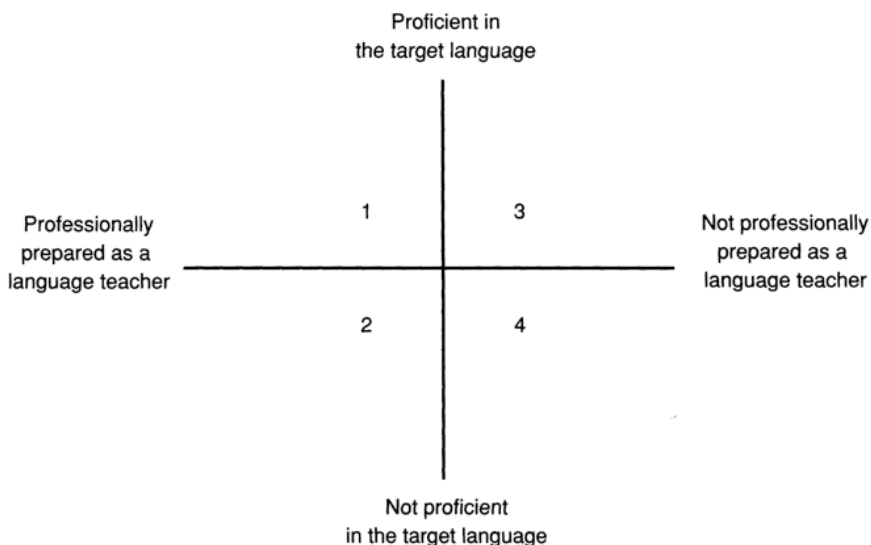
The next graph (Figure 1) is the “Continua of Target Language Proficiency and Professional Preparation” (From Kamhi-Stein, 2010).

Graph 2. TETE Experience & Language Proficiency



It could be argued that many of the Japanese participants are in Quadrant 4 and should make efforts to move to Quadrant 1.

Figure 1. Continua of Taget Language Proficiency and Professional Preparation

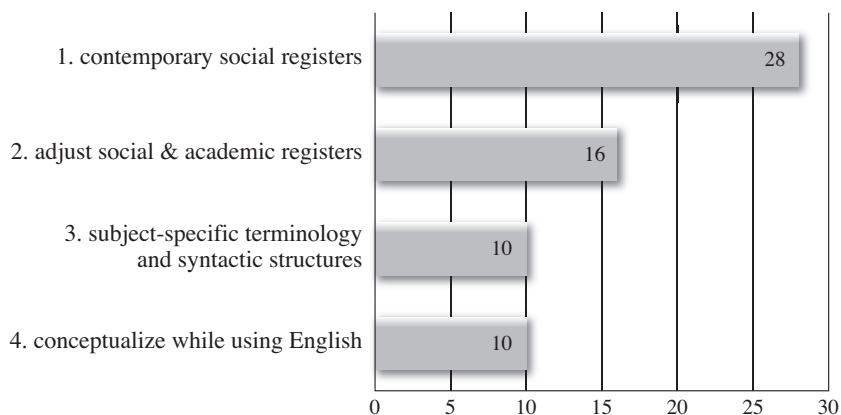


C. RESULTS & DISCUSSION(2): Perceived Needs

1. Target Language Competence for Teaching

The following graph (Graph 3) shows the perceived TL competence needs for teaching. Many participants chose “Contemporary social registers” (28) and “Adjust Social & Academic Registers” (16).

Graph 3. Perceived Needs: Target language competencies for teaching (multiple answer)



Comment by Participant:

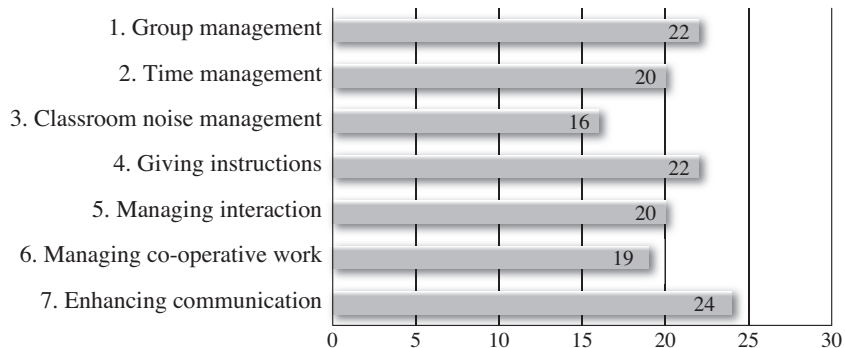
1[contemporary social register] and # 2 [adjust social academic registers] are very advanced parts of English. I think teaching basics are best for the classroom and "registers" or situation appropriate English is best learned through immersive experience (studying abroad, etc.) (No.1045: American Male in his 30s teaching at elementary school)

Although dealing with different registers is part of a CLIL teacher's competencies, as the American teacher mentioned above, this sociolinguistic aspect of language might not be a high priority for Japanese English language education.

2. Language of Classroom Management

The next graph shows that the participants' language proficiency needs are high among the classroom management competencies on "Enhancing Communication," "Group Management," and "Giving Instruction." Meanwhile, the remaining language proficiency needs are almost equally needed (Graph 4).

Graph 4. Perceived Needs: Language of classroom management (multiple answer)



Comments by Participants:

I'm managing some classes in English now. I need to develop my competence in #5- 7[managing interaction][managing co-operative work][enhancing communication], especially. (No.1024: Japanese Female teaching at JHS & SHS)

Classroom management, including scolding students, is probably best done in Japanese. I never manage the class but I do 2[time management], 4[giving instruction], 5, 6, and 7 in English, though

I could maybe use more training. (No.1041: American Male in his 20s teaching at JHS)

Students often need to have some instructions reinforced in Japanese to ensure that they are completing tasks correctly. (No. 1042: British Female in her 20s teaching at JHS)

It seems that participants who have more TETE experience feel they need more professional development in this area.

This is probably a good time to examine the issue of L1 use in the L2 classroom. Summarizing a study in a bilingual EFL teacher talk in Thailand, Forman (2012) stated:

Overall, the study shows how bilingual teacher talk represented a default pedagogy in this Asian EFL context ... it has been determined that judicious use of L1 in this context is both principled – there are readily discernible causes and effects of teacher language choice; and productive. (p. 250)

... here are bilingual learners, with bilingual teachers: clearly, the first language and culture already imbue the hearts and minds of both. A pretense that this is not so can only serve to devalue the potential of L1 as a learning resource which is profound, catalytic and unique. (p. 251)

Reviewing the current literature on language teaching research and language pedagogy, Ellis (2012) states that “official policy is unlikely to have much impact on how much or for what purposes teachers use the L1” (p. 131).

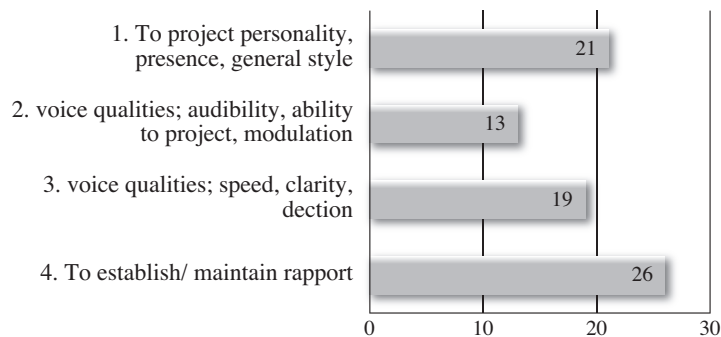
See Carson and Kashihara (2012) and Machaal (2012) also for the support of L1 (Japanese and Arabic, respectively) use in TESOL.

It seems therefore necessary to have room for L1 in TETE.

3. General Communication Skills

This category has been taken from the SLTE contents that Richards (1998) mentions. The majority of the participants chose “To establish/maintain rapport” (26) and “To project personality, presence, general style” (21) (Graph 5).

Graph 5. General communication skills: To use English... (multiple answer)



Comments by Participants:

It's difficult for me to be friendly or to show friendliness, while doing classroom management. (No. 1006: Japanese Female in her 40s teaching at SHS)

You have to be strict from time to time and if you are strict, students do not speak up. But when you are too friendly, students do speak in Japanese!! (No. 1019: Japanese Female in her 40s teaching at SHS)

Rapport is more important when it comes to teaching. If students know that you care, they are more willing to listen to what you have to teach. (No. 1030: Australian Male in his 30s teaching at JHS)

Although no practicing teacher makes any mistake in sharing the image, the term “rapport” is difficult to define. Thornbury (2012) candidly discusses this puzzling issue:

But what is this thing called rapport? Like me, Jim Scrivener, in *Learning Teaching* (2005), is equally baffled: ‘The problem is, whereas rapport is clearly important, it is also notoriously difficult to define or quantify’ (p. 23). However, he does go on to suggest a number of things the teacher can do to create a positive learning atmosphere, and, by extension, to establish rapport. These include:

- showing respect
- being fair
- really listening to the students
- giving clear, positive feedback
- being authentically oneself

For the sake of convenience, the current paper follows the definition given by Harmer (2007): “Rapport means, in essence, the relationship that the students have with the teacher and vice versa” (p. 113). In addition, for the purposes of this study, the teacher shall be viewed as a “rapport builder,” as defined by Spratt, Pulverness, and Williams (2011), who “tries to create a good relationship with and between learners” (p. 199).

Reporting on the advantages and disadvantages of native- and non-native-speaking EFL teachers in Hong Kong, Ma (2012) mentions that one of the disadvantages of native-speaking teachers, as perceived by students, is “the anxiety students experienced in encountering NETs [native-speaking English teachers].” This, naturally, is related to the need of NETs to establish rapport with the students. It also suggests that there is a need for NNETs [non-native-speaking English teachers] to re-establish rapport with the students, but this time in English.

Yet, although it is not so apparent in the results, it might be necessary to remind ourselves of some professional anxiety on the part of the NNS language teachers: the “schizophrenic” situation Medgyes (1994) once described as follows:

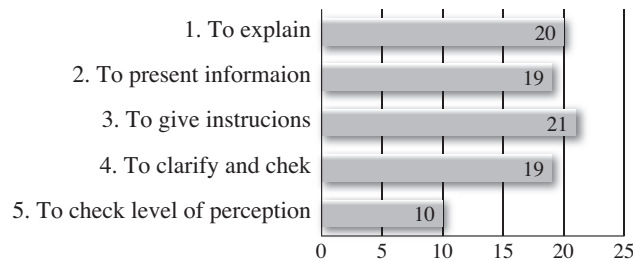
The point is that we are at a juncture between two languages and several cultures. By birth we represent our native language and culture, but by profession we are obliged to represent a foreign language with its cultural load. (p. 39)

In this study, however, it may be surprising that pronunciation was not a major concern of the NNS teachers. This is probably because the majority of the participants were members of the teachers’ study group, ACROSS, which offers professional voice training for NNS English teachers in order to establish, among Japanese teachers of English, confidence in terms of using English as a lingua franca (Jenkins, 2009).

4. Language of Learning Activities

As to the language for learning activities, many participants chose “To give instruction” (21), “To explain” (20), “To present information” (19), and “To clarify and check” (19).

Graph 6. Perceived Needs for Language of Learning Activities (multiple answer)



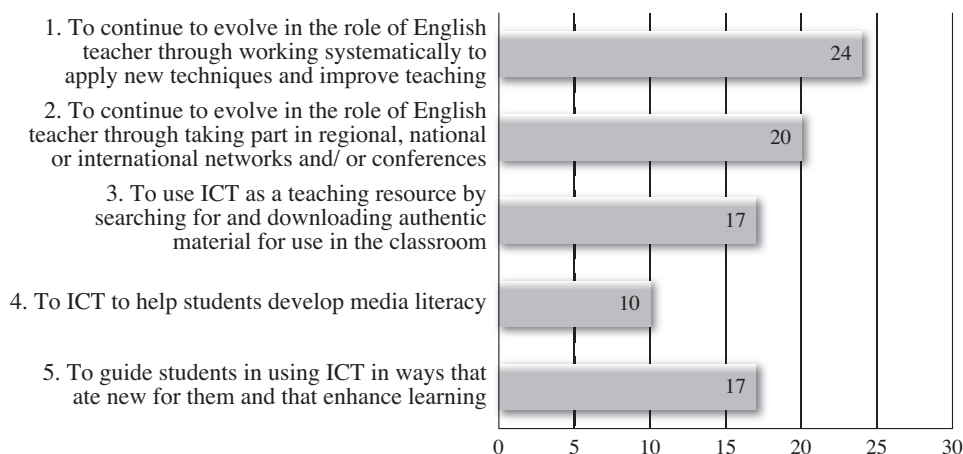
Comments by Participants:

One really important thing in teaching and learning English is to understand each other speaking language the other doesn't understand [sic.]. Even if you think you have explained enough, the student might do something else. Making sure the students have understood will be the most frequent thing you might do during the class. (No. 1008: Korean Female in her 20s teaching at JHS)

The best classroom activities should not be explained. They should be simple enough that the teacher can demonstrate the activity and everyone understands how the activity is done. English explanation takes a long time and requires a certain level of understanding. It is easiest to watch something done then repeat it. (No. 1045: American Male in his 30s teaching at elementary school)

5. Lifelong Learning Modeling & Innovative Teaching and Learning Approaches

Many participating teachers chose “To continue to evolve in the role of English teacher through working systematically to apply new techniques and improve teaching” (24) and “To continue to evolve in the role of English teacher through taking part in regional, national or international networks and/or conferences” (20). This is partially because the majority of the participants are members of the professional development group ACROSS (Graph 7).

Graph 7. Lifelong learning modeling & innovative teaching and learning approaches

Comments by Participants:

I like to use ICT in my classroom. But there is a limitation to use the wonderful item. It is located in a conference room at my school. Every time I want to use it, it takes extra time to use it and take it back. I need my own English room. (No. 1002: Japanese Male in her 20s teaching at JHS)

We need to learn life-long and these are the things we need to continue learning. (No. 1006: Japanese Female in her 40s teaching at SHS)

I believe it is most important for teachers in the school to work together as a team. (No. 1044: American Male in his 40s teaching at SHS)

It is worth quoting Nunan and Lamb (1996) who mention that professional growth is “a lifelong process,” and that “obtaining initial certification is only a first step in this process” (p. 120).

IV. SUMMRY

I am fully aware of the limitations of this study, particularly in regards to the small pool of self-selected participants. However, there are merits to the qualitative aspects of the study and it is my hope that the following summary will provide some perspective for future professional development programs for NNS EFL teachers.

According to the results of this study, the following TL competencies are needed by the NNS English

teachers in Japan:

1. Summary: PD Need Areas (1)

- (a) Target language competencies for teaching, such as:
 - Contemporary social registers
 - Adjust social & academic registers

As discussed earlier, these might not be immediately relevant for the NNS PD needs in Japan.

- (b) Language of classroom management, such as:
 - Enhancing communication
 - Giving instructions
 - Group management

This is one of the areas where NNS EFL teachers in Japan need serious development when they conduct TETE, following the tenets of CLT.

2. Summary: PD Need Areas (2)

- (a) General communication skills, such as:
 - To establish/maintain rapport
 - To project personality, presence, general style

Building rapport in TL (English) seems to be a crucial issue in TETE, while the use of L1 (Japanese) should not be prohibited. In other words, TETE means to establish and maintain English as the main language of the English classroom, with or without L1 as a supplementary language.

- (b) Language of learning activities, such as:
 - To give instructions
 - To explain

This is another area where NNS EFL teachers in Japan need serious development when they intend to conduct TETE because giving instructions and explaining are major functions teachers need to perform regardless of the medium of instruction.

3. Summary: PD Need Areas (3)

- (a) To continue to evolve through working systematically to apply new techniques and improve teaching
- (b) To continue to evolve through taking part in regional, national or international networks and/or conferences
- (c) To use ICT as a teaching resource by searching for and downloading authentic material for use in the classroom

Life-long education is a concept teachers need to embody as professionals and global networking is a reality that language teachers need to demonstrate to their students. ICT is the tool that teachers should use in order to encourage their students to utilize to realize their language dreams. Practicing TETE should allow teachers to follow the steps needed for professional development.

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

2) <http://www.e-dream-s.org/>

日本人英語教員に必要な語学研修

井 川 好 二

ノン・ネイティブ・スピーカー（NNS）である日本人英語教員が、英語で英語を教える場合、どのような英語運用能力が必要なのだろうか？英語で英語を教えるためにはある程度の運用能力が必要である（Rihards1998）ことは明らかなが、「それはどのような運用能力なのか？」この問題は、NNS教員がネイティブ・スピーカー（NS）教員の数大きく上回る今日、TESOL（英語教育学会）にとって非常に重要な課題である。本研究では、小規模アンケート調査を行うことにより、この問に対する答を探ることとする。英語で英語を教えるために、教師が果たすことが求められ、そのための研修の必要だとNNS教員自身が感じているのは、どのようなコミュニケーション機能であるのかを明らかにすることが、本研究の目的である。アンケート調査の協力者は、(1) 中学・高校で教えるNNS英語教員、および(2) (1) グループの同僚であるNS英語教員。本研究の結果から、今後のNNS英語教員研修のための示唆を併せて提示する。

