

# The impact of overseas experiences on Japanese EFL teachers

Koji IGAWA

## ABSTRACT

This is a report on a small-scale survey used to investigate the impact of having overseas experience on language teachers' professional knowledge, beliefs, attitudes, and classroom practice, regarding (1) second language use, (2) teaching methods, and (3) cross-cultural awareness. A questionnaire was administered to EFL teachers practicing in Japan to ask them if they participated in any short- and/or long-term overseas programs (e.g. language study abroad, home-stay, cultural exchanges, and others) and what they think the impact of those experiences are on their professional lives. In this document, after the discussion and summary of the survey results, is a list of guidelines for conducting overseas study programs for language teacher development.

## Keywords:

NNS, EFL, study abroad, home-stay, teacher, professional development, language proficiency, Japan

## I. Introduction

Since ancient times, Japanese people have gone overseas to learn new things and to bring that newly gained knowledge back to Japan. It has been a way of survival for this insular nation located at the furthest end of the Asian continent.

Missions were repeatedly sent to the Chinese dynasties of Sui and Tang to study their culture and social systems (600-839 AD). Many Japanese priests ventured across the raging waves of the East China Sea to learn the state-of-the-art interpretations of Buddhism and carried back with them thousands of sutra rolls in Chinese to start new denominations in Japan.

What do Japanese teachers of English learn during their sojourns abroad? And what is the

impact of these overseas experiences on their professional life?

Many Japanese English-as-a-foreign-language (EFL) teachers these days, pre- and in-service alike, have gone on journeys to the so-called “Inner Circle” (Kachru, 1986) countries; those English-speaking countries such as the United States and Britain. Pre-service Japanese teachers often study English at language schools and/or participate in home-stay programs while in-service teachers sometimes take their students to such programs abroad and observe the language lessons there.

Since their subject matter is English, it is natural to assume that pre- as well as in-service teachers make great efforts to learn English during their stay. As Collentine (2009) summarizes:

One of the most undisputed assumptions about the SA [study abroad] context is that learners receive vast amounts of input and have numerous opportunities for communicative interaction. (p. 226)

Major studies on language study abroad, however, report that the results of the experience overseas differ according to individuals (e.g. Kinginger, 2011, 2013 ; Weger, 2013):

...outcomes are occasionally lackluster in comparison to the expectations held by teachers and students. Further, many studies find significant individual differences in outcomes... (Kinger, 2011, p. 59)

What is needed is a more qualitative, “situated” study (Block, 2003; Kinginger, 2011) of study abroad (SA) experiences to further our understanding of the efficacy of the program. Due to the fact that about 80% of the English teachers worldwide are non-native speakers of English (Braine, 2010), more situated studies on SA are also needed in order to clarify the nature of non-native-speaking language teachers’ pedagogical knowledge and skills and how they are acquired (Richards, 1998, 2011; Roberts, 1998). Furthermore, practical suggestions must be collected in order to design overseas programs for pre- and in-service teachers through such studies (Kramsch, 1993; Larzén-Östermark, 2011; Wernicke, 2010).

Studies on Japanese EFL teachers’ perceptions of their own overseas experiences are necessary and would certainly contribute to this thread of research.

This is a report on a small-scale survey used to investigate the impact of having overseas

experience on language teachers' professional knowledge, beliefs, attitudes, and classroom practice. The study includes the following areas of a language teacher's expertise:

- (1) second language use,
- (2) teaching methods, and
- (3) cross-cultural awareness.

A questionnaire was administered to EFL teachers practicing in Japan to ask them if they participated in any short- and/or long-term overseas programs (e.g. language study abroad, home-stay, cultural exchanges, and others) and what they think the impact of those experiences are on their professional lives.

Following this introduction, a brief literature review is presented to deal with (1) professional development needs of non-native-speaking language teachers as well as (2) study abroad and home-stay programs in general. The literature review is followed by a study section that includes a discussion and summary of the overall study.

A list of guidelines for conducting overseas study programs for language teacher development can be found after the discussion and summary sections.

## II. Literature Review

### A. Overseas Experiences for NNS Language Teacher Development

Stressing the importance of “experiential learning” as presented by the American philosopher John Dewey (1859–1952), Montrose (2002) states that, “...when we experience something, we act upon it, creating a consequence. We do something, and something happens to us in return.” Overseas experience is a typical case of “experiential learning.”

Many professional development researchers emphasize the importance of “experiential learning” gained through overseas experiences. In most cases, this is usually American students teaching English overseas. Examples can be found in the research of Cushner (2009), Landerholm and Chacko (2013), Mahon (2007), Sharma, Phillion, and Malewski (2011). Mahon summarizes: “Overseas student teaching is just one ‘stock’ to include in the diversification of teacher education for a global society” (p. 146).

From the point of view of language teacher development, Smith (2001) also draws on Dewey’s notion of “learning through direct experience” (Dewey, 1938/1997) and states:

While cognitively mature learners have more resources for abstraction than children, novices of any age and of any subject matter benefit from direct, concrete experience. That experience provides prior knowledge from which the learner can develop related abstract concepts. (p. 223)

Overseas experiences would certainly provide novice teachers with “direct, concrete experiences” and help to expand their professional knowledge. Reporting case studies on American student teachers’ language learning experiences in China, de Courcy (2004) mentions that the direct experience of language learning is essential “in order for language teachers to have empathy with their learners and an understanding of language learning processes” (p.276).

“Professional development of teachers,” or “teacher development,” is a term used to describe the continuous process of teacher learning. Lange (1990) defines teacher development as “a process of continual intellectual, experiential, and attitudinal growth of teachers, some of which is generated in preprofessional and inservice programs” (p. 250).

Listed in the table below are several studies looking at the overseas experiences of foreign

language teachers as a “professional development” process.

TABLE 1 Research on Overseas Experiences of Foreign Language Teachers

Study	Participants	Target Language	Country Visited	Content
Colville-Hall, Adamowicz-Hariasz, Sidorova, & Engelking (2011)	American Pre-service	French	France	Student teaching
Larzén-Östermark (2011)	Finnish Pre-service	English	U.K.	Language SA
Moran (1996)	American Pre-service	Spanish	Spain	Language SA
Palmer & Menard-Warwick (2012)	American Pre-service	Spanish	Mexico	Language SA & Culture Study
Thompson (2002)	American In-service	Spanish	Spain	Language SA & Culture Study
Vélez-Rendón (2006)	American Pre-service	German	Germany	Language SA
Wernicke (2010)	Canadian In-service	French	France	Language SA

Wernicke (2010) mentions the paucity of research on language teachers’ overseas studies, while Vélez-Rendón (2006) summarizes the value of language SA for foreign language teachers:

Language learning is a long, complex process and much of language acquisition happens outside the confines of the classroom, therefore, language teacher candidates must seize every opportunity available to them to enhance their competencies. (p. 331)

There certainly is a need to investigate what foreign language teachers learn from overseas experiences and how those experiences impact the teachers’ professional lives because many authors point out the professional development need of non-native-speaking (NNS) language teachers, such as language proficiency and cultural understanding (e.g. Igawa & Tsujioka, 2009; Richards, 1998, 2011; Roberts, 1998), which could be acquired by participating in overseas programs.

Roberts (1998) summarizes the professional development needs of NNS language teachers:

- NNS teachers may lack confidence in their English language ability and give their own language improvement a high priority.
- NNS teachers may undergo an erosion in their English language performance through its restriction to classroom discourse.
- They may not have NS intuitions about the language and may need linguistic rules as a source of security; they may avoid classroom activities which demand unpredictable language use and where rapid and intuitive assessment of accuracy and appropriacy are needed; they may need the support of a textbook more than NS teachers. (See also Medgyes, 2001.)
- They have the personal experience to understand their learners' difficulties.
- Where teachers and learners share a common culture, group norms may exert a powerful influence on their behavior, whereas NS teachers may be exempted from such norms.
- Language teaching behavior cannot be separated from pedagogic models inherited from the mother tongue culture (Koranic, Confucian, African etc.) in such attributes as institutional culture, attitudes to authority and knowledge, adult-child relationships, etc.
- The place of English in society at large has a profound influence on the purposes of English language education, the English language curriculum, and therefore the nature of the teacher's work. (Roberts, 1998, p. 97)

As to the language proficiency need of NNS teachers, Richards (1998) summarizes "Presumably one needs to attain a certain threshold level of proficiency in a language to be able to teach effectively in it" (p. 7). Richards (2011) then points out the following issues to be addressed:

So the issue is, [1] how much of a language does one need to know to be able to teach it effectively, and [2] how does proficiency in a language interact with other aspects of teaching? (Richards, 2011, p.3)

Language proficiency as well as cultural understanding are needed most by NNS language teachers. Yet, at the same time, if those teachers are to function as role models for their students (Igawa & Tsujioka, 2009), it is also necessary for them to have experiences in countries where the target language is "alive" as the major means of communication for NS and NNS speakers.

## B. Study Abroad Research

In order to properly understand the current SA research, the significance of the context of L2 learning must be acknowledged. One of the major variables of the language learning context is “whether the learning takes place within the society in which the L2 is productive or where the first language (L1) is productive” (Collentine, 2009, p. 218). Three contexts for EFL students are generally perceived:

- AH (at home): the formal language classroom (“Learning” Contexts)
- IM (immersion): the intensive domestic immersion context (“Learning” & “Communicative” Contexts in the Classroom)
- SA (Study Abroad): learners study the L2 in the target culture and often live with host families (A Hybrid Communicative-Learning Context) (Collentine & Freed, 2004, pp. 155-156).

It is assumed that this “Hybrid Communicative-Learning Context” affords the best situation for language learning.

However, Kinginger (2010) casts a skeptical eye on this rosy picture of SA:

Professional folklore would have us believe that the benefits of study abroad are evident to all, and they are not. Received wisdom also sustains the assumption that study abroad offers unlimited learning opportunities in which students are confronted with difference and learn from it. (Kinger, 2010, p. 224).

Kinger maintains this is not always the case. The fact that individual differences between participants play a significant role in the outcomes of SA needs to be taken into greater consideration.

It is worth noting here that recently there are many East Asian students studying in English speaking countries such as United States and Britain. Since those students share certain characteristics: shyness, fear of making mistakes in L2 communication, tendency to stick together with their own group even during SA. Studies specifically dealing with East Asian students include the following: Hong Kong Chinese in Britain (Jackson, 2009); Japanese students in the US (Sasaki, 2011; Tanaka & Ellis, 2003).

### III. The Study

#### A. Participants of the Study

The participants of this study were 52 Japanese teachers of English, all of whom are practicing in Japan. The participating teachers are either members of “ACROSS” (Osaka, Japan), an English teachers’ organization to promote professional development, or colleagues of ACROSS members who voluntarily responded to the questionnaire prepared for and sent by the author of this study.

As indicated in Table 2, the participants, 52 Japanese teachers of English, include 16 males (31%) and 36 females (69%). Although the number of junior high school teachers and senior high school teachers are almost the same, female junior high school teachers constitute the majority of the participants (40%).

TABLE 2 Participants of the Study (by Sex & School)

	JHS*	SHS*	Univ.	Other	TOTAL
MALE	3	13	0	0	16
FEMALE	21	13	1	1	36
TOTAL	24	26	1	1	52

JHS\*=Junior High School, SHS\*=Senior High School

In terms of age, the largest age group is made up of those in their 50s (37%), followed by those in their 20s and those in their 40s (23% each). As you can see in Chart 1, the 50s and the 40s groups, when combined, constitute more than half of all participants (60%). However, despite the higher number of veteran educators, it can still be said that a sample

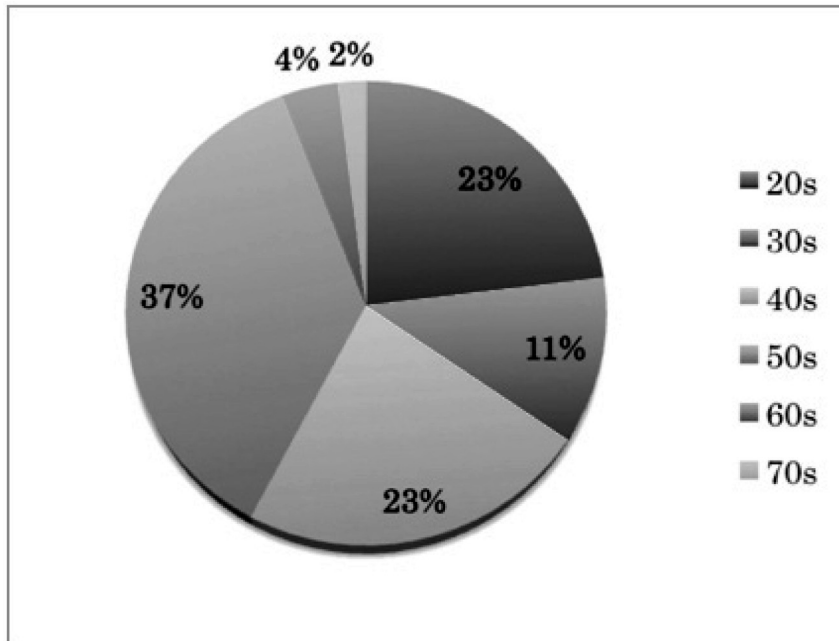
---

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



of the younger generation of teachers has been included in this study as well.

CHART 1 Participants by Age



## B. Questionnaire

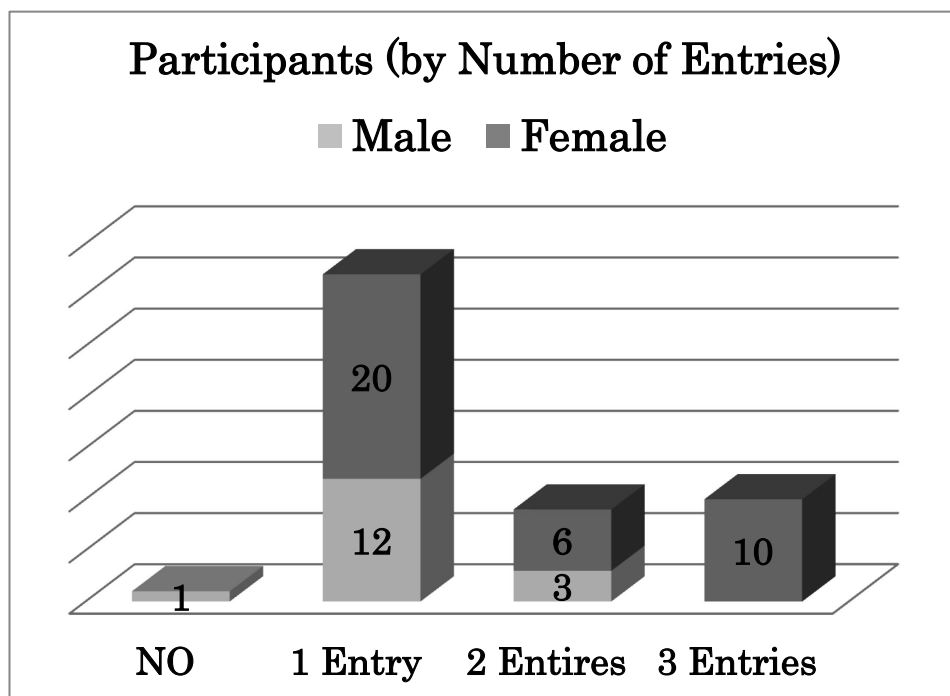
The participants were asked to fill out a questionnaire and list, at most, three overseas programs (“entries”) they took part in. Please refer to the questionnaire in the Appendix for more details on the questionnaire itself. The participants were asked to identify:

- (1) Experience Type: Language study abroad, degree program, home-stay, international conference, workshop, cultural exchange, classroom observation, business trip, and other.
- (2) Contribution of the Experience (How has the overseas experience contributed to their professional life?): Language proficiency, classroom English, teaching methods and techniques, teaching ideas, cross-cultural understanding, teaching other cultures, and other.
- (3) Explanation of the Choice: Why does the participant think this experience has contributed most to his/her professional life?

The following chart shows the number of entries that were made by the participants. As

you can see, one participant said he had never been abroad. Thirty-two participants (62%) made only one entry, nine (17%) made two, and ten (19%) made three.

CHART 2 Participants of the Study (Number of Entries)



It could be argued that because of the nature of this study, the teachers who have never gone abroad shied away from answering the questionnaire and therefore there are far more Japanese teachers of English without any overseas experience.

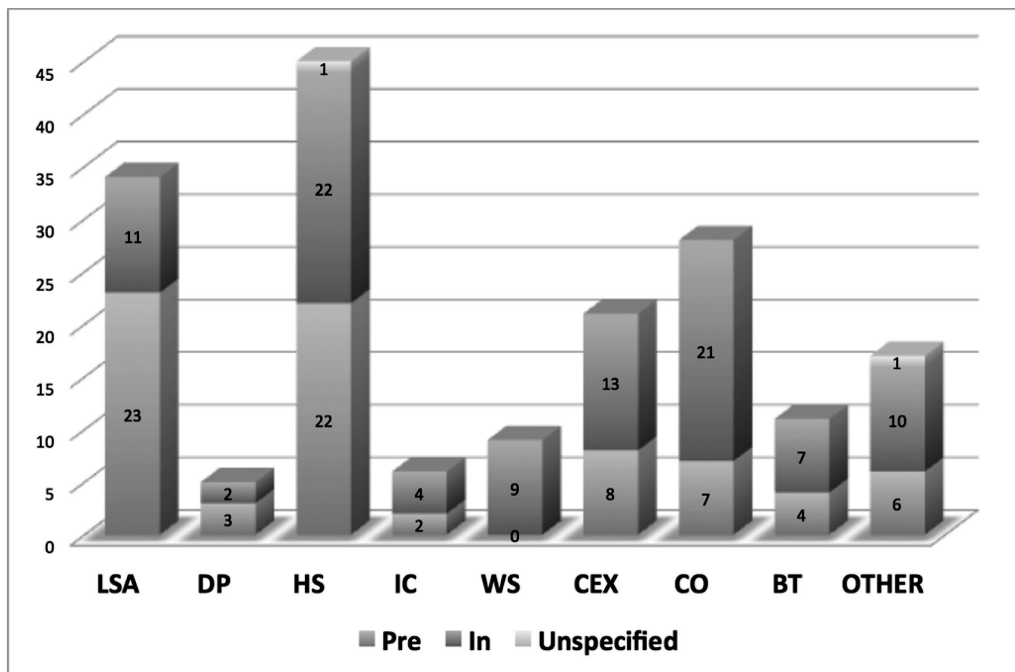
Also, judging from the comments made by the participants, the teachers who made only one entry are likely those who have never gone overseas except for the instance. At the same time, the teachers who made two or three entries are most likely those who often go abroad.

It seems that there is a big discrepancy in terms of overseas experience between the teachers who made zero or one entry and the ones who made two or three entries.

### C. Type of Overseas Experience

According to the entries made by the participants, home-stay is the most popular type of overseas experience (45): 22 pre-service entries, 22 in-service entries, and 1 unspecified entry. The second most popular type is language study abroad (36), followed by classroom observation (28), and cross-cultural exchange (21). Please see Chart 3 below for a summary of the participant entries by type.

CHART 3 Overseas Experience Entries by Type



*LSA (language study abroad), DP (degree program), HS (home-stay), IC (international conference), WS (workshop), CEX (cultural exchange), CO (classroom observation), BT (business trip), and OTHER*

According to Gutel (2008):

A home stay is typically defined as a period of time in which a person resides with a family in a home located outside his or her country of residence. (p. 173)

Although home-stay is popular with both pre- and in-service teachers, language study abroad (LAS) is more popular among pre-service teachers. It is usually a situation where

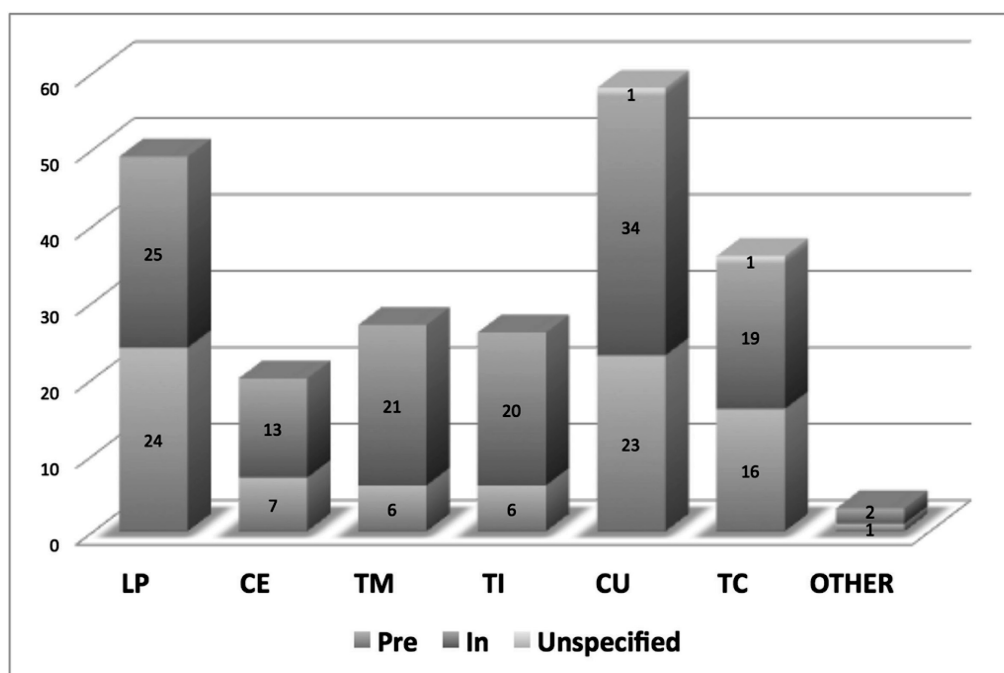
L2 learners study the target language at a university-operated or privately-run institution in a target-language country for a certain period of time. LAS is often set with a home stay (HS) arrangement.

On the other side of the coin, classroom observation (CO) and cross-cultural exchange (CEX) are more common among in-service teachers.

#### D. Contribution to professional life

As shown in the chart below, the most popular contribution, as indicated by the participants of the survey, was cross-cultural understanding (CU) (58): 23 pre-service entries, 34 in-service entries, and 1 unspecified entry. Somewhat surprisingly, language proficiency (LP) came in at a fairly distant second (49). Those two options were then followed by teaching other cultures (TC) (36), teaching methods and techniques (TM) (27), and teaching ideas (TI) (26).

CHART 4 Contribution to Professional Life



*LP (language proficiency), CE (classroom English), TM (teaching methods and techniques), TI (teaching ideas), CU (cross-cultural understanding), TC (teaching other cultures), and OTHER*

It could be argued that the “moderate” gain of language proficiency could be due to either individual differences (Kinger, 2011) or the briefness of the particular program.

### C. Comments by the Participants

Below are some excerpts from the comments made by the participants. This qualitative section is meant to complement the quantitative data above in order to gain a deeper understanding of the participants’ overseas experiences

First, a female senior high school teacher in her 50s refers to her pre-service language study-abroad experience. She mentions the specific teaching method of the school she attended. Although she was a student, the situation is similar to a “classroom observation” (CO) or “the apprenticeship of observation” (Lortie, 1975) where students unconsciously accumulate thousands of hours of classroom observation as students.

*I didn’t improve my English very much, but I realized I would need more practice in order to be able to use English. The teaching style of the English class had a strong impact on me at that time. It was totally different from the English lessons I had taken at school. Students are required to speak spontaneously. I felt that if you didn’t speak, you would get nothing. [sic] (123F50S)*

This teacher vividly remembers her overseas experience of some 30 years ago and it is easy to imagine the impact still remains in her professional life.

A male senior high school teacher in his 40s mentioned his in-service experience of taking students to the United Kingdom (UK) and similarly emphasized the benefits of observation:

*The methods they use in teaching English were totally different from mine. It was a good experience for me to see them with my own eyes, not through books. [sic] (139M40S)*

By observing other teachers teach, in-service teachers learn things they cannot learn otherwise. Cosh (1999) recommends “peer observation” as a reflective process of teacher development. Peer observation should be the opportunity for “a reassessment of those assumptions on the basis of their teaching” (p. 22) and, therefore, it would be better if the observation could be followed by a “question and answer” session where the visiting teacher could ask pedagogical questions and the host teacher answer them and provide rationale.

A female junior high school teacher in her 60s explains her in-service language study-abroad experience and mentions the “mental barrier” that hinders the study of English as a means of communication:

*This was my first and last studying in an English speaking country. I saw a lot of classmates from different cultures. Among them, I realized I have the same tendency as other Japanese in classes, for example, they are afraid of making mistakes in public and don't want to argue with other people. I needed to overcome this so that I could improve my conversation ability. Getting rid of this mental barrier is vital as an international social skill. I had never thought such a thing in Japan. [sic] (110F60J)*

The reticence and silence of Asians students are often discussed in literature (e.g. Jones, 1999; Tsui, 1996) and it might be necessary for Japanese EFL teachers to experience the process of overcoming these psycholinguistic inclinations in order to function as a role model for their students.

Talking about her 6-month in-service study abroad experience in Britain, a female university instructor in her 40s says she appreciated the opportunity to use English as a lingua franca (Seidlhofer, 2005) among non-native speakers of English.

*I had a lot of chances to talk with international students at a university and this gave me chances to learn foreign culture and think about my own culture. (103F40U)*

Study abroad affords not only chances to communicate with native speakers of the target language but also opportunities to meet and talk with non-native speakers from a variety of countries using the target language as a lingua franca. This aspect of overseas experience seems particularly significant in this globalizing age.

A female retired junior high school teacher mentions confidence she gained through her 2-week in-service overseas experience.

*This experience gave me confidence in using English. Thereafter I offered ALT to co-teach in my class in order to give the students as many chances as to talk with Native Speakers of English in the real English circumstance. [sic] (111F70J)*

Among others, Yashima, Zenuk-Nishide, and Shimizu (2004) point out the study abroad experience helps to increase the learners' willingness to communicate (WTC) in the target

language. They state, “To have self confidence in communication in an L2 is crucial for a person to be willing to communicate in that L2.” (p. 141) And this confidence is vital for non-native speaking language teachers for the widely-recommended teaching method now is communicative language teaching, which requires teachers to teach in the target language (e.g. Savignon, 1991).

A male senior high school teacher in his 50s writes that he still uses some of the things he learned through his 3-week in-service overseas experience in his classroom today:

*There are many chances to tell the students about the importance of English as a tool of communication. Some of my experiences abroad made me notice that trying to communicate in English is more important than trying to speak English fluently. I think that's the point in teaching English to the students. (137M50S)*

This teacher is one of the participants who said they had few overseas experiences and he participated in this program in New Zealand in the 1990s. The impact of the program is still there.

Finally, a female junior high school teacher in her 50s summarizes the benefits of her 1-week overseas program in Korea. Her comments could also accurately represent the thoughts and feelings of many of the other participants of this study.

*I learned and realized the following things. They made my foundation of my teaching style.*

- 1. Teaching methodology in theory (by attending the Intensive Course for Japanese Teachers)*
- 2. Improvement of language proficiency*
- 3. How English and other languages are taught (by school visit)*
- 4. The importance to share the experience. After the overseas study, I was asked to write a report and give a presentation on what I learned. In that way, I shared the experience with other teachers and colleagues. I was able to set a new task by exchanging ideas with them. [sic] (102F50J)*

The final part is considered as a “reflective process” necessary for teacher development, as recommended by many authors. (e.g. Freeman, 1999; Schön, 1983)

#### **IV. Summary of EFL Teachers' Overseas Experience**

Although there are limitations of the study due the small scale and self-selected participants, the results of the study can be summarized as follows:

1. Popular Destinations include the USA, Australia, United Kingdom, Canada, New Zealand, and South Korea.
2. Popular Programs include HS (Home-stay: both Pre- & In-service), LSA (Language Study Abroad: Pre-service), CO (Classroom Observation: In-service), and CEX (Cultural Exchange: Both Pre- & In-service). HS and LSA are often provided as a set. OTHERS include in-service participants' taking students to overseas programs.
3. Areas of contribution include CU (cross-cultural understanding), LP (language proficiency), and TC (teaching other cultures). Many in-service teachers also listed TM (teaching methods and techniques), TI (teaching ideas), and CE (classroom English).

Through this study, I have come to strongly believe that overseas experience, short or long, pre- or in-service, is imperative for non-native speaking language teachers. It is a good opportunity for them to gain confidence in their professional life; target language use, teaching methods, cultural understanding, and teaching the target language through the target language.

The teachers' overseas experience and the confidence thereof have a long lasting impact on their career and help them establish and maintain themselves as a role model for their students.

It could be argued that overseas experience broadens the horizon for the teachers' "possible selves" (Markus & Nurius, 1986). As Dörnyei (2008) explicates, "possible selves involve a person's specific image of oneself in future states, and they are therefore similar in many ways to dreams and visions about oneself" (p. 3). Possible selves are a powerful source of motivation for professional development.



## **V. Guidelines for Overseas Programs**

1. Short-term language study abroad programs contribute to participants' language proficiency improvement. In terms of pre-service versus in-service teachers, it would be said that perhaps pre-service participants benefit more.
2. Home-stays could improve both pre- and in-service participants' cross-cultural understanding, as well as language proficiency. Therefore, home-stay should be a major part of teachers' overseas experience.
3. Classroom observation could be a reflective opportunity to provide participants, particularly in-service participants, with rare chances to see other teachers' teaching methods and ideas. It would be even more beneficial if the host teacher could explain to the visiting teacher the rationale behind the pedagogical decisions made before and during the lesson and answer the questions.

## **Acknowledgement**

I would like to thank the English teachers who were kind enough to participate in this study, which was conducted in Japan during the period of December 2013 through February 2014. Many of the participating teachers were either members of "ACROSS" (Association of English Teachers for Cross-cultural Communication) or colleagues of ACROSS members. Although these teachers remain anonymous, without their cooperation, this study would not have been possible. Special thanks go to the officers of ACROSS who made special arrangements for this study: Mr. Toshiyuki Fujisawa, President, Ms. Hiromi Inagawa, Vice President, and Ms. Emi Tanabe, Vice President. I am also very grateful to the following officials of the nonprofit organization, "e-dream's", who functioned as research cooperators for this study: Ms. Fusayo Nakagawa, and Ms. Miki Tsukamoto. Special thanks also go to Mr. Keoki Noji (Honolulu, Hawaii), who kindly gave assistance in proofreading the earlier version of this paper.

## References

- Block, D. (2003). *The social turn in second language acquisition*. Washington, D.C.: Georgetown University Press.
- Braine, G. (2010). *Nonnative speaker English teachers: Research, pedagogy, and professional growth*. New York & London: Routledge.
- Collentine, J. (2009). Study abroad research: Findings, implications, and future directions. In M. H. Long & C. J. Doughty (Eds.), *The handbook of language teaching* (pp. 218-233). Oxford: Blackwell.
- Collentine, J. & Freed, B.F. (2004). Learning context and its effects on second language acquisition. *Studies in Second Language Acquisition*, 26, 153-171.
- Colville-Hall, S., Adamowicz-Hariasz, M., Sidorova, V., & Engelking, T. (2011). Franco-American teachers-in-training: A study of best practices in teaching and studying abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 21, 275-288.
- Cosh, J. (1999). Peer observation: A reflective model. *ELT Journal*, 53(1), 22-27.
- Cushner, K. (2009). The role of study abroad in preparing globally responsible teachers. In R. Lewin. (Ed.), *The handbook of practice and research in study abroad: Higher education and the quest for global citizenship* (pp. 151-169). New York: Routledge.
- de Courcy, M. C. (2004). Language teachers' experiences of language learning and their effect on practice. In M. Bigelow, & C. Walker (Eds.), *Creating teacher community: Selected papers from the Third International Conference on Language Teacher Education (CARLA Working Paper #24) December, 2004* (pp. 259-280), Minneapolis: University of Minnesota, Center for Advanced Research on Language Acquisition. Retrieved March 3, 2014, from <http://www.carla.umn.edu/resources/working-papers/>
- Dewey, J. (1938/1997). *Experience and education*. New York: Simon & Schuster (Kappa Delta Pi).
- Dörnyei, Z. (2008). New ways of motivating foreign language learners: Generating vision. *Links*, 38, 3-4.
- Freeman, D. (1999). Changing teaching: Insights into individual development in the contexts of schools. In C. Ward, & W. Renandya (Eds.), (1999). *Language teaching: New insights for the language teacher: Anthology Series 40* (pp. 28-46). Singapore: SEMEO Regional Language Centre.
- Gutel, H. (2008). The home stay: A gendered perspective. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 15, 173 -188.
- Igawa, K., & Tsujioka, N. (2009). Professional development needs of Cambodian teachers of English: International comparison with Japanese and Korean EFL teachers. *CamTESOL Conference on English Language Teaching: Selected Papers*, 5, 88-98.
- Jackson, J. (2009). Intercultural learning on short-term sojourns. *Intercultural Education*, 20, Supplement 1, S59-S71.
- Jones, J.F. (1999). From silence to talk: Cross-cultural ideas on students' participation in academic group discussion. *English for Specific Purposes*, 18(3), 243-259.
- Kachru, B.B. (1986). *The alchemy of English*. Oxford: Pergamon Press.
- Kinger, C. (2010). American students abroad: Negotiation of difference? *Language Teaching*, 43(2), 216-227.

- Kingtoner, C. (2011). Enhancing language learning in study abroad. *Annual Review of Applied Linguistics*, 31, 58–73.
- Kingtoner, C. (Ed.) (2013). *Social and cultural aspects of language learning in study abroad*. Amsterdam & Philadelphia: John Benjamins Publishing.
- Kramsch, C. (1993). Language study as border study: Experiencing difference. *European Journal of Education*, 28 (3), 349–358.
- Landerholm, E., & Chacko, J. B. (2013). *Student teaching abroad: An experience for 21st century teachers*. ERIC Number: ED540609. Online Submission. Retrieved March 2, 2014, from <http://eric.ed.gov/?id=ED540609>
- Lange, D.L. (1990). A blue print for a teacher development program. In J.C. Richards, & D. Nunan (Eds.) *Second language teacher education* (pp.245–268). Cambridge: Cambridge University Press.
- Larzén-Östermark, E. (2011). Intercultural sojourns as educational experiences: A narrative study of the outcomes of Finnish student teachers' language-practice periods in Britain. *Scandinavian Journal of Educational Research*, 55 (5), 455–473.
- Lortie, D. (1975). *Schoolteacher: A Sociological Study*. London: University of Chicago Press.
- Markus, H., & Nurius, P. (1986). Possible selves. *American Psychologist*, 41 (9), 954–969.
- Mahon, J. (2007). A field of dreams?: Overseas student teaching as a catalyst towards internationalizing teacher education. *Teacher Education Quarterly*, 34 (1), 133–149.
- Medgyes, P. (2001). When the teacher is a non-native speaker. In M. Celcie-Murcia (Ed.), *Teaching English as a second or foreign language* (3rd ed.). (pp. 415–27). Boston: Heinle & Heinle.
- Montrose, L. (2002). International study and experiential learning: The academic context. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 8, 1–15. Retrieved March 3, 2014 from [http://www.frontiersjournal.com/issues/vol8/vol8-08\\_montrose.htm](http://www.frontiersjournal.com/issues/vol8/vol8-08_montrose.htm)International
- Moran, P.R. (1996). "I'm not typical": Stories of becoming a Spanish teacher. In D. Freeman, & J.C. Richards (Eds.), *Teacher learning in language teaching* (pp. 125–153). Cambridge: Cambridge University Press.
- Palmer, D.K., & Menard-Warwick, J. (2012). Short-term study abroad for Texas preservice teachers: On the road from empathy to critical awareness. *Multicultural Education*, 19 (3), 17–26.
- Richards, J.C. (1998). *Beyond training*. Cambridge: Cambridge University Press.
- Richards, J.C. (2011). *Competence and performance in language teaching*. New York: Cambridge University Press.
- Roberts, J. (1998). *Language teacher education*. London: Arnold.
- Sasaki, M. (2011). Effects of varying lengths of study-abroad experiences on Japanese EFL students' L2 writing ability and motivation: A longitudinal study. *TESOL Quarterly*, 45 (1), 81–105.
- Savignon, S. J. (1991). Communicative language teaching: State of the art. *TESOL Quarterly*, 25 (2), 261–277.
- Seidlhofer, B. (2005). English as a lingua franca. *ELT Journal*, 59 (4), 339–341.
- Sharma, S., Phillion, J., & Malewski, E. (2011). Examining the practice of critical reflection for developing pre-service teachers' multicultural competencies: Findings from a study abroad program in Honduras. *Issues in Teacher Education*, 20 (2), 9–22.
- Schön, D.A. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic

Books.

- Smith, J. (2001). Modeling the social construction of knowledge in ELT teacher education. *ELT Journal*, 55 (3), 221-227.
- Tanaka, T., & Ellis, R. (2003). Study-abroad, language proficiency, and learner beliefs about language learning. *JALT Journal*, 25 (1), 63-85.
- Thompson, G. (2002). *Teachers studying abroad: An analysis of changes in linguistic and cultural knowledge and attitudes toward the Spanish culture and the effects of ethnographic interviews*. Paper presented at the TexFlec Conference (Austin, TX, March 29-30, 2002).
- Tsui, A.B.M. (1996). Reticence and anxiety in second language learning. In K.M. Bailey, & D. Nunan (Eds.), *Voices from the language classroom* (pp. 145-167). Cambridge: Cambridge University Press.
- Vélez-Rendón, G. (2006). From student to teacher: A successful transition. *Foreign Language Annals*, 39 (2), 320-333.
- Weger, H.D. (2013). Examining English language learning motivation of adult international learners studying abroad in the US. *RELC Journal*, 44 (1), 87-101.
- Wernicke, M. (2010). Study abroad as professional development for FSL teachers. *Canadian Journal of Applied Linguistics*, 13 (1), 4-18.
- Yashima, T., Zenuk-Nishide, L., & Shimizu, K. (2004). The influence of attitudes and affect on willingness to communicate and second language communication. *Language Learning*, 54 (1), 119-152.

## APPENDIX

### Questionnaire: Overseas Experience for Language Teacher Development

What overseas experiences, pre-service or in-service, do you think have best contributed to your professional life as a language teacher? Language study abroad, degree program, homestay, international conference, workshop, cultural exchange, classroom observation, business trip? Please let me know your opinions and help me design good overseas programs for EFL teachers and teachers in training. (**Koji Igawa**, Shitennoji University, Osaka JAPAN)

1. Your nationality (identify:                      ) & native language (identify:                      )
2. You are; (              ) male, or (              ) female
3. You are in your (20s, 30s, 40s, 50s, 60s) other (              ).
4. You are mainly teaching at; (choose one)  
       (              ) junior high school, (              ) senior high school, (              ) both,  
       (              ) elementary school, (              ) other (identify                      )
5. How long have you been teaching English? (              ) years

What overseas experiences (maxim of 3) do you think have best contributed to your professional life?

1. (Title)

(a)Pre-service/ In-service?	(b) When? (Year)	(c) How long? (Week)	(d) Where? (Country, City)	(e) Organized by
Pre- / In-				

(f) Experience Type: **Please circle the types (multiple answer<sup>1</sup>):**

*language study abroad, degree program, homestay, international conference, workshop, cultural exchange, classroom observation, business trip, other (identify                      )*

**Your Comment:**

(g) The overseas experience has contributed to your professional life in terms of: **Please circle (multiple answer):**

*language proficiency, classroom English, teaching methods and techniques, teaching ideas, cross-cultural understanding, teaching other cultures, other (identify                      )*

**Your Comment:**

(h) Why do you think this experience has best contributed to your professional life?

<sup>1</sup> Multiple answer questions allow users to choose more than one answer.

## 2. (Title)

(a)Pre-service/ In-service?	(b) When? (Year)	(c) How long? (Week)	(d) Where? (Country, City)	(e) Organized by
Pre- / In-				

(h) Experience Type: **Please circle the types (multiple answer):**

*language study abroad, degree program, homestay, international conference, workshop, cultural exchange, classroom observation, business trip, other (identify )*

**Your Comment:**

(i) The overseas experience has contributed to your professional life in terms of: **Please circle (multiple answer):**

*language proficiency, classroom English, teaching methods and techniques, teaching ideas, cross-cultural understanding, teaching other cultures, other (identify )*

**Your Comment:**

(h) Why do you think this experience has best contributed to your professional life?

## 3. (Title)

(a)Pre-service/ In-service?	(b) When? (Year)	(c) How long? (Week)	(d) Where? (Country, City)	(e) Organized by
Pre- / In-				

(j) Experience Type: **Please circle the types (multiple answer):**

*language study abroad, degree program, homestay, international conference, workshop, cultural exchange, classroom observation, business trip, other (identify )*

**Your Comment:**

(k) The overseas experience has contributed to your professional life in terms of: **Please circle (multiple answer):**

*language proficiency, classroom English, teaching methods and techniques, teaching ideas, cross-cultural understanding, teaching other cultures, other (identify )*

**Your Comment:**

(h) Why do you think this experience has best contributed to your professional life?

Thank you very much for your time and thought! I might need to contact you later to clarify what you mean in your responses. Please let me know your e-mail address (or other means), if it is all right.

Your e-mail address: ( ) Thanks! (igawa-k@shitennoji.ac.jp)

## 海外での経験が日本人英語教員に与える影響

井 川 好 二

本稿は、語学教員の(1)第2言語の使用、(2)教授法、(3)異文化理解に関する専門知識、教育理念、教育態度、授業実践に、海外での経験が与える影響を調査した小規模なアンケート調査の結果を報告するものである。日本人英語教員にアンケート調査を行い、長期あるいは短期の海外プログラム（語学研修、ホームステイ、文化交流、その他）への参加の有無を尋ね、参加したプログラムの教員人生への影響をきいた。調査結果の報告とまとめに加え、語学教員向け海外研修のためのガイドラインを付した。

