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What Influences Teacher Efficacy Among English Teachers
in Japanese Secondary Schools?

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What Influences Teacher Efficacy Among English Teachers in Japanese Secondary Schools?

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Contents

1	Introduction-----	1
2	Background -----	3
2.1	Theoretical Framework -----	3
2.1.1	What is Self-efficacy?-----	3
2.1.2	Sources of Efficacy Beliefs-----	3
2.1.3	The Definition of Teacher Efficacy-----	4
2.1.4	The Origin of Teacher Efficacy -----	5
2.1.5	Factors Associated with Teacher Efficacy-----	6
2.1.6	Measurements of Teacher Efficacy-----	7
2.1.7	Teacher Efficacy in EFL Teachers-----	8
2.2	English Education in Japanese Secondary Schools -----	9
2.2.1	The Situations around English Education in Japan-----	9
2.2.2	English Teachers' Beliefs-----	11
2.2.3	Unique Beliefs among English Teachers in Japan-----	12
2.2.4	English Teachers' English Proficiency-----	13
2.2.5	English Teacher Education in Japan -----	14
2.2.6	The Possibilities of New Trends-----	15
3	Methods -----	18
3.1	Procedure-----	18
3.2	Participants-----	18
3.3	Questionnaire -----	20
3.3.1	Teacher Efficacy Scale-----	20
3.3.2	English Proficiency Scale -----	22
3.3.3	Collegiality Scale-----	22
3.3.4	Teacher Development Scale-----	23
3.3.5	Teacher Belief Scale-----	24
3.3.6	Other Items-----	24

4	Results-----	26
4.1	Factor Analysis-----	26
4.1.1	Teacher Efficacy Scale-----	26
4.1.2	English Proficiency Scale -----	27
4.1.3	Collegiality Scale-----	28
4.1.4	Teacher Development Scale-----	29
4.1.5	Teacher Belief Scale-----	32
4.2	Descriptive Statistics of Each Scale and Subscale-----	35
4.3	Correlations Among Each Scale-----	37
4.4	Multiple Regression Analysis-----	38
4.5	Effects of Demographic Factors-----	42
4.5.1	Differences of sex -----	43
4.5.2	Differences of the Scores between the Types of Schools-----	43
4.5.3	Differences of the Scores between Job Experiences-----	43
4.5.4	The Influence of Teaching Experiences on Teacher Efficacy and English Proficiency-----	44
4.5.5	The Influence of Overseas Experiences on Teacher Efficacy and English Proficiency-----	45
4.6	Descriptive Statistics of the Independent Items and Correlation with Teacher Efficacy-----	45
5	Discussion-----	47
5.1	Findings from the Descriptive Statistics -----	47
5.2	The Relationships between Teacher Efficacy and Other Factors -----	49
6	Conclusion -----	55
	References-----	57
	Appendix-----	64
	Appendix 1: Descriptive Statistics of Every 70 items in the Questionnaire-----	64
	Appendix 2: The Questionnaire Used in This Study -----	67

1. Introduction

What gives teachers a sense of fulfillment and satisfaction? What gives teachers absolute confidence in teaching? What drives teachers to be engaged in teaching enthusiastically in a good condition both physically and mentally?

I have been teaching English for over 15 years at high schools and have come to realize that teaching English is more difficult than people think and perhaps than English teachers perceive. People talk about English education in their daily conversation and complain, “We studied English at junior high school and senior high school, but we can’t speak English at all,” blaming English education for their failure. This phenomenon cannot be seen in other subjects like mathematics or music. This is probably because English is likely to be a matter of considerable public concern in the continuing progress of globalization.

Governmental policies are also influenced by this progress of globalization, and politics of English education have been changed a lot. Teachers are struggling, trying to meet the change, but a dilemma in schools seems to exist.

Even in such a difficult situation, there are English teachers who have conducted effective teaching practices with a sense of fulfillment and satisfaction. What is needed for English teachers to do so, and what influences English teachers’ sense of fulfillment and satisfaction to keep on conducting good teaching practices? This is the starting point of the present study.

Here I define *sense of fulfillment and satisfaction* as the following: A satisfactory state of mind in conducting teaching practices. It is not fixed but flexible for any change in the

future. When teachers feel successful in conducting classes, they apply the changes in other classes, while for unsuccessful classes they try to discover the causes and improve them.

But the concept of sense of fulfillment and satisfaction is vague and there are few scales to measure it. In the light of my definition, it seems to be similar to the concept of self-efficacy; therefore, I use the concept of self-efficacy in this study.

Another reason why I use the concept of self-efficacy is that there is much previous research in which teachers' sense of efficacy influences students' motivation, outcomes and their self-efficacy. There has been a lot of research on effective teaching methods or students' motivation, but little has been conducted from this perspective. Because teaching is a complex, multidimensional activities, various approaches to conduct effective classes should be taken.

In this study, I explore what influences teacher efficacy among English teachers in Japanese secondary schools in relation with various factors such as English proficiency, collegiality, teacher development, and teacher belief.

2. Background

2.1 Theoretical Framework

2.1.1 What is Self-efficacy?

The concept of self-efficacy primarily comes from Albert Bandura's social cognitive theory over thirty years ago. He defined perceived self-efficacy as "beliefs in one's capacity to organize and execute the courses of action required to produce given attainments" (Bandura, 1997, p3). Self-efficacy is a future-oriented belief about the level of competence a person expects he or she will display in a given situation. Self-efficacy beliefs influence thought patterns and emotions that enable actions in which people expend substantial effort in pursuit of goals, persist in the face of adversity, rebound from temporary setbacks, and exercise some control over events that affect their lives (Bandura, 1977, 1993, 1995, 1997).

For over a quarter century, research in many areas has demonstrated the power of self-efficacy perceptions in human learning, performance, and motivation. Among the mechanisms of human agency, none is more central or pervasive than people's beliefs of personal efficacy. The findings of diverse research, in which efficacy beliefs are systematically varied, are consistent in showing that such beliefs contribute significantly to human motivation and attainments (Bandura, 1992). Self-efficacy theory has become one of the most well-known contemporary motivation theories in psychology.

2.1.2 Sources of Efficacy Beliefs

Bandura (1977, 1997) stated that people develop their self-efficacy from four sources

of information. The most effective way of creating a strong sense of efficacy is through *mastery experiences*. They provide the most authentic evidence of whether one can muster whatever it takes to succeed. The second influential way is through the *vicarious experiences* provided by social models. Seeing people similar to themselves succeed by perseverant effort raises observers' beliefs that they, too, possess the capabilities to master comparable activities. The third way of strengthening efficacy beliefs is *social persuasion*. People who are persuaded verbally that they possess the capabilities to master given activities are likely to mobilize greater effort and sustain it than if they harbor self-doubts and dwell on personal deficiencies when problems arise. People also rely partly on their *physiological and emotional states* in judging their capabilities. The fourth way of altering efficacy beliefs is to enhance physical status, reduce stress and negative emotional activities, and correct misinterpretations of bodily states. Affective states can have widely generalized effects on beliefs of personal efficacy in diverse spheres of functioning.

2.1.3 The Definition of Teacher Efficacy

Teacher efficacy has been defined as “the extent to which the teacher believes he or she has the capacity to affect student performance” (Berman, McLaughlin, Bass, Pauly, & Zellman, 1977, p. 137), or as “teachers’ belief or conviction that they can influence how well students learn, even those who may be difficult or unmotivated” (Guskey & Passaro, 1994, p. 4).

Tschannen-Moran and Woolfolk Hoy (2001) defined teacher efficacy as a ‘teacher’s judgment of his or her capabilities to bring out desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated.’

Various researchers have used different terms to describe this construct, “teacher efficacy,” such as “teachers’ self-efficacy,” “teachers’ perceived efficacy,” and “teachers’ sense of efficacy.” But these describe almost the same concept. Thus, throughout this study, , I use the term “teacher efficacy” as an inclusive term as defined above hereafter.

2.1.4 The Origin of Teacher Efficacy

The concept of teacher efficacy initially came from a research of teacher characteristics and student learning, conducted by the RAND organization, with the work of Rotter (1966) as a theoretical base (Armor et al., 1976). In the research, two items concerning teacher efficacy were added to an already extensive questionnaire. Surprisingly, they turned out to be among the most powerful factors examined in the research, and teacher efficacy was conceptualized as a global construct.

The result of the RAND research evoked interest in the construct of teacher efficacy. After that various research was conducted with the RAND items as measures to find correlation of teacher efficacy and other factors, which range from student achievement to teacher stress.

With this strand of research grounded in Rotter’s social learning theory developed, another conceptual strand grew out of the social cognitive theory of Bandura and his construct of self-efficacy, as initially described in his 1977 article. He identified teacher efficacy as a type of self-efficacy – a cognitive process in which people construct beliefs about their capacity to perform at a given level of attainment.

According to Bandura (1993), the task of creating environments conducive to learning rests heavily on the talents and self-efficacy of teachers. Teachers’ beliefs in their

instructional efficacy influence the kind of learning environment they create to orchestrate learning. Evidence indicates that classroom atmosphere is partly determined by teachers' beliefs in their instructional efficacy.

Gibson and Dembo (1984) found that teachers who have a high sense of instructional efficacy devote more classroom time to academic learning, provide students who have difficulty learning with the help they need to succeed, and praise them for their accomplishments. In contrast, teachers who have a low sense of instructional efficacy spend more time on nonacademic pastimes, readily give up on students if they do not get quick results, and criticize them for their failures. Thus, teachers who believe strongly in their instructional efficacy create mastery experiences for their students. Those beset by self-doubts construct classroom environments that are likely to undermine students' sense of efficacy and cognitive development (Bandura, 1993).

2.1.5 Factors Associated with Teacher Efficacy

Over the past three decades of research, findings have indicated that teachers' self-efficacy affects students' achievement and motivation (Gibson & Dembo, 1984), teachers' adaptation of innovation (Ghaith & Yaghi, 1997; Guskey, 1988), commitment to teaching (Coladarci, 1992), teachers' classroom management and control strategies (Woolfolk & Hoy, 1990; Woolfolk et al., 1990).

Ashton and Webb (1986) documented the cumulative impact of teachers' instructional self-efficacy on students' academic achievement. Teachers' beliefs concerning their efficacy predict students' level of mathematical and language achievement over the course of the academic year, with variations in students' entering ability statistically controlled.

In addition to being related to student achievement, teachers' sense of efficacy has been associated with other student outcomes such as motivation (Midgley, Fedlafer, & Eccles, 1989) and students' own sense of efficacy (Anderson, Greene, & Loewen, 1988).

In addition, teachers' efficacy beliefs appear to affect the effort teachers invest in teaching, their level of aspiration, and the goals they set. Teachers with a strong sense of efficacy tend to exhibit greater levels of planning, organization, and enthusiasm (Allinder, 1994). Teachers with higher efficacy judgments tend to be more open to new ideas, more willing to experiment with new methods to better meet the needs of their students (Guskey, 1988; Stein & Wang, 1988), and more committed to teaching (Coladarci, 1992). Efficacy beliefs influence teachers' persistence when things do not go smoothly and their resilience in the face of setbacks (Gibson & Dembo, 1984).

2.1.6 Measurements of Teacher Efficacy

RAND researchers used only two items for measuring teacher efficacy: (1) teachers' efficacy to educate difficult and unmotivated students, and (2) the efficacy of teachers in general to overcome the negative impact of adverse home environments on students' academic motivation (Berman, McLaughlin, Bass, Pauly, & Zellman, 1977).

Gibson and Dembo (1984) developed a 30-item measure of teacher efficacy, measuring teachers' belief in their efficacy to motivate and educate difficult students and to counteract adverse home and community influences on students' academic development. It is a two-factor structure: one is called personal teaching efficacy (assuming that it reflected self-efficacy: the main component of Bandura's social cognitive theory) and the other is called teaching efficacy (assuming that it captured outcome expectancy: the second

component of Bandura's social cognitive theory in which a person assesses the likely consequences of the performance level he or she expects to achieve). These two separate factors have been found in other research on teacher efficacy, but considerable confusion and debate have arisen over their meaning. While there is general agreement that personal teaching efficacy has to do with one's own feelings of competence as a teacher, the meaning of the second factor has been in question.

Both the RAND and Gibson and Dembo scales focused on coping with students' difficulties and disruptions as well overcoming the impediments posed by an unsupportive environment. Lacking were assessments of teaching in support of student thinking, effectiveness with capable students, creativity in teaching, and the flexible application of alternative assessment and teaching strategies. To cope with these limitations, Tschannen-Moran & Woolfolk Hoy (2001) developed the Ohio State Teacher Efficacy Scale (OSTES), which consists of three dimensions of efficacy for instructional strategies, student engagement, and classroom management. The three dimensions represent the richness of teachers' work lives and the requirements of good teaching and capture a wider range of teaching tasks.

2.1.7 Teacher Efficacy in EFL Teachers

Grounded in Bandura's conceptualization of self-efficacy, researchers argue that teacher efficacy is multidimensional, subject-matter specific, and therefore, varies across tasks. Thus, researchers claim that teacher efficacy should be examined in terms of tasks and specific contexts.

Although a growing number of studies have investigated teacher efficacy in different

subject matters such as mathematics or science, little research has been conducted to explore the teacher efficacy of English teachers in contexts outside the US.

Chacón (2005) explored self-efficacy beliefs among English as a Foreign Language teachers in high schools in Venezuela. In the study, the Ohio State Teacher Sense of Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001) was used to assess efficacy for management, engagement, and instructional strategies. Results indicated that teacher efficacy for instructional strategies was higher than efficacy for management and engagement. Results also showed that teachers' perceived efficacy was correlated with self-reported English proficiency.

Eslami & Fatahi (2008) also examined the relationship between the English proficiency and the teacher efficacy of nonnative English speaking Iranian EFL teachers. The results showed that teacher efficacy was positively related with teachers' English proficiency. The findings also revealed that the more efficacious the teacher felt, the more inclined they were to use communicative-based strategies.

However, little research has been conducted on what factors influence on teacher efficacy in detail or how to keep teacher efficacy high in EFL contexts.

2.2 English Education in Japanese Secondary Schools

2.2.1 The Situation around English Education in Japan

After 2000, the situation surrounding English education in Japan has changed drastically. In the Report of the Prime Minister's Commission on Japan's Goals in the 21st Century submitted to Prime Minister Keizo Obuchi in 2000, English was much more emphasized in Japan as the international lingua franca and was proposed to give the status of

“a second working language.”

In 2001, according to the report of the “Round-table Committee for the Improvement of English Teaching Methods,” they addressed current problems in teaching English and emphasized consistent English education through each school level, the improvement of teaching methods, the significance of teacher training, and the importance of motivation of learners.

Citing globalization and progress in information technology as driving forces behind an increased need for Japanese to develop English ability, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) introduced “Action Plan to Cultivate ‘Japanese with English Abilities’”, (MEXT, 2003) in which the specific targets for English teacher proficiency were set for the first time (STEP pre-first level, TOEFL 550, TOEIC 730 or over). In terms of instruction, the action plan called for a greater focus on communicative abilities, “In order to be able to ‘make use of English,’ it is necessary not only to have knowledge of grammar and vocabulary but also the ability to use English for the purpose of actual communication. Thus, in English classes, instruction mainly based on grammar and translation or teacher-centered classes are not recommended. Through the repetition of activities making use of English as a means of communication, the learning of vocabulary and grammar should be enhanced, and communication abilities in ‘listening’, ‘speaking’, ‘reading’, and ‘writing’ should be fostered. Such techniques for instruction are necessary” (MEXT, 2003).

In December in 2008, “English classes should be conducted in English” was stated clearly for the first time in the new Ministry’s Courses of Study for high schools. This has become a controversial topic not only among high school teachers but also every English

teacher throughout the country.

In the stream of the movement, the situation surrounding “English” and “English education” has been changing so drastically that it could be said that everything is going on without examining the validity of these opinions and measures, prompting criticism and concern.

English teachers are supposed to change their teaching styles and beliefs according to this external pressure rather than their internal motivation based on their teaching practices or what they learned from teacher education at university. How can English teachers in junior and senior high schools adapt their teaching styles and teaching beliefs to this rapid change? Can't teacher efficacy to keep themselves motivated be threatened by this trend? What factor is the most important to maintain teacher efficacy in teaching English amidst such educational innovations?

2.2.2 English Teachers' Beliefs

In trying to understand how teachers deal with all the dimensions of teaching, it is necessary to examine the beliefs and thinking processes which underlie their classroom actions.

According to Johnson (1994), educational research on teachers' beliefs share three basic assumptions: (1) Teachers' beliefs influence perception and judgment. (2) Teachers' beliefs play a role in how information on teaching is translated into classroom practice. (3) Understanding teachers' beliefs is essential to improving teaching practices and teacher educational programs.

In order to clarify what underlies teaching practice, substantial research on teachers'

belief, teachers' knowledge, and teacher cognition has been undertaken in the past 30 years. However, the majority of studies are from the United States, Hong Kong, the United Kingdom, and Austria and few were from in the EFL context in other countries. Also, much more attention has been paid to the study of language teacher cognition in preservice contexts than in in-service teacher education.

2.2.3 Unique Beliefs among English Teachers in Japan

In general, non-native English teachers in EFL countries have different beliefs from native English teachers. They have different process of learning English and the context in which English is learned. They tend to have less confidence in their English proficiency, especially in communicative English proficiency, and feel difficulties or dilemma in teaching English (Chacón, 2005; Li, 1998; Liu, 2004). The same thing could be said in the Japanese context, or perhaps it is more difficult, because Japanese has a great language distance from English. Cultural distance is also large compared to many other countries. In these respects, the difficulties in non-native English teachers teaching English must be focused on more, but it seems that this has not been emphasized much in English education in Japan, and little research has been conducted.

According to Sasajima (2008), secondary-school EFL teachers in Japan may have some difficulties in maintaining their teacher beliefs and cultivating their teacher knowledge. That is because they have no clear standards of what to do in their English classroom. In other words, there are only vague or different beliefs or thoughts about what to teach and how to teach English.

2.2.4 English Teachers' English Proficiency

Lafayette (1993) stated that "Among the components of content knowledge, none is more important to foreign language teaching than language proficiency." In the field of applied linguistics, the issue of non-native English teachers' language proficiency is gaining significance (Eslami-Rasekh, 2005). Reves and Medgyes (1994) found in their survey that 84 % of the nonnative English speaking teachers acknowledged they had problems in their English proficiency. Sammy and Brutt-Griffler (1999) reported that 72 % of their non-native speaking graduate student subjects admitted that their insufficient language proficiency impeded their teaching. However, there are few studies to explore non-native English speaking teachers' English proficiency in detail, though it is often highlighted in a number of studies.

In Japan, although teachers' English proficiency is emphasized these days, it is not clear what kind and what level of English proficiency are needed to meet various purposes, such as communicative classes in English or conducting writing classes. Therefore, English teachers tend to have a more obscure idea and rely on only their own teaching experiences concerning the importance of teachers' English proficiency.

According to Hisamura and Jimbo (2008), many teachers in Japan think that general teaching skills are more important than just the English proficiency. But the relationship between teachers' English proficiency and teachers' general teaching skills has not been studied empirically. Also, there has been no research on how EFL teachers' English proficiency influences their teaching practice or beliefs.

Chacón (2005) showed in her study in Venezuela that EFL teachers' English proficiency had a positive correlation with teacher efficacy. She concluded that the more

English proficiency EFL teachers have, the more teacher efficacy they have.

Eslami & Fatahi (2008) also examined the relationship between the English proficiency and the teacher efficacy of nonnative English speaking Iranian EFL teachers. The result showed that the teacher efficacy was positively correlated with their English proficiency.

These findings are important because teacher efficacy influences the teachers' practice in terms of efforts, goals, and challenges they set up for themselves and for their students.

2.2.5 English Teacher Education in Japan

Traditional teacher education was mainly knowledge-based, but as communicative language teaching has been focused on, the trend has shifted to how to conduct effective teaching practices.

However, according to Sasajima (2008), most EFL teacher education programs in Japan can lack the balance of theories and practices of language teaching methodology. One of the reasons is the systematic problem of preservice teacher education and recruitment. Preservice teacher education contents and social or school needs for teachers are not always congruent, and the main work of EFL teachers in secondary education is not all related to English teaching but whole-person education. The purposes of teaching English are actually broad and vague in teaching in the classroom.

In-service teacher education mainly depends on the regional Board of Education, which offers a variety of programs, but in many cases, they are not examined their effectiveness theoretically. Some teachers think of them as useless or just a waste of time.

On the other hand, there are teachers who attend a variety of English seminars or conferences to get useful information to apply to their actual classroom. They try various

methods as soon as they get useful ideas from such meetings to improve their teaching practice, but the information tends to be not theoretical knowledge based on empirical research, but the reports of teaching practices in certain context, lacking their generalizability. But as teaching involves multidimensional activities, what kind of information is the most useful to teachers remains unknown.

In this study what kind of teacher education, that is, what kind of teacher development is effective for keeping teacher efficacy high, is examined.

2.2.6 The Possibilities of New Trends

Although the effectiveness of conventional teacher education has been in question, a number of successful cases have been reported on teacher development. Here are some of the trends in the context of teaching practice.

Action Research

Action research (AR) originally emerged as a vehicle for professional development paralleled growing interest in learner-centered curriculum design (Nunan, 1989; Johnson, 1989) and classroom-based research (Allwright, 1988). The notion of the teacher as a self-reflective, inquiring, and critically motivated practitioner also accelerated interest in action research and in English language teaching environment, as did the advocacy of the concept of the “teacher as researcher” (Allwright and Bailey 1991; Nunan 1989).

Because the driving purpose for the AR process is to bridge the gap between the ideal (the most effective ways of doing things) and the real (the actual ways of doing things) in the social situation (Burn, 2009), those who perceived some difficulties in their classroom

situations, it could be one of the realistic processes and solutions.

Action research has been adopted increasingly in the programs of in-service teacher education in Japan since Sano (2000) introduced the concept in the context of the classroom, showing the changes of teachers' attitudes for teaching practices and the suggestion for future teacher education (Nagasaki, 2009).

Reflective Practice

Reflective practice also has gotten attention. Being reflective assists teachers' lifelong professional development, enabling them to critique teaching and make better-informed teaching decisions. This axiom is widely accepted in language teacher education contexts, but what it means in practice is not all that clear (Burton, 2009). This is partly because the term reflective practice is used in connection with a variety of teacher-learner activities and partly because the actual nature of reflection, like other cognitive skills, remains somewhat elusive. Reflective practice has become something of a slogan term (Noffke and Brennan, 2005).

However, being reflective seems to draw a considerable attention from English teachers in Japan, too, and the number of seminars or teacher training programs on reflective practice has been increasing.

Collegiality

In the past, teaching has traditionally been an occupation pursued largely in isolation from one's colleagues. Freeman (1998) described it as an "egg-box profession" in which each teacher is carefully kept separate from the fellow teachers. The concept of collegiality is rather new. According to Burns (1999), collaboration with other teachers is seen as a

significant benefit personally and as a key factor in generating solutions to changes in institutional demand. There have been many reports of teaching practices that emphasized the importance of collaborative practices with colleagues. However, the concept itself is vague and has not been researched in detail yet.

In the present study, I examine the relationship between these new concepts with teacher efficacy, and what factors are related strongly with teacher efficacy to proceed on better teaching practices.

3. Method

3.1 Procedure

This survey was conducted in three different ways; by mailing at random throughout Japan, by asking teachers individually in the Kansai area, and at several English teachers' meetings or seminars.

As for the mailing survey, a set of 5 questionnaires was sent to 60 senior high schools (at least one high school in every prefecture in Japan), 20 junior high schools at random, and three 6-year secondary schools, 83 schools in total. Total number of questionnaires sent was 415. The respondents were asked to send the questionnaires back to the author by mailing individually. 84 respondents sent back the questionnaires (response rate: 20.2%)

As for asking teachers individually, I asked the teachers of 11 senior and junior high schools and got 37 respondents in total. Each school had 2-9 respondents.

As for the English teachers' meetings, 29 high school teachers responded at one seminar in Tokyo by Benesse, and 12 junior high school English teachers responded at one teachers' meeting. Nine teachers responded at Teacher Certification Renewal course in a university in Osaka. Also 16 teachers who were members of English teachers' mailing list responded, and 2 more answered the questionnaire in a teachers' seminar in Osaka.

3.2 Participants

The respondents were 189 English teachers in total working for junior and senior high schools in Japan.

- (1) Gender: The teachers were 96 males, 84 females and 9 were unknown.
- (2) Affiliation: Forty four teachers belonged to junior high schools, 130 teachers belonged to high schools, 7 teachers belonged to 6-year secondary schools, and 5 teachers unknown. 148 teachers worked for public schools, 36 teachers worked for private schools, and 5 unknown.
- (3) Work Experience: Years of teaching English was as follows: 19 teachers with less than three years, 17 teachers with three years to five years, 24 teachers with five years to ten years, 23 teachers with ten years to 15 years, 27 teachers with 15 years to 20 years, 40 teachers with 20 years to 25 years, 35 teachers with more than 25 years, and 4 unknown.
- (4) Experience Abroad: The period of staying abroad was as follows: 24 teachers with less than two weeks, 42 teachers with two weeks to one month, 34 teachers with one month to three months, 17 teachers with three months to six months, 32 teachers with six months to one year, 32 teachers with more than one year of staying abroad, and 11 teachers unknown.
- (5) University Major: As for the major at universities (or graduate schools), 57 teachers answered they majored in English education, 72 teachers majored English literature, 33 teachers English linguistics, and 36 teachers other majors, with unknown 8 teachers.
- (6) Other Job Experience: Forty six teachers had job experiences other than a teacher, 136 had no experience of other jobs, and 7 unknown.

3.3 Questionnaire

The questionnaire used in this study consisted of 70 items, followed by respondents' demographic information and free comments.

To select the items for the questionnaire, more than initial 100 items were examined with respect to teacher efficacy, English proficiency, collegiality, teacher development and teacher belief. After a pilot testing, some of the items were revised and some omitted, resulting in 70 items (see Appendix 1). The 70 items of the questionnaire comprised the scales below, and were arranged at random.

3.3.1 Teacher Efficacy Scale

As for the teacher efficacy scale, the Ohio State teacher efficacy scale by Tschannen-Moran & Woolfolk Hoy (2001) had good validity and reliability based on the several teacher efficacy scales in previous research. Chacón (2005) adapted it to fit the context of EFL by adding or substituting “English” or “English learning” for “school work” in each item, to assess the teachers' perceived efficacy among EFL teachers. In the present study, the 6 items Chacón used were selected according to the high factor loadings (2 items each from the 3 subscales; efficacy for engagement, efficacy for management, and efficacy for instructional strategies). Item 19 “I can motivate students who don't show interest in learning English” and item 58 “I can get students to believe they can do well in English” were from efficacy for engagement, item 33 “I can get students to follow classroom rules in my English classroom” and item 67 “I can calm a student who is disruptive or noisy in my English class” were from efficacy for management, and item 10 “I can use a variety of assessment strategies” and item 25 “I can provide an alternative explanation or example

when students are confused” were from efficacy for instructional strategies.

In addition, as one item from Ohio State Teacher Efficacy Scale was thought to be important in the real educational situation, it was adapted to fit the context of EFL as Chacón did and was added (item 17 “I can adjust my lessons to the proper English level for individual students”).

Although they used a 9-point scale and each item was described like, “How much can you do ...?”, in the present study they were changed to “I can ...,” and a 6-point Likert scale was used, ranging from “Strongly agree = 6” to “Strongly disagree = 1,” because in this study items from different scales made up one questionnaire and were arranged at random.

Another item from the Teacher Efficacy Scale used by Gibson & Dembo (1984) could also be thought as one of the big factors that influenced teacher efficacy and was used in this study (item 34 “When the grades of my students improve, it is usually because I found more effective teaching approaches”). Item 45 “I can motivate students who show interest in learning English” was created to support the other side of item 19 “I can motivate students who don’t show interest in learning English.” In general, teachers and students had more intimate relationships in Japan than in other countries and it could have some influences on teacher efficacy, item 11 “When the grades of my students improve, it is usually because I have a good relationship with the students” and item 31 “I have a desirable relationship with students” were created and added here.

The sense of fulfillment and satisfaction seemed to have a lot to do with teacher efficacy, so item 3 “I do my English class with a sense of fulfillment and satisfaction” was added. In total, 12 items above were to be examined as the components of teacher efficacy scale in this study.

3.3.2 English Proficiency Scale

To investigate teachers' perceived English proficiency, 10 items (8,12,20,24,28,35,48,52,57,63) were selected from the measurement used by Chacón (2005).

For example, item 20 "I can express and support my opinion in English when speaking about general topics" (speaking skill), item 52 "I can write a short essay in English on a topic of my knowledge" (writing skill), item 57 "I can understand magazines, newspapers, and popular novels when I read them in English" (reading skill), item 24 "I can understand when two English-speakers talk at a normal speed" (listening skill), and item 8 "I know the English terms to use in regular classroom interaction with students" (classroom English skill) were used.

English proficiency tests were not conducted and the scores of such English proficiency tests as TOEIC or TOEFL were not requested. Perceived English proficiency assessment questions avoided the possibility of mental obstacles the teachers might have had to report their own scores of such tests. Also, self-assessment of English proficiency showed reasonably acceptable correlations with other objective measures (Blanche & Merino,1989).

3.3.3 Collegiality Scale

A collegiality scale was made up of 6 items (22,27,44,50,62,69). Because there was little research in which collegiality was examined by using objective instruments, the new items below were made based on the literatures that described the importance of collegiality (Burns,1999; Crookes,2003; Jacobs and Farrell, 2001) and several reports of Super English Language High Schools (SELHi) (Yamaoka, 2005). They were as follows: item 22 "I observe my colleagues' classes or exchange ideas," item 27 "I work together with my colleagues on

the assessment of the students,” item 44 “The principal of my school understands my English classes well,” item 50 “I collaborate to proceed English education with my colleagues and teachers in other schools,” item 62 “When I have difficulties in my English class, I consult my colleagues or mentors about my class,” and item 69 “I work together with my colleagues on making curriculums and syllabuses.”

3.3.4 Teacher Development Scale

Because there was little research in which teacher development scale was examined by using objective instruments, in this study items were made based on my own teaching experience, discussion with some English teachers, and previous research that focused on the importance of teacher development. Then 21 items (2,5,6,13,16,21,23,32,36,37,39,41,43, 46,49,53,54,59,60,66,68) were created.

This scale was composed of various aspects regarding teacher development, for example, knowledge for English education in general (item 37 “I participate in meetings or conferences of English education”), training for English proficiency (item 59 “I read books, newspapers, or articles on the Internet etc, in English”), the perception of the change through teaching experiences (item 23 “My way of teaching has changed compared to when I began teaching”), etc. As reflection and reflective practice as well as action research have been at the center of a wide range of educational practices, to investigate whether they had influences on teacher efficacy, some items were included related to them. (item 53 “I reflect my own teaching after almost every class,” item 6 “I try to discover the causes of my unsuccessful classes and improve them”.)

Next, I examine which factors in teacher development scale would influence the most

on teacher efficacy, extracting factors by conducting factor analysis.

3.3.5 Teacher Belief Scale

With respect to the teacher belief scale, a wide range of teacher beliefs was picked up, from general belief that English teachers had for English education, (item 26 “I think that we have better understandings of languages and cultures through English education”) to a practical belief that teachers had when teaching in the classroom for each activity (item 40 “I think that the interaction among students in class is important”), and realistic belief like item 38 “I think English classes are limited when entrance examinations of universities (high schools) are taken into consideration.” In addition to that, the item which was now one of the controversial issues, “I think that it is possible to conduct classes in English at high schools” as item 14 was included. 18 items (1,4,9,14,15,26,29,30,38,40,42,47,55,56, 61,64,65,70) were selected in total.

In selecting the items, Borg (2006), Inoi (1999), Jimbo et al. (2008) and Richards (1999) were referred to. The discussion with my colleagues and my own teaching experience were also taken into consideration.

3.3.6 Other items

Lastly, the three items below were added, though they were not classified in any scales above and were to discuss independently.

Item 7 “I feel a gap between my ideal English class and the actual ones” was added because the perception of such a gap was thought to have a considerable influence on teacher efficacy.

To investigate how the teacher training programs conducted by regional Board of Education were thought by English teachers who attended them, item 18 “English teachers training programs which I have to take have been useful to me” was included and the relationship of the teacher efficacy was to be examined.

According to Jimbo et al. (2008), English teachers in Japan thought that their teaching skills were more important than their English proficiency. Then item 51 “I think teachers’ English proficiency is more important than teaching skills” was added to verify this belief and examine the relationship with teacher efficacy.

4. Results

4.1 Factor Analysis

The means and the standard deviations of all the 70 items were computed (see Appendix 1). Item 21 “I talk to Japanese colleagues of English in English” was excluded from the further analysis as it showed the floor effect of 0.61 (mean-SD). Item 16 “I write diaries, letters, blogs, essays etc. in English” also showed the floor effect of 0.95, but as it was near 1, it was included for the further analysis.

Item 41 showed a ceiling effect of 6.18 (mean+SD), so it was excluded from further analysis. Item 23 “My way of teaching has changed compared to when I began teaching” also showed a ceiling effect of 6.01, but as it was the same as 6.00, it remained for further analysis.

Item 7 “I feel a gap between my ideal English class and the actual ones,” item 18 “English teacher training programs which I have to take have been useful to me,” and item 51 “I think teachers’ English proficiency is more important than teaching skills” were excluded here because these were to be examined independently.

Then, by using SPSS 10.0.5J for Windows, a factor analysis was conducted for each scale: teacher efficacy scale, English proficiency scale, collegiality scale, teacher development scale, and teacher belief scale.

4.1.1 Teacher Efficacy Scale.

Twelve items of the teacher efficacy scale were submitted to principal-axis factoring

with promax rotation. Two factors emerged with eigenvalues greater than one. The first factor had an eigenvalue of 4.50 and the second factor, 1.34. Since there was a considerable difference of eigenvalue between the two factors, the correlation between the two factors were rather high ($r = .65$), and specifying the subscales of teacher efficacy scale was not the main purpose, a one-factor construct was considered to be appropriate. A principal-axis factor analysis specifying one factor was conducted. All 12 items loaded on this factor, with loadings ranging from .43 to .73 (see Table 1). All of these 12 items were considered the items which made up of teacher efficacy scale. Analysis of internal consistency reliability yielded a Cronbach's alpha coefficient of .84.

Table 1
Factor Loadings for Teacher Efficacy Scale

items	Factor Loading	<i>M</i>	<i>SD</i>
45 I can motivate students who show interest in learning English.	.73	4.29	.86
19 I can motivate students who don't show interest in learning English.	.69	3.46	.92
31 I have a desirable relationship with students	.63	4.42	.80
17 I can adjust my lessons to the proper English level for individual students.	.62	4.38	.85
3 I do my English class with a sense of fulfillment and satisfaction.	.58	4.26	1.02
58 I can get students to believe they can do well in English.	.57	3.75	.94
33 I can get students to follow classroom rules in my English classroom.	.54	4.42	.78
25 I can provide an alternative explanation or example when students are confused.	.51	4.71	.81
10 I can use a variety of assessment strategies.	.50	3.76	1.09
67 I can calm a student who is disruptive or noisy in your English class.	.48	4.14	.98
11 When the grades of my students improve, it is usually because I have good relationship with students.	.43	3.88	1.04
34 When the grades of my students improve, it is usually because I found more effective teaching approaches.	.43	3.15	.94

4.1.2 English Proficiency Scale

For the English proficiency scale, principal-axis factoring with promax rotation was

conducted. Two factors emerged, the first factor with eigenvalue of 4.70, and the second factor with eigenvalue of 1.06. As the first factor accounted for 46.95% of the variance and the correlation between these two factors was high ($r = .71$), and also in this study specifying the subscales of English proficiency was not a main purpose, principal-axis factoring specifying one factor was conducted. All 10 items loaded on this factor ranging from .46 to .80. Analysis of internal consistency reliability yielded a Cronbach's alpha coefficient of .87 (see Table 2).

Table 2
Factor Loadings for English Proficiency Scale

items		Factor Loading	<i>M</i>	<i>SD</i>
20	I can express and support my opinions in English when speaking about general topics.	.80	4.21	1.04
35	In face-to-face interaction with an English speaker, I can participate in a conversation at a normal speed.	.71	3.72	1.22
52	I can write a short essay in English on a topic of my knowledge.	.70	4.45	1.03
24	I can understand when two English-speakers talk at a normal speed.	.69	3.85	1.11
63	I understand English films without subtitles.	.67	3.36	1.14
48	I know the necessary strategies to help maintain a conversation with an English speaker.	.65	3.83	1.13
12	I can fill in different kinds of applications in English.(e.g., credit card applications)	.63	4.34	1.14
57	I can understand magazines, newspapers, and popular novels when I read them in English.	.58	4.30	1.00
8	I know the English terms to use in regular classroom interaction with students.	.47	4.29	1.12
28	I can figure out the meaning of unknown words in English from the context.	.46	4.58	.82

4.1.3 Collegiality Scale

The 6 items of collegiality scale were submitted to principal-axis factoring. One factor emerged with an eigenvalue of 2.18, accounting for 46.62% of the variance. Item 44 “The principal of my school understands my English classes well” was eliminated because it didn’t

have a strong enough loading. Then after conducting a principal-axis factoring again, the factor had eigenvalue of 2.65, accounting for 52.93% of the variance. As every item had loadings more than .55, these 5 items were considered the items which made up of collegiality scale (see Table 3). Analysis of internal consistency reliability yielded Cronbach's alpha coefficient of .78, showing considerable reliability.

Table 3
Factor Loadings for Collegiality

items		Factor Loading	<i>M</i>	<i>SD</i>
50	I collaborate to proceed English education with my colleagues and teachers in other schools.	.70	3.69	1.36
69	I work together with my colleagues on making curriculums and syllubuses.	.68	3.81	1.36
22	I observe my colleagues' classes or exchange ideas.	.64	3.69	1.27
27	I work together with my colleagues on the assessment of students.	.59	4.56	1.13
62	When I have difficulties in my English class, I consult my colleagues or mentors about my class.	.57	4.26	1.23

4.1.4 Teacher Development Scale

The 21 items of the teacher development scale were submitted to principal-axis factoring with promax rotation. 5 factors emerged with eigenvalues greater than one (5.08, 1.88, 1.48, 1.37, and 1.20). The 5 factors were conceptually good representations in the interpretation of the factor structure. Item 13 "I understand how students learn by observations or by questionnaires" and item 43 "I am improving my teaching based on the desire and hope of the students" were eliminated because they had loadings of less than .35 on every factor. The 17 items excluding these two items were submitted to principal-axis factoring with promax rotation. The 5 factors accounted for 60.63% of the variance before the rotation (see Table 4).

The first factor consisted of 5 items; item 37 “I participate in meetings or conferences of English education,” item 68 “I have professional knowledge about English education”, item 49 “I take in the result of the research of second language acquisition,” item 66 “I understand how to proceed in action research,” and item 46 “I have spent time on self-training since I became a teacher.” This factor had high loadings when teachers were sensitive in the academic trend of language education and wanted to incorporate the findings into their own classes, participating in conferences or meetings where they could get useful information. This factor was labeled *academic development* ($\alpha = .79$).

The second factor was made up of 4 items; item 36 “I listen to authentic English by listening to the TV, radio, the Internet, movies, etc,” item 59 “I read books, newspapers, or articles on the Internet, etc,” item 16 “I write diaries, letters, blogs essays, etc,” and item 60 “I take English proficiency examinations (Eiken, TOEIC, TOEFL etc).” It had greater loadings on the items where teachers wanted to improve their English proficiency by exposing themselves to English situations. This factor was labeled *English proficiency training* ($\alpha = .70$).

The third factor consisted of 4 items; item 53 “I reflect on my own teaching after almost every class,” item 6 “I try to discover the causes of my unsuccessful classes and improve them,” item 32 “I analyze my successful classes and use the good points in other classes,” and item 5 “I conduct my classes by studying other teachers’ classes, lesson plans and the records of the lessons.” They had high loadings on the reflection of the classes. Teachers reflect on their own classes or watch other teachers’ classes to improve their own. This factor was labeled *reflective practice* ($\alpha = .68$).

The fourth factor was made up of only two items; item 23 “My way of teaching has

changed compared to the one when I began teaching” and item 39 “I conduct my class the same way what I took when I was in junior or senior high schools.” They are the items which showed that teachers have perceived the change of their teaching style through their teaching experiences. This factor seemed a little different from other factors in this teacher development scale, but as it is difficult to be grouped in any other scale and it also reflects one aspect of teacher development, it was determined to be one subscale in teacher development scale. This factor was labeled *development perception* ($\alpha = .68$).

The fifth factor also consisted of only 2 items; item 54 “I adjust my classes to entrance examinations of universities (high schools),” and item 2 “I conduct such lessons as fit for the level of the students I work for.” These showed the adaptation to the real teaching circumstances, hoping that the students they taught should be satisfied. This factor was labeled *reality adaptation*. However, the α coefficient was low ($\alpha = .34$).

Table 4

Results of Principal Axis Factor Analysis of Teacher Development Scales

items	Factor1	Factor2	Factor3	Factor4	Factor5	<i>M</i>	<i>SD</i>
37 I participate in meetings or conferences of English education.	.79	.06	-.06	.07	-.16	3.47	1.66
68 I have professional knowledge about English education.	.66	.07	-.14	-.01	.19	4.02	1.01
49 I take in the results of the research of second language acquisition.	.64	-.05	.02	-.02	.15	3.42	1.34
66 I understand how to proceed in action research.	.60	-.07	.26	-.05	-.21	3.30	1.31
46 I have spent time on self-training since I became a teacher.	.42	.15	-.02	.15	.23	4.58	1.12
36 I listen to authentic English by listening to the TV, radio, the Internet, movies.,etc.	-.07	.96	-.12	.13	-.01	4.17	1.33
59 I read books, newspapers, or articles on the Internet, etc. in English.	.04	.62	.11	-.11	.16	4.10	1.33
16 I write diaries, letters, blogs, essays, etc. in English.	.04	.51	.13	-.21	-.15	2.42	1.48
60 I take English proficiency examinations (Eiken, TOEIC, TOEFL,etc.)	.19	.41	.09	-.03	-.14	3.41	1.70
53 I reflect my own teaching after almost every class.	-.14	.15	.66	.08	.04	3.97	1.00
6 I try to discover the cause of my unsuccessful classes and improve them.	-.05	.03	.65	.01	.15	4.63	.81
32 I analyze my successful classes and use the good points in other classes	.07	-.08	.60	.05	.12	4.71	.84
5 I conduct my classes by studying other teachers classes, lesson plans and the record of the classes.	.08	.00	.43	.05	-.07	3.93	1.23
39 I conduct my class the same way as classes I took when I was in junior or senior high school.	-.02	-.03	-.08	-.75	.21	2.40	1.21
23 My way of teaching has changed compared to the one when I began teaching.	.03	-.12	.06	.70	.14	5.14	.88
54 I adjust my classes to entrance examinations of universities (high schools)	.12	-.06	.09	-.20	.44	4.07	1.15
2 I conduct such classes as fit for the level of the students I work for.	-.07	-.04	.07	.06	.39	4.86	.80
Factor correlation matrix		factor1	-	.50	.45	.26	.34
		factor2		-	.30	.11	.29
		factor3			-	.19	.23
		factor4				-	.20
		factor5					-

4.1.5 Teacher Belief Scale

For the 18 items of the teacher belief scale, principal-axis factoring with promax rotation yielded five factors with eigenvalues greater than one (4.79, 1.69, 1.43, 1.37, and 1.05). As there was a difference between the fourth and the fifth factors, and it was difficult to make an

interpretation of the five factors, principal-axis factoring with promax rotation was conducted specifying four factors to be extracted. Item 15 was eliminated as it did not have a loading of less than 0.35 on any factor. Then the 17 items were submitted to principal-axis factoring with promax rotation calling for four factors. These four factors accounted for 51.86% of the variance before the rotation (see Table 5).

The first factor was made up of 6 items; item 29 “I think that learner-centered classes should be done,” item 55 “I think that teacher-centered classes should be done,” item 40 “I think that interaction among students is important,” item 30 “I think that students’ creative activities are important,” item 70 “I think that the interaction between teachers and students is important,” and item 1 “I think that communicative language teaching is important.” It had greater loadings on the learner-centered classes with communication activities or interaction activities in the classroom. This factor was labeled *learner-centered communication* ($\alpha = .80$).

The second factor consisted of 4 items; item 64 “I think that it is important for students to speak English fluently,” item 9 “I think that it is important for students to speak or write correct English,” item 47 “I think that we should make educational situation where students learn the language as they learn their mother languages,” and item 4 “I think that English education should be practical.” It had high loadings on items which described the ideal of the acquisition of foreign languages. This factor was labeled *ideal acquisition* ($\alpha = .52$).

The third factor was made up of only two items; item 26 “I think that we have better understandings of languages and cultures through English education” and item 42 “I think that English education should be useful in human education.” As both of the items aim for human education through English, this factor was labeled *human education* ($\alpha = .58$).

The fourth factor consisted of 5 items; item 56 “I think that the contents of Course of

Study have been changed a lot every time they are revised,” item 65 “I think there is a limitation that a non-native speaker of the language teaches the language,” item 61 “I think that Grammar Translation Method is important in English classes,” item 14 “I think that it is possible to conduct classes in English at high schools,” and item 38 “I think English classes are limited when entrance examinations of universities (high schools) are taken into consideration.” Though item 14 and item 38 had low loadings on this factor (- .35 and .34 respectively), they were included as well because item 14 was one of the most controversial topics among English teachers now and item 38 didn’t have loadings on other factors except for this one. This factor had the high loading on the perception of social and cultural limitation. It was labeled *limitation* ($\alpha = .54$).

Table 5

Results of Principal Axis Factor Analysis of Teacher Belief Scales

items	factor1	factor2	factor3	factor4	<i>M</i>	<i>SD</i>
29 I think that learner-centered classes should be done.	.67	.11	-.14	.05	4.85	.92
55 I think that teacher-centered classes should be done.	-.67	.14	.02	.07	2.69	1.01
40 I think that the interaction among students is important.	.65	.04	.23	.04	4.80	1.04
30 I think that students' creative activities are important.	.64	-.02	.20	-.06	5.14	.76
70 I think that the interaction between a teacher and students is	.54	.05	.17	.24	5.11	.82
1 I think that communicative language teaching is important.	.40	.38	-.12	-.10	4.92	.93
64 I think that it is important for students to speak English fluently.	-.08	.60	.09	-.09	3.83	1.05
9 I think that it is important for students to speak or write correct English.	-.18	.51	.22	.04	4.80	.81
47 I think we should make educational situation where students learn the language as they learn their mother language.	.20	.43	-.12	.22	3.80	1.38
4 I think that English education should be practical.	.26	.38	-.20	-.02	4.68	.97
26 I think that we have better understandings of languages and cultures through English education.	-.07	.09	.63	-.07	4.79	.89
42 I think that English education should be useful in human education.	.21	-.09	.62	.07	4.72	1.03
56 I think that the contents of Course of Study have been changed a lot every time they are revised.	.09	.05	.00	.55	3.82	1.00
65 I think there is a limitation that a non-native speaker of the language teaches the language.	.02	-.08	-.15	.45	3.45	1.25
61 I think that Grammar Translation Method is important in English classes.	-.37	.22	.11	.41	3.63	1.04
14 I think that it is possible to conduct classes in English at high schools	.14	.31	.09	-.36	3.86	1.24
38 I think English classes are limited when entrance examinations of universities (high schools) are taken into consideration.	.05	-.04	.05	.34	4.12	1.22
Factor correlation matrix		factor 1	-	.51	.36	-.28
		factor 2		-	.31	-.19
		factor 3			-	-.14
		factor 4				-

4.2 Descriptive Statistics of Each Scale and Subscale

Table 6 shows the means and standard deviations of the scales (teacher efficacy scale, English proficiency scale, and collegiality scale) and the subscales of teacher development scale and teacher belief scale.

Table 6

Descriptive Statistics of Each Scale and Intercorrelation Among Them

	N	Mean	SD	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	⑪	⑫
① teacher efficacy	181	4.03	.56	-	.52**	.35**	.20**	.29**	.36**	-.09	.42**	.29**	.45**	.34**	.40**
② English proficiency	186	4.09	.73		-	.35**	.30**	.18*	.28**	-.16*	.43**	.61**	.30**	.21**	.12
③ collegiality	188	4.00	.92			-	.30**	.19*	.30**	-.04	.30**	.18*	.43**	.24**	.20**
④ belief1 (learner-centered communication)	185	4.85	.65				-	.46**	.37**	-.34**	.32**	.20**	.39**	.36**	-.05
⑤ belief2 (ideal acquisition)	187	4.28	.69					-	.20**	-.15*	.23**	.21**	.31**	.14**	.08
⑥ belief3 (human education)	188	4.76	.81						-	-.17*	.26**	.17*	.34**	.26**	.11
⑦ belief4 (limitation)	187	3.63	.69							-	-.30**	-.19*	-.05	-.23**	0.2**
⑧ development1 (academic development)	186	3.75	.96								-	.47**	.39**	.25**	0.2**
⑨ development2 (English proficiency training)	188	3.52	1.06									-	.31**	.03	.12
⑩ development3 (reflective practice)	186	4.32	.70										-	.25**	0.22**
⑪ development4 (development perception)	189	4.87	.91											-	-.01
⑫ development5 (reality adaptation)	188	4.46	.77												-

* $p < .05$, ** $p < .01$

From the descriptive statistics in Table 6, the highest mean of each scale and subscale was *development perception* of 4.87. That meant most of the teachers perceived the change of their teaching styles compared to their previous ones and what they experienced as students.

Next, *learner-centered communication* belief had the second highest mean ($M = 4.85$), followed by *human education* belief ($M = 4.76$), which showed that the teachers supported the popular trend in which students should be in the center of the class doing communicative activities, and human education through English education. The mean of *reality adaptation* was high enough, which implied that many English teachers were making efforts to cope with the real situation of their schools and the entrance examinations of university. The mean of *reflective practice* was also high, which suggested that many English teachers did something

related to reflective practice.

On the other hand, *English proficiency training* had the lowest mean ($M = 3.52$), which implies that English teachers don't do much to improve their own English proficiency. The second lowest was the *academic development* ($M = 3.75$), which showed that not so many English teachers attend the meetings and conferences or get the latest information on English education.

4.3 Correlations Among Each Scale

Table 6 shows the correlations among each scale and subscale. Concerning the correlation between teacher efficacy and the other scales, teacher efficacy had positive significant correlations with all the other scales ($p < .01$) other than *limitation* belief. That meant teacher efficacy had correlations with a variety of factors.

The most prominent result was the strong correlation between teacher efficacy and *English proficiency* ($r = .52, p < .001$). This supported the previous research that teachers with higher English proficiency tend to have higher teacher efficacy (Chacón, 2005; Eslami and Fatahi, 2008).

Reflective practice had second highest correlation with teacher efficacy ($r = .45, p < .001$), which showed that doing reflective teaching and reflective practice had high correlation with teacher efficacy. Then *academic development* had high correlation with teacher efficacy ($r = .42, p < .001$), which suggested that teachers who attend meetings or conferences of English education have higher teacher efficacy. *Reality adaptation* also had correlation with teacher efficacy, ($r = .40, p < .001$), which implies that teachers who can adjust for the levels of the students or the entrance examination have higher teacher efficacy.

Though other factors had positive correlations with teacher efficacy, the correlation coefficients were less than .40. The correlation between teacher efficacy and *collegiality*, which was expected to be high, was weak ($r = .35, p < .001$).

As for other correlation, *English proficiency training* had strong correlation with *English proficiency*, showing those who do something which could improve their English proficiency had higher English proficiency ($r = .43, p < .001$).

Limitation belief was the only scale that didn't have correlation with teacher efficacy and had negative significant correlation with *learner-centered communication* ($r = -.34, p < .001$), which implies that teachers who feel the cultural and social limitations surrounded English education don't tend to have *learner-centered communication* belief.

Because there were many factors which correlated with teacher efficacy, in order to reveal the relationships among them, that is, what factors influences on teacher efficacy the most, the multiple regression analysis was conducted.

4.4 Multiple Regression Analysis

In order to reveal the relationships between teacher efficacy and other factors, the stepwise multiple regression analysis was conducted with teacher efficacy as dependent variable and all the other scales as independent variables. Table 7 showed the result. The R^2 was .55 and the model was statistically significant ($F(11,161) = 17.95, p < .001$). Standardized coefficients demonstrated that *English proficiency* had the strongest relationship with teacher efficacy ($\beta = .40, p < .001$), followed by *learner-centered communication*, which had the negative relationship with teacher efficacy ($\beta = -.21, p < .01$), though it did not correlate with teacher efficacy in the previous analysis. *Ideal acquisition, development*

perception, and *reflective practice* had relationship with teacher efficacy as well ($\beta = .20, p < .01$; $\beta = .19, p < .01$; $\beta = .18, p < .01$; respectively).

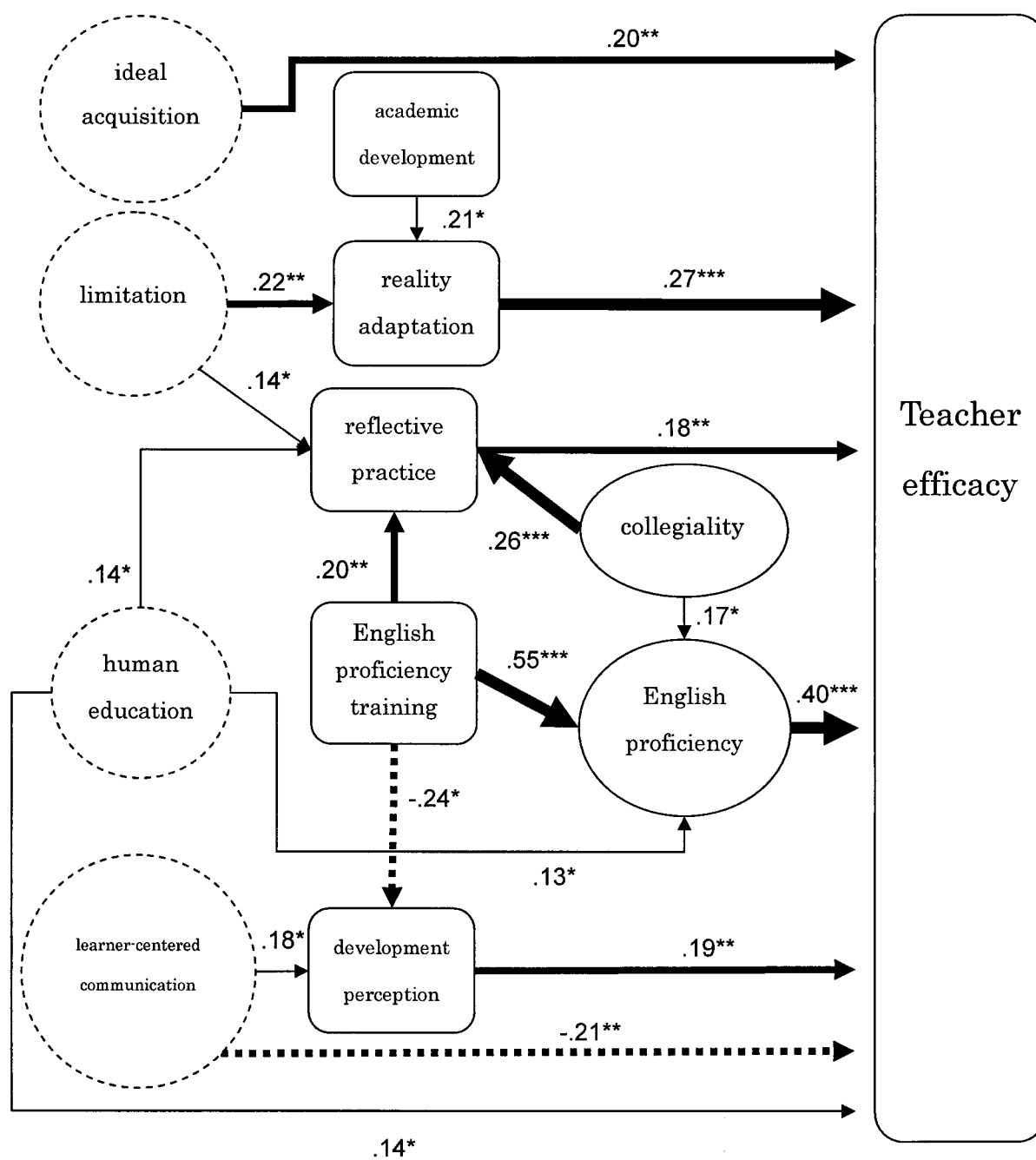
Table 7
The Result of the Multiple Regression Analyses of the Predictive Power for Teacher Efficacy

predictors	Unstandardized Coefficients		standardized Coefficients	<i>t</i>	<i>p</i>
	<i>B</i>	Std. Error	β		
(constant)	.40	.40		1.01	.314
English proficiency	.31	.06	.40	5.57	.000
collegiality		.04	.01	.13	.897
learner-centered communication	-.18	.06	-.21	-2.99	.003
ideal acquisition	.16	.05	.20	3.28	.001
human education		.04	.14	2.29	.023
limitation		.05		.04	.969
academic development		.04	.13	1.87	.064
English proficiency training		.04	-.14	-1.91	.058
reflective practice	.14	.05	.18	2.66	.009
development perception	.11	.04	.19	3.16	.002
reality adaptation	.20	.04	.27	4.75	.000

Dependent variable: teacher efficacy

The stepwise multiple regression analysis was repeated to reveal what influenced the factors which had strong relationships with teacher efficacy in detail. The factors which related with teacher efficacy significantly other than belief subscales were selected as dependent variables, showing path coefficients ($p < .05$ level) in the path diagram in Figure 1. The reason why belief subscales were not selected was that they were not suitable as dependent variables in their nature and to examine the factors which could affect the beliefs was not the purpose in this study.

Figure 1 Path Diagram of Influences on Teacher Efficacy and Other Factors Related with Teacher Efficacy



* $p < .05$, ** $p < .01$, *** $p < .001$

As *English proficiency* had a strong relationship with teacher efficacy, to reveal the scales which had relationship with *English proficiency*, the stepwise multiple regression analysis between *English proficiency* and other variables was performed. Predictors in the target model consisted of *collegiality* scale, all of the belief subscales (*learner-centered communication, ideal acquisition, human education, limitation*), and all of the development subscales (*academic development, English proficiency training, reflective practice, development perception, reality adaptation*). The R^2 of the model was .45 and the model was statistically significant ($F(10,167) = 15.4, p < .001$). Standardized coefficients revealed that *English proficiency training* had the strongest relationship with *English proficiency* ($\beta = .55, p < .001$), followed by *collegiality* ($\beta = .17, p < .01$). *Academic development* did not show any relationship with *English proficiency*, though it had a strong correlation with *English proficiency*.

As *reality adaptation* also had a strong relationship with teacher efficacy, to reveal the factors which were related with *reality adaptation*, stepwise multiple regression analysis between *reality adaptation* and other variables was performed. Predictors in the target model consisted of *English proficiency*, *collegiality* scale, all of the belief subscales (*learner-centered communication, ideal acquisition, human education, limitation*), and all the other development subscales (*academic development, English proficiency training, reflective practice, development perception*). The R^2 of the model was .10 and the model was statistically significant ($F(10,167) = 2.98, p < .01$). Standardized coefficients revealed that the *limitation* had a strong relationship with *reality adaptation* ($\beta = .22, p < .01$), followed by *academic development* ($\beta = .21, p < .05$).

Then another stepwise multiple regression analysis was performed with *development*

perception as dependent variable and the other scales (*English proficiency*, *collegiality*, all of the belief subscales, and all of the other development subscales) as independent variables. The R^2 of the model was .16 and the model was statistically significant ($F(10,167) = 4.45, p < .001$). *English proficiency training* had the negative strong relationship with *development perception* ($\beta = -.24, p < .05$). This is an interesting result, which showed that the teachers who do something to improve their English proficiency tend to feel the change of their teaching style less. *Learner-centered communication* showed the weak relationship with *development perception* ($\beta = .18, p < .05$), which implied that this belief could cause to change the teaching styles.

Then another stepwise multiple regression analysis was performed with *reflective practice* as dependent variable and the other scales (*English proficiency*, *collegiality*, all of the belief subscales, and all of the other development subscales) as independent variables. The R^2 of the model was .36 and the model was statistically significant ($F(10,167) = 10.85, p < .001$). Standardized coefficients revealed that the *collegiality* had a strong relationship with *reflective practice* ($\beta = .26, p < .001$), followed by *English proficiency training* ($\beta = .20, p < .05$), *human education* ($\beta = .14, p < .05$), and *limitation* ($\beta = .14, p < .05$).

4.5 Effects of Demographic Factors

While analyses in the previous section demonstrated a general tendency, an examination of the effects of demographic features helped understand the results at a more subtle level.

The means of each scale and subscale were compared between males and females, the types of the school teachers belong to, and job experiences. Then the influence of teaching

experiences and overseas experiences on teacher efficacy and English proficiency was examined.

4.5.1 Differences of Sex

A *t*-test was conducted to compare the means of the scores of each scale. Only the *reality adaptation* score of male teachers was significantly higher than that of female teachers ($t(177) = 2.08, p < .05$). This subscale, however, consisted of only 2 items and had low reliability, so this result might not be very important. As a whole, no significant difference was found with regard to sex differences.

4.5.2 Difference of the Scores between the Types of Schools

To examine the differences of the means of the scores between junior high school teachers and senior high school teachers, a *t*-test was conducted. Only the mean of *development perception* of high school teachers was higher than that of junior high school teachers ($t(171) = 2.89, p < .01$).

As for the difference of the means of the scores between public school teachers and private school teachers, public school teachers had significantly higher scores of *collegiality* ($t(181) = 2.84, p < .01$), *learner-centered communication* ($t(179) = 2.31, p < .05$), and *reflective practice* ($t(182) = 2.07, p < .05$).

4.5.3 The differences of the Scores Between Job Experiences

To examine the differences of the means of the scores between the teachers who had job experiences other than teachers and those who didn't have any job experiences except for

teachers. Those who had job experiences had significantly higher scores for *English proficiency training* ($t(179) = -2.79, p < .01$). On the other hand, as for *development perception*, teachers who haven't had any job experiences except for teachers had significantly higher scores ($t(180) = 2.11, p < .05$).

4.5.4 The Influence of Teaching Experiences on Teacher Efficacy and English Proficiency.

To examine the differences of teacher efficacy among teaching experiences, the teachers were divided into 7 groups; 0-3 years, 3-5 years, 5-10 years, 10-15 years, 15-20 years, 20-25 years, and more than 25 years of teaching experiences.

The means of teacher efficacy scale of each group were compared by using ANOVA. It showed the differences between the groups, then Turkey's multiple comparison test were performed. The result was shown in table 8. The group of 10-15 years teaching experiences had significantly higher teacher efficacy than the group of 0-3 years teaching experiences ($p < .01$) and the group of 3-5 years teaching experiences ($p < .05$).

The means of English proficiency scale of each group were compared by using ANOVA, showing no significant differences (see Table 8).

Table 8
Means and SDs of Teacher Efficacy and English Proficiency Among the Differences of Teaching Experiences

	teacher efficacy			English proficiency		
	N	Mean	SD	N	Mean	SD
~ 3 years	18	3.72	.56	19	4.13	.88
3 years ~ 5 years	16	3.81	.46	17	4.04	.48
5 years ~ 10 years	23	3.93	.57	23	4.30	.71
10 years ~ 15 years	22	4.38	.44	23	4.24	.78
15 years ~ 20 years	27	4.06	.54	27	4.06	.67
20 years ~ 25 years	38	4.08	.54	40	4.04	.91
25 years ~	33	4.02	.59	33	3.91	.53

* $p < .05$; ** $p < .01$

4.5.5 The Influence of Overseas Experiences on Teacher Efficacy and English Proficiency

To examine the differences of teacher efficacy among overseas experiences, the teachers were divided into 6 groups; less than 2 weeks, 2 weeks - 1 month, 1 month - 3 months, 3 months - 6 months, 6 months - 1 year , and more than 1 year of overseas experiences.

The means of teacher efficacy of each group were compared by using ANOVA, showing no significant differences (see Table 9).

The means of English proficiency of each group were compared by using ANOVA. It showed the differences between the groups, then Turkey's multiple comparison test were performed. The result was shown in table 9. The group of more than 1 year overseas experiences had significantly higher English proficiency than the group of less than 2 weeks, 2 weeks - 1 month, and 1 month - 3 months overseas experiences ($p < .001$, $p < .01$, $p < .05$ respectively). 6 months - 1 year group had significantly higher English proficiency than the group of less than 2 weeks ($p < .05$) (see Table 9).

Table 9

Means and SDs of Teacher Efficacy and English Proficiency Among the Differences of Overseas Experiences

	teacher efficacy			English proficiency		
	N	Mean	SD	N	Mean	SD
~ 2weeks	23	3.92	.58	24	3.56	.80
2 weeks ~ 1month	39	3.95	.56	40	3.97	.71
1month ~ 3 months	32	4.10	.48	33	4.05	.57
3 months ~ 6 months	16	3.94	.42	17	4.08	.75
6 months ~ 1 year	29	4.04	.48	29	4.12	.62
1year ~	31	4.07	.75	32	4.61	.71

* $p < .05$; ** $p < .01$; *** $p < .001$

4.6 Descriptive Statistics of the Independent Items and Correlation with Teacher Efficacy

As for the 3 items which were not classified in any scales, the descriptive statistics and

the correlation with teacher efficacy are shown in table10.

Table 10
Descriptive Statistics of the Independent Items and the Correlation with Teacher Efficacy

item		Mean	SD	correlation with teacher efficacy
7	I feel a gap between my ideal English class and the actual ones.	4.54	1.08	-.25**
18	English teacher training programs which I have to take have been useful to me.	3.69	1.14	.11
51	I think teachers' English proficiency is more important than teaching skills.	2.64	.96	.17*

* $p < .05$, ** $p < .01$

Item 7 “I feel a gap between my ideal English class and the actual ones” had rather high mean of 4.54 and had a negative significant correlation with teacher efficacy ($r = -.25$, $p < .01$). Item 18 “English teacher training program which I have to take have been useful to me.” had a mean of 3.64, showing no correlation with teacher efficacy. While, item 51 “I think teachers’ English proficiency is more important than teaching skills” had low mean of 2.64, which was the third lowest in every 70 item used in the questionnaire and had a positive significant correlation with teacher efficacy ($r = .17$, $p < .05$).

5. Discussion

5.1 Findings from the Descriptive Statistics

According to the result of the descriptive statistics of each scale and subscale, the factor which had the highest score was *development perception*, which implies that many English teachers perceive the change of their teaching styles compared to when they began teaching or the differences from the classes they took when they were students. This result contradicts Kennedy (1990) who put it: Teachers acquire seemingly indelible imprints from their own experiences as students and these imprints are tremendously difficult to shake, or Richards and Lockhart (1996) who pointed out that all teachers were once students, and their belief about teaching is often a reflection of how they themselves were taught. This is probably because English education in Japan has been at the center of criticism and concerns, with teaching styles that teachers should follow changing as the focuses in the Course of Study have been changed.

Leaner-centered communication belief had the second highest mean, which suggests that English teachers in Japan have positive attitudes toward the popular trend where communicative language teaching and the student-centered classes are highlighted. This might reflect the concept of the Course of Study. The mean of *human education* belief was also as high as that of *leaner-centered communication* belief, which implies that English teachers in Japan tend to think of English education as not only teaching or learning English but also human education or cultural education through English.

Reality adaptation also had a high mean, which shows that many English teachers

are working hard to meet the needs of students and schools even if they are different from their own ideals to pursue. It is important for them to face the actual teaching circumstances, not seeking their ideals only.

Among the development scales, *reflective practice* showed a high mean. However, reflective teaching has not been recommended in the Course of Study, or any opinions or suggestions have not been offered concerning reflective practice by the MEXT. In fact, a large number of English teachers are practicing reflective teaching. This idea seems to be accepted widely among English teachers in Japan. This concept seems new, but at the same time it is an old idea, which is not constricted by time and place. Therefore, teachers who want to improve their classes but don't have enough time may take in the method like reflective practice even if they don't know the term, *reflective practice*.

On the other hand, among the scores of every factor in this study, *English proficiency training* showed the lowest mean, which indicates that English teachers don't do much to improve their own English proficiency. It is often said that teachers in Japan are extremely busy compared to other countries. The lack of time to improve their English proficiency may result from this situation. Teachers are so busy dealing with various kinds of work in school aside from teaching that they don't have time to improve their English proficiency, or perhaps, in the actual school circumstances, they don't feel the need for improving their English proficiency. Likewise, the low mean of *academic development* might show the difficulty to attend such meetings or conferences to get the latest information on English education.

5.2 The Relationship between Teacher Efficacy and Other Factors

Next, from the result of a correlation analysis, it was revealed that teacher efficacy had relationships with a variety of factors. However, the result of a multiple regression analysis revealed that what had the strongest relationship with teacher efficacy was *English proficiency*, followed by *reality adaptation*.

This result supports findings in previous research that English proficiency of EFL teachers had a strong relationship with teacher efficacy, confirming the importance of English proficiency for English teachers to keep teacher efficacy high.

Another multiple regression analysis revealed that what influenced English proficiency most was *English proficiency training*. That means to improve or maintain teachers' English proficiency, needless to say, it is important for teachers to do something to improve their English. They should be involved in the conditions where they are exposed to authentic English. However, as mentioned above, the *English proficiency training* is what English teachers are doing least among the development subscales, which might pose a serious problem surrounding English teachers.

On the other hand, English teachers tend to think that general teaching skills are more important than teachers' English proficiency (Hisamura & Jimbo, 2008). In this study, item 51 "I think teachers' English proficiency is more important than teaching skills" had a low mean, which indicates that teachers' English proficiency is not regarded as important as teaching skills by English teachers. But there was a correlation between this item 51 and teacher efficacy. It means that the teachers who think teachers' English proficiency is more important than teaching skills can have higher teacher efficacy. Thus, it is still a question to what degree English teachers in Japan recognize the importance of their English

proficiency.

In addition, *collegiality* also had an influence on English proficiency. It seems strange that collegiality has a relationship with English proficiency, but to collaborate with the colleagues to work on English education, such as effective teaching or extra programs, requires teachers' English proficiency, causing the atmosphere in which teachers try to improve their English proficiency. Especially, when teachers have to collaborate to conduct experimental classes, such as the ones in Super English Language High School (SELHi), the level of their English proficiency is likely to be high as a teacher community. On the contrary, teachers who seldom have chance to work together with their colleagues might not feel the necessity to improve their own English proficiency because they don't have any external pressure. According to Johnston (2009), collaboration is viewed as a process that facilitates teacher development, serves to generate knowledge and understanding, and helps to develop collegiality, and one which teachers should have or share control of. In this sense, the finding in this study that collegiality and teachers' English proficiency had a relationship should be highlighted more in the context of English teacher development in the future.

From the analysis of teacher demography, no relation with English proficiency was found by the length of teaching experience, which means longer teaching experience doesn't cause higher English proficiency. But the length of overseas experience had a significant relationship with English proficiency, which means that the longer teachers stay abroad, the higher English proficiency they can have. Especially, more than one year of overseas experience seems to affect the English proficiency directly. With due regard to the difficulty of English proficiency training after starting the job of teaching, staying abroad

for half a year or one year before they become teachers or even after they become teachers could be effective in having high English proficiency to keep teacher efficacy high. In the light of this, for the in-service teachers who don't have much overseas experience the system where such an opportunity to stay abroad for a certain period should be provided.

Next, what influenced teacher efficacy the second most was *reality adaptation*. This means that teachers who try to deal with the difficulties in the actual teaching conditions, facing their students just in front of them, tend to have higher teacher efficacy. But further multiple regression analysis revealed that what influenced *reality adaptation* was *limitation* belief. This *limitation* belief is something with which teachers feel that the contents of the Course of Study have been changed a lot every time they are revised or they question the opinion that English class should be conducted in English. This *limitation* belief is the only factor which showed no correlation with teacher efficacy. The perception of limitation itself has nothing to do with teacher efficacy, but it makes teachers cope with the reality (*reality adaptation*), which could cause high teacher efficacy. This seems strange, but just feeling the limitation only undermines teacher efficacy, so this *reality adaptation* might be a kind of compensation in order to keep teacher efficacy high.

Interestingly enough, the factor that had the third strongest relationship with teacher efficacy was *learner-centered communication* belief, but it was not a positive relationship but a negative one. *Learner-centered communication* belief is commonly popular among English teachers in Japan, which highlights the learner-centered class with a lot of communicative activities or interaction. The mean of the score was high, showing that most teachers support this belief. However, the result of the multiple regression analysis indicates that the more teachers have this belief, the less teacher efficacy they have. This is

completely opposite to the result that the perception of the limitations leads teachers to adapt the real situations, which causes high teacher efficacy. This could be interpreted that teachers might face an unobservable dilemma in teaching practices. If teachers think of communicative language teaching as ideal, they might feel some difficulties in the actual classrooms. In fact, the mean of the score of one independent item in this study, “I feel a gap between my ideal English class and the actual ones”, was also high, and had a negative correlation with teacher efficacy, which might support that teachers confronts a certain dilemma in respect to this *learner-centered communication* belief.

Why does this happen? First, if teachers conduct a learner-centered class with a lot of communicative and interactive activities, the class will automatically be noisy and it could make teachers’ sense of control lower in the Japanese educational context. Second, the lack of the knowledge or skills for this communicative language teaching could make teachers unconfident. The third possible reason is that communicative language teaching requires adequate preparation, but teachers don’t have enough time or enough authorized textbooks by the MEXT. Lastly, when entrance examinations of university are taken into consideration, to conduct such classes continuously could make both teachers and students feel uneasy.

Of the belief scale, *ideal acquisition* belief had a positive relationship with teacher efficacy, which indicates that the pursuit of ideal language acquisition or accurate English or practical English can keep teacher efficacy high. To highlight the linguistic aspect of English might be easy because the aims of teaching are clearer compared to communicative language teaching.

When we bear these results in mind, the negative impact of *learner-centered*

communication belief on teacher efficacy should be investigated more in detail in the respect of its validity and the congruency with the actual teaching contexts.

Other factors which had relationships with teacher efficacy were *reflective practice* and *development perception*. The finding that reflective practice had some influence on teacher efficacy shows that reflective practice can be part of teacher training programs. As the training of English proficiency didn't have a relationship with teacher efficacy, what might be more effective components in teacher training programs is something which relates with reflective practice or action research rather than English proficiency training in respect of keeping high teacher efficacy.

Also the *development perception* could cause higher teacher efficacy. This is the perception of the change of their teaching styles compared to when they began teaching. To grow and change constantly is one of the fundamental features of a teacher, so it is natural this perception causes high teacher efficacy. However, as this study only showed the relationship with teacher efficacy by quantitative data, what makes teachers change and how they are changed should be clarified by qualitative data such as interviews or case studies in order to reveal the process of the changes in detail.

The result that senior high school teachers had higher scores of only *development perception* than junior high school teachers implies that the teaching styles in senior high schools have been changed radically from the traditional grammar-translation method, which used to be widely accepted in senior high schools.

No relationship was found between *academic development* and teacher efficacy from the multiple regression analysis. Another multiple regression analysis also showed no relationship between *academic development* and English proficiency. That means it

cannot be said that *academic development* has impact on teacher efficacy through English proficiency. In other words, academic knowledge has no relations with teacher efficacy both directly and indirectly. However, it had a relationship with *reality adaptation*, which implies that when teachers have difficulties in conducting classes in the real school contexts and need a breakthrough, they might rely on academic findings to deal with difficult situation. Harmer (2007) described as follows: Conferences, meetings and workshops allow us to hear about the latest development issues in theory and practice. We can ‘network’ with other members of the ELT community and, best of all, we learn that other people from different places, different countries and systems even, share similar problems and are themselves searching for solutions.

The positive correlation between *academic development* and *English proficiency training* implies that both require great amount of time and considerable effort and that those who can make enormous efforts can do both. Unfortunately such teachers are likely to work for a few privileged schools or have extremely strong will. In fact, the low means of both scales indicate that not so many teachers can do these things. Considering the severe working condition, it is not realistic to demand that every teacher should do these things. However *academic development* had a high correlation with teacher efficacy, which means that teachers who attend seminars or conferences to get useful information have higher teacher efficacy.

What is necessary would be to build effective systems in which every English teacher can get academic information or exchange ideas if they want to, without spending extra time or energy because they work too longer hours to do everything perfectly.

6. Conclusion

This study revealed many of the conditions which surrounded English teachers and their influence on teacher efficacy. The prominent finding was that teachers' English proficiency had a major impact on teacher efficacy, which confirmed previous research. It could be emphasized more that teachers' English proficiency is a crucial key factor to keep teacher efficacy high. However, the importance of English proficiency seems not to be recognized so much compared to teaching skills. This may be because what kind of English proficiency is needed has not been clear. Therefore, not only highlighting the importance of English proficiency just by presenting the scores of English proficiency tests, but also the definition of English proficiency required to meet the various teaching contexts should be constituted and some models should be presented to English teachers.

This study also clarified that in order to have high English proficiency, English proficiency training is needed. In addition, the other factor that influenced English proficiency was not the length of teaching experience but the length of overseas experience. Based on these findings, how to get and keep high level of English proficiency throughout a teaching career must be investigated in detail to have high teacher efficacy.

Another major finding in this study was the importance of reflective practice or collaborative work with colleagues. Action research could be included in these areas. They are related to coping with the problems teachers confront in the actual school contexts. In this sense, they could be one of the key components in teacher development programs. There are increasing numbers of these practices being conducted and reported, but so far,

their effectiveness has not been researched empirically based on quantitative data. So this study could be an evidence to support their effectiveness from the point of teacher efficacy.

Another important finding in this study was that communicative language teaching had a negative impact on teacher efficacy, which implies that trying to conduct communicative classes might be stressful for English teachers unconsciously. This should be focused on and investigated more in detail, especially in the context of English education in Japan.

Although this study has revealed some interesting findings, it has its limitations because of the quantitative research design. Further research should be conducted through interviews or case studies to confirm the findings and suggestions in this study and to examine the factors which have relationship with teacher efficacy more in detail.

I am sure that when teachers keep high teacher efficacy including the sense of fulfillment and satisfaction and continue to conduct teaching practice enthusiastically, students are more motivated and achieve more satisfactory outcomes. It is a driving force for better educational practices. It may seem indirect, but to have high teacher efficacy could be a shortcut to conduct effective teaching practices, and furthermore, contribute significantly to English education.

It is true that effective teaching methods are necessary, but for them to be effective enough, high teacher efficacy should be focused on more, because teaching is a complex and multidimensional activity. As Hargreaves and Fullan (1992) described, the teacher is the ultimate key to educational change and school improvement.

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chosen. [English innovation from nothing - challenges at Maibara senior high school].

Dai 54 kai yomiurikyoku sho gaikokugo kyouiku bumon saiyushujyusho ronbun.

Appendix 1

Descriptive Statistics of Every Item in the Questionnaire

No	Item	N	Mean	SD
1	I think that communicative language teaching is important.	186	4.92	0.93
2	I conduct such classes as fit for the level of the students I work for.	189	4.86	0.80
3	I do my English class with a sense of fulfillment and satisfaction.	187	4.26	1.02
4	I think that English education should be practical.	188	4.68	0.97
5	I conduct my classes by studying other teachers' classes, lesson plans and the record of the classes.	188	3.93	1.23
6	I try to discover the cause of my unsuccessful classes and improve them.	188	4.63	0.81
7	I feel a gap between my ideal English class and the actual ones.	189	4.54	1.08
8	I know the English terms to use in regular classroom interaction with students.	189	4.29	1.12
9	I think that it is important for students to speak or write correct English.	189	4.80	0.81
10	I can use a variety of assessment strategies.	189	3.76	1.09
11	When the grades of my students improve, it is usually because I have a good relationship with the students.	187	3.88	1.04
12	I can fill in different kinds of applications in English (e.g., credit card applications).	189	4.34	1.14
13	I understand how students learn by observations or by questionnaires.	189	3.95	1.13
14	I think that it is possible to conduct classes in English at high schools.	188	3.86	1.24
15	I think that a good attitude for communication is fostered through English education.	188	4.15	1.11
16	I write diaries, letters, blogs, essays, etc. in English.	189	2.42	1.48
17	I can adjust my lessons to the proper English level for individual students.	189	4.38	0.85
18	English teacher training programs which I have to take have been useful to me.	184	3.69	1.14
19	I can motivate students who don't show interest in learning English.	189	3.46	0.92
20	I can express and support my opinions in English when speaking about general topics.	188	4.23	1.04
21	I talk to Japanese colleagues of English in English.	189	1.68	1.07
22	I observe my colleagues' classes or exchange ideas.	189	3.69	1.27
23	My way of teaching has changed compared to when I began teaching.	189	5.14	0.88
24	I can understand when two English-speakers talk at a normal speed.	188	3.85	1.11
25	I can provide an alternative explanation or example when students are confused.	189	4.71	0.81

No	Item	N	Mean	SD
26	I think that we have better understandings of languages and cultures through English education.	189	4.79	0.89
27	I work together with my colleagues on the assessment of students.	189	4.56	1.13
28	I can figure out the meaning of unknown words in English from the context.	189	4.58	0.82
29	I think that learner-centered classes should be done.	189	4.85	0.92
30	I think that students' creative activities are important.	189	5.14	0.76
31	I have a desirable relationship with students.	189	4.42	0.80
32	I analyze my successful classes and use the good points in other classes	189	4.71	0.84
33	I can get students to follow classroom rules in my English classroom.	189	4.42	0.78
34	When the grades of my students improve, it is usually because I found more effective teaching approaches.	189	3.15	0.94
35	In face-to-face interaction with an English speaker, I can participate in a conversation at a normal speed.	189	3.72	1.22
36	I listen to authentic English by listening to the TV, radio, the Internet, movies..etc.	189	4.17	1.33
37	I participate in meetings or conferences of English education.	189	3.47	1.66
38	I think English classes are limited when entrance examinations of universities(high schools) are taken into consideration.	189	4.12	1.22
39	I conduct my class the same way as classes I took when I was in junior or senior high schools.	189	2.40	1.21
40	I think that interaction among students is important.	188	4.80	1.04
41	I talk to English speakers (including ALTs) in English.	188	5.02	1.16
42	I think that English education should be useful in human education.	188	4.72	1.03
43	I am improving my teaching based on the desire and the hope of the students.	188	4.34	0.88
44	The principal of my school understands my English classes well.	187	4.12	1.09
45	I can motivate students who show interest in learning English.	188	4.29	0.86
46	I have spent time on self-training since I became a teacher.	187	4.58	1.12
47	I think we should make educational situation where students learn the language as they learn their mother language.	188	3.80	1.38
48	I know the necessary strategies to help maintain a conversation with an English speaker.	187	3.83	1.13
49	I take in the results of the research of second language acquisition.	188	3.42	1.34
50	I collaborate to proceed English education with my colleagues and teachers in other schools.	188	3.69	1.36
51	I think teachers' English proficiency is more important than teaching skills.	187	2.64	0.96

No	Item	N	Mean	SD
52	I can write a short essay in English on a topic of my knowledge.	188	4.45	1.03
53	I reflect on my own teaching after almost every class.	188	3.97	1.00
54	I adjust my classes to entrance examinations of universities(high schools)	188	4.07	1.15
55	I think that teacher-centered classes should be done.	188	2.69	1.01
56	I think that the contents of the Course of Study have been changed a lot every time they are revised.	187	3.82	1.00
57	I can understand magazines, newspapers, and popular novels when I read them in English.	188	4.30	1.00
58	I can get students to believe they can do well in English.	183	3.75	0.94
59	I read books, newspapers, or articles on the Internet, etc. in English.	188	4.10	1.33
60	I take English proficiency examinations (Eiken, TOEIC, TOEFL,etc.)	188	3.41	1.70
61	I think that Grammar Translation Method is important in English classes.	188	3.63	1.04
62	When I have difficulties in my English class, I consult my colleagues or mentors about my class.	188	4.26	1.23
63	I understand English films without subtitles.	188	3.36	1.14
64	I think that it is important for students to speak English fluently.	189	3.83	1.05
65	I think there is a limitation that a non-native speaker of the language teaches the language.	189	3.45	1.25
66	I understand how to proceed in action research.	189	3.30	1.31
67	I can calm a student who is disruptive or noisy in my English class.	189	4.14	0.98
68	I have professional knowledge about English education.	188	4.02	1.01
69	I work together with my colleagues on making curriculums and syllubuses.	189	3.81	1.36
70	I think that the interaction between teachers and students is important.	189	5.11	0.82

* item14, item39, item55 are reverse items.

英語の先生方へ

調査にご協力ください！

はじめまして。

私は京都市の高校で英語教員をしています。現在は京都教育大学大学院にも在籍し、英語教育を専攻しています。

この質問紙調査は中学校、高等学校において英語教員が日々授業実践を行う上で、何が一番その充実感に影響し、さらなる実践につながっていくのかを探るものです。

ここで得られた回答は統計処理を行い、その後この質問紙調査は責任を持って処分します。先生個人の意見や情報が本研究以外に利用されたり、流出したりすることはありませんのでご安心ください。

なおこの質問紙調査に関するご意見、ご感想、お問い合わせ、また、本調査の結果についてお知りになりたい方は以下の連絡先までご連絡いただけたらと思います。

タヤマ

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- ◎ 以下の項目について「非常にそう思う」から「全くそう思わない」までの6段階のいずれかの欄に○をつけてください。
回答に迷った場合は深く考えず、最初に思った欄に○をつけてください。

		全く そう 思わ ない	そ う 思 わ な い	ど ち ら か と 言 え ば そ う 思 わ な い	ど ち ら か と 言 え ば そ う 思 う	そ う 思 う	非 常 に そ う 思 う
	(例)⇒		○				
1	コミュニケーション重視の授業は大切だと思う。						
2	私は勤務校の生徒の実態に合わせた授業展開を行っている。						
3	私は日々の英語の授業に対して充実感をもって取り組んでいる。						
4	英語教育は実用的なものであるべきだと思う。						
5	私は他の先生の授業や指導案、授業の記録などを参考にして授業を行っている。						
6	私はうまくいかなかった授業に対して原因を追究して改善しようとしている。						
7	自分の行いたい理想の英語の授業と現実の授業との間にギャップを感じる。						
8	私は教室で日常的に生徒と対応するときに使う英語表現を知っている。						
9	生徒が正しい英語を話したり書いたりすることは大切であると思う。						
10	私は多様な評価方法を用いることができる。						
11	生徒がいい点数をとったり、いい成果をあげるのは自分が生徒と良好な関係を保っているからだと思う。						
12	私は英語で各種の申込用紙に記入することができる。						
13	私は生徒がどう学んでいるかを観察したりアンケートを取って理解している。						
14	「英語での授業」は高校において可能であると思う。						
15	英語教育を通じてコミュニケーションを図ろうとする態度が育成されると思う。						

◎ 以下の項目について「非常にそう思う」から「全くそう思わない」までの
6段階のいずれかの欄に○をつけてください。
回答に迷った場合は深く考えず、最初に思った欄に○をつけてください。

		全く そう 思わ ない	そう 思わ ない	ど ち ら か と 言 え ば そ う 思 わ ない	ど ち ら か と 言 え ば そ う 思 う	そ う 思 う	非 常 に そ う 思 う
16	私は日記・手紙・ブログ・エッセイ等英語で文章を書いている。						
17	私は生徒の英語のレベルにあった指導をすることができる。						
18	教員になってから参加を義務付けられている英語の研修プログラムは役に立っている。						
19	私は英語学習に興味を示さない生徒に対してモチベーションを喚起できる。						
20	私は一般的なトピックに関して英語で自分の意見を主張することができる。						
21	私は日本人の英語教員の同僚と英語で話している。						
22	私は職場の同僚とお互いの授業を見たり、意見交流をしている。						
23	私は教え始めたころと比べて授業のやり方が変わった。						
24	私は二人のネイティブスピーカーが普通のスピードで話していると理解できる。						
25	私は生徒が困っているときに説明を変えたり別の例を出すことができる。						
26	英語教育を通じて言語や文化に対する理解が深められると思う。						
27	私は生徒の評価に関して、同僚と相談して行っている。						
28	私は文脈から未知語の意味を理解することができる。						
29	生徒を中心にした授業展開を行うべきだと思う。						
30	生徒の自己表現活動は大切であると思う。						
31	私は生徒との間に望ましい人間関係を築いている。						
32	私はうまく行った授業を分析し、良かった点を別の授業でも生かそうとしている。						
33	私は英語の授業で生徒をクラスのルールに従わせることができる。						
34	生徒の成績が上がったとき、それは大抵、自分が効果的な教授法を見つけたからである。						
35	私はネイティブスピーカーと面と向かっての対応で、普通のスピードで会話することができる。						
36	私はテレビ、ラジオ、インターネット、映画などを利用して生の英語を聞いている。						
37	私は英語教育の研究会や学会に参加している。						
38	大学(高校)入試を視野に入れると授業展開が制限されると思う。						
39	私は中学・高校で自分が受けてきたような英語の授業を行っている。						

◎ 以下の項目について「非常にそう思う」から「全くそう思わない」までの6段階のいずれかの欄に○をつけてください。
回答に迷った場合は深く考えず、最初に思った欄に○をつけてください。

		全くそう思わない	そう思わない	どちらかと言えばそう思わない	どちらかと言えばそう思う	そう思う	非常にそう思う
40	授業中の生徒同士のインタラクションは大切であると思う。						
41	私はネイティブスピーカー（ALT含む）と英語で話している。						
42	英語教育は人間教育に資するものでなければならないと思う。						
43	私は生徒の願いやニーズを踏まえて授業を改善している。						
44	自分の授業に関して管理職の理解は得られていると思う。						
45	私は英語学習に興味を示す生徒にモチベーションを与えることができる。						
46	私は教員になってから時間を割いて自己研修してきた。						
47	英語も母語を学ぶように自然に覚えられるような教育環境を作るべきだと思う。						
48	私はネイティブスピーカーと会話を続けるために必要な方略を知っている。						
49	私は第二言語習得の研究動向を取り入れている。						
50	私は同僚や他の学校の先生と共同して英語教育を進めている。						
51	教員の英語運用能力の方が授業力よりも大切であると思う。						
52	私は知っているトピックに関して英語で短いエッセーを書くことができる。						
53	私は自分の授業をほぼ毎回振り返っている。						
54	私は大学（高校）入試に対応した授業展開を行っている。						
55	教師を中心とした授業展開を行うべきだと思う。						
56	学習指導要領の内容は改訂ごとに変化が大きいと思う。						
57	私は英語の雑誌、新聞、流行の小説を読んで理解できる。						
58	生徒に英語がよくできると信じさせることができる。						
59	私は洋書・英字新聞・インターネットの英語記事等を読んでいる。						
60	私は試験（英検・TOEIC・TOEFLなど）を受験している。						
61	文法・訳読重視の授業は大切だと思う。						
62	私は授業に行き詰ったとき同僚や指導教員に相談する。						
63	私は映画を字幕なしで理解できる。						

◎ 以下の項目について「非常にそう思う」から「全くそう思わない」までの6段階のいずれかの欄に○をつけてください。
回答に迷った場合は深く考えず、最初に思った欄に○をつけてください。

		全くそう 思わない	そう 思わない	どちらか と言え ばそう 思わ ない	ど ちら か と 言 え ば そ う 思 う	そ う 思 う	非 常 に そ う 思 う
64	生徒が流暢に英語を話すことは大切であると思う。						
65	母語話者ではない人がその外国語を教えることには限界があると思う。						
66	私はアクションリサーチ(*)の進め方を理解している。						
67	私は英語の授業で騒がしい生徒を落ち着かせることができる。						
68	私は英語教育に関する専門的な知識を持っている。						
69	私は同僚と共同してカリキュラムやシラバスを作成している。						
70	授業中の教員と生徒のインタラクションは大切であると思う。						

(*)教師が授業を進めながら、生徒や同僚の力を借りて、自分の授業への省察とそれに基づく実践を繰り返すことによって、次第に授業を改善していく授業研究のこと

◎日々授業実践を行う中で、「英語教員をやっていてよかった」と思う瞬間があれば、自由にお書きください。

◎次の項目にもご記入、またはあてはまるものに○をおつけください。

1	()都・道・府・県	公立・私立	中学校・高等学校	女性・男性
2	高校の場合： 普通科高校・普通科高校(国際/英語系コース設置校)・職業高校()科) 定時制高校・特別支援学校・中等教育学校・高等専門学校・(その他)			
3	教員をされている年数：(2009年6月で) 0～3年未満・3年以上～5年未満・5年以上～10年未満 10年以上～15年未満・15年以上～20年未満・20年以上～25年未満・25年以上			
4	海外滞在経験： 2週間未満・2週間以上～1か月未満・1ヶ月以上～3か月未満・3か月以上～6か月未満・ 6か月以上～1年未満・1年以上(期間 年 か月)			
5	教員以外の職種の経験はありますか： ない・ある(具体的に)			
6	大学・大学院でのご専門分野： 英語教育・英米文学・英語学・その他()			
7	この調査に関してもう少し詳しくご協力いただくことは可能でしょうか。(協力できる・協力できない・分からない) 協力していただける場合はご連絡先を(9)にご記入ください。			
8	同僚やお知り合いの中で、この調査にご協力いただける中学校か高等学校の英語教諭の方はいらっしゃいますか。 (いる・いない) いらっしゃる場合、こちらからご連絡させていただきますのでご連絡先(今ご回答されている先生の連絡先)を(9)にご記入ください。			
* 9	お名前()Email()Fax() ご住所：			

*の項目は任意記入です。

◎ご提出は、2週間に以内に添付の封筒に入れて投函していただくか、FAX(075-711-3278:送付状不要)でお願いします。

ご協力ありがとうございました！