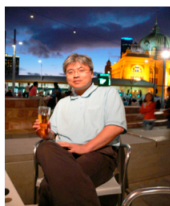


EFL Teachers' Awareness of ESP in Teacher Education in Japan



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Questionnaire survey

Subjects: 159 Japanese EFL teachers who are teaching at secondary school in Japan

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Objectives: to identify their awareness of ESP in the current teacher education system:

1. teacher education programs
2. English learning needs
3. pedagogical and language teaching goals
4. teacher professionalism

Findings

1. Teacher education programs

- Practical language skills - 69 %
- Teaching knowledge and skills - 64 %
- Educating/supporting - 56 %
- Less ineffective programs

EFL teachers need more practical language skills and ideas relating to classroom activities, and consider themselves to be schoolteachers or educators. They feel busy and want to focus on their students and schoolwork, so that they may not be interested in the teacher education programs to be provided.

Findings

2. Ideas relating to ESP, VOLL and CLIL

- Vocational languages/ESP: Yes - 25 %; Yes/no - 45 %
- CLIL: Yes - 23 %; Yes/no - 46 %
- TE programs: Vocational languages - 19 %; ESP - 33 %
- Different beliefs about teaching English

Three types of EFL teacher thinking:

- 1) working as secondary school teachers (education)
- 2) concentrating on teaching English in secondary education (EGP)
- 3) teaching English to any kinds of learners (ESP/EGP)

Findings

3. Teacher professionalism relating to ESP

- Language/teaching knowledge and skills - 70 %
- TE programmes for English teaching - 55 %
- Professional EFL teacher education - 45 %
- Different needs for TE

Three types of teacher education concepts:

- 1) Including ESP programmes
- 2) Exclusively teaching EGP in secondary education
- 3) not only focusing on teaching EFL knowledge and skills

Background knowledge

- Vague aims of EFL teaching in secondary education in Japan (MEXT Action Plan 2003)
- A variety of standards for EFL teaching or EFL teacher education in Japan
- No ESP/VOLL/CLIL concepts in secondary-school EFL teacher education programmes in Japan (MEXT Course of Study)
- Language needs in personal, academic or vocational life (CEF)

General purpose

To explore EFL teachers' awareness of ESP in secondary education in Japan:

What do EFL teachers think about ESP concepts?



Three main questions

1. Teacher education programs
2. Ideas relating to ESP, VOLL (vocational language learning) and CLIL (content and language integrated learning)
3. Teacher professionalism relating to ESP

Recommendations

- Practical EFL teacher education programmes should be provided to teachers: e.g. knowledge and skills; classroom management; and opportunities to use English.
- The current EFL teacher education in Japan should focus more on ESP, vocational languages and CLIL in addition to the traditional 'whole-person development' approach.

Recommendations

- Teaching English should be strongly related to students' future career; the concepts in ESP, vocational languages or CLIL are useful and helpful to change EFL teacher beliefs.
- The standards (e.g. CEFR) should be introduced into ELT in Japan: EFL teachers can establish their own professionalism.