

Questioning the Rationale for Native Speakers Only in Hiring Practice: From Parents' Perspective

Aya Akiyoshi

Abstract

Recently the demand for communicative language teaching has steadily increased across Japan in response to the current trend of globalization. This tendency is prevalent in the area of child English education, reflecting the parents' hope to prepare their child to become a member of the globalizing society. One consequence of this trend is a high demand for native English-speaking teachers irrespective of their qualifications. Many employers confidently state that only native speakers of English need apply, and other employers do not mention language skills but state that any college degree will suffice. Utilizing questionnaires, this exploratory study details the perspectives of parents of preschool-aged children, both in terms of their ideal teacher of English for their child and teaching qualifications that they deem necessary. Specifically, this study examines three areas of teachers' qualifications: a) educational background, b) teaching experience, and c) language competence. The results show that the majority of the parents prefer qualified teachers to unqualified native speakers. Both native and Japanese teachers of English are equally preferred, provided they satisfy the desired qualification requirements.

Key terms: native/nonnative, qualifications, hiring practice, parents' perception

Introduction

Awareness of English as a means for international communication has been increasing with the current trend of globalization. In response to this, the demand for communicative skills in English has been growing all over the world, including East Asian countries (Butler, 2003, 2004). The traditional grammar, reading and writing oriented teaching approach has been criticized as having been of little help in developing communicative skills, and thus many East Asian countries such as China, Taiwan, Korea and Japan have started teaching communicative English, even at the elementary school level (Butler, 2003, 2004, 2007). An increasing number of parents are urged to consider starting English education early to prepare their children to become members of the global society (Davies, 2003).

With the shift in view from written English to communicative English, the communicative competence of English teachers has been put into the spotlight. Oral capabilities are highly valued and as a result, regardless of their teaching qualifications, native English speakers tend to be valued more than qualified nonnative English teachers.

Discrimination in Hiring Practice

The definition of "native" English speaker or teacher, however, has long been controversial (Medgyes, 1992; Paikeday, 1984; Rampton, 1990; Davies, 2003; Kachru, 1982; Phillipson, 1992b). The degree of command in a language is not necessarily the sole factor that affects people's perception of a native or nonnative speaker. Liu (1999) attributes the factors that define native and nonnative to politics, country of origin, cultural background, acquisition environment and ethnicity. Amin (1999) claims that the typical stereotype of a "real" English teacher is "White, Anglo, and male" (p. 103). Thus those who do not match this stereotypical English speaker are often perceived as nonnative speakers, even if they were born and raised in a country where English is spoken as their first language. Speakers of English from the outer circle (Kachru, 1982), or countries where English has been institutionalized for historical reasons, have also expressed being classified as nonnative English speakers when teaching English or applying for English teaching jobs, even though they grew up speaking English in their countries (Braine, 1999c; Amin, 1999;

Thomas, 1999).

These types of bias seem to be particularly prevalent in some areas of the world. In European countries, it is considered to be ideal that a language teacher has mastered the language as a foreign language with a near-native proficiency and has the same linguistic and cultural background as the students (Phillipson, 1992a). On the other hand, in Asian countries such as Japan, Korea, Taiwan and Hong Kong, nonnative English teachers are still suffering from prejudice and discrimination for the sake of public preference for native speakers (Braine, 1999c). Many job postings in the field of English teaching in such countries clearly state the message of “no nonnative speakers need apply” (Braine, 1999b, xvi), as can be seen in the following example from Japan retrieved on July 27, 2010:

Teacher of English Conversation to Children and Adults Needed in Tokyo, Japan

- Four-year college degree required
- *Must be a native speaker* of English and nationality from North America
- Age from 23 to 50
- Experience teaching English to foreigners and teaching children
- Prefer experience with speech, singing, musical instrument, art, design, dance, sports

(<http://www.eslcafe.com/joblist/index.cgi?read=21602>)

Administrators' Views on Native and Nonnative Speakers

Some administrators have clearly admitted that they would not hire nonnative English-speaking teachers. Medgyes (1992) reported that more than half of the administrators in the English teaching industry who attended a conference in London in 1991 preferred to hire native English-speaking teachers. Additionally, some administrators in Japan, Korea, and Hong Kong admitted without hesitation that they would prefer unqualified native speakers to qualified local nonnative speakers (Braine, 1999a). Gulikers (2007) estimates that of all the stakeholders, administrators would be the ones that are more reluctant to hire nonnative speakers, as she has observed in her own experience of teaching and research that teachers and students recognize nonnative speakers' strengths or advantages as a teacher.

Students' Views on Native and Nonnative Speakers

The most common assumption as a reason for discrimination against nonnative speakers is that students prefer native speakers (Braine, 1999b). Because of this assumption, many nonnative teachers fear that their students might reject them simply because they are nonnative. Students, however, do not necessarily consider nonnative teachers as incompetent. Braine (1999b) states that the more students are exposed to qualified and proficient nonnative teachers, the more preference students attach to nonnative teachers. Braine's statement was verified by Moussu (2002, 2006), who investigated ESL students' attitudes toward nonnative English teachers in the U.S. She revealed that the students' impression toward nonnative English teachers grew more positive as they had more time and exposure with them. She also confirmed that the students who were taught by nonnative teachers showed more positive attitudes toward nonnative teachers than those who had never been taught by them.

Having a qualified teacher has also been observed to contribute to students' language learning abilities (Reves&Medgyes, 1994). In their survey research conducted in EFL countries, Barratt and Kontra (2000) found that students and teachers appreciated native English teachers in terms of authenticity in language and culture and the enthusiasm that they bring into the classroom. On the other hand, they negatively valued native English teachers for their lack of knowledge of their students' language and cultural and educational background, which hinder their ability to anticipate the difficulties and expectations of their students. Lee (2000) explains that the personality of the teacher and the quality of teaching (i.e. expertise, knowledge, training and teaching skills) are the two factors that make students think that the teacher is good.

This body of research implies that the demand for native English-speaking teachers may not be originating from students, since students' perception of nonnative teachers tends to change as more qualified and competent nonnative teachers are hired.

Research Questions: Parents' Views

Parents have influence on their children's learning to a great extent (Jacobs & Harvey, 2005) and are very important stakeholders that need to be involved when any policies are made in schools. However, very little research is found as to parents' perceptions of language teachers; even less is found in the EFL context. Their views on the ideal English teacher should therefore be investigated.

In this research, I seek to identify whether or not parents are a potential source of the demand for unqualified native speakers in the English teaching industry in Japan. I will also examine if there is a gap between the qualifications sought by employers in Japan and those sought by parents in native teachers of English (hereafter NTE) and Japanese teachers of English (hereafter JTE), thereby seeking to understand the justification for the widespread policy of hiring only native speakers. Below are the research questions:

RQ1. What qualifications do parents feel are necessary for an English teacher?

RQ2: How do those qualifications vary between NTE and JTE?

RQ3. Do parents prefer unqualified NTE to qualified JTE?

Method

Participants

A questionnaire was distributed to 12 preschools, one English language school, and randomly chosen people in the author's network of acquaintances all over Fukuoka prefecture in Japan. The target respondents were parents 1) who have a preschool-aged child (including babies) and 2a) whose child is currently learning English or 2b) who want their child to learn English before entering elementary school. The participants' profiles are summarized in Table 1.

Table 1. Profiles of Respondents

<i>Category</i>	<i>Details</i>
Copies distributed	754
Total respondents (response rate)	337 (44.7%)
Valid respondents (response rate)	207 (27.5%)
Age	20s-15%, 30s-74%, 40s-11%
Gender	Male-9%, Female-91%
Mother tongue	Japanese-100%
Speak foreign language	8%
Occupation	42% Housewife; 18% Company worker; 18% Part-time worker; 7% Public official; 6% Professional occupation (doctor, lawyer, CPA, etc); 5% Self-employed; 3% Education/Teacher; 1% Other

Materials

The questionnaire consists of nine questions and is divided into three sections: 1) parents' background information, 2) preferred qualifications of English teachers of children, and 3) type of teacher they prefer (for the actual questionnaire, see Appendix A).

For questions in which the degree of importance for each qualification was asked, I created detailed choices of qualifications for each of the three broad categories of qualification: educational background, teaching experience and language competence. These categories of qualifications were created after reviewing many of the job postings for English teachers of children and the criteria of J-Shine (J-Shine, n.d.), which is a non-profit organization that issues a certificate to elementary English teachers in Japan. Each qualification was evaluated on a 4-point Likert scale.

For the question whereby I asked the respondents the type of teacher they prefer, I referred to Medgyes (1992) research in

which he examined administrators' preference for English teachers. In making this question, I considered that there are two types of NTE: those that are hired as an English teacher (i.e. Eikaiwa or English conversation schools) and those hired as an assistant English teacher (i.e. JET program¹) In order to prevent the respondents from confusing these two types of NTE, I split this question into two different questions. In the former case, the question emphasized that the teacher is the one who teaches independently and, in the latter, that the teacher is the one who team-teaches with JTE.

Due to the complexity of the definition of a native speaker, the only explanation of a native speaker provided in the survey was that it is a person who speaks English as his or her mother tongue. A detailed definition of a native speaker was left to each individual respondent's interpretation.

Analysis

In addition to descriptive statistics to examine the type of English teacher the respondents prefer for their child, a 2x3 repeated measures ANOVA was used with teachers' native/nonnative background (NTE vs JTE) and qualifications (educational background vs teaching experience vs language competence) as 2 within-subjects factors in order to analyze: 1) the difference in the degree of importance among each qualification, and 2) the influence of teachers' native/nonnative background on the respondents' choice of the degree of importance of each qualification. The responses of each respondent were categorized into 6 groups: the responses for NTE and JTE in terms of the degree of importance of a) educational background, b) teaching experience, and c) language competence. The estimated marginal means of each qualification were computed, and, based on the estimates, pairwise comparisons at each qualification were also made using Sidak-corrected 95% confidence intervals. Statistical analyses were conducted with SPSS version 11.5.0.

Results

RQ1. What qualifications do parents feel are necessary for an English teacher?

Table 2 shows the mean of each of the detailed qualifications for NTE and JTE that parents feel are necessary. Each qualification was evaluated on a 4-point Likert scale from 4 being absolutely necessary to 1 being unnecessary.

Table 2. Native/Japanese Comparison: Descriptive Statistics of Detailed Qualifications

<i>Qualifications</i>	<i>NTE</i>			<i>JTE</i>		
	<i>Mean</i>	<i>Mode</i>	<i>SD</i>	<i>Mean</i>	<i>Mode</i>	<i>SD</i>
<i>Educational Background</i>						
Bachelor's Degree	2.49	2	0.90	2.76	2	0.95
Graduate Degree	1.89	2	0.67	2.06	2	0.71
Child Education Major	3.25	3	0.67	3.25	3	0.63
TESOL Major	3.11	3	0.76	3.29	3	0.66
Education Major	3.09	3	0.69	3.14	3	0.70
Teaching Credential: Children	2.76	3	0.70	2.92	3	0.74
Teaching Credential: English	2.93	3	0.76	3.21	3	0.73
<i>Teaching Experience</i>						
Teaching Experience in Japan	3.00	3	0.72	3.12	3	0.67
Teaching Experience Abroad	2.63	3	0.70	2.51	2	0.79
Teaching Experience with Children	3.26	3	0.68	3.31	3	0.63
<i>Language Competence</i>						
Speak Conversational Japanese (NTE) / English (JTE)	3.31	4	0.77	3.69	4	0.58

Understand Conversational Japanese (NTE) / English (JTE)	3.31	4	0.73	3.69	4	0.55
Understand Advanced Japanese (NTE) / English (JTE)	2.41	2	0.84	3.42	4	0.67
Speak Advanced Japanese (NTE) / English (JTE)	2.37	2	0.83	3.40	4	0.67

Of all the choices in the educational background, having studied TESOL or child education is considered most important for both NTE and JTE. As for teaching experience, both NTE and JTE are expected to have a similar degree of teaching experience, with the experience of teaching children being most important. As for language competence, both NTE and JTE are strongly hoped to have acquired conversational-level language proficiency. The JTE is desired to have achieved a high-level of English proficiency as well.

Table 3 shows the top 4 and the bottom 4 choices of all the detailed qualifications for NTE and JTE.

Table 3. **Top 4 and Bottom 4 of Detailed Qualifications**

<i>Rank</i>	<i>Qualifications for NTE</i>	<i>Mean</i>	<i>Mode</i>	<i>Qualifications for JTE</i>	<i>Mean</i>	<i>Mode</i>
1	Speak Conversational Japanese	3.31	4	Speak Conversational English	3.69	4
2	Understand Conversational Japanese	3.31	4	Understand Conversational English	3.69	4
3	Teaching Experience with Children	3.26	3	Understand Advanced English	3.42	4
4	Child Education Major	3.25	3	Speak Advanced English	3.40	4
11	Bachelor's Degree	2.49	2	Teaching Credential: Children	2.92	3
12	Understand Advanced Japanese	2.41	2	Bachelor's Degree	2.76	2
13	Speak Advanced Japanese	2.37	2	Teaching Experience Abroad	2.51	2
14	Graduate Degree	1.89	2	Graduate Degree	2.06	2

For NTE, the most important qualifications of all are considered to be daily-conversational Japanese proficiency in both the speaking and listening comprehension skill areas. It is notable that the mode for both speaking and understanding daily-conversational Japanese is 4, indicating that the majority of the parents feel the need for NTE to be able to speak basic Japanese. Experience of teaching children and having majored in child education are also regarded as essential.

For JTE, on the other hand, the top 4 most required qualifications are all related to proficiency. JTE are expected to have command not only of daily-conversational English but also of advanced-level English in terms of both speaking and listening. The mode for all the top 4 qualifications of JTE is 4, which shows the high expectations from parents over JTE's wide-ranging command of English.

RQ2. How do those qualifications vary between NTE and JTE?

Table 4 shows the estimated marginal means of each qualification category (educational background, teaching experience, language competence). The results show that the means for JTE are clearly higher than those for NTE in both educational background and language competence, while those in teaching experience are almost the same. This indicates that, in general, parents expect JTE to have higher qualifications than NTE.

Table 4. Estimated Marginal Means of Each Qualification Category

		N	Mean	SD	SE	95% Confidence Interval	
						Lower Bound	Upper Bound
Educational	NTE	207	2.79	0.50	0.03	2.72	2.86
Background	JTE	207	2.95	0.52	0.04	2.88	3.02
Teaching	NTE	207	2.96	0.55	0.04	2.89	3.04
Experience	JTE	207	2.98	0.55	0.04	2.90	3.05
Language	NTE	207	2.85	0.66	0.05	2.76	2.94
Competence	JTE	207	3.55	0.50	0.03	3.48	3.62

Table 5 summarizes the within-subjects effects of overall qualifications and background. The overall ANOVA effects show that within-subject effects are statistically significant in the factors of both qualifications and NTE / JTE background. NTE / JTE background factor had the larger main effect, $F(1, 206)=140.27, p<.05, \text{partial eta squared}=.405$, and qualifications factor yielded, $F(1.942, 400.029)^2=49.69, p<.05, \text{partial eta squared}=.194$. Two-way interaction effect of qualifications by native/Japanese background was also evident, $F(1.692, 348.561)=109.97, p<.05, \text{partial eta squared}=.348$. The statistical significance of the two-way interaction indicates that parents tend to change the degree of importance of each qualification depending on whether the teacher is an NTE or a JTE.

Table 5. Summary of Within-subjects Effects: Overall Qualifications and Background

	SS	df	MS	F	p	Partial Eta Squared
QUAL	23.99	1.942	12.36	49.69	.000*	.194
Error(QUAL)	99.47	400.029	0.25			
BACK	26.27	1	26.27	140.27	.000*	.405
Error(BACK)	38.58	206	0.19			
QUAL * BACK	26.84	1.692	15.86	109.97	.000*	.348
Error(QUAL*BACK)	50.27	348.561	0.14			

* The ANOVA effect is statistically significant at the .05 level

QUAL= qualifications BACK=NTE/JTE background QUAL*BACK=qualifications by NTE/JTE background

In order to analyze the simple main effects of each qualification category of NTE and JTE, pairwise comparisons were calculated as shown in Table 6. Figure 1 below plots the mean difference of each qualification category. The results show that the mean differences within NTE and JTE are statistically significant in educational background and language competence. The mean difference within NTE and JTE in educational background was $-.160$ or $.160$ ($p=.000$) with the lower bound of 95% confidence interval of $-.210$ or $.110$ and upper bound of 95% confidence interval of $-.110$ or $.210$. The mean difference within NTE and JTE in language competence was $-.698$ or $.698$ ($p=.000$) with the lower bound of 95% confidence interval of $-.795$ or $.601$ and upper bound of 95% confidence interval of $-.601$ and $.795$. No significant mean difference was found within NTE and JTE in teaching experience.

Table 6. **Pairwise Comparisons of Qualifications of NTE and JTE**

QUAL	(I) BACK	(J) BACK	Mean Difference		p ^a	95% Confidence Interval for Difference	
			(I-J)	SE		Lower Bound	Upper Bound
Educational Background	NTE	JTE	-.160	.025	.000*	-.210	-.110
	JTE	NTE	.160	.025	.000*	.110	.210
Teaching Experience	NTE	JTE	-.014	.034	.666	-.081	.052
	JTE	NTE	.014	.034	.666	-.052	.081
Language Competence	NTE	JTE	-.698	.049	.000*	-.795	-.601
	JTE	NTE	.698	.049	.000*	.601	.795

Based on estimated marginal means. * The mean difference is statistically significant at the .05 level

^a Adjustment for multiple comparisons: Sidak

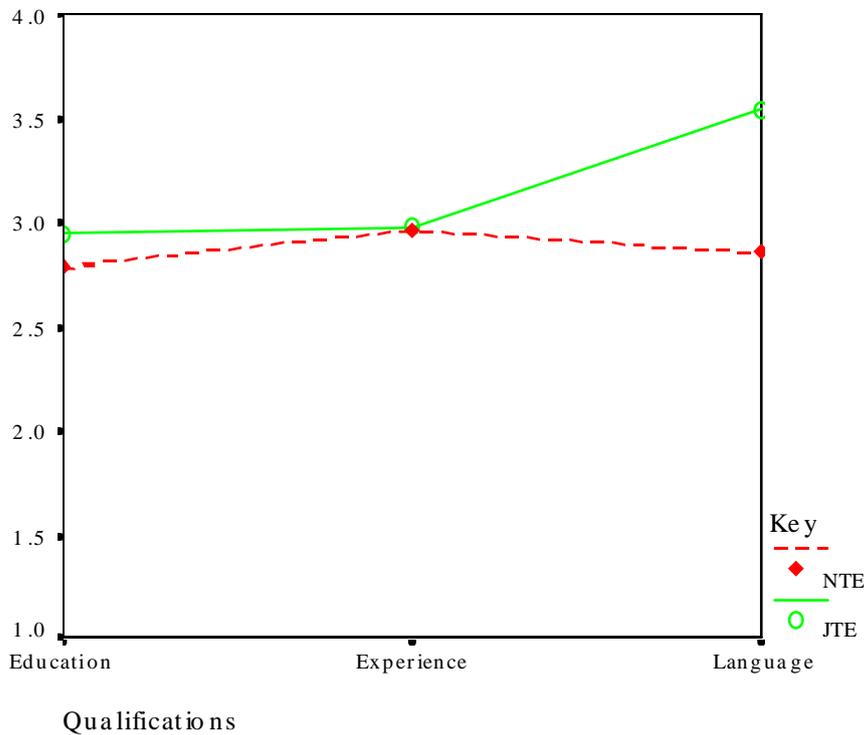


Figure 1. Mean difference of each qualification category

RQ3. Do parents prefer unqualified NTE to qualified JTE?

Table 7 shows a qualified English teacher when teaching by him/herself from parents' perspective, and table 8 shows the need for qualifications for NTE or JTE when they team-teach. The results indicate that most parents prefer a qualified teacher to unqualified NTE. Those who evaluate qualifications as a selection criterion of an English teacher outnumbered those who value only native or nonnative status. In addition, more than half of the parents request that both JTE and NTE should satisfy a desired qualification level even when they team-teach.

Table 7. **Qualified Teacher When Teaching By Him/Herself**

Choice	N	%	
A	14	7	Only native English speaking teacher. It doesn't matter whether or not he/she has desirable qualifications.
B	33	16	Only native English speaking teacher provided that he/she satisfies desirable qualifications.
C	65	31	I prefer native English speaking teacher, but I would prefer a qualified Japanese teacher more than a native English speaking teacher that does not satisfy desirable qualifications
D	4	2	Only Japanese teacher provided that he/she satisfies desirable qualifications.
E	91	44	Native/Japanese will not be a selection criterion as long as he/she satisfies desirable qualifications.
Total	207	100	

Table 8. **Need for Qualifications In Team-Teaching**

Choice	N	%	
A	10	5	Only native English speaker has to satisfy desirable qualifications.
B	13	6	Only Japanese teacher has to satisfy desirable qualifications.
C	54	26	Only either one of them has to satisfy desirable qualifications.
D	130	63	Both of them have to satisfy desirable qualifications.
Total	207	100	

Discussion

RQ1. What qualifications do parents feel are necessary for an English teacher?

RQ2. How do those qualifications vary between NTE and JTE?

The results showed that parents expect NTE to have teaching experience of the same level as JTE. On the other hand, the parents' expectation for educational background and language competence was overall higher for JTE than for NTE. However, this does not mean NTE without the appropriate educational background or language competence are acceptable. A Bachelor's degree, for example, is often stated as required in job advertisements. However, it is among the least required qualifications from the parents' perspective. Rather, having a relevant educational background related to language teaching is considered necessary for NTE to some extent. In addition, although NTE are not required to possess as high a competence in their foreign language as JTE, many parents expect them to have a daily-conversational level of Japanese proficiency. This finding indicates that it is desirable that NTE have acquired the learners' mother tongue to some extent from the standpoint of both parents, and also of Medgyes (1992) and Liu (1999), who claim that any language teachers should have an experience of being a language learner themselves.

The parents' expectation of JTE's English proficiency is the highest qualification of all. English proficiency, unfortunately, is an area in which nonnative speakers are considered to be disadvantaged compared to native speakers. Achieving this high level of

English proficiency could be a challenge for many JTE, possibly resulting in many JTE becoming discouraged. The extent to which English proficiency is needed as a successful "L2 user" (Cook, 2005) should be examined and recognized not only by teachers but also by all other stakeholders such as administrators, students and parents. They need to be informed of the notion of EIL or a lingua franca, and that achieving native proficiency is not necessarily appropriate for learners as well as teachers of English. In terms of the qualifications required for teachers of English for children, Butler (2004) suggests the need for specific guidelines that indicate the degree of English proficiency necessary to teach at the elementary school level in Japan. Setting an achievable goal is necessary in order to determine whether or not a teacher has sufficient English proficiency to help learners reach the goal.

RQ3. Do parents prefer unqualified NTE to qualified JTE?

Although the results show that parents expect JTE to have a higher qualification than NTE, especially in language competence, this can also be positively interpreted as meaning that parents welcome JTE provided they have sufficient qualifications and have acquired a high English proficiency. This supports much of the past research that claims that teachers must be hired based solely on what they know rather than who they are (Rampton, 1990). The fact that most parents place more emphasis on qualifications and less on native status poses a question to the justification of the current hiring practice that values native status over qualifications. Teachers should be evaluated based on their qualifications, including their language proficiency and not on their native or nonnative status.

Limitations and Recommendation for Further Research

The design of this study and the questions in the questionnaire are rather exploratory in nature. With the scarcity of studies on preschool EFL students and on parents' perceptions of teachers or English education in EFL contexts, no replicable studies in the past that meet the purpose of this study have been identified. Therefore, many of the questions and much of the research have been created by gathering pieces of information from the body of past research that is related to native and nonnative issues, job postings, and J-shine's criteria.

The categories of educational background and teaching experience have only broadly-identified qualifications in each of them. Investigation is needed to disclose explicitly what type of education and experience are needed, and to what extent. The level of language proficiency is also still broad and ambiguous at this point. Language competence was identified to be the most required qualification at the conversational level for NTE and at both conversational and advanced levels for JTE. Explicit end-use of the language (Japanese for NTE, English for JTE) needs to be observed so that the precise level of Japanese or English proficiency needed in practice can be established.

In addition, it is unavoidable that utilizing a number of close-ended questions limits the spectrum in respondents' answers. It is very possible that there are many more unrevealed qualifications that parents regard as important. Qualifications of English teachers must be considered not only from the viewpoint of educational, empirical and linguistic backgrounds, but also from psychological and sociological perspectives. The personality of the teachers, for example, is considered to be a large factor that affects students' attitude towards learning (Fox & Peck, 1978), as well as the teachers' devotion to the job (Thornton, Peltier, & Hill, 2005). Physical features of the teachers such as gender or ethnicity could also be factors that affect the choice of teachers not only between native speakers and nonnative speakers, but also among native speakers as Amin (1999) pointed out. Triangulating the quantitative data with qualitative data such as interview and conversation analysis would have complemented some of these shortcomings of this study.

Furthermore, it would be essential to conduct an in-depth investigation on the reasons for the early start of English education and the goals of English learning from the parents' perspective in order to scrutinize the rationale for each qualification. Investigating clear goals that parents have in mind is also suggested in order to create qualification guidelines for NTE and JTE to specifically meet the parents' or learners' goals.

Lastly, the viewpoints of administrators need to be investigated further. My questions regarding parents' perspective arose from browsing many job postings from Japan that search for native English speakers only, irrespective of their qualifications. Nonetheless, judging from this exploratory study as well as the body of past research, the demand for unqualified native speakers seems to originate from neither parents nor students. This leads me to question where this administrators' demand for unqualified native speakers is coming from, if their students and their parents do not necessarily want them. The ESL/EFL job websites that I browsed through, however, are all provided in English and thus some might say that it is highly likely that those websites intend to particularly recruit foreigners. Comparison of English teaching job postings for JTE and for NTE would therefore be necessary to more confidently identify the differences, if any, in terms of hiring practices and conditions.

Conclusion

This exploratory study intended to reveal parents' preference of English teachers in Japan. It was found that the majority of parents place importance on qualifications and thus native or nonnative status is not their prime selection criterion. Hiring unqualified native speakers is hence irrelevant from the parents' perspective. It is hoped that their view will be reflected in the hiring criteria for English teachers in order to give an equal opportunity to devoted teachers regardless of native or nonnative status and to allow learners to have access to such teachers. Thomas (1999) openly criticizes schools and community for influencing students' acceptance of nonnative teachers to a great extent. Barratt and Kontra (2000) warn that favoring unqualified native speakers can result in insulting earnest students as well as qualified nonnative teachers and also in interrupting students' learning. Instead of native or nonnative status, criteria for "language expert" (Rampton, 1990) or "successful L2 user" (Cook, 1999) or "competent language user" (Lee, 2005) should be established in order for teachers to be appropriately evaluated and hired. This would be much fairer for all language teachers, as well as parents who hope to provide their children with qualified teachers.

Notes

1. JET program is a government-administered international exchange program between Japan and other countries. There are three different positions: Assistant Language Teachers (ALTs), Coordinators for International Relations (CIRs) and Sports Exchange Advisors (SEAs). Most of the participants are ALTs. It has been recruiting several thousands of native speakers, mostly native English speakers, and sending them to public middle and high schools since 1987 and to public elementary schools since 2002. Many ALTs team-teach with Japanese English teachers (The JET Programme).
2. Huynh-Feldt epsilon correction was applied because the sphericity assumption was violated for the qualification main effect. Mauchly's $W=.961, p<.05$.

References

- Amin, N. (1999). Minority women teachers of ESL: negotiating white English. In G. Braine (Ed.), *Non-native educators in English language teaching* (pp.93-104). Mahwah, NJ: Erlbaum.
- Barratt, L. & Kontra, E. (2000). Native-English-speaking teachers in cultures other than their own. *TESOL Journal*, 9(3), 19-23.
- Braine, G. (1999a). NNS and invisible barriers in ELT. *TESOL Matters*, 2(2), 14.
- Braine, G. (1999b). Introduction. In G. Braine (Ed.), *Non-native educators in English language teaching*. (pp. xiii-xxi). Mahwah, NJ: Erlbaum.
- Braine, G. (1999c). From the periphery to the center: on teacher's journey. In G. Braine (Ed.), *Non-native educators in English language teaching*. (pp.15-27). Mahwah, NJ: Erlbaum.
- Butler, Y.G. (2003). Perception versus reality: How important is it that Korean elementary school teachers speak "good English?". *Working papers in educational linguistics*, 19(1), 1-25.
- Butler, Y.G. (2004). What level of English proficiency do elementary school teachers need to attain in order to teach EFL? : Case

- studies from Korea, Taiwan, and Japan. *TESOL Quarterly*, 38(2), 245-278.
- Butler, Y.G. (2007). Factors associated with the notion that native speakers are ideal language teachers: an examination of elementary school teachers in Japan. *JALT journal*, 29 (1), 7-40.
- Cook, V. (1999). Going beyond the native speaker in language teaching. *TESOL Quarterly*, 33(2), 185-209.
- Cook, V. (2005). Basing teaching on the L2 user. In E. Llurda (Ed.), *Non-native language teachers. Perceptions, challenges and contributions to the profession* (pp. 47-61). New York:Springer.
- Davies, A. (2003). *The native speaker: myth and reality*. Clevedon, England: Multilingual Maters Ltd.
- Fox, R.B., & Peck, R.F. (1978). *Personal Characteristics of Teachers that Affect Student Learning*. (Abstract obtained from ERIC, No. ED156644.)
- Gulikers, G. (2007). *An interview in NNEST Caucusforum*. Retrieved October 1, 2007, from <http://www.moussu.net/nnest/blog/>
- Jacobs, N., & Harvey, D. (2005). *Do parents make a difference to children's academic achievement? Differences between parents of higher and lower achieving students*. Retrieved October 17, 2007, from DOI: 10.1080/03055690500415746
- J-Shine. (n.d.). *J-Shine towa?* Retrieved on October 17, 2007, from <http://www.j-shine.org/whats.html>
- Kachru, B.B. (1982). Models for non-native Englishes. In B.B. Kachru (Ed.), *The other tongue: English across cultures*. (pp.31-57). Urbana: University of Illinois Press.
- Lee, I. (2000, February/March). Can a nonnative English speaker be a good English teacher? *TESOL Matters*, 10(1), 19.
- Lee, J. (2005). The Native Speaker: An Achievable Model? *Asian EFL Journal*, 7(2) Article 9. Retrieved April 25, 2009, from http://www.asian-efl-journal.com/June_05_jl.php
- Liu, J. (1999). Nonnative-English speaking professionals in TESOL. *TESOL Quarterly* 33(1), 85-102.
- Medgyes, P. (1992). Native or non-native: who's worth more? *ELT Journal* 46(4), 340-349.
- Moussu, L.M. (2002). *English as a Second Language Students' Reactions to Nonnative English-Speaking Teachers*. Master's thesis, Brigham Young University, Utah. (ERIC Document Reproduction Service No. ED468879)
- Moussu, L.M. (2006). *Native and nonnative English-speaking English as a second language teachers: student attitudes, teacher self-perceptions, and intensive English administrator beliefs and practices*. Doctoral thesis, Purdue University, Indiana. (ERIC Document Reproduction Service No. ED492599)
- Phillipson, R. (1992a). ELT: the native speaker's burden? *ELT Journal*, 46(1), 12-18.
- Phillipson, R. (1992b). *Linguistic Imperialism*. Oxford: Oxford University Press.
- Paikeday, T.M. (1985). *The native speaker is dead!* Tronto, Canada: Paikeday.
- Rampton, M.B.H. (1990). Displacing the 'native speaker': expertise, affiliation, and inheritance. *ELT Journal*, 44 (2), 97-101.
- Reves, T., & Medgyes, P. (1994). The non-native English speaking EFL/ESL teacher's self image: An international survey. *System*, 22(3), 353-367.
- The JET Program. (n.d.). *Introduction*. Retrieved May 25, 2009, from <http://www.jetprogramme.org/e/introduction/index.html>
- Thomas, J. (1999). Voices from the periphery: non-native teachers and issues of credibility. In G. Braine (Ed.), *Non-native educators in English language teaching* (pp.5-13). Mahwah, NJ: Erlbaum.
- Thornton, B., Peltier, G., & Hill, G. (2005). Do future teachers choose wisely: A study of pre-service teachers' personality preference profiles. *College Student Journal*, 39 (3), 489-496.

Appendix A

Questionnaire

Your Background Information

1. Age :
 2. Gender : M F
 3. Mother tongue: _____
 4. Please write if you speak any languages other than mother tongue: _____
 5. Occupation :
- | | | | |
|---|-----------------|---------------------------------|---------------|
| Company worker | Public official | Education/teacher | Self-employed |
| Professional occupation (doctor, lawyer, CPA, etc.) | | | |
| Part-time job | Housewife | Other (please specify : _____) | |

Qualifications of English Teachers of Children

6. When a native English speaking teacher teaches a class by him/herself , how necessary do you think it is he/she has the following qualifications?

	Unnecessary	Somewhat unnecessary	Somewhat necessary	Absolutely necessary
Bachelor's degree	1	2	3	4
Graduate degree	1	2	3	4
Majored English	1	2	3	4
Majored TESOL	1	2	3	4
Majored child education	1	2	3	4
Teaching credential of preschool/elementary levels	1	2	3	4
Teaching credential of English	1	2	3	4
Experience in teaching in Japan	1	2	3	4
Experience in teaching abroad	1	2	3	4
Experience in teaching children	1	2	3	4
Speak conversational Japanese	1	2	3	4
Speak advanced level Japanese	1	2	3	4
Understand conversational Japanese	1	2	3	4
Understand advanced level Japanese	1	2	3	4

Please write if you have any other desirable qualifications of native English teachers:

7. When a Japanese English teacher teaches a class by him/herself, how necessary do you think it is he/she has the following qualifications?

	Unnecessary	Somewhat unnecessary	Somewhat necessary	Absolutely necessary
Bachelor's degree	1	2	3	4
Graduate degree	1	2	3	4
Majored English	1	2	3	4
Majored TESOL	1	2	3	4
Majored child education	1	2	3	4
Teaching credential of preschool/elementary levels	1	2	3	4
Teaching credential of English	1	2	3	4
Experience in teaching in Japan	1	2	3	4
Experience in teaching abroad	1	2	3	4
Experience in teaching children	1	2	3	4
Speaks conversational English	1	2	3	4
Speaks advanced level English	1	2	3	4
Understands conversational English	1	2	3	4
Understands advanced level English	1	2	3	4

Please write if you have any other desirable qualifications of Japanese English teachers:

8. In the case that an English teacher teaches your child's class by him/herself, which one of the following options would you choose? Why?

- A. Only native English speaking teacher. It doesn't matter whether or not he/she has desirable qualifications.
- B. Only native English speaking teacher provided that he/she satisfies desirable qualifications.
- C. I prefer native English speaking teacher, but I would prefer qualified Japanese teacher than native English speaking teacher that does not satisfy desirable qualifications.
- D. Only Japanese teacher provided that he/she satisfies desirable qualifications.
- E. Native/Japanese will not be a selection criterion as long as he/she satisfies desirable qualifications.

Please describe the reason why you chose the above option:

9. In the case that a native English speaking teacher and a Japanese teacher teach your child's class together, which one of the following description do you agree with?

- A. Only native English speaker has to satisfy desirable qualifications.
- B. Only Japanese teacher has to satisfy desirable qualifications.
- C. Only either one of them has to satisfy desirable qualifications.
- D. Both of them have to satisfy desirable qualifications.

Thank you very much for your cooperation.