



**Title of Project:**

Professional Development in Japanese Non-native English Speaking Teachers' Identity and Efficacy

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**Project Summary:**

Non-native English-speaking teachers (NNESTs) represent more than 80% of English teachers worldwide (Braine, 2010), leading to a critical comparison with native English-speaking teachers (NESTs) in the English as a Foreign Language classroom. Ma (2012) found that NESTs believe they have strong linguistic skills and pedagogical weaknesses, whereas NNESTs have a stronger pedagogy but weaker linguistic knowledge. Furthermore, Kamhi-Stein (2000) explained that NNESTs can have low confidence in teaching practices and self-perceived language needs. Thus, understanding NNESTs' ideas of their capability can improve pedagogical quality and ultimately reduce the stereotypes and obstacles they face regularly. Additionally, while studies on NNESTs exist, few focus specifically on their professional identity, and studies connecting Japanese NNESTs' identity and efficacy are nonexistent.

This mixed methods research will investigate the professional development processes of Japanese NNESTs compared to NESTs in Japan. This dissertation focuses on teacher efficacy, teacher identity, and other contributing factors. This study involves both qualitative and quantitative components. In the qualitative strand, I will conduct interviews with six Japanese NNESTs and six NESTs at middle schools, high schools, and universities in Japan. In the quantitative strand, I will undertake an online survey based on the Teachers' Sense of Efficacy Scale (Tschannen-Moran & Hoy, 2001). The collection of qualitative and quantitative data will occur simultaneously, and then each data set will be analyzed independently, and finally both strands will be synthesized during the interpretation. This mixed methods approach will allow a clear interpretation of the relationship between NNEST efficacy and their professional identity development.