The purpose of this research is to investigate what kind of English proficiency elementary school teachers need. This study was functional analysis which was performed on classroom English in teacher's guide of "English note" 5th and 6th grade of elementary school in Japan and English text books teacher's guide 3rd, 4th, 5th and 6th grade of elementary school in Korea.

Chapter 1 states the current English education and its problems in this thesis and describes the purpose of this thesis. In 2003, MEXT set strategic concepts to foster Japanese who can use English, and they suggest that English teachers in junior high school and senior high school should acquire English skill of STEP pre-first level, TOEFL 550, TOEIC 730 or more. Having these strategic plans as the background, the new course of study was announced in 2008 and "foreign language activity", which is mostly English activity, is set to start at the 5th and 6th grades of elementary school in 2011. However, specific English proficiency levels have been presented for neither elementary school students nor teachers. It may be necessary to clarify the quantitative criterion of English skills for elementary teachers as the MEXT did to junior high school English teachers, but it is not sufficient. Certainly, setting the criterion of English proficiency can clarify the targeted English level that teachers should have to teach English, however it is doubtful whether doing so can relate to fostering students' English skills or not.

Chapter 2 describes the English proficiency with previous study. Matsuhata (1989) divides English proficiency in two ways: quantitative approach and quality approach. As outlined by Matsuhata, we found four competences to teach English for teachers. First, Lado (1961) expresses that the approximate degree of the proficiency of the three language elements and five skills define language competence. Second, Hymes (1972) describes "communicative competence" that focused on language "use". Third, Yamamori (2006) schematizes Educative function of English which entails educational teaching objects for English teachers. Fourth, JACET (2005) describes competence of character and competence of profession of teaching. In addition, Nakata (2008) suggests the idea of developing criteria for English proficiency in classroom.
Chapter 3 outlines the entire design of study 1 and attempts functional analysis using classroom English in the teacher’s guide at elementary school in Japan and Korea. This analysis is based on threshold level (JA van EK, 1990). The results derived from study 1 reveal the following. First, teachers use classroom English for instructional purposes many times at the elementary school. Second, teachers need to consider what functions of classroom English, depending on the objectives and contents of learning/teaching. Third, “Structuring discourse” and “communication repair” can not be seen on this analysis. So, classroom English is IRE that teachers one way explain directions and give orders.

Chapter 4, the outline of Study 2 attempts functional analyzes using the same material as Study 3. This analysis is based on the MERRIER Approach (Watanabe, 1995). The difference between Threshold Level and the MERRIER Approach lies in its perspectives. The perspective of Threshold Level is directed to our daily life. The perspective of the MERRIER Approach is directed to teaching. The results derived from study 2 reveal the following. First, using Japanese, visual aids, gestures and knowledge of other subjects allows for interaction between the teachers and students. Second, we analyzed interaction approaches. Mostly, eye contact and TPR can be seen. As the result of that, TPR is the key of interaction between teachers and students. In this study, we couldn’t find “redundancy” and “expansion” on the analysis based on MERRIER Approach. From the new course of study, we can see contents to learn foreign language activity “through various experiences”. Redundancy and expansion, which is a paraphrase of perceptual change shows that students can notice and learn through various experiences. Third, it is required for English proficiency to have an educative function.

a) Management classes depend on the students’ situation.
b) Incorporate other subjects.
c) Corporate and incorporate each of teachers
d) Assessment equality

Finally, Chapter 5 concludes the discussions of this research and examines its implications for further study. To summarize the major finding in study 1 and study 2, Teachers need not only the 4 skills of the language but also 4 proficiencies we describe in chapter 4. Teachers can interact using these 4 competences with the students, even teachers who don't have enough English proficiency such as linguistic competence. In addition, teachers try to communicate with students using Redundancy and Expansion. TPR helps interaction between teachers and students.