

## Abstract

### **Attitudes of Japanese Students and Teachers of English about Speaker Models**

Due to internationalization and diversification of English in the contemporary world, there are increasing numbers of studies about appropriate language norms and language models in English education, but there are few investigations of attitudes about appropriate models as speakers of English (henceforth, speaker models). And, in the few studies that there are, the focus of discussions and investigations was limited to linguistic characteristics (accents and grammar in particular) of speaker models. To gain a broader understanding of speaker models, this dissertation aims to document attitudes of Japanese students and Japanese teachers about speaker models without limiting its scope to the linguistic characteristics. To this end, three sets of studies were conducted.

The first study presented in Chapter 3 investigated students' attitudes about what characteristics led students to see someone as a speaker model. Nine Japanese university students participated in semi-structured interviews, and their comments were analyzed. Results show that although the participants were learning English as a foreign language and their goals for learning English were to achieve native-like competence, they mainly had Japanese teachers of English in mind as speaker models. Although it is not necessary to have native-like English in order to be seen as a speaker model, it is necessary for students to observe the speaker model using English for communicative purposes.

The second study presented in Chapter 4 investigated teachers' attitudes about accent goals, speaker models, and instructional language choice. Nine Japanese teachers of English at a Japanese university participated in semi-structured interviews, and their comments were analyzed. Findings of this study are that there were two approaches to the notion of speaker models: One was a language-normative approach, in which the appropriate speaker model

was judged on how closely it approximated the appropriate language norm; and the other was an L2-experiential approach, in which speaker model was not necessarily subject to the appropriate language norm but was judged on the basis of the requirements that the person had learned to speak English as an L2 and actually communicated with students in English. Furthermore, it was also found that the L2-experiential approach accounted for the participants' differing perceptions and behaviors about their use of English as the instructional language.

The third study presented in Chapter 5 involved a larger-scale investigation of attitudes of Japanese university students and Japanese university teachers regarding speaker models, linguistic characteristics of speaker models, teacher role, and instructional language. Compared with the studies presented in Chapters 3 and 4, a higher number of student participants and teacher participants were involved the study presented in Chapter 5, and data were collected not only by means of interviews but also by means of questionnaires.

On the basis of these data, this study proposes that a dual-model framework to the notion of speaker models should be incorporated into English education in Japan, in which both NS teachers and Japanese teachers are recognized and serve as different but important kind of speaker models. This proposal discusses in the context of frameworks of the notion of speaker models, criteria for speaker models, perceptions toward NS teachers and Japanese teachers as speaker models, and positions and roles of NS teachers and Japanese teachers as speaker models in English education in Japan. In Chapter 6, the findings from the three studies are discussed in two sections: the notion of speaker models, and points at issue in speaker model research. In the former section, the findings presented in the three chapters related to the notion of speaker models are organized in the following three parts: characteristics of NS teachers and Japanese teachers as speaker models, the framework of the

notion of speaker models, and roles of NS teachers and Japanese teachers as speaker models.

In the latter section, it is claimed that further studies need to broaden their scope without being limited to characteristics of speaker models' varieties of English but pay attention to five new aspects of the issue related to speaker models including language competence in English, motivation, realistic perception, instructional language, and roles as teachers of English and roles as speaker models.

*Keywords:* English as an international language; native speaker of English; nonnative speaker of English; language model; speaker model; English education in Japan