審査結果の要旨

Summary

Kenta Yamanouchi's doctoral dissertation presents an investigation of attitudes of Japanese students and teachers of English about speaker models.　The dissertation is based on three related studies which are described in Chapters 3, 4 and 5, and there is also an introduction (Chap. 1), a review of previous research (Chap. 2), and a summary and discussion of the findings and their implications (Chap. 6).

Current TEFL methodology has been influenced by research in the area of World Englishes.　English is now an international language and more and more of English users are non-native speakers (NNS) of English.　There is also greater recognition of the existence and validity of the non-native varieties of English that have developed in many of the places where English is used.　These demographic changes in the users and uses of English have raised questions regarding the variety of language which should be taught.　One issue in this regard concerns speaker models: Who are appropriate speaker models for learners, native speakers, non-native speakers, or both?　This is a question which is germane to teaching methods and goals, and it has become particularly relevant as TEFL has become increasingly concerned with developing learners' communicative skills in English. This dissertation therefore deals with an important topic which has practical

implications for TEFL.

Although there has been some discussion of speaker models in research, there have been few investigations about learners' attitudes regarding speaker models. This dissertation aims to fill that gap through quantitative and qualitative investigation of teachers' and learners' attitudes regarding speaker models. Yamanouchi set four research questions: (1) What are students' and teachers' notions of speaker models? (2) How do they perceive NS teachers and Japanese teachers as speaker models? (3) What do they think are teacher roles as speaker models? (4)What do they think are teaching behaviors as speaker models?

The research was based on three related studies. The first study, which is reported in Chap. 3, investigates speaker models from Japanese university students' perspective and is specifically concerned with identifying the characteristics that lead students to consider someone as a speaker model. This study involved semi-structured interviews with nine student participants. The second study, which is reported in Chap. 4, aimed at understanding speaker models from Japanese university teachers' perspective. It also involved semi-structured interviews to investigate the teachers' views about speaker models and related issues such as language goals, and the use of English as a language of instruction. Based on the studies reported in Chapters 3 and 4, Yamanouchi carried out a large-scale study using not only interviews, but also questionnaires. This study dealt with speaker models and with the related issues of the linguistic characteristics of speaker models, the role of teachers, and the use of English as an instructional language.

Findings from the research are discussed in relation to six aspects of the notion of speaker models: (a) the framework of the notion of speaker models, (b) approaches to the notion of speaker models, (c) criteria for speaker models, (d) perceptions about speaker models, (e) positions as speaker models, and (f) roles of speaker models. Findings related to the following points are also discussed: language competence in English, learners' motivation, realistic perceptions, use of English as an instructional language, and the roles of teachers and speaker models.

Evaluation
Overall, the dissertation is well-done. Yamanouchi has identified an important,

but under-studied area of research, one which has potentially important implications for TEFL. He provides a comprehensive literature review which demonstrates his familiarity with and understanding of previous related research. Based on his survey of previous research and the identification of gaps in research findings, he formulated research questions. His questions are appropriate in terms of scope and are ones which are feasible to study. In designing his research he used previous studies as models, but modified the methodology of those studies to fit his needs. Because his research goals and methods are similar to those of previous studies, he is able to compare his findings with those reported earlier.

One strength of Yamanouchi's research is that it uses multiple methods of data collection, interviews and questionnaires, and examines issues related to speaker model not only from the learner's perspective, but also from the teacher's. Thus, he has been able to obtain more balanced results and arrive at a deeper understanding of the relevant issues by investigating them from different perspectives.

Yamanouchi's use of data is exemplary. He took care in collecting his data, following all appropriate research protocols, and developed an appropriate methodology for analyzing and classifying data from the interviews. In his discussion of results, he carefully relates his conclusions to findings from both his questionnaire and the interviews, providing relevant quotations from the interviews to support his conclusions.

The writing is generally clear and coherent. There is room for improvement in the organization of the dissertation; in particular, Chapter 5 seems to deal with the same issues that have been covered in earlier chapters, leading to some repetition. Yamanouchi has been careful to relate his findings to those of previous studies, but sometimes there are an excessive number of citations and details which detract from the points under discussion. The discussion could have been improved by being condensed in some places. Also, adding more subheadings could help to organize the discussion better and make the structure clearer to the reader. However, these organizational issues do not diminish the validity of findings.

Overall, the research in this dissertation was well-designed, was carried out in an appropriate way, and is reported following the conventions of research in this area. The examination committee concluded that this dissertation meets the standards

for a doctoral dissertation and recommends that it be accepted.