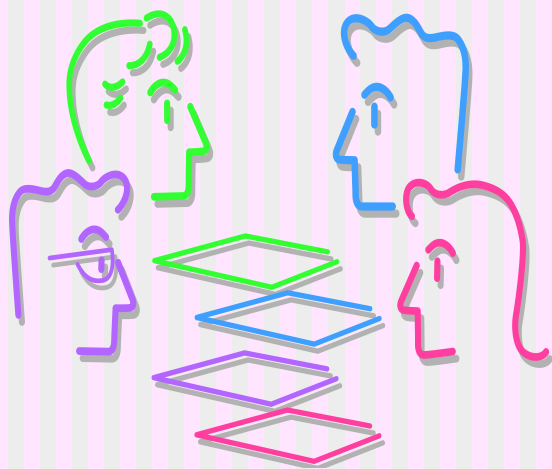


Preferred English Pronunciation Models for Learners and Teachers in Japan



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I. Introduction

I.A. English pronunciation models

- **NE (Native-like English)**
 - 1. Melchers & Shaw (2003:30)
 - 2. Brown (2008:198-9)
 - “**conservative** 1.”
 - assimilate to powerful groups’ language practices
 - “**image based** 2.”
 - try to perfect the image of a good speaker
- **EIL (English as an International Language)**
 - “**liberal** 1.”
 - emphasize that all varieties are linguistically equal
 - “**intelligibility based** 2.” Lingua Franca Core (Jenkins 2000)
 - have utilitarian outlook, no desire to be mistaken for an NS
- **JE (Japanized English)**
 - “**radical** 1.”
 - claim that spread of English exacerbates language inequalities
 - “**identity based** 2.”
 - have no desire or need to change his/her identity

Englic (Suzuki 2001), Japalish (Watanabe 2004)

I.B. English pronunciation models

Gaps and overlaps in phonological features

NE

EIL

JE

What they want to **do**



What they want to **be**

- **Image** of each model
- How English learners in Japan **view** their acquisition target.
- Preferred English pronunciation models

What kind of pronunciation model is preferred among what kind of learners and teachers?

II. Method

II.A. Questionnaires

Two questionnaires conducted in 2010.

English major & Non-English major University students	Elementary school(ES) & Junior high school (JHS) teachers
Spring 2010	Kochiyama, <i>et.al.</i> (2011)
7 questions	14 questions

4 question items

(Handout p.4)

- (A) Preferred pronunciation models
- (B) Occupational needs
- Self-confidence in pronunciation
 - ↑ (C) Two fields the participants are good at
 - (D) Two fields the participants are weak at

II.B. Participants

Participants	<i>n</i>	TOEIC <i>M</i>
Eng. Major (A public uni.)	57	776.9 (<i>n</i> =18, <i>SD</i> =76.2)
Non-Eng. Major (A private uni.)	160	342.2 (<i>n</i> =91, <i>SD</i> =69.1)
ES teacher (72 schools)	220	-
JHS teacher (32 schools)	92	-

II.C. Procedures

- (A) Preferred pronunciation models
 - NE="1", EIL="2", JE="3"
- (B) Occupational needs for using English
 - Students (future expectation):
"never", "not often", "sometimes", "often"
 - Teachers (classroom use):
"Japanese", "J > E", "E > J", "English"
- (C) Self-confidence in pronunciation
 - "two fields relatively good at"="confident"
 - "two fields relatively weak at"="less confident"
- (D) Students' English proficiency
 - TOEIC scores

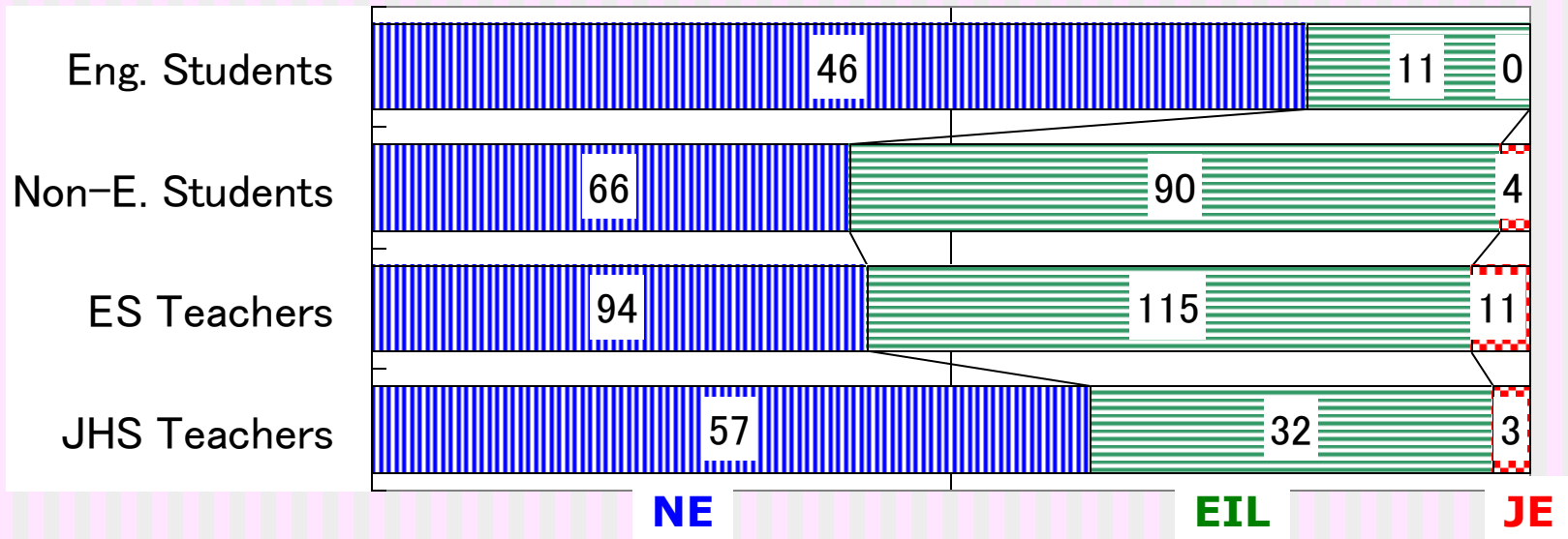
Kruskal-Wallis Test

Mann-Whitney's U test (Bonferroni's correction)

Kendall's τ rank correlation coefficient

III. Results

III.A. Studying / working environment

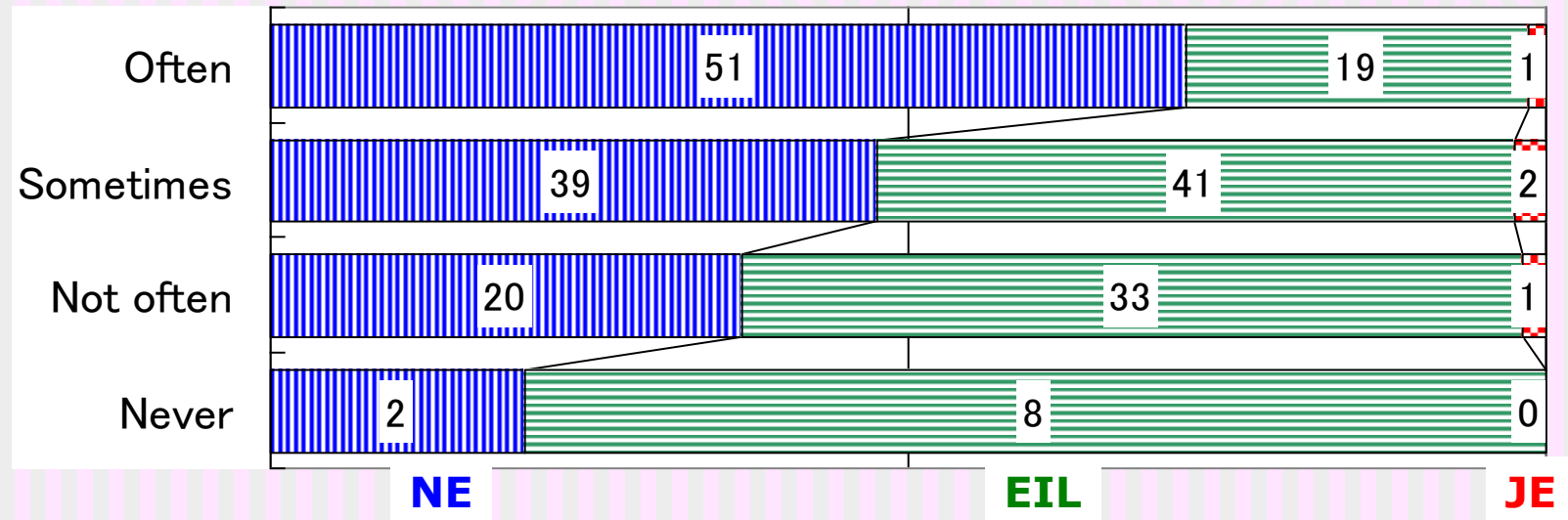


- Kruskal-Wallis Test ($n=529, \chi^2=35.7, p<.001$)
- Mann-Whitney's U test (Bonferroni's correction)

	1	2	3
1. Eng. students			
2. Non-Eng. students	$p<.001$		
3. ES teachers	$p<.001$	<i>n.s.</i>	
4. JHS teachers	<i>n.s.</i>	$p<.05$	$p<.05$

III.B. Occupational needs (students)

Table 3. Distribution of Preferred Pronunciation Models by **Expectation of English Use**.

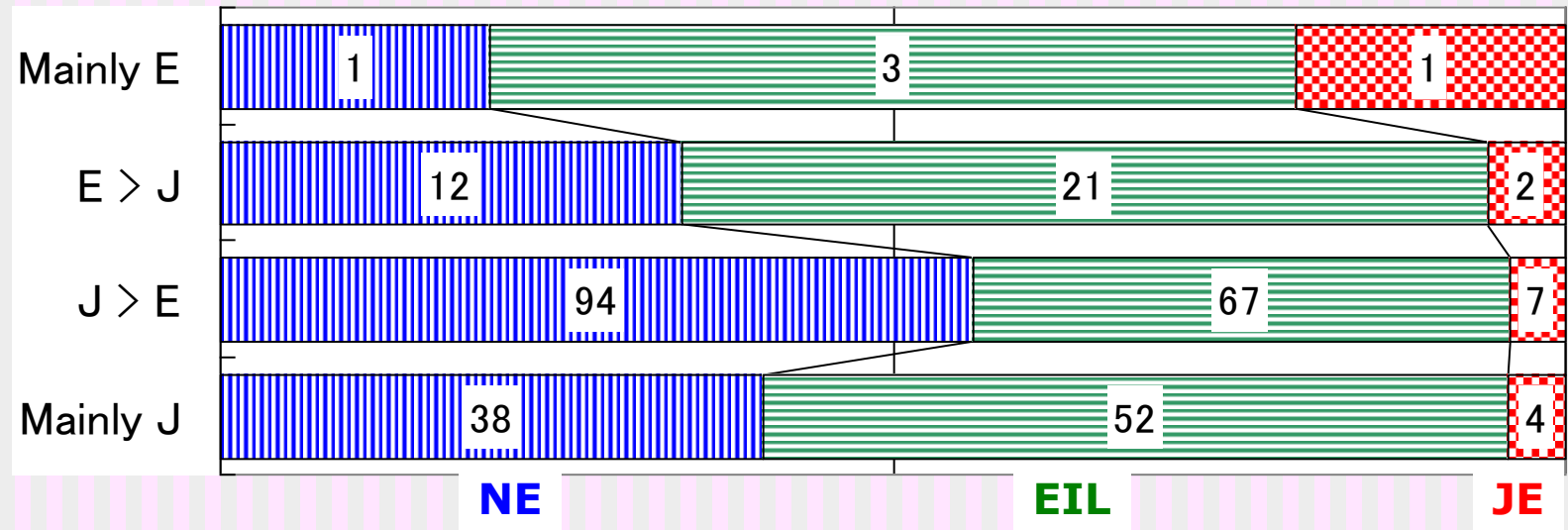


- Mann-Whitney's U test
 $n=213, U=3749.0, p<.001$

Students in **NE** group are likely to have **higher expectation** for future English use than those in **EIL** group.

III.B. Occupational needs (teachers)

Table 4. Distribution of Preferred Pronunciation Models by **Classroom English Use**.

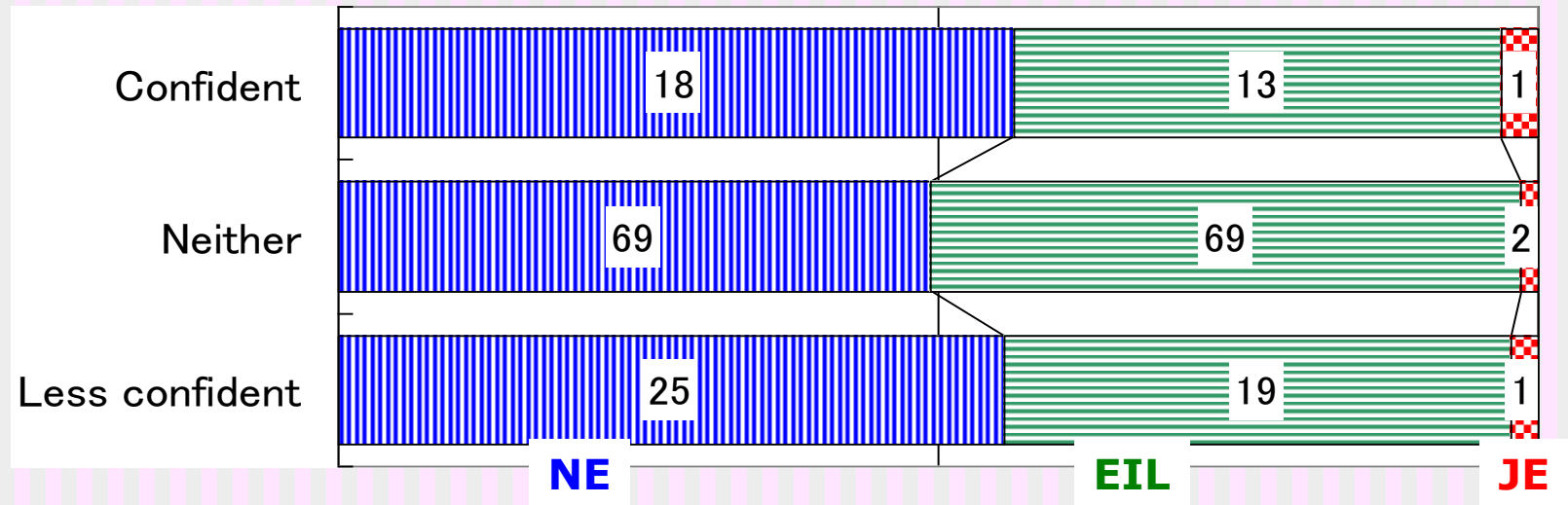


- Mann-Whitney's U test
 $n=288$, $U=10014.5$, *n.s.*

Frequency of the classroom English use is **not** necessarily the main factor to influence their choice of models.

III.C. Self-confidence (students)

Table 5. Distribution of Preferred Pronunciation Models by **Self-confidence in pronunciation**.

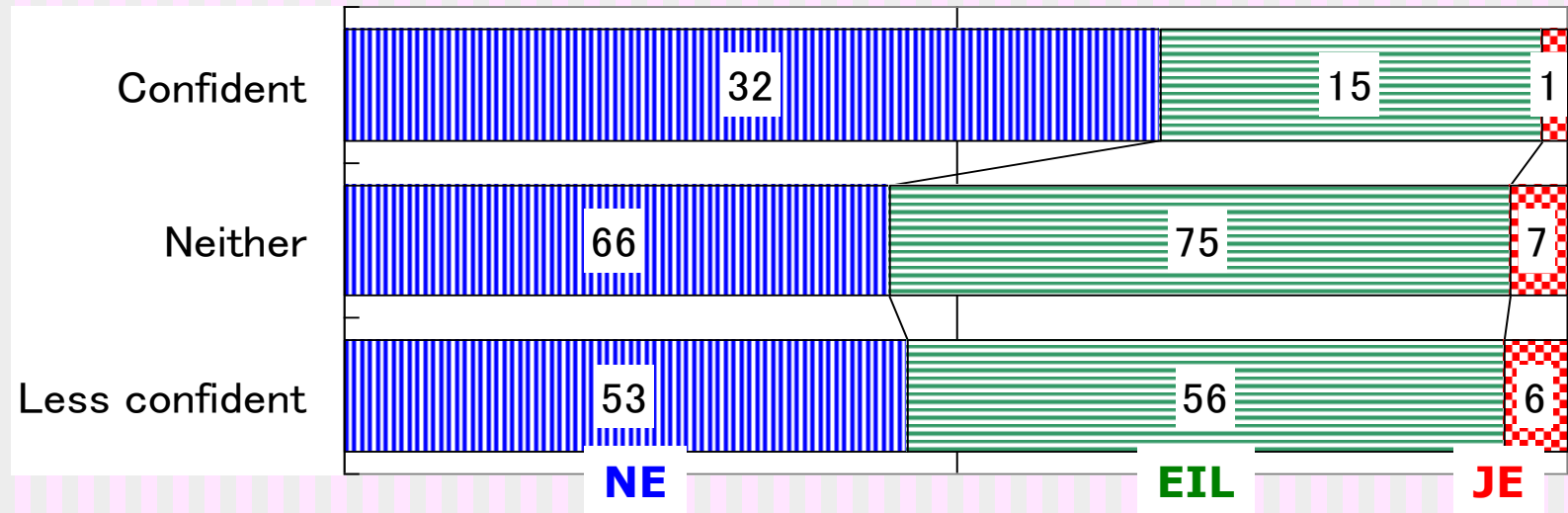


- Mann-Whitney's U test
 $n=213$, $U=5630.0$, *n.s.*

Not likely that the students chose NE/EIL just because they think they are good / weak at pronunciation.

III.C. Self-confidence (teachers)

Table 6. Distribution of Preferred Pronunciation Models by **Self-confidence in pronunciation**.



- Mann-Whitney's U test
 $n=297$, $U=9959.0$, $p=.585$

Tendency that the teachers in **NE** are more likely to be **confident** in their pronunciation than those in **EIL**.

III.D. Students' English proficiency

Means of the students' **TOEIC scores**
by Preferred Pronunciation Models.

	<i>n</i>	<i>M</i>	<i>sd</i>
NE	47	488.0	189.3
EIL	58	358.7	148.7
JE	4	349.8	44.6
All	109	414.1	176.5

- Kendall's τ rank correlation coefficient
 $n=109$, Kendall's $\tau b = -.33$, $p < .001$

Students with **higher English proficiency**
are more likely to choose **NE**.

IV. Discussions

IV. Discussion(**JE**)

- **Very few** participants chose **JE**.
⇒ focus on “**image of a good speaker**” & “**intelligibility**” rather than on “**language inequalities**” & “**identity**”
- 11 ES teachers chose **JE** ($n=18$).
⇒ “Teachers should enable pupils to deepen their understanding not only of the foreign language and culture, but also of **the Japanese language and culture** through foreign language activities.” ?
⇒ “(1) To become familiar with **the sounds and rhythms of the foreign language**, to learn **its differences from the Japanese language**, ...” (MEXT 2010)

How do ES students learn the differences?

IV. Discussion(**NE**)

- Similar tendencies between
 - Eng. students & JHS teachers (**NE**)
Main interest in English ⇒ “correctness”?
 - Non-Eng. students & ES teachers (**EIL**)
Interest in various fields ⇒ “communication”?
- Occupational needs
 - Students (higher expectation ⇒ **NE**)
 - Teachers (*n.s.*)
262/302 (87%) of the teachers use J > E
- Self-confidence in pronunciation
 - Students (*n.s.*)
Optimistic about “learnability”? Nakanishi (2008)
 - Teachers (confident in pronunciation ⇒ **NE**)
- Students’ English proficiency
 - higher TOEIC score ⇒ **NE**

IV. Discussion(**EIL**)

- Students with **weaker** expectation of occupational needs for speaking English
- Teachers with **less confidence** in their pronunciation
- Students with **lower** English proficiency are more likely to choose **EIL** than **NE**.

⇒Are they really aiming at **intelligible pronunciation**?

⇒EIL is **not an excuse** for avoiding pronunciation practice.

⇒What is **intelligible / unintelligible**?

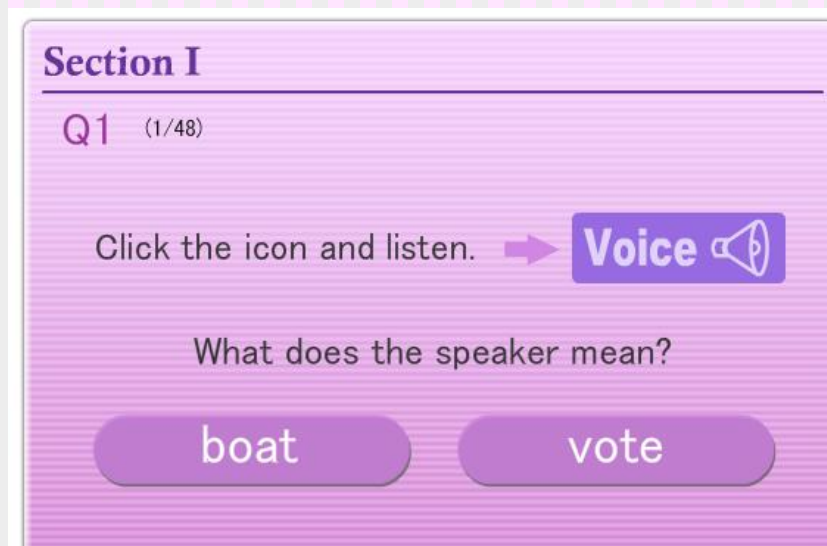
⇒What are the roles of **contextual messages**?

⇒How do listeners view **NE / EIL / JE** speakers?

V. Further studies

V. Further studies(1)

⇒What are the roles of the **contextual messages**?



NC: Let's take a **b**oat.

WC: We **crossed the river** by boat.

FC: *We **decided the matter** by boat.

<http://www.tm.kobegakuin.ac.jp/kyozai/ba/contents01/>

V. Further studies(2)

⇒How do listeners view **NE** / **JE** speakers?


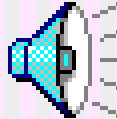
Section II

Q1 (1/19) If you would like to listen to each speaker again, click the icon bellow.

I would like to go on a hike with Speaker 1.

1 2 3 4 5 6


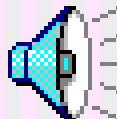
No, not at all. → Yes, very much.

Speaker 1.  

I would like to go on a hike with Speaker 2.

1 2 3 4 5 6

No, not at all. → Yes, very much.

Speaker 2.  

[next ▶](#)

Familiarity

Admiration

Companionship

Collaboration

Participants wanted

- Non-native speakers of English / Japanese
 - Native speakers of English

Please access the URL below:

<http://www.tm.kobegakuin.ac.jp/kyozai/ba/contents01/>

Or, email Ms. Nakanishi at:

nakanisi@ba.kobegakuin.ac.jp

Required time: 10-20 min.

Participation is anonymous.

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III.A. Studying / working environment

	Eng. students	Non-Eng. students	ES teachers	JHS teachers	<i>n</i> (%) Total
NE	46 (80.7)	66 (41.3)	94 (42.7)	57 (62.0)	263 (49.7)
EIL	11 (19.3)	90 (56.3)	115 (52.3)	32 (34.8)	248 (46.9)
JE	0 (0.0)	4 (2.5)	11 (5.0)	3 (3.3)	18 (3.4)
Total	57 (100.0)	160 (100.0)	220 (100.0)	92 (100.0)	529 (100.0)

- Kruskal-Wallis Test ($n=529, \chi^2=35.7, p<.001$)
- Mann-Whitney's *U* test (Bonferroni's correction)

	1	2	3
1. Eng. students			
2. Non-Eng. students	$p<.001$		
3. ES teachers	$p<.001$	<i>n.s.</i>	
4. JHS teachers	<i>n.s.</i>	$p<.05$	$p<.05$

III.B. Occupational needs (students)

Table 3. Distribution of Preferred Pronunciation Models by **Expectation of English Use**. *n* (%)

	Never	Not often	Sometimes	Often	Total
NE	2 (20.0)	20 (37.0)	39 (47.6)	51 (71.8)	112 (51.6)
EIL	8 (80.0)	33 (61.1)	41 (50.0)	19 (26.8)	101 (46.5)
JE	0 (0.0)	1 (1.9)	2 (2.4)	1 (1.4)	4 (1.8)
Total	10 (100.0)	54 (100.0)	82 (100.0)	71 (100.0)	217 (100.0)

- Mann-Whitney's *U* test
 $n=213, U=3749.0, p<.001$

Students in **NE** group are likely to have **higher expectation** for future English use than those in **EIL** group.

III.B. Occupational needs (teachers)

Table 4. Distribution of Preferred Pronunciation Models by **Classroom English Use**. *n* (%)

	Mainly J	J > E	E > J	Mainly E	Total
NE	38 (40.4)	94 (56.0)	12 (34.3)	1 (20.0)	145 (48.0)
EIL	52 (55.3)	67 (39.9)	21 (60.0)	3 (60.0)	143 (47.4)
JE	4 (4.3)	7 (4.2)	2 (5.7)	1 (20.0)	14 (4.6)
Total	94 (100.0)	168 (100.0)	35 (100.0)	5 (100.0)	302 (100.0)

- Mann-Whitney's *U* test
n=288, *U*=10014.5, *n.s.*

Frequency of the teachers' classroom English use is **not** necessarily the main factor to influence their choice of pronunciation models.

III.C. Self-confidence (students)

Table 5. Distribution of Preferred Pronunciation Models by **Self-confidence in pronunciation**. *n* (%)

	Less confident	Neither	Confident	Total
NE	25 (55.6)	69 (49.3)	18 (56.3)	112 (51.6)
EIL	19 (42.2)	69 (49.3)	13 (40.6)	101 (46.5)
JE	1 (2.2)	2 (1.4)	1 (3.1)	4 (1.8)
Total	45 (100.0)	140 (100.0)	32 (100.0)	217 (100.0)

- Mann-Whitney's *U* test
 $n=213$, $U=5630.0$, *n.s.*

Not likely that the students chose NE/EIL just because they think they are good / weak at pronunciation.

III.C. Self-confidence (teachers)

Table 6. Distribution of Preferred Pronunciation Models by **Self-confidence in pronunciation**. *n* (%)

	Less confident	Neither	Confident	Total
NE	53 (46.1)	66 (44.6)	32 (66.7)	151 (48.6)
EIL	56 (48.7)	75 (50.7)	15 (31.3)	146 (46.9)
JE	6 (5.2)	7 (4.7)	1 (2.1)	14 (4.5)
Total	115 (100.0)	148 (100.0)	48 (100.0)	311 (100.0)

- Mann-Whitney's *U* test
 $n=297, U=9959.0, p=.585$

Tendency that the teachers in **NE** are more likely to be **confident** in their pronunciation than those in **EIL**.

III.D. Students' English proficiency

Means of the students' TOEIC scores
by Preferred Pronunciation Models.

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- Kendall's tau correlation coefficient
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Students with higher English proficiency
are more likely to choose **NE**.