

# 琉球大学学術リポジトリ

## 国際語としての英語：英語教職課程を履修する大学生の理解と認識に関する調査

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## Japanese Pre-service Teacher Trainees' Awareness of English as an International Language

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Numerous studies have investigated non-native speakers' attitudes toward the nativeness paradigm, with the results showing a strong favoritism toward a standard variety of English found in the United Kingdom and North America. The data used in previous research was collected mostly from ESL learners and ESL teachers; few studies have explored pre-service teachers' language attitudes in regions where English is taught as a foreign language. On the assumption that the beliefs and attitudes held by pre-service teachers will influence the relationship between themselves and the target language as well as their potential students' view of English language in the international community, the current study examines Japanese pre-service teachers' beliefs concerning the status and value of English as an international language (EIL) as well as their views on native speaker norms.

### Theoretical Background

#### *Definition of "Native Speakers of English"*

English has gained global status and been recognized as an international language due to its world-wide use in various fields. English's status as a global language has created a dichotomy between native speakers and non-native speakers. Kachru (1985) divided English speakers into three groups with reference to historical, sociolinguistic, and

literary contexts: the Inner Circle countries, where English is spoken as the first language (L1) or native language of the country, such as the USA and UK; the Outer Circle countries, where it is spoken as a second language (L2) or additional language in a multilingual country, such as Singapore and India; and the Expanding Circle countries, where it is studied as a foreign language (FL), such as Japan and Indonesia. Traditionally, the term *native speaker* has commonly referred to a speaker from the Inner Circle group.

Nowadays, however, English is spoken by more L2 speakers as an international language or lingua franca than by L1 speakers in the Inner Circle. This fact has enhanced the development of new varieties of English (Kirkpatrick, 2007). Considering the intricate reality of English use, Kachru (1998) has proposed a distinction between *genetic nativeness* and *functional nativeness* in the use of English. The genetic native speaker is someone from the Inner Circle country, whereas a functional native speaker refers to a person of the Outer Circle group, namely from a region where the English language functionally penetrates daily life. People of this class have developed their own linguistic norms and identified themselves as native speakers of their own varieties of English (Timmis, 2002). In this sense, a *native speaker* traditionally defined fails to refer to a functional native speaker, who speaks English not only as an official language but also in the home. It is also inappropriate to label as a *non-native speaker* a person who has learned English as a second or foreign language and achieved bilingual status as a fluent, proficient user. The more English has spread, the more difficult it has become to categorize those who use English as either native or non-native speakers.

### *Previous Studies on Attitude toward Native Speaker Norms*

The idea of making distinctions between types of language users has influenced the ELT field: native speakers are considered to be the best language teachers as well as the best model for non-native speakers to follow. It is a widely accepted assumption that the primary goal of ESL and EFL learners is to gain native speakers' linguistic knowledge and properly imitate their pronunciation (McKay, 2002). The nativeness paradigm has affected non-native speakers' feelings and attitudes toward the English language itself, as is discussed in language attitude studies that have explored non-native speakers' perceptions of native speaker norms (e.g., Chiba, Matsuura, & Yamamoto, 1995; Crismore, Ngeow, & Soo, 1996; Dalton-Puffer, Kaltenboeck, & Smit, 1997; Flaitz, 1993; Matsuda, 2003; Timmis, 2002).

Concerning research conducted with Japanese EFL learners, Chiba, et al. (1995) explored the relationship between the acceptance of different varieties of English and attitudinal factors of Japanese college students. Listening to a tape with recordings of three native speakers and six non-native speakers of English, the participants favored the accents of the native speakers because they were familiar with them, while they showed less approval toward non-native accents. Using questionnaires and interviews to examine the perceptions and attitudes of Japanese high school students toward English, Matsuda (2003) reported that although the participants claimed that English is an international language, they felt that it belonged to native speakers of English. Of the students surveyed, 45% believed that foreigners would not understand them if they spoke to them in Japanese-accented English. The results indicated that the Japanese secondary students believed that Japanese should seek a correct model in American or British English. Such

findings show non-native speakers' preference for a standard variant of English spoken by native speakers from Britain or the USA.

### ***Research on Teachers' Beliefs***

Mainstream educational research in the last two decades has recognized the importance of teachers' beliefs, knowledge, and assumptions (e.g., Kagan, 1992; Pajares, 1992). The cognitive dimensions of second language teaching have also been explored in the field of second language teacher education (see Borg, 2003, for a review and exhaustive list of studies on language teacher cognition research in ESL and EFL). A number of studies, utilizing observations, interviews, stimulus recall reports, or journal entries as research instruments, have explored the relationship between teachers' beliefs and their classroom practices (e.g., Gattbonton, 1999; Johnson, 1994; Mullock, 2006; Woods, 1996). However, very few studies on EFL teacher education in Asia, in particular pre-service teacher cognition, have been documented, whereas extensive work has been done with in-service language teachers, focusing on ESL teachers in English-speaking countries.

With the assumption that teachers' language awareness and attitude, which are considered to be components of teachers' beliefs, are realized in their teaching practices and plausibly linked to the formation of their future students' attitudes and awareness of the target language, it is necessary to uncover pre-service teachers' perspectives toward the different varieties of English. Doing so should help trainees become aware of their own language use and choices, enhancing their understanding of current language use in the world. Language awareness studies should also contribute to refining and improving pre-service teacher training programs in Japan. Therefore, the present

study was designed to explore Japanese pre-service teacher trainees' beliefs and attitudes toward the status and role of English in the international community and their perceptions of a standard variety of English as well as of Japanese-accented English. The research questions raised in the present study were as follows:

1. How do pre-service teachers perceive the status and role of English in the world?
2. What attitude do pre-service teachers have toward native-speaker pronunciation and Japanese-accented English?

## The Study

### *Participants*

The study was conducted at a university in Okinawa, Japan. The participants were 40 second-year college students who enrolled in the initial teacher training course required for being licensed as an English teacher in Japan.

### *Questionnaire and Data Collection*

The questionnaire given to the trainees included 10 items in the form of statements and three descriptive questions: the first half items and the three questions explored Research Question 1, while the second half items were designed to address Research Question 2 (see Appendix). The 10 statements had 6-point scales in the Likert format: *strongly agree*, *agree*, *moderately agree*, *moderately disagree*, *disagree*, and *strongly disagree*. Previous studies on attitudes and beliefs utilized two

degrees for each pole (e.g. *strongly agree, agree vs. strongly disagree, disagree*). The present study employed three scales for each in order to more closely explore the degree of perception. Participants were asked to read a statement and decide which answer most accurately described their beliefs. They spent the initial 20 minutes of the first or second class of the course completing the questionnaire. The questionnaire was written in Japanese and participants answered it anonymously.

## Results

Participants' responses were tabulated by mean scores and percentages and were analyzed in regard to each research concern.

### *The Status and Role of English in the World*

First of all, the participants were asked to make a list of the countries where they thought English is used. The countries mentioned by the participants were categorized into three groups in accordance with Kachru's classification.

As shown in Table 1, a majority of the participants mentioned the USA, UK, Australia, Canada, and New Zealand as typical English-speaking countries. The USA and UK, in particular, were the two major countries which almost all participants named. Among the Outer Circle countries, 22 out of the 40 participants mentioned the Philippines as a country where English is spoken, followed by India and Singapore. A very small number of participants named other Outer Circle countries such as Malaysia, South Africa, Malta, and Papua New Guinea. No African countries except South Africa and Kenya were recognized as countries where English is spoken, although English does have official

status in a large number of African countries due to historical and political reasons. The results indicate that the majority appeared to believe that the English language belongs to countries in the Inner Circle, and that they had very little knowledge about the current status and roles that English has in the world, in particular Outer Circle countries.

*Table 1: Pre-service teachers' perception of where English is used (N = 40)*

Inner Circle		Outer Circle		Expanding Circle	
USA	40	Philippines	22	Scandinavian countries	2
UK	39	India	12	China	1
Australia	36	Singapore	10	Holland	1
Canada	35	Malaysia	5	Indonesia	1
New Zealand	24	South Africa	4	Japan	1
Ireland	5	Malta	2	Mexico	1
Scotland	1	Papua New Guinea	2	Panama	1
		Fiji	2	South Korea	1
		Hong Kong	1	Spain	1
		Kenya	1		

Items 1 and 2 asked the necessity of English. As shown in Table 2, 97.5% of the participants believed that English functions as a tool for understanding British and American people and their cultures. The corresponding high mean score was 5.40. Table 3 shows the responses for Item 2: 95.0% of participants believed that English is also necessary for understanding people from other countries and their cultures.



Table 2: Item 1 "English is necessary in order to understand people from the USA and UK and their cultures."

Disagree			Agree			
Strongly disagree	Disagree	Moderately disagree	Moderately agree	Agree	Strongly agree	
%	2.5(1)	0(0)	0(0)	12.5(5)	22.5(9)	62.5(25) M=5.40

Note: The number in the parentheses is the actual number of responses.

Table 3: Item 2 "English is necessary in order to understand people from other countries and their cultures."

Disagree			Agree			
Strongly disagree	Disagree	Moderately disagree	Moderately agree	Agree	Strongly agree	
%	2.5(1)	0(0)	2.5(1)	42.5(17)	25.0(10)	27.5(11) M=4.70

Note: The number in the parentheses is the actual number of responses.

As shown in the bilateral responses (i.e., disagree and agree) in Tables 2 and 3, the overwhelming majority of participants believed that English is necessary to understand people from not only the USA and UK but also from other countries and their cultures. However, it should be noted that 62.5% of respondents to Item 1 show strong agreement, whereas only 27.5% indicate a strong belief for Item 2. Although positive responses were given to both statements, the strong agreement in response to Item 1 suggests that the participants believed that English is essentially identified with American and British people and their cultures. This could reflect the participants' belief that the primary interlocutors with whom they wish to communicate in English are American or British, although nowadays users of English as a lingua franca outnumber native speakers, which means there are in fact comparatively more chances to interact with non-native speakers in English (e.g., Kachru, 2005; McKay, 2002). The above results reveal the Western bias

in the pre-service teachers' perception of the property and function of English.

Item 3 asked about the pre-service teachers' attitude toward the standard variety of English in international communication: 72.5% of participants disagreed with the idea that users of English around the world should use native-like English, resulting in the lowest mean score being 2.73 (see Table 4). This implies that they believed non-native-like English use by non-native speakers of English should be accepted. Indeed, the status of English as an international language does not necessarily require non-native speakers to speak a standard variant of English spoken by native speakers, and pre-service teacher trainees in the present study were aware that English spoken in the international community could differ from the native-speaker variety of English.

*Table 4: Item 3 "If English is an international language, the users of English around the world should use native-like English."*

Disagree			Agree				
Strongly disagree	Disagree	Moderately disagree	Moderately agree	Agree	Strongly agree		
%	15.0(6)	30.0(12)	27.5(11)	25.0(10)	0(0)	2.5(1)	M=2.73

Note: The number in the parentheses is the actual number of responses.

As shown in Table 5, 97.5% of participants claimed that they would like to learn English from native speakers. Their preference plausibly stems from the belief that a native speaker is both an ideal model to follow and teacher to learn the language from. Despite their acceptance of non-native speaker English use revealed in Item 3, the pre-service teacher trainees showed a strong preference for a native speaker as a language teacher. They were eager to meet native speaker norms while at the same time believing that non-native English use should be supported.

Table 5: Item 4 "I would like to learn English from native speakers."

Disagree			Agree				
Strongly disagree	Disagree	Moderately disagree	Moderately agree	Agree	Strongly agree		
%	0(0)	0(0)	2.5(1)	10.0(4)	47.5(19)	40.0(16)	M=5.25

Note: The number in the parentheses is the actual number of responses.

Next, since there is no empirical and theoretical validity in the term *native speaker*, and the label is taken seemingly in a commonsensical manner, the pre-service teachers' interpretations and perceptions of the term were examined. The participants were asked for their definition of a native speaker.

Table 6: Responses to the question "What countries do people you consider to be the native speakers come from?"

USA	36	Philippines	2	Countries where English is spoken as the mother tongue, first language, or official language	3
UK	23	India	2		
Canada	16	South Africa	1		
Australia	13				
New Zealand	9				
Ireland	3				

As shown in Table 6, the majority mentioned people from Inner Circle countries. As being native speakers of English, 36 out of 40 cited the USA, 23 the UK, 16 Canada, 13 Australia, 9 New Zealand, and 3 Ireland. A small number of participants also mentioned three Outer Circle countries, namely the Philippines, India, and South Africa. These three countries were also named as English-speaking countries at the very beginning of the study. English has in fact established its status as an important language in these countries: in South Africa, English is spoken as the L1 among some people, while in India and the Philippines, local forms of English have emerged and are spoken as the

lingua franca. The responses indicate that the pre-service teachers perceive English users from the Inner Circle as the prototype of the English native speaker without recognizing the status of English in other countries. Their definition of native speaker confirms the Western-oriented view of the English language in terms of ownership in addition to the functions of English as reported in the previous section.

The participants were also asked to define the term *foreigner*. The Japanese word for foreigner is *gai-jin*, which literally means outsider. The results are shown in Table 7: 33 out of 40 participants considered Americans to be foreigners, 1 listed Canadians, and another mentioned Western people, yet only 5 participants indicated either Russians, Asians (e.g., Chinese, Thai, Nepalese, Indonesian), non-Japanese, or other non-Asians to be foreigners. These definitions of foreigner indicate participants' strong America-centered interpretation of the term.

*Table 7: Responses to the question "People of what countries do you consider to be foreigners?"*

USA	33
Canada	1
Western people	1
Russian	1
Nepal	1
Non-Japanese	1
Chinese/Thai/Indonesian	1
Non-Asian	1

Item 5 asked about the pre-service teachers' view of English in a pedagogical context, in particular regarding the teaching of British and American English. As shown in Table 8, 75.0% of participants answered in the positive to Item 5, but a strong preference was not displayed: moderate agreement, with 42.5% of the responses, was the most

common choice, whereas the strongest positive response received only 5.0%. Although the majority showed a strong preference for British and American native speakers as language teachers, they gave relatively low endorsement to these varieties of English as the target forms they should teach in a school setting. This might be ascribed to their awareness that English dialects are diverse even among native speakers (e.g., Canadian English and Australia English) and that non-native varieties of English also exist.

*Table 8: Item 5 "American or British English should be taught in the Japanese educational system."*

Disagree				Agree			
Strongly disagree	Disagree	Moderately disagree	Moderately agree	Agree	Strongly agree		
%	0(0)	15.9(6)	10.0(4)	42.5(17)	27.5(11)	5.0(2)	M=3.98

Note: The number in the parentheses is the actual number of responses.

### ***Attitudes toward the Native-speaker Variety and the Japanese Variety of English***

Previous studies have reported on Japanese ESL learners' preference for a standard variety of English and negative feelings toward their own variety, namely Japanese-accented English. In the same vein, the pre-

*Table 9: Item 6 "It is important to speak English with native-like pronunciation."*

Disagree				Agree			
Strongly disagree	Disagree	Moderately disagree	Moderately agree	Agree	Strongly agree		
%	2.5(1)	7.5(3)	7.5(3)	37.5(15)	17.5(7)	27.5(11)	M=4.43

Note: The number in the parentheses is the actual number of responses.

service teachers' language attitudes were investigated.

Table 9 shows the responses to Item 6: "It is important to speak English with native-like pronunciation." Although 82.5% of the participants responded positively, the tendency was reserved: 27.5% showed strong agreement, 17.5% agreement, and 37.5% moderate agreement.

Table 10 shows the results of Item 7: "I would like to speak English with native-like pronunciation." Participants' strong desire to speak native-like English was revealed: 80.0% of the respondents strongly agreed with a high mean score of 5.63. Interestingly, although a positive reaction was found for both Items 6 and 7, a strong agreement was realized in Item 7, but not in Item 6.

*Table 10: Item 7 "I would like to speak English with native-like pronunciation."*

Disagree			Agree			
Strongly disagree	Disagree	Moderately disagree	Moderately agree	Agree	Strongly agree	
%	2.5(1)	0(0)	0(0)	7.5(3)	10.0(4)	80.0(32) M=5.63

Note: The number in the parentheses is the actual number of responses.

Participants' moderate response pattern to Item 6 could reflect the pre-service teachers' belief that it is important but not necessary to speak native-like English as long as it is intelligible, and that it is impossible to fully master native-like pronunciation. On the other hand, the result of Item 7 shows their desire to speak native-like English. Their inconsistent responses indicate that through their personal learning experience, the pre-service trainees have realized that although very few ESL and EFL learners successfully achieve native-like accuracy and fluency in English, and non-native speakers inevitably speak disparate varieties of English in international communication settings, non-native speakers

should still make an effort to be able to use as much native-like English possible.

Item 8 asked whether the pre-service teachers perceived their own English as accented: 90.0% of participants (30.0% with moderate agreement, 25.0% with agreement, and 35.0% with strong agreement) believed that to some extent their English has a Japanese accent (see Table 11).

*Table 11: Item 8 "I believe that my English has a Japanese accent."*

Disagree			Agree			
Strongly disagree	Disagree	Moderately disagree	Moderately agree	Agree	Strongly agree	
%	0(0)	0(0)	10.0(4)	30.0(12)	25.0(10)	35.0(14) M=4.85

Note: The number in the parentheses is the actual number of responses.

Item 9 concerned the issue of comprehensibility of English with a Japanese accent. Sixty percent believed that the Japanese variety of English was not intelligible to foreigners, while 40.0% said that their Japanese-accented English would in fact be understood (see Table 12). The latter group of the pre-service teachers, then, argues that using accented English does not mean being unintelligible and that such English should be accepted as long as native and other non-native speakers understand it. The shortcoming of this study, however, is that since *accent* and *intelligibility* are relative terms, their interpretation might vary among the individual participants. As neither a follow-up interview nor experiments to measure the degree of accent and intelligibility of the pre-service teachers' English were conducted, these results might indicate a general tendency. The attitudes toward Japanese-accented English and the relation between Japanese-accented English and its intelligibility should be thoroughly explored in future research.

As shown in the results from Item 10, displayed in Table 13, 62.5% of the participants expressed hesitation in speaking Japanese-accented English. The percentage is similar to the result reported for Item 9: 60.0% believed that their Japanese-accented English was not intelligible to foreigners (see Table 12 for comparison). Considering the results for Items 9 and 10, about 60.0% of the pre-service teacher trainees showed reluctance to speak Japanese-accented English since they believed that it was not intelligible to foreigners.

*Table 12: Item 9 "Foreigners will not understand me if I speak Japanese-accented English."*

Disagree			Agree			M=3.78
Strongly disagree	Disagree	Moderately disagree	Moderately agree	Agree	Strongly agree	
%	2.5(1)	17.5(7)	20.0(8)	30.0(12)	20.0(8)	10.0(4)

Note: The number in the parentheses is the actual number of responses.

*Table 13: Item 10 "Japanese should speak Japanese-accented English without hesitation."*

Disagree			Agree			M=3.15
Strongly disagree	Disagree	Moderately disagree	Moderately agree	Agree	Strongly agree	
%	12.5(5)	17.5(7)	32.5(13)	25.0(10)	5.0(2)	7.5(3)

Note: The number in the parentheses is the actual number of responses.

These results indicate their negative perception of the Japanese variety of English. Their negative attitude toward Japanese-English is consistent with findings reported in previous studies. Overall, Japanese-English carries a negative connotation for Japanese themselves, and they do not accept their own variety of English as a unique form in the international community. However, the present study did not find a strong negative perception but rather a moderate one: 30.0% of



participants gave modest responses, down from a 60.0% positive judgment for Item 9, and 32.5% did out of 62.5% of disagreement with the idea in Item 10. Interestingly, the contrary responses for Items 9 and 10 also produced modest results. For Item 9, out of 40.0% who believed that foreigners would understand their Japanese-English, half stated this belief modestly. For Item 10, out of 37.5% who believed that Japanese should not be reluctant to speak their own variety of English, two-thirds showed moderate agreement with this idea. In other words, the most frequent responses for Items 9 and 10 were moderate agreement and disagreement. This point will be further examined in the discussion section.

## Discussion

The major findings will be discussed in order to answer the research questions. Regarding the first research question, the current study has revealed the pre-service teachers' Western-centric view of the status and role of English in the world and their favoritism toward native speakers. They conceptualized the English language in terms of a dichotomy between native and non-native norms, believing that English belongs to the native speakers in the Inner Circle countries, although they also indicated that non-native speakers did not necessarily need to utilize a native variety of English in international communication. A majority listed the well-known Inner Circle areas such as the USA and UK as English-speaking countries and named the people from those countries as native speakers of English. Their definitions of a native speaker and a foreigner show particularly a strong American-centered view. This is quite likely influenced by the socio-political realities in Okinawa, where 75% of the 63,000 U.S. troops stationed in Japan are located on 39

military bases-one of the largest concentrations of U.S. forces anywhere in the world. The American presence permeates various aspects of the local communities, so it is inevitable that Okinawan people would posit themselves in relation to the Americans. By contrast, the participants could not name the countries where English is used as an official or second language. Although they realized that English is spoken internationally, they had little knowledge about the fact that localized varieties of English having socially and linguistically distinct characters have been established in some Outer Circle countries.

Concerning the second research question, it was found that the pre-service teacher trainees endorsed native-speaker pronunciation and had a negative attitude toward the Japanese variety of English. However, their negative attitudinal reaction was rather moderate. This might be attributed to the trainees' insufficient experience in actually communicating in their own variety of English. Most had neither successfully nor unsuccessfully made extensive use of Japanese-English since they did not necessarily use English in their daily lives. This inexperience affected their ability to properly judge the intelligibility and acceptance of Japanese-accented English. In sum, their judgment on these points is most likely hypothetical rather than realistic. However, such speculation remains only suggestive unless the relationship between the pre-service teacher trainees' personal experience of using Japanese-English and their attitudes toward it are fully investigated. Noticeably, their mild negative perception of their own variety of English does not correlate with their strong desire for native-like pronunciation. This indicates that the trainees' ambition does not come from their unfavorable attitude toward Japanese-English, but reflects their assumptions as language learners and teachers: language learning should occur by following and imitating a model and this model must be a native

speaker of the language.

Pre-service teachers' perspectives on the status of the English language are complex, as is reflected in the inconsistencies among their responses. These responses suggest that they distinguished between the reality of English use in international contexts and its academic use in language learning situations. The first discrepancy revealed in Items 3 and 4 is that in a context where English is used as an international language or a lingua franca, participants believed that English use should not be marginalized but rather respected as a distinctive variety of English, whereas at the pedagogical level where individual pre-service teachers considered themselves to be both English learners and future English teachers, they were willing to follow the native speaker model. The second discrepancy, shown by Items 6 and 7, is that although the importance of speaking English with native-like pronunciation was not strongly supported, participants' desire to speak English as native speakers do was strong. This indicates the pre-service trainees' differing attitudes toward English pronunciation depending on the situation: in international communities where English is used as a lingua franca, they felt diverse forms of pronunciation were inevitable and should be accepted, although in some cases it might still be important to speak English with native-like pronunciation. Specifically, for an individual learner of English with the future goal of becoming a language teacher, native-like pronunciation is strongly desirable. The latter illustrates their belief that it is necessary for them as EFL teachers to pursue native speaker-like pronunciation. They consider the native speaker to be an ideal model to imitate pronunciation-wise since they believed that they should demonstrate native-like pronunciation in the classroom as role models for their students in EFL settings. These incompatibilities among their responses show that the pre-service teachers' attitude

toward English is two-fold: while they claim to accept non-native-like English, they believe that their personal English use, in particular pronunciation, should be as close to native speaker norms as possible. The latter view likely reflects their belief that the aim of language learning is to achieve native-like competence in English.

To summarize, although the trainees believed that non-native-like English should be accepted, this does not mean that they considered English to be owned by the native speakers of different variants of English, but rather by native speakers from the Inner Circle, who are the ideal pedagogic models and language teachers. They believed that although an international variety of English did not need to meet native speaker norms, non-native speakers as language learners and teachers should still strive to achieve native-like English use. That is, when English is considered as a shared code among non-native speakers of English, an ideally pluricentric view of English is recognized, whereas individual EFL learners or prospective language teachers cannot free themselves from either the monocentric view of English or the native speaker paradigm. The trainees might idealize the EIL situation, and they seemingly believed that all non-native varieties of English should be equally respected, yet they felt EFL learners were subordinate of the native speaker model.

The favoritism of the Inner Circle variety of English inevitably influences the language teaching profession in Japan. Considering previous studies on teacher cognition claiming that teachers' previous language learning experience contributes to the formation of their pedagogical knowledge, the Western-oriented perspective toward native speakers of English might have been passed on from generation to generation through English education in Japan. Such biased input would skew their perception and interpretation of the English language and

promote a mono-centric view of English. The type of English targeted in school settings in Japan will continue to gravitate toward a native-speaker variety of English while failing to promote global socio-linguistic perspectives unless pre-service teacher trainees' attitudes toward the status and role of the English language change. To bring about such a change, training programs need to promote the idea that other varieties of English are not inferior to Inner Circle English. Understanding that English has been appropriated in various communities to be meaningful and relevant for those users, pre-service teachers should have confidence in their own variety of English (that is, Japanese-accented English). As long as a mono-model approach (i.e., native vs. non-native speakers) is taken, non-native speakers will perceive their English as deficient, when compared to native speaker norms. If a poly-model approach is adopted by recognizing the reality of diverse contexts and proficiencies, English speakers, regardless of whether they are native or non-native, will not need to judge other varieties of English based on the native-speaker model (Kachru, 1992).

This paradigm shift does not, however, deny the value of modeling native speakers from the Inner Circle. English is learned and taught as a foreign language and is a mandatory school subject from junior high school through university in Japan, so it is necessary to have a model to follow and pedagogical criteria to assess language achievement. Note that the point here is not to repeat the traditional ELT native speaker myth, but rather to suggest that the native speaker model might help improve the comprehensibility of EFL learners' English use. In considering such a pedagogic, rather than ideal or "correct" model, the native speaker model plays an important role in English education in Japan, yet the goal of learning English should not be set at achieving native speaker communicative competence. In this sense, language teachers

need to have a dual view of English: one pertaining to the socio-economic reality of World Englishes in international contexts and one related to the pedagogical reality of enhancing the intelligibility of learners' language use whereby other English speakers comprehend Japanese-English. The future of English education in Japan depends on their attitudes toward the status and role of English both in Japan and in international situations, and to the extent that these attitudes are integrated into their classroom teaching performance. To this end, a paradigm shift in pre-service teacher training programs is required to bring about successful educational reform in Japan.

### **Conclusion**

Exploring pre-service teacher trainees' perceptions of English in terms of native and non-native speaker norms, the present study has demonstrated pre-service teachers' inadequate awareness of World Englishes and their superordination of native speakers. Their Western-oriented perspectives toward English will most likely be reflected in their classroom practices, including the teaching materials and approaches that they select, and eventually will affect their prospective students' attitudes toward language behavior. Furthermore, the Japanese EFL students whom the pre-service teachers will encounter in the future will be responsible for making a tremendous contribution to the recognition of the Japanese variety of English as lingua franca English users in the international community. In order to encourage them to be more positive about their own variant, pre-service teacher training programs should promote teacher trainees' positive attitude toward and confidence in the Japanese variety of English, and should include courses that advocate linguistically and culturally pluralistic perspectives of the

English language as well as the ideology behind the development of multiple varieties of English.

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## Appendix

- Item 1: English is necessary in order to understand people from the USA and UK and their cultures.
- Item 2: English is necessary in order to understand people from other



countries and their cultures.

- Item 3: If English is an international language, the users of English around the world should use native-like English.
- Item 4: I would like to learn English from native speakers.
- Item 5: American or British English should be taught in the Japanese educational system.
- Item 6: It is important to speak English with native-like pronunciation.
- Item 7: I would like to speak English with native-like pronunciation.
- Item 8: I believe that my English has a Japanese accent.
- Item 9: Foreigners will not understand me if I speak Japanese-accented English.
- Item 10: Japanese should speak Japanese-accented English without hesitation.

## 論文要旨

# 国際語としての英語： 英語教職課程を履修する大学生の理解と認識に関する調査

柴田 美紀

本研究は、英語教職課程を履修している大学生40名を対象に、英語母語話者と国際語としての英語の役割をどのように捉えているかをアンケート調査した。結果は、彼らが英語に対して持つ態度が二面的であることが明らかになった。「日本人英語」は不適切であるので英語母語話者の発音を身につけるべきである、また英語教育の現場では英語母語話者の英語習得を目指すべきであるとする一方で、英語は国際語としての地位を確立しており、非英語母語話者は必ずしも英語母語話者の英語を基準としそれを使用する必要は無いと認識している。これは、国際社会においてあらゆる非母語話者の変種を認めることを理想とするが、やはり現実には非英語母語話者が英語母語話者の英語を目指すというジェレンマの表れを示していると考えられる。最後に、英語教育において英語母語話者の英語を基準とする意義と国際語としての英語の理解を英語教員養成課程で取り上げる必要性を論じる。