

A Study on Learner Factors in Acquiring English Pronunciation

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Abstract

本研究では、中学校・高等学校における英語教育において、学習者がいつ、どのような過程で自律学習に目覚め、学習成功者 (Successful Foreign Language Learners: SFLL) への道を開くのかを、発音学習の側面から分析・検証した。その中から、日本人英語学習者に対する有益な指導法への示唆を求めようとするものである。Tominaga (2005) において選出された、都内私立中学高等学校 (一貫校) の発音習得成功者 (Successful Pronunciation Learners: SPL) と発音習得不成功者 (Poor Pronunciation Learners: PPL) を対象にアンケート調査を実施して統計的に分析し、同時に SPL に対するインタビュー調査も行い、それらの結果を考察した。中学生に関しては SPL と PPL の間で有意性のある差異が認められた要因は少なかったが、高校生に関しては、中学生より多くの要因において両者間に顕著な有意性のある差異が認められた。この結果から、発音学習に関しては、中学生段階ではなく、高校生段階から学習者は独自の学習法を構築し SFLL への道を歩み始めるという見解を得た。

Key Words: Learner Factors, Learner's Autonomy, SPL, PPL

1. Introduction

In EFL classrooms, many learners are struggling with learning English, and also many teachers are struggling with teaching English. However, it is true that there still exist Successful Foreign Language Learners (SFLL) who are excellent in the four skills of English: reading, listening, speaking, and writing in the standardized English qualification tests. How, then, have they acquired such skills and maintained the skills? In order to detect some clues to and make suggestions for better teaching English to learners in EFL settings, this paper, in the perspective of pronunciation¹⁾, attempts to analyze the questionnaires and the interviews for SFLL and PFL (Poor Foreign Language Learners), focusing on their study history, attitudes, and individual strategies that may have affected their learning. In this study, by tracing the learning experiences of junior and senior high school students, it is expected that significant awareness to teachers—when and how they have their eyes opened to the autonomous learning—would be suggested for better teaching.

2. Literature Review

In the middle of the 1970s, in search of better approaches to teaching foreign languages, many researchers in the field of TESOL (Teaching English to Speakers of Other Languages) began analyzing SFLL in order to detect influential factors in obtaining excellent proficiency in the target language.

Rubin (1975) focused on the learning strategies of SFLL and interviewed learners of various foreign languages in the U.S. She points out that the following factors should be the foci of the analysis of SFLL: 1) the kinds of activities used, 2) the level of the learners, 3) the studying environment, 4) the individual way of learning, and 5) the culture in which the learners are living.

Instigated by Rubin's work, Stern (1975) analyzed the differences between successful and unsuccessful language learners from the viewpoint of Autonomous Learning and Meta-cognitive ability, which was to be the pioneering work of the learner-centered approaches in language teaching. It was Gardner and Lambert (1972) that first drew out attention to the importance of focusing on individual learners.

Contrary to previous research based either on the observation of learners in informal settings, such as private lessons, or on the teacher's individual experiences, Naiman, Frohlich, Stern, and Todesco (1978) refined the framework of Stern's earlier research through the analysis of numerous learners by conducting questionnaires, systematic interviews, and class evaluations. Although this research, because of its huge data, can be regarded more comprehensive and more reliable than the previous research, it does not include the choice of strategies that stem from learners' liking; namely, it does not answer the question Rubin (1975) posed: "What kind of strategy is effective at what stage of learning?"

Based on these early thought-provoking findings, in the 1980s researchers and teachers began exploring the issues of learning styles and strategies. Rubin and Thomson (1982) first focused on learners' self-responsibility and their goals of learning.

Research on learning strategies further advanced especially in the 1990s, embracing the concept of cognitive psychology. O'Malley and Chamot (1990) analyzed learning strategies within this theoretical framework and established three primary categories: meta-cognitive, cognitive, and social/affective Strategies. Likewise, Oxford (1999a) gave an inventory of the strategies for language learning. Furthermore, Choen's (1998) comprehensive research on learning strategies adopted two categories: language learning strategies and language use strategies. Holistically speaking, along with the proliferation of learner-centered approaches, more detailed attention began to be paid to the strategies employed by learners that differ from learner to learner according to the age, sex, nature, and learning circumstances.

In Japan, this "focus-on-the-learner" trend presumably began in the 1980s with the work of Hatori and Matsuhata (1980). They emphasized the importance of thinking about teaching from the viewpoint of the students and of incorporating this notion into teaching endeavors. Their ideas led to

the approach called “Successful Performance Analysis”. Matsuhata (1992) claimed that shedding new light on the successful aspects of learners is of paramount importance in heightening learners’ later motivation to learn English. Following this claim, Takeuchi and Wakamoto (2001) analyzed Japanese SFL at the college level, while Maeda (2002) analyzed Japanese SFL at the senior high school level. Through these early works, the importance of learner-centered approaches became widely recognized in Japanese ELT circles.

Nevertheless, with regard to pronunciation learning/teaching at the high-school level, very few studies have been made to date. In the analysis of the pronunciation learning/teaching of the SPL (Successful Pronunciation Learners) among the second-year senior high school students, Tanabe, Nakano and Koyama (1998a, b) point out that pronunciation teaching in Japan still appears to be clothed in a behavioristic or structural linguistic perspective. However, in Tanabe and Koyama (1998), only SPL in the second-year senior high students are analyzed. Therefore, employing the similar method of Tanabe and Koyama (1998), Tominaga (2005) analyzed the pronunciation learning/teaching among the students of a junior high school and the first year of a senior high school, selecting not only SPL but also PPL (Poor Pronunciation Learners) among them. This paper, based on the data in Tominaga (2005), statistically analyzed specific factors that may contribute to pronunciation learning/teaching, focusing on the autonomy and learning strategies of learners at the junior and senior high school level.

3. Method

3.1 General description

This study statistically analyzed the contributive factors of pronunciation teaching/learning that Tominaga (2005) suggested because such factors may have stemmed from her intuition cultivated by her teaching experience. In Tominaga (2005), she examined to what extent SPL and PPL exist among the junior and senior high school students participated in her study, and analyzed their learning history, learning strategy, and motivation by the questionnaire and interview. The holistic procedure was almost based on that of Tanabe and Koyama (1998), and the questions in the questionnaire were selected based on Baba (2003), i.e., they were chosen under the conditions that: 1) the questions meet the situation of the classroom setting, and 2) by referring to the “self-consciousness scale” by Sugawara (1984) the questions can be factor-analyzed from the viewpoint of pronunciation learning and psychology, especially self-consciousness. Therefore, in this paper, in order to examine whether the results of Tominaga (2005) were a coincidence or not, statistic analysis was conducted focusing on learners’ factors that may be contributive to their pronunciation learning.

3.2 Participants

The participants were junior and senior high schools students selected as SPL or PPL in the

research by Tominaga (2005)²⁾. From among the 232 junior high school students (first-year 101, second-year 60, and third-year 71), 24 SPL (10.3%) and 39 PPL (17%) were selected. From among the 339 first-year senior high school students, 8 SPL (2.4%) and 25 PPL (7%) were selected. The selection was based both on the students' academic aptitude and their performance in class activities, which were evaluated by JTE (Japanese Teachers of English), and on the three-step evaluations of their reading aloud by JTE and ALT (Assistant Language Teachers). The students who had lived in the country for more than one year where English is spoken and the students whose parent (either mother or father) was a native speaker of English were excluded from the selection in advance.

3.3 Procedure

First, a survey by questionnaire was conducted on the participants, both SPL and PPL. The questionnaire consists of 22 items (9 Yes-No questions and 13 multiple choice questions) regarding their learning history, learning strategy, and motivation. Next, in order to obtain a more detailed factors for growing up to be SLL, individual interviews (20-30 minutes) about their answers to the questionnaire were conducted on the SPL³⁾. The interviewees talked about their own experiences independently following the topics the author gave⁴⁾, and each talk was tape-recorded. Then, in order to examine which factor contributes to the difference between the SPL and PPL in the result of the questionnaire, two tests were conducted: chi-square test on the Yes-No questions and t-test on the multiple-choice questions. Finally, regarding the items in the questionnaire that the two tests statistically indicated significant correlations, the results of the interviews of the SPL were examined in order to gain a detailed understanding of how these factors contributed to the ability of the SPL.

4. Results

Table 1 indicates the results of the chi-square tests. Three items are identified as significant factors for the difference between SPL and PPL among junior and high school students respectively. The significant factors between SPL and PPL of the junior high school are 1) received informal instruction⁵⁾, 2) be fond of English learning, and 3) have a role model. On the other hand, between SPL and PPL of senior high school, the significant factors are 1) be fond of English learning, 2) do independent pronunciation practice, and 3) have a role model. Two factors ("be fond of English learning"; "have a role model"), are common between them. Additionally, one notable result is that no senior high school SPL have received informal instruction before entering junior high school, whereas junior high school SPL received it.

Table 1 The results of the chi-square tests on Yes-No questions: %

Questions /Yes	Junior		Senior		
	SPL	PPL	SPL	PPL	
Have lived abroad	0	8	0	0	
Have a chance to speak English daily	17	5	0	0	
Have friends talking with you in English	17	5	0	16	
Receive informal instruction	100	33	*	0	36
Be fond of English learning	83	33	*	100	34 *
Taught pronunciation skills enough	83	49		33	24
Learned a learning method outside school	17	15		33	12
Have an independent practice	67	10		100	16 ***
Have a role model	83	34	*	100	44 *

* $p < .05$ ** $p < .01$ *** $p = .00$

When the numerical value of the chi-tests was under 0.5, it means a significant factor. It is shown by asterisk mark.

Table 2 The results of the t-tests on five- multiple choice questions: mean (SD)

Questions	Junior		Senior		
	SPL	PPL	SPL	PPL	
Frequency of using English by JTE	3.0(0.8)	2.5(0.7)	3.3(0.4)	3.0(0.5)	
Bad impression of JTE's pronunciation	1.7(0.9)	0.9(1.0)	1.0(0.7)	2.1(0.9)	*
JTE taught detailed pronunciation	1.2(0.4)	1.2(0.6)	1.3(0.4)	0.7(0.6)	
JTE often corrected pronunciation	0.3(0.5)	0.8(0.7)	1.5(0.5)	0.4(0.5)	**
JTE taught stress, intonation & rhythm	1.3(0.9)	1.4(1.2)	2.0(0.0)	1.1(0.9)	***
JTE taught the goals of pronunciation	1.2(0.9)	1.3(0.9)	1.5(0.5)	1.0(0.6)	
ALT taught detailed pronunciation	1.2(0.9)	1.1(0.7)	0.8(0.8)	0.7(0.6)	
ALT often corrected pronunciation	1.0(0.8)	1.1(0.7)	0.8(0.8)	0.9(0.7)	
ALT taught stress, intonation & rhythm	1.0(1.2)	1.2(1.1)	1.0(1.2)	1.5(1.0)	
Strongly want to be an SPL	2.5(1.1)	1.9(1.1)	3.5(0.4)	2.3(1.0)	*
Be fond of reading aloud & repetition	2.3(0.9)	1.6(1.1)	3.8(0.5)	1.9(0.8)	***
Imitate native speakers	1.7(0.9)	1.4(0.9)	2.5(0.5)	1.2(0.9)	**
Have confidence in pronunciation	0.7(0.5)	0.5(0.5)	0.5(0.5)	0.2(0.4)	

* $p < .05$ ** $p < .01$ *** $p = .00$

When the numerical value of the t-tests was under 0.5, it means a significant factor. It is shown by asterisk mark.

Table 2 indicates the results of the t-tests. No significant item was identified among the junior high school students. On the other hand, in the comparison between the senior high school SPL and PPL, six items are identified as to be relevant to their motivations and their teachers' intervention: 1) have bad impression of JTE's pronunciation, 2) JTE often corrected pronunciation, 3) JTE taught stress, intonation, and rhythm, 4) strongly want to be an SPL, 5) be fond of reading aloud and repetition, and 6) imitate native speakers.

Generally, the above-mentioned items that can be considered to have statistically significant difference between the SPL and the PPL are related to strategies, motivations, and teachers' intervention.

From the interviews, three common factors were observed that might affect the junior high school SPL:

1. All of them were given private training outside school: five of them started attending an English conversation school or a *juku* (cram school) at the age of four to eight, and one SPL had taken private lessons with her father, who was very interested in English language and frequently used English in his job, since she was a small child (she did not remember exactly when she began her English lessons);
2. They all enjoyed their informal instruction of English, as a result of which they worked on English positively and spontaneously; and
3. They unanimously agreed with the boredom they felt in the mechanical aspects of "reading-aloud and repetition practice."

In addition to these common factors, a clear age difference in their attitude and strategies toward their learning English was detected from the interview. The two first-year SPL followed their teacher's instruction rather docilely: they tried to imitate the shape of the teacher's mouth, pronounce with a strong voice, and read aloud positively in chorus reading. In contrast, the two second-year SPL began to criticize their teachers' way of teaching and English pronunciation: if they felt that a certain teacher may lack credibility, they seemed unable to accept the teacher's instruction and tried to look for their own learning strategies. The two third-year SPL, on the other hand, had their own established learning strategies as well as being highly-motivated in acquiring good English pronunciation: one of them answered that whenever she had spare time in school, she went to the teachers' common room and asked an ALT to listen to and check her pronunciation.

On the other hand, seven common factors were identified among senior high school SPL:

1. They started English learning as formal instruction, not depending on informal instruction before entering junior high school;
2. They became interested in English learning during the first-year of junior high school although the triggers were different individually: one of them was impressed by the film, “Star Wars”, and wanted to enjoy it in English. Another SPL said that the gorgeous trophy and prize for the winners of the intra-school recitation contest encouraged her to study English. The other SPL encountered a reputable teacher;
3. They had their original learning strategies. For example, SPL#1 listened to CDs of story books and copied the way of reading of them, SPL#2 conducted “shadowing,” listening to the CD of the schoolbook, and SPL#3 tape-recorded her reading voice, listened to the tape, and sometimes had it checked by ALT;
4. They listened to what native speakers said everyday. For instance, two of them listened to radio programs or CDs of foreign musicians, while the other watched “Discovery Channel,” one of the TV programs by satellite, every night;
5. They positively went to the teachers’ common room and asked ALT for help when they had any questions on pronunciation;
6. They did not expect their school teachers to offer good pronunciation instruction to them, considering that they should study by themselves if they wanted to acquire good pronunciation; and
7. They were impressed when they saw JTE talking to ALT apparently fluently, even if JTE spoke in broken English.

5. Discussion

5.1 Informal Instruction

In the junior high school, the finding that all the SPL had received informal instruction may indicate that informal instruction has specific advantages over formal instruction. In formal instruction, in general, cognitive English learning starts at the junior high school level, while the results of the interview indicates that informal instruction lays emphasis on the affective aspects of learning, which seems to be a little difficult to incorporate into formal instruction at present. To be concrete, activities such as games, songs, summer camps, and so on, which learners can enjoy learning in the interaction with native speakers of English, have a possibility to strengthen learners’ eagerness to learn English. At the same time, it is true that informal instruction compensates to some extent for the lack of proper education that otherwise would have been given at common public schools. But this is by no means a condemnation of formal instruction. In this particular study on pronunciation learning, the role of informal instruction appears to be great.

On the other hand, in the senior high school, all of the selected SPL did not receive informal instruction. They became interested in English after entering junior high school and showed positive attitudes toward English learning. However, instead of informal instruction, these SPL were stimulated by other external excitement and/or motivation such as films, the intra-recitation contest, and the encounter with good teachers, which raised their consciousness to pronunciation learning.

Then, from where does this contrastive result come from? It can be said that those “SPL” at the junior high school level are generally interested in learning English and received informal instruction by attending English schools or learning from their parents. As a result, they have a longer study history than their peer students.

However, in the study of Tominaga (2005), the evaluations by the three native ALT were split to a great extent, and in this study no statistically significant correlation was found between SPL and PPL. Therefore, as these results indicate, those junior high school students who have been selected as “SPL” cannot be considered to be true SPL. On the other hand, since significant correlation was found between SPL and PPL, the senior high school SPL can be regarded as true SPL. Thus, in finding out influential factors of successful learning, it would be better to depend on the analyses of the data of the senior high school SPL. In this context, it would be perilous to emphasize the role of informal instruction too much. In fact, since formal English education starts at the junior high school level, those who had started their English learning at an earlier age have some advantage. Furthermore, on the junior high school level, the study time-period may not be enough to generate true SPL. Therefore, what can be considered more important is the fact that none of the senior high school SPL had informal instruction before entering the senior high school. This might mean that these SPL have found their own strategies regardless of informal instruction.

5.2 Learners’ Strategies

In the survey of the junior high school, to the question, “Do you practice pronunciation outside of school?” their responses were indistinct. They seemed not to recognize “pronunciation practice” itself. On the other hand, in the survey of the senior high school, all SPL answered, “Yes” to the same question. This indicates that along with the progress in their pronunciation, the SPL tend to learn pronunciation more spontaneously and independently. The senior high school SPL appear to have their original learning strategies, and they spontaneously conduct their own practice every day. Therefore, it can be said that together with the learning time period, those who are interested in learning English are more likely to develop their own learning strategies, which contribute to make them SPL.

5.3 Role Model

Learners, in the course of their study, are prone to spot some role models, i.e., persons whom they

regard as good examples in learning English. This was also true of the subjects of this study. In fact, 83% of the junior high school students and 100% of the senior high school students answered, “Yes” when asked if they had encountered any. As the examples of role models, the SPL listed foreign singers and actors, their friends, and their teachers. In this school, it is not difficult for students to find a role model among their friends because the intra-school recitation contest is held every year, and they have many chances to listen to models of English pronunciation within their reach. This role-model variable appeared to have contributed to the motivation of SPL.

It also appeared that after this initial contact with and information gathering from their role models, the SPL began to embark upon their own strategic pursuit. All of them followed a certain pattern in doing this: observation-imitation-creation. The SPL first watched their models closely and attempted to imitate their pronunciation. They self-monitored their speech patterns and compared them with those of their role models. Moreover, they began to spend much time with their models at school, asking them questions about how their teachers or friends had learned English in order to get available information to improve their own pronunciation strategies.

5.4 Teachers' Intervention

As the results of this study show, teachers' intervention appears to be a strong factor that contributes to generating SPL. In fact, the SPL in this study answered in the interviews that teachers' good pronunciation and concrete guidance on pronunciation were quite beneficial. Such interventions from the teachers seem to have worked well in improving these SPL's pronunciation. Conversely, taking into consideration the fact that very small number of SPL were identified, it can be said that PPL have had few chances to encounter with appropriate teachers' intervention. Actually, under the current circumstances in junior and senior high schools, pronunciation teaching is a peripheral component, and it may be difficult for JTE to focus mainly on it. However, the teachers can make a number of 'small' changes: they can rethink about their own attitudes toward pronunciation teaching, they can make an effort to improve their own English pronunciation, and they can create a method that gives their students proper intervention and feedback both inside and outside class, to name a few.

6. Conclusion

The results of this study clearly indicate that the senior high school SPL show a remarkable contrast to other learners in such cognitive and meta-cognitive areas of learning English as attitude, motivation, and persistence. To be more concrete, the SPL excelled others in 'successfully' making use of elements such as choice, interest, relevance, expectancy, and outcomes. Thus self-engaged and self-invested, the SPL appear to have heightened their level of interest, involvement, and responsibility in their learning, which results in the achievement that otherwise could not have easily been produced

in an EFL setting. In order to produce more SFLL in formal education, it would be important for teachers to set a class atmosphere in which learners are encouraged and supported to learn English autonomously. The atmosphere should be created by teachers when the learners start learning English, in the case of Japan when they enter junior high school, and should be continuously renewed.

External stimuli such as films and music can be considered as a strong tool for having the students become more interested in English learning, since the SPL state in the interviews that such stimuli encouraged them to learn English positively. Moreover, the SPL make it clear that the encounter with respectable teachers is another very positive stimulus. In fact, it must never be forgotten that teachers can be an external stimulus to learners. In addition, guidance to lead learners in finding out their original strategies should be conducted in class. For example, appropriate assignments by and feedback from teachers should be continuously offered to learners.

It would be ideal that these various supports should be given to the learners in junior high schools regardless of their school evaluations. The evaluations should not be regarded as their real ability of English. It might be said that junior high school time is “in-put” period, and senior high school time is “in-take” period. As the learners grow up, they select and accept the appropriate learning way, and finally they would open their eyes to their original learning way to be SFLL. Learners tend to build their foundation to be autonomous learners at the level of senior high school.

In conclusion, it is considered that what controls the learning effectiveness is meta-cognitive learning, and what supports the meta-cognitive learning is the learners’ autonomy. Yoshijima and Hasegawa (2007) mentioned about the gap of the methodology and purpose of English between elementary education and secondary education. He states that elementary English education is “affective”, and secondary English education is “cognitive.” Considering Japanese school system that includes the introduction of foreign language activity (practically, English) to elementary school in 2011, it might be said that the focus of teaching English in elementary schools is “affective”, in junior high school is “cognitive”, and in senior high school is “meta-cognitive.” Moreover, it might be important that the learners soft-land between these three aspects. However, as many researchers discuss it, teaching English in elementary schools still has a number of problems. At any rate, in the long run, without sticking to the instant results and evaluations, the integrated study from the viewpoint of whole formal instruction in Japan would be necessary in order to generate more SFLL.

Notes

- 1) One reason why this study was conducted in the perspective of pronunciation learning is that in the Japanese formal instruction of English, teaching pronunciation still appears to be peripheral component of English classes at the junior/senior high school levels, and pronunciation learning and practice, in most cases, depends on learners’ individual study. Another reason is that pronunciation is one of the most important performances for communication, which is the objective of foreign language acquisition.

- 2) Tominaga (2005) indicates very few SPL among the junior and senior high school students and investigated SPL's learning histories from the viewpoint of the ethnological aspect.
- 3) The interview to the PPL was going to be conducted. However, in reality, it was difficult to conduct it on all of the PPL because the number of them was rather large, and it was impossible to set appropriate place and time.
- 4) The topics of the interviews the author gave were mainly three: 1) what the interviewees did in English learning (learning history), 2) what activities the interviewees like or dislike in English learning (learners' preference), and 3) what or how the interviewees want to study English (preferred leaning strategies). Every interview was conducted like "free talk" without any guiding orientation from the interviewer.
- 5) The definition of "formal/informal instruction" is based on Ellis (1994) in the field of SLA. "Formal instruction" means the regular school education with teachers who deliberately adopt a systematic curriculum based on certain organized teaching methodologies, such as raising learners' consciousness on grammar explicitly. Therefore, if the learner works on the homework assignment at home, this learning is included in the category of "formal instruction." On the other hand, "informal instruction" means the learning conducted outside of the regular school education. In this research, nursery school, cram school, private lessons, and immersion are included. The distinction between "formal" and "informal" instruction is not the learning environment but the existence of teachers with integrated teaching methodologies.

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Appendix

Questionnaire in Japanese

英語学習についてのアンケート

(成績とは一切関係ありません。ご協力お願いします。)

()年()組()番 氏名()

(注意)以下の答えの内、**太字**になっているところは、どれかに○をつけて下さい。

No. 1 あなたは以前に外国に住んでいたことがありますか。 **はい** ・ いいえ

* 「はい」と答えた人へ

それはどこの国ですか。 ()

どれくらいの期間、滞在しましたか。()

No. 2 日常生活で英語を話す機会がありますか。 **はい** ・ いいえ

* 「はい」と答えた人へ

それは週に何回くらいですか。()回位

それは、1回につき何時間位ですか。()時間位

No. 3 現在も含めて、これまでふだん英語でおしゃべりをするお友達がい了吗か？

はい ・ いいえ

* 「はい」と答えた人へ

そのお友達はどこの国の人ですか。(複数あれば、すべて書いてください)

()

そのお友達とはいつからお知り合いですか。()

No. 4 中学校入学前に英語を話したり、話す練習をしたことがありますか。

あった ・ なかった

* 「あった」と答えた人へ それはどんなところですか。

(例:塾、英会話学校、教会など)

()

No. 5 これまでの学校生活を通して、英語は好きでしたか。

好きだった ・ 好きではなかった

No. 6 これまでの学校生活を通して、英語の発音・リスニングに関して、満足の行く指導を受けたと思いますか。

受けたと思う ・ 受けたと思わない

* 「受けたと思う」と答えた人へ

どんな指導内容でしたか。具体的に書いてください。

()

* 「受けたと思わない」と答えた人へ

どんな指導内容でしたか。具体的に書いてください。

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No. 7 学校での日本人の先生の英語の授業についてたずねます。

a) 先生は授業中どれだけ英語をしゃべって授業をされていましたか。

ほとんど日本語だけ ・ 主に日本語 ・ 日本語と英語半々
主に英語 ・ ほとんど英語だけ

b) 先生の英語の発音についてどう感じていましたか。

上手でない ・ あまり上手でない ・ ふつう ・ まあまあ上手 ・ とても上手

c) 先生は発音の仕方を詳しく教えてくれましたか。

はい ・ まあまあ ・ いいえ

d) 先生は発音をよく直してくださいましたか。

はい ・ まあまあ ・ いいえ

e) 先生はリズムやストレスやイントネーションを詳しく教えられましたか。

はい ・ まあまあ ・ いいえ ・ よく覚えていない

f) 先生は、日本人にとって英語の発音の目標はこうあるべきだといったことを話されたことはありましたか。

はい ・ まあまあ ・ いいえ ・ よく覚えていない

g) 教科書に出てくる新しい単語の発音はどのように教えられましたか。複数ある場合は、すべてに○をつけてください。

- ・ テープの後で繰り返した
- ・ テープと同時に発音した
- ・ 先生の後で繰り返した
- ・ 発音記号を覚えながら練習した
- ・ カタカナを使って練習した
- ・ つづりと発音のルールを教わって練習した
- ・ カードに書いた単語をすばやく読まれた
- ・ 体を動かしたり、机を叩くなどしてリズムをとりながら発音した
- ・ 鏡で自分の口を見ながら発音した
- ・ その他

(具体的に:)

h) 教科書の本文の発音はどのように教えられましたか。複数ある場合は、すべてに○をつけてください。

- ・ 文ごとにテープの後で繰り返した
- ・ 文をいくつか区切ってテープの後で繰り返した
- ・ テープと同時に発音した文ごとに先生の後で繰り返した
- ・ 文をいくつか区切って先生の後で繰り返した

- ・ 発音記号を覚えながら練習した
- ・ カタカナを使って練習した
- ・ つづりと発音のルールを教わって練習した
- ・ 体を動かしたり、机を叩くなどしてリズムをとりながら発音した
- ・ その他

(具体的に: _____)

No. 8 学校での外国人の先生の授業についてたずねます。

a) 先生は発音の仕方を詳しく教えてくれましたか。

はい・まあまあ・いいえ

b) 先生は発音をよく直してくださいましたか。

はい・まあまあ・いいえ

c) 先生はリズムやストレスやイントネーションを詳しく教えられましたか。

はい・まあまあ・いいえ・よく覚えていない

d) 英語の発音をどのように教えられましたか。複数ある場合はすべてに○を付けてください。

- ・ 文ごとに先生の後で繰り返した
- ・ 文をいくつかに区切って先生の後で繰り返した
- ・ 発音記号を覚えながら練習した
- ・ カタカナを使って練習した
- ・ つづりと発音のルールを教わって練習した
- ・ 体を動かしたり、机を叩くなどしてリズムをとりながら発音した
- ・ その他

(具体的に: _____)

No. 9 授業以外で、発音のしかたや、練習方法を習ったことがありますか。 **ある・ない**

* 「ある」と答えた人へ

それはどのような内容でしたか? (_____)

No. 10 授業以外で、個人的に発音の練習をしましたか。 **はい・いいえ**

* 「はい」と答えた人へ

どのような方法でしましたか。複数ある場合はすべてに○をつけてください。

- ・ テープの後で繰り返した
- ・ テープと同時に発音した
- ・ 発音記号を覚えながら練習した
- ・ カタカナを使って練習した
- ・ つづりと発音のルールを考えながら練習した
- ・ カードに書いた単語をすばやく読んだ
- ・ 体を動かしたり、机を叩くなどしてリズムをとりながら発音した

- ・ コンピュータを使って自分の発音の様子をグラフなどで確かめながら練習した
- ・ 鏡で自分の口を見ながら発音した
- ・ その他

(具体的に: _____)

No. 11 今までに、「あー、この人のように英語の発音ができたらなあ」と、憧れた人や、英語を話すことに関して、強い影響を受けた物や人がいますか。

(例: 歌手、英語の歌、DJなど)

はい・いいえ

*「はい」と答えた人へ

それはどんな人(物)ですか。(_____)

No. 12 これまで何とか発音をうまくしようという気持ちをどのくらい持っていましたか。

強く持っていた・持っていた・どちらでもない・余り持っていなかった
ほとんど持っていなかった

No. 13 繰り返しを中心とした発音練習はどのくらい好きでしたか。

とても好きだった・まあまあ好きだった・どちらでもない
余り好きではなかった・嫌いだった

No. 14 英米人の発音をまねしてみたことが、どのくらいありますか。

しばしばまねをしてみた・ときどきまねをしてみた・余りまねをしてみなかった
ほとんどまねをしてみなかった

No. 15 学校の指導を通して発音に自信はつきましたか。 はい・まあまあ・いいえ

以上、ご協力ありがとうございました。