

Japanese EFL Students' Perceptions of Native and Non-Native Teachers of English as a Motivational Factor

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Abstract

Japanese high-school and university students studying English as a foreign language (EFL) were investigated for their views of their teachers as a factor affecting motivation to study English. In a questionnaire survey, 201 students answered regarding native English teachers and 173 on non-native English teachers. The study attempted to find the students' self-reported level of motivation and their perceived level of teachers' motivation to teach them English. It further examined which one among four teacher-related factors; "personality", "teaching-related", "classroom behaviour" and "other factors", the students perceive as most strongly affecting their motivation; and if there are any significant differences in the students' perceptions of the four factors between native and non-native teachers of English. Independent sample t-test and Chi-square tests were used to analyse the collected data. The results showed some noteworthy differences in the students' views on teachers between native and non-native speakers of English.

Keywords: Second language motivation, learners' perceptions, teachers' motivation, motivational changes, contextual factors

1. Introduction

Since the introduction of Dörnyei and Otto's (1998) Process Model of Motivation, the study of motivation in second language acquisition (SLA) has been based

more on educational context and the fluctuating nature of motivation has been attracting researchers' attention. Motivation is now regarded not as a stable psychological force but as continuously changing, affected by learners' appraisal of internal and external factors of their learning environment (Dörnyei, 2000; Dörnyei & Otto, 1998; Waninge, De Bot, & Dörnyei, 2014). Among the various factors possibly affecting learners' motivation, second language (L2) teachers are one of the primary concerns among researchers (e.g. Busse & Walter, 2013; Chambers, 1999; Dörnyei & Csizér, 1998; Guilloteaux & Dörnyei, 2008; Kaboody 2013; Kikuchi, 2009; Matsumoto, 2011). These researchers have been studying L2 teachers as one of the primary factors causing motivational fluctuations. The current research goes along with this present stream of research on motivation in SLA, and investigated high school and university students learning EFL in Japan to find how their perceptions of teachers are related to their own motivation to study English. In the current formal education of EFL in Japan, there are a great number of native speakers of English are working as a teachers' aid, tutor, instructor or lecturer. Hence the primary focus of the current study is to examine if there is any difference in learners' perceptions of teacher as a motivator between English-native (ENT) and non-native English teachers (NENT), who are all native speakers of Japanese. The discussion will include the possible roles that each ENT and NENT plays in the specific educational context of Japan. Learners' perception and appraisal of motivational factors are assumed to be affected by the learning environment; the validity of contextual discussion will be addressed.

2. Research Background

L2 learner's motivation has been studied as one of the key factors that could account for individual differences in the adult L2 learners' performance, as well as their level of achievement in target language acquisition (Ellis, 2008). The early research by the pioneer of the study of L2 motivation, Robert Gardner, and his associates (e.g. Gardner & Lambert, 1959, 1972; Gardner & MacIntyre, 1991) had been primarily oriented with the provision of empirical evidence;

showing the correlational relationship between a certain type of motivation and successful L2 learning. Since the early studies however failed to reach full agreement among researchers, our recent study focuses more on various aspects of L2 learning that may be directly or indirectly interrelated with learners' motivation. In other words, L2 learning motivation is now considered much more complex than it was regarded previously. It plays various roles while learners are being engaged in L2 learning and also alternates consistently in a complex way. The complexity of motivation is emphasised by Sampson (2016) who notes:

“Classroom language learning motivation emerges from constantly changing relations between elements of the classroom systems, and the experiences and perceptions of class members” (pp. 1-2).

In the recent stream of the study of motivation, Dörnyei and Otto's (1998) Process Model of Motivation first shed light on the dynamic nature of motivation that works at different stages of the long process of L2 learning. The prominent feature of the model is the claim that motivation is not stable and consistently changes, influenced by a learner's appraisal of various internal and external factors (Dörnyei, 2000; Kozaki & Ross, 2011; Waninge *et al.*, 2014). That is, L2 learners' motivation fluctuates unceasingly and various environmental factors affect the enhancement and deterioration of motivation (Campbell & Storch, 2011; Nakata, 2013).

Among the factors that could affect the learners' motivation, the teacher has been attracting several researchers' attention (e.g. Bernaus & Gardner, 2008; Chambers, 1999; Dörnyei & Ushioda, 2011; Kaboody, 2013; Kikuchi, 2009; Matsumoto, 2011; Papi & Abdollahzadeh, 2012; Sakai & Kikuchi, 2009). Because in a common formal L2 learning context, the teacher is regarded as the most immediate presence with whom learners are required to establish a complex relationship, while learning a target L2. Williams and Burden (1997) emphasised

that while being engaged in L2 learning, learners' interactions with teachers, including learning experiences, feedback, rewards, praises and punishments provided by teachers could be relevant factors that may impact the learners' motivation.

From the L2 teachers' viewpoint, motivating learners is an important requirement along with teaching a target language successfully, both of which are consistently emphasised among the professionally qualified language teachers. L2 teachers therefore commonly utilise various motivational strategies to enhance their learners' motivation. Researchers have focused on the direct influence of teachers' use of motivational strategies on learners' performances. Dörnyei and Csizér (1998) first investigated the use of motivational strategies among Hungarian teachers of English and based on the most frequently used strategies found, they proposed "Ten commandments for motivating language learners". Gailloteaux and Dörnyei (2008) also investigated the teachers' use of motivational strategies in the South Korean educational context. The study involved 40 classes of English as a foreign language with 27 teachers and more than 1,300 learners. It confirmed a positive correlational relationship between teachers' motivational practice and students' motivated behaviour and their self-reported motivation. Papi and Abdollahzadeh (2012) investigated 741 male students with ages between 11 and 16 from 26 classes that are taught by 17 teachers in ten secondary schools in Iran. The results also confirmed the positive relationship between teachers' motivational practice and the students' motivated behaviour. However, the students' motivated behaviour and their self-reported motivational state did not show a significant correlation. They argued that the behaviour is immediate actions in the present classroom lesson, while the reported motivational state represents their more general and perceived propensities about L2 learning. These studies suggest that teachers' intentional use of motivational strategies could positively affect the learners' enhanced learning behaviour to some extent. More importantly, how the learners perceive the teachers' use of

strategies should be taken as an issue to be discussed, because students' perception of the strategies is regarded as being related to their attitudes and motivation at both individual and class levels (Bernaus & Gardner, 2008).

L2 learners' perceptions of environmental factors including teachers have been studied on their deterioration of motivation, namely demotivation in L2 learning. Japanese scholars, Sakai and Kikuchi (2009), investigated 656 high school students in Japan learning EFL, using a questionnaire that includes 35 demotivating factors. The results revealed that five primary demotivating factors; 1) learning content and materials, 2) teachers' competence and teaching style, 3) inadequate school facilities, 4) lack of intrinsic motivation and 5) test scores; most strongly negatively affect the students' motivation. Kikuchi (2009) continued his study on demotivation of high school students learning EFL in Japan by the retrospective method of interviewing and questionnaires of first-year-university students; who reported their experience of English study in their high school classes. The results of the qualitative analysis showed five demotivating factors; 1) individual teacher behaviour in classrooms, 2) the grammar-translation method, 3) tests and university entrance examinations, 4) the memorisation nature of vocabulary learning and 5) textbook/reference book-related issues. These results reaffirmed the classroom environmental factors, especially teacher-related items in a Japanese educational context, are perceived by the learners as affecting their motivation to study English. These studies on demotivation strongly suggested that what the learners experience in the language classroom and how they perceive the contextual factors of their L2 learning, including what teachers do, use and say in the classroom, could cause the learners' deterioration of their motivational state and learning behaviour, such as less active involvement in the learning tasks and discontinuation of the study.

The L2 learners' perception has been focused on in the study of motivation. Busse and Walter (2013) stated that "students' motivation to embark on and continue their language studies may be influenced by their perceptions of whether they can cope with the language learning demands" (p. 436). They investigated 97 students learning German at two universities in the United Kingdom. They

employed a longitudinal mixed-methods approach to address the time and context-sensitive nature of motivational attributes, focusing specifically on the changes of motivation that take place over the course of the first year of university life. The results revealed that the students' intrinsic motivation and perceived level of self-efficacy declined as they learned more. The researchers argued that the decline of motivation and level of self-efficacy is related to the students' perception of the contents of the language course that do not provide them with sufficient opportunities to engage actively with the target language, especially for communication purposes. They also argued that students' perception of their progress in German proficiency could be the factor that affects their decision to continue their study of German; therefore, if students perceive they do not make sufficient progress, that perception could cause little sense of enjoyment of the class and the deterioration of motivation.

Dörnyei and Ushioda (2011) claimed that "the teacher's level of enthusiasm and commitment is one of the important factors that can affect learners' motivation to learn" (p. 158). Kaboody (2013) noted that there are three components in teacher-related factors, which are 1) teaching materials and methodology to be used, 2) teacher's personality, and 3) teacher's ways of interacting with learners. Based on these claims, Matsumoto (2011) investigated international students' perception of teacher-related factors that may affect the students' motivation to learn English as a L2 in Australia. Matsumoto (2011) also looked into if there is any correlation between the students' perception of the teachers' motivation to teach and their motivation to learn. Also, the level of the study was considered as a possible variable that may affect the students' perception of three teacher-related factors; teacher's class room behaviour/interactions with students, personality and the ways of teaching English. A questionnaire survey was conducted on 121 students from three levels of proficiency; elementary, intermediate, and advanced classes. The results found that there is a positive relationship between the students' self-reported level of motivation and their perceived level of teachers' motivation, however the

influence of the students' level of study on their perception of teachers' motivation was not detected. A prominent finding in the study is that students regard different teacher-related factors most strongly affecting their motivation depending on their level of study. The students at elementary level view teacher's personality most important, while the level of study goes higher from intermediate to advanced levels, the students perceive the ways of teaching more strongly influencing their motivation. This study confirmed that the learners' perception of contextual factors including teacher can be influenced by the learners' current level of English proficiency.

Gan (2009) investigated the learners' cultural backgrounds and institutional teaching context as factors affecting the learners' perceptions of their study and motivation. 339 second-year students from two universities in mainland China and 280 second-year students from two universities in Hong Kong both studying various discipline areas took part in the survey. The results showed that there is a significant difference in self-directed language learning, the use of learning strategies and motivation between the student from mainland China and Hong Kong, and the difference is attributed to the situational differences between the two groups. While English courses in Hong Kong are more oriented with communicative ways, students in mainland China generally suffer from "the expository teaching style, a shortage of English teachers, large class size and scarcity of teaching resources" (Gan, 2009, p. 49). That could result in the lack of opportunities to learn English to enhance communication skills. Gan argued that institutional teaching contexts and social environments rather than cultural traditions may more strongly affect how learners perceive their L2 learning. The above studies indicate the ways L2 learners perceive various teacher-related factors have some impact on their motivational state and learning behaviour; and the various contextual, cultural and environmental factors could arbitrate how they observe the factors affecting their motivation.

Regarding the possible impact of L2 teachers on learners' performance and motivation, differences between ENT and NENT have been studied extensively

by several researchers in different research contexts (e.g. Chun, 2014; Ma, 2012; Hertel & Sunderman, 2009; Üstünlüoğlu, 2007; Walkinshaw & Duong, 2014). It has been regarded that L2 learners generally prefer ENT to NENT due to primarily their superior proficiency in target languages, especially when the target language is taught in a foreign language environment. Notwithstanding such a strong assumption, recent studies of learners' perceptions of ENTs and NENTs have shown commonly the two groups of teachers have their advantages and disadvantages in terms of target language teaching and influence on learners' motivation. Chun's (2014) study on Korean university students' perceptions and preferences between ENTs and Korean teachers of English revealed that the students identified both types of teachers' strengths and weaknesses, and thus do not have clear preference between the two.

Üstünlüoğlu (2007) also investigated university students learning EFL at different levels in Turkey, and the analysis of data collected by questionnaire found similar results to Chun's (2014) study. The students perceived that ENTs' superior in-class communication skills and their cheerful personality can create a better easy-going atmosphere in the classroom, while NENTs have better classroom management skills. The relatively superior proficiency in the target language by ENT, however, can be either an advantage or disadvantage to some learners. Walkinshaw and Duong (2014) investigated university students in Vietnam and Japan to examine their perceptions of ENT's and NENT's advantages and disadvantages in teaching EFL. The results showed that ENT's profound knowledge about the target culture could be a great advantage when learning it but because of the possible disparity between the target culture and that of learners' own, students may find that ENTs find it difficult to understand how the learners behave in the classroom and react to the teachers' instructions. That can cause a tension between the students and the ENTs and could result in demotivation in the worst scenario. Similarly, ENT's possible advantage of English proficiency seems to have two faces; students expect natural, native-like English from ENTs but they are concerned that they may not be able to follow

what ENTs talk and ENTs may not understand their speech with their L1 accent either. Lack of ability to speak the learners' L1 among ENTs can be also regarded as either an advantage because the learners are forced to speak English, or a disadvantage since the communication is impaired, especially when the learners' proficiency level is extremely low. All these studies indicate quite similar characteristics perceived by L2 learners between ENT and NENT. That is, L2 learners generally perceive ENTs have advantages in their high English proficiency with better pronunciation and profound knowledge of culture, whereas NENTs are superior in their ability to explain grammar and are more advantageous in sharing the same language and culture with students. These studies have suggested that especially in EFL context, teacher-related factors as motivator may need to address if the teacher is ENT or NENT and discussion should be based on both advantages and disadvantages that ENT and NENT teachers possess.

Based on the above studies of teachers as a factor affecting learners' motivation, the following research questions were raised.

- 1) Is there a difference in motivational intensity between learners being taught by ENT and NENT?
- 2) Is there a difference in the perception of teacher as a motivator between learners being taught by NET and NENT?
- 3) Is there a difference in the perception of teachers' level of motivation to teach English between learners being taught by NET and NENT?
- 4) Do learners taught by NET and NENT perceive different teacher-related factors most strongly affecting their motivation to study English?

3. Methodology

To find valid answers to the research questions above, relevant quantitative data were to be collected by questionnaire survey. The questionnaire form was employed from the similar research conducted by Matsumoto (2011) (see attached copy of the form). The questionnaire was originally developed by Matsumoto (2011) and investigated the relationship between learners' perceptions of teachers' motivation and their own learning motivation, and how the learners' level of proficiency in English affects their perceptions among international students learning English as L2 in Australia. The current research is based on Japan's educational context, however, where learners learn EFL in formal English programs at school, the questionnaire was translated into Japanese, and an extra question was added to see which type of teacher, ENT or NENT, the participants assess. The questionnaire for the present study included four primary questions; 1) participants' current level of motivation, 2) participants' level of agreement to the relationship between their own level of motivation and the perceived level of teachers' enthusiasm in teaching them English, 3) participants perceived level of teachers' commitment to teach English, and 4) the teacher-related factor that most strongly affects their own motivation. A five-point Likert scale was used for the questions one to three. Regarding question four, students were required to indicate one of the teacher-related factors from a list provided that they believe most strongly affects their motivation to study English. The listed factors were selected based on three major teacher-related areas; teachers' behaviour, personality, and teaching style as reviewed in the previous section, each area includes some specific factors as indicated below.

Behaviour-related factors

- 1) Teacher's attitude towards students
- 2) Teacher's proficiency and pronunciation of English, including accents and voice
- 3) Frequency of teacher's praise for learning English

Personality-related factors

- 1) Teacher's personality
- 2) Teacher's appearance, including the clothes s/he wears

Teaching-related factors

- 1) Teacher's attitude towards teaching, including teaching styles
- 2) Teacher's teaching skills/techniques, including the ways to use materials and explanations
- 3) Teacher's ways to communicate with students, including the provision of corrections and feedback

In case the participants do not find a factor in the list that most strongly affects their motivation, an open-ended section is also provided to which they can write their own teacher-related factor. Students studying EFL in a high school and universities in Japan participated in the survey. The questionnaire was distributed to approximately 600 students and 380 among them responded. The respondents are 125 students from a public high school that has a high rate of students entering universities, and also 255 students from one private and another public university where the participants were majoring in English study. The total 380 respondents are then divided into group of NENT ($n = 173$) who answered the questions according to their teachers as NENT and group of ENT ($n = 201$) who answered the questions based on ENT they learn English from. Six participants were excluded because they failed to indicate which type of teacher the answers were based on, so the total number of respondents used for this study is 374.

As for the statistical analysis of the collected data, an independent sample t-test between ENT and NENT was calculated on the questions one to three to find a meaningful difference regarding the students' own motivation, their degree of agreement that the teacher affects their motivation to study, and how strongly the students perceive the teacher's commitment to teach English. A Chi-square test was conducted on question four to examine if students learning English from ENT and NENT have different teacher-related factors as most

strongly affecting their motivation. The minimum level of statistical significance was set at $p < .05$.

4. Results and Interpretation of the Results

The results of the first to the third research questions are indicated in Table 1 below. One NENT respondent in research question two failed to provide an answer, so it is excluded from the results.

Table 1. Group statistics and t-test on learners' motivation, teacher as a factor affecting motivation, and perceived level of teacher's commitment to teach English

	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	Sig. (2-tailed)
Question 1. Current level of motivation to study English						
ENT	201	3.73	.954	.994	372	ns
NENT	173	3.62	1.030			
Question 2. The degree of agreement to which teacher affects motivation to study English						
ENT	201	4.23	.742	5.013	371	.000
NENT	172	3.75	1.109			
Question 3. Perceived level of teacher's commitment to teach English						
ENT	201	3.73	.954	.994	372	ns
NENT	173	3.62	1.030			

Maximum value of mean = 5.00

Research question 1

Is there a difference in motivational intensity between learners being taught by ENT and NENT?

The participants' self-reported current level of motivation is slightly higher in the mean score of students reported on ENT ($M = 3.73$, $SD = .954$) than students on NENT ($M = 3.62$, $SD = 1.030$); however, the computed result of an independent sample t-test on the difference is not statistically significant. This result shows learners' motivation for learning English does not seem to be affected by whether they learn it from ENT or NENT. The advantages and disadvantages that ENT and ENET should have in terms of teaching English as a foreign language as discussed in section two may also work for the both

directions of motivational intensity, either strengthening or weakening motivation. Whatever the cause of the result, the difference in the influence of being taught by ENT or NENT on learners' motivation to study English was not detected in the current study.

Research question 2

Is there a difference in the perception of teacher as a motivator between learners being taught by NET and NENT?

Regarding the second question, students reported on NET showed stronger degree of agreement to the statement ($M = 4.23$, $SD = .742$) that the enthusiasm of the teacher's teaching them English influences their motivation to study compared to those reported on NENT ($M = 3.75$, $SD = 1.109$). The result of independent sample t-test indicates the difference is statistically significant ($t = 5.013$, $df = 371$, $p = .000$). Japanese high school and university students studying EFL may observe NET as a stronger motivator for them to study English than NENT. In foreign language learning, availability of native speakers of the target language plays a more important role in various ways compared to a second language learning environment. Because it is not easy to find an opportunity to communicate in English with English native speakers regularly in Japan, having a chance to talk with an English native speaker in the class should be regarded as an important element that students believe to have an impact on their enthusiasm and commitment to study English. At least, the result confirms that Japanese young learners of English in formal English program at school think ENTs have a stronger influence on their own motivation to study.

Research question 3

Is there a difference in the perception of teachers' level of motivation to teach English between learners being taught by NET and NENT?

Being similar to the second question, the result on the students' perceived level of teacher's commitment to teach them English is significantly higher among those who reported on ENT ($M = 4.28$, $SD = .642$) compare to those on NENT

($M = 3.97$, $SD = 1.002$). This difference is also statistically significant ($t = 3.580$, $df = 372$, $p = .000$). Not only the higher mean score for ENT, standard deviation is also much smaller for ENT; therefore, students reported on ENT expressed quite high density around “strong” in their ENTs’ commitment to teach English, whereas students reported on NENT have much larger standard deviation, which could mean that their perception of teacher’s commitment level varies depending on the actual Japanese teacher of English they face in the class. In other words, the students perceive ENTs having generally high commitment to teach English regardless of which particular teacher they learn from in the class. They may be likely to perceive each Japanese teacher of English individually, judging how strongly they commit to teach them English. Due to the relatively fewer opportunities of encountering English native speakers to talk to in Japan, this environmental factor may provide ENT with more advantage to let learners become motivated regardless of each ENT’s English teaching skills. NENT, on the other hand, may be more closely and carefully viewed in terms of their commitment and enthusiasm in teaching by the learners, probably because of the shared cultural and L1 background between teachers and the learners.

The result of the teacher-related factors that participants perceive most strongly affecting their motivation is indicated in Table 2 below. Three respondents failed to provide an answer to this question so they are excluded from the result.

Table 2. Teacher-related factors

		Behaviour	Personality	Teaching	Other	Total
ENT	Count % within a group	53 26.5%	59 29.5%	59 29.5%	29 14.5%	200 100%
NENT	Count % within a group	57 33.3%	63 36.8%	42 24.6%	9 5.3%	171 100%
Total	Count % within a group	110 29.6%	122 32.9%	101 27.2%	38 10.2%	371 100%

Chi-square test: $\chi^2 = 11.468$, $df = 3$, $p < .01$

Research question 4

Do learners taught by NET and NENT perceive different teacher-related factors most strongly affecting their motivation to study English?

The result to the fourth question shows that the respondents who reported on ENT and NENT have different views on teacher-related factors that they believe affects their motivation to study most strongly, and the difference is statistically significant ($\chi^2 = 11.468$, $df = 3$, $p < .01$). Among respondents reported on ENT, both teacher's personality (29.5%) and teaching skill related factors (29.5%) strongly affect their motivation, and similar but slightly fewer participants indicate classroom behaviour related factors (26.5%) most influencing their motivation to study. The respondents based on NENT, on the other hand, regard teacher's personality related factors (36.8%) as most influencing their motivation, then, behaviour related factors (33.3%). As for teaching skill related factors, not many students responded about NENT (24.6%) compared to classroom behaviour and personality related factors. Another prominent difference between ENT and NENT is on "other" factors. Larger percentage of students on ENT (14.5%) shows there are other factors that could affect their motivation most, while much smaller ratio of NENT (5.3%) is in this category.

These results indicate that students who reported on ENT are more likely to be influenced by almost every teacher-related factor among ENT in terms of their motivation to study English. Some behaviours, personality or teaching skill related elements among teachers may not extensively affect the learners' enthusiasm and commitment to study as far as the teacher is a native speaker of English. Learners reporting on NENT, on the other hand, put more emphasis on teacher's personality as factor affecting their motivation most. In other words, Japanese teachers of English are not particularly expected to show students skilful teaching techniques or encouraging behaviour when teaching English but a naturally approachable and educationally fair attitude towards the class may be most importantly influencing the learners' commitment to study.

5. Discussion

The results of the present study did not show a significant difference in levels of motivational intensity among learners of EFL in formal education programs in Japan between those being taught by ENTs and NENTs. Researchers who studied on the influence and learners' preference of ENT and NENT in terms of learner motivation (see Chun, 2014; Ma, 2012; Walkinshaw & Duong, 2014) reported that both advantages and disadvantages, which may be motivating and demotivating variables, can be found in learners' perception of ENT and NENT. Therefore, even though learners may prefer ENT due to their advantages of English speech skills and cultural knowledge, their motivation to study was not proved to be influenced by teachers being a native speaker of English. Motivation is a complex and multi-facet mental force (Moskovsky, Racheva, Assulaimani & Harkins, 2016; Waninge *et al.*, 2014), and its effect on language learning can be regarded as cyclical between motivation and learners' perception of internal/external factors rather than a simple cause-and-effect relationship between stronger/better motivation and successful L2 learning as Dörnyei & Ushioda (2011) claim. Given this, motivation may be perceived by learners as more like a state of mind in terms of learning English, or intrinsic orientation that may persist in learners' mind to drive them to study an L2 for a longer term, especially when motivation is taken at the time of this survey by the participants. Papi and Abdollahzadeh (2012) whose study did not find the positive relationship between learners' motivational intensity and their motivated behaviour support this claim. Even though learners may view ENT and NENT as being more positively or negatively, that judgement may not immediately influence their general state of motivation to study English as a school subject or major in university study.

Even if a teacher is a native or non-native speaker of English it does not much effect learners' motivational intensity, learners are generally attracted to ENTs' high proficiency in English communication skills and rich cultural

knowledge as reviewed (see Ma, 2012; Üstünlüoğlu, 2007). Because relatively high social status is attached to the English language, and thus a majority of people in Japan yearn to speak English fluently. Under this social circumstance, there is no wonder that having a chance to communicate in English with a native speaker could be a greater advantage when being asked if ENT motivates you more than NENT. The role ENTs play in the formal English program in Japan is more emphasised as the demonstrator and task organiser to develop learners' communication skills (JET Program, 2014). Given this, they need to introduce various communicative tasks and encouraging learners to act on role-plays, information transfers, and discussions based on communicative approach and require ENTs to establish positive and active relationship with the learners. In doing so, ENTs may be perceived with their various aspects, including personality, teaching philosophy and introduction and use of materials. NENTs, on the other hand, may be more likely to play a monotonous role of providing grammar instruction and mechanical drills to consolidate the knowledge of target grammar. It is because in the present research context, there is only one culture when teacher is NENT who is Japanese, speaking the same L1 that students are fully proficient. Unfortunately, this role is inclined to result in demotivation of learners in high schools in Japan as Kikuchi's (2009), and Sakai and Kikuchi's (2009) studies found. ENT's multiple and active roles they tend to play and NENT's more demotivating role in English program in Japan may result in the participants' positive views on ENT over NENT as a motivator and on stronger commitment to teach English.

Based on the discussion above, ENT's multiple roles in the classroom may attribute to the participants' more diversified responses in the factor affecting their motivation compared to NENT. Should the NENT's role in the English program be mere a grammar information provider and better consultation ability due to the shared L1 of Japanese, then, the NENT's personality, such as fair attitudes to every member of the class and more approachable manner in the class may be regarded as the most influencing factor to the learners' motivation.

Due to the different roles, their possible advantages and disadvantages may be blinded and ENT's multiple roles can emphasise their advantageous characteristics more, such as high English proficiency and good cultural knowledge, while NENT's single role may allow learners to focus more specifically on their personality as a motivator. In sum, even though ENT and NENT may be regarded to have both advantages and disadvantages by learners, the learners' actual perception of both advantages and disadvantages influencing their motivation may depend on a specific educational culture within the specific learning context.

The results of the present study showed relatively positive views on ENT over NENT in terms of their influence on learners' motivation and perceived strength of commitment to teach English among students in high school and universities in Japan. The results are probably influenced by the different roles that ENT and NENT are required to play; ENT's multiple roles for the enhancement of communication skills and NENT's single role as consultant and grammar teaching thanks to the shared L1 and culture with learners. These discussions are based on the researcher's assumption on data collected from independent groups, however, and not fully based on empirical research data from matched pair groups. Further research on how different variables relevant to teachers affect the learners' perception and, as a result, affect their motivation is strongly required for better understanding of the complex nature of motivation and establishment of a more consolidated theory of motivation.

3. Conclusion

Since the current research on motivation in SLA has been diversified in their direction of study, one of the major research agendas is to find how motivation alters and which factors cause the alteration of motivation. L2 teachers then have been regarded as one of the primary candidates that affect the motivational fluctuation. In line with this current stream of the study of motivation, the present study investigated how learners' perceptions of their teachers affect their

motivation. Participants are from a high school and two universities learning EFL in Japan. Their views on the teacher as a motivator were examined based on the difference between ENT and NENT. The study focused on the difference in learners' level of motivation, their degree of agreement to which teacher affects their motivation to study, and perceived level of teacher's motivation to teach English between the participants responded on their teachers as being ENT or NENT. In addition, a certain teacher-related motivational factor was detected to find any difference between ENT and NENT.

The results did not show any difference in the learners' motivational level between ENT and NENT; however, significant difference was detected in the learners' level of agreement in the influence of teacher on their motivation to study and perceived level of teacher's commitment to teach English. In the both results, ENT was found to perform better than NENT. The discussion on the detected results was based on the required roles that each teacher has to play in the English program in the research context that could affect the learners' perception of each type of teacher's possible advantages and disadvantages. In accordance with the various roles played by ENT who aim primarily to enhance learners' communication skills, learners are likely to be influenced by many teacher-related factors similarly, while NENT's major role is likely to be restricted to a grammatical information provider, an administrator of the classroom study and a consultant because of the common L1 shared with the learners. Therefore, NENT's personality is likely to be viewed more importantly by the learners as a factor affecting their motivation. The study, however, is extremely limited to a small number of participants, and further study with a larger number and more diversified participants is crucial to confirm the claims made in the current study and better understanding of the complex mechanism in the development and deterioration of L2 motivation. This could contribute extensively to find an answer to the ultimate question in the study of SLA, how to succeed in L2 learning.

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Appendix
QUESTIONNAIRE

(Translated into English from the original form in Japanese)

Please tick an appropriate blank

Year of school:

High school 1 () High school 2 () High school 3 ()

University 1 () University 2 ()

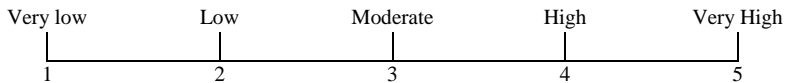
University 3 () University 4 ()

On which type of teacher, English native speaker or Japanese teacher of English, will you answer the following questions?

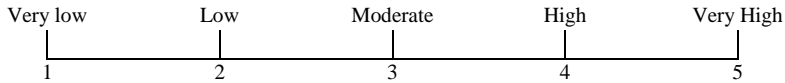
() English native speakers (e.g. from the UK, the USA, Australia, or New Zealand)

() Japanese speaking teacher of English.

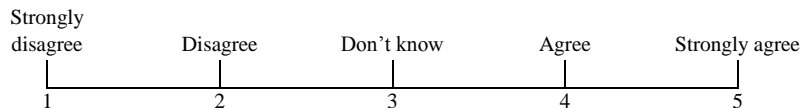
1. How do you rate your current level of motivation for learning English? Please circle an appropriate number in the scale below.



2. How do you rate your teacher's level of motivation (commitment) for teaching English in your class? Please circle an appropriate number in the scale below.



3. Do you agree that the level of teachers' enthusiasm (passion) for teaching English in the class affects your motivation to study English? Please circle an appropriate number in the scale below.



4. What factors listed below do you think affect most strongly your motivation (commitment) to study English? Please tick **ONLY ONE** factor. If there is other factor that is related to teachers, please write it in the blank provided.

- () Teacher's personality (e.g. cheerful/quiet, extroverted/introverted, good organiser, time management in the class, approachability)
- () Teacher's attitude towards teaching (e.g. his/her teaching style; authority/academic-oriented, democratic/fun-oriented; passion/commitment to teach English)
- () Teacher's attitude towards class and students (e.g. strict/generous, fairness)
- () Teacher's appearance including clothes s/he wears and voices
- () Teacher's teaching skills/techniques (e.g. good use of materials, good explanations, interesting tasks)
- () Teacher's way to comment/feedback on your work

- () Teacher's level of English proficiency including pronunciation and accents
- () Frequency of teacher's encouragement on your English (e.g. your English has improved!)
- () Another factor: Please provide it below.

That's all. Thank you very much for your cooperation.

About the Author

Masanori Matsumoto (PhD) is Assistant Professor in Applied Linguistics at the Faculty of Society and Design in Bond University, Australia. He lectures in the postgraduate courses of TESOL, and published articles and book chapters in many leading journals and has recently published books. His primary area of research is motivation in second language learning and factors affecting motivation.

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