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JAPANESE EFL STUDENTS' VIEWS ON ENGLISH NATIVE AND NON-NATIVE TEACHERS OF ENGLISH AS A FACTOR AFFECTING LEARNING MOTIVATION

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Abstract

Japanese high-school and university students studying English as a foreign language (EFL) were investigated to find any differences in their views on their teachers between native and non-native speakers of English. A questionnaire survey was administered on 380 students (125 high-school and 255 university students in Japan), and among them, 201 students answered on native English speaking teachers and 173, on non-native teachers of English as a factor influencing their motivation to learn English. 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 investigated which one among four teacher-related factors; "personality", "teaching-related", "classroom behaviour" and "other factors", the students perceive 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 note-worthy differences in the students' views on teachers between native and non-native speakers of English.

1 Introduction

Since the turn of century, the study of motivation in second language acquisition (SLA) has been directed to be based more on educational psychology and the fluctuate nature of motivation has been attracting researchers' attention. That is, motivation is now regarded not as a stable force but as continuously changing due to learners' appraisal of internal and external factors of learning environment (Dörnyei, 2000; Dörnyei & Otto, 1998; Waninge, De Bot, & Dörnyei, 2014). Researchers (e.g. Busse & Walter, 2013; Chambers, 1999; Dörnyei & Csizér, 1998; Guilloteaux & Dörnyei, 2008; Kaboody 2013; Kikuchi, 2009; Matsumoto, 2011), then, have been studying L2 teacher as one of the primary factors that could influence learners' motivation. The current study goes along with this present stream of research on motivation in SLA, and investigates high school and university students studying EFL in Japan in order to find how their perception of teachers is related to their own motivation to study English. In the

formal education of EFL in Japan, there are a number of English native speakers working as a teacher aid, a tutor, an instructor or a lecturer. Hence the primary focus of the current study is to find if any difference in learners' perception of teacher as a motivator between English-native (ENT) and non-English-native teachers (NENT). The discussion will include the possible roles that each ENT and NENT plays in the specific educational context of Japan. That is, learners' perception and appraisal of motivational factors may be affected by learning environment and the validity of contextual discussion will be addressed.

2 Research background

Second language (L2) learner's motivation has been studied as one of the key factors that could account for a typical phenomenon in adults' L2 acquisition; there are always some learners who can succeed more than others (Ellis, 2008). While the early research by the pioneer of the study of L2 motivation, Robert Gardner, and his associates had been primarily oriented with the correlational relationship between a particular type of motivation and successful L2 learning, which failed to reach full agreement among researchers, 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 how it was regarded before. It plays various roles while learners being engaged in L2 learning and also alternates consistently in a complex way. The complexity of motivation is emphasised by Sampson (2016) who notes that "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). Nakata (2013) also states the complex nature of L2 motivation as below:

...motivation is deeply woven into fabric of the social/cultural context and is conditioned by a complex web of factors (e.g. classroom, school, structural constraints; curriculum goal and culture). (p. 316)

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. That is, different types of motivational force could work at three stages of L2 learning, namely pre-learning, learning, and post-learning phases (Dörnyei & Otto, 1998). At each phase of L2 learning, motivation could help learners launch a target language study, establish a goal of learning, continuously engage in the L2 learning, evaluate their own learning performances, and make a decision to continue (or discontinue) the learning. The prominent feature of the model is the claim that motivation is not stable and consistently changes influenced by learner's appraisal of various internal and external factors (Dörnyei, 2000; Kozaki & Ross, 2011; Waninge et al., 2014). That is, L2 learners' motivation fluctuates continuously 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, teacher has been attracting a number of researchers' attention to study (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, teacher is regarded as the most immediate presence with whom learners are required

to establish a complex relationship while learning a target L2. Actually while being engaged in L2 learning, learners' interactions with teachers, including learning experiences, feedbacks, rewards, praises and punishments provided by teachers, could be relevant factors that may impact the learners' motivation (Williams & Burden, 1997). In the classroom, L2 teacher is required to play multiple roles, such as initiator, facilitator, ideal model of L2 user, mentor, consultant, and motivator, and directly and indirectly influences learners' affective states and learning behaviour (Kaboody, 2013; Waninge et al., 2014). On this ground, the direct influence of teachers on learners' motivation has been studied on their use of motivational strategies that can be employed by the teachers to enhance the learners' motivation. 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 to find if they enhance students' motivation 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. The students' motivation was measured by self-reported questionnaire, and a classroom observation using an instrument called the motivation orientation of language learning. The study 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 taught by 17 teachers in ten secondary schools in Iran. The study aimed to find the relationship between teachers' use of motivational strategies and the students' motivated behaviour in learning EFL. 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 do not show significant correlational relationship. 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 (p. 587). These studies suggest that teachers' intentional use of motivational strategies could affect positively the learners' enhanced learning behaviour to some extent; however 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 should be related to their attitudes and motivation at both individual and class level (Bernaus & Gardner, 2008).

L2 learners' perceptions of environmental factors including teachers have been studied on their deteriorating motivational intensity, namely demotivation in L2 learning. Sakai and Kikuchi (2009) investigated 656 high school students in Japan learning EFL. They used a questionnaire including 35 demotivating factors and the results found that five primary demotivating factors; 1) learning contents and materials, 2) teachers' competence and teaching styles, 3) inadequate school facilities, 4) lack of intrinsic motivation and 5) test scores, most strongly affect negatively the students' motivation. Kikuchi (2009) continued his study on demotivation of high school students learning EFL also in Japan by retrospective method of interviewing and questionnaire on first year university students who reported their experience of the English study in their high school classes. The results of the qualitative analysis showed also five demotivating factors; 1) individual teacher behaviour in classroom, 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 that reaffirmed the classroom environmental factors, especially teacher-related items, are perceived to affect learners' motivation. These studies confirmed that what the learners view 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 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 directly 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 as a modern foreign language 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 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 (p. 444). 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) made a strong claim that states "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. Being reflected on them, Matsumoto (2011) investigated international students' perception of teacher-related factors that may affect the students' motivation to learn English as L2 in Australia. Matsumoto (2011) also looked into if there is any correlational relationship 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, to collect data. The results showed 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 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 factor 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. That is, the learners' perception may vary according to their individual elements, such as ages, proficiency levels, gender, cultural backgrounds and prior learning experiences.

Gan (2009) investigated the learners' cultural backgrounds and institutional teaching context as factors affecting the learners' perceptions of their study and motivation. She raised a concern about the validity of the concept of self-direction or autonomy in the use of discussion in some cultural contexts "as these concepts are often seen as originating and rising to

prominence in the West and being closely associated with independence and individualism” (Gan 2009, p. 42). 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 participated in the survey. The results found that there is a note-worthy difference in self-directed language learning, particular 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) which 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, difference between ENT and NENT, has been studied extensively by a number of 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 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 better easy-going atmosphere in the classroom, while NENTs have better classroom management skills. The relatively superior proficiency in target language by ENT, however, can be either advantage and disadvantage to some learners. Walkinshaw and Duong (2014) investigated university students in Vietnam and Japan to find 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 ENTs difficult to understand how the learners behave in the classroom and react to the teachers’ instructions, which then causes 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 the students’ speech either. Lack of ability to speak learners’ L1 among ENTs can be also regarded as either advantage so the learners are forced to speak English, or disadvantage because the communication is impaired especially when the learners’ proficiency level is extremely low. All these studies revealed 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 could possess.

Based on the above studies of teacher as factor affecting learners' motivation, 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

In order to find the 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) that 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 the 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, and 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 feedbacks

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 a particular 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 provide on which type of teacher the answers were based, so the total number of respondents is 374.

As for the statistical analysis of the collected data, independent sample t-test between ENT and NENT was calculated on the questions one to three in order to find a meaningful difference regarding the students' own motivation, their degree of agreement that teacher affects their motivation to study, and how strongly the students perceive the teacher's commitment to teach English. Chi-square test was conducted on the question four to examine if students learning English from ENT and NENT have different teacher-related factor as most strongly affecting their motivation. The minimum level of statistical significance was set to 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)
Current level of motivation to study English						
ENT	201	3.73	.954	.994	372	<i>ns</i>
NENT	173	3.62	1.030			

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			
Perceived level of teacher's commitment to teach English						
ENT	201	4.28	.642	3.580	372	.000
NENT	173	3.97	1.002			

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 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 have in terms of teaching English as a foreign language as discussed in the research background section may also work for the both directions of motivational intensity, either strengthening or weakening motivation, and thus, the learners' motivation to study may not be prominently affected. 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 NETs as a stronger motivator for them to study English than NENTs. In foreign language learning, availability of native speakers of target language plays more important role in various ways compared to 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 talks actually 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 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?

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 reported 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. That is, students perceive ENTs having generally high commitment to teach English regardless of particular teacher they learn from in the class, but they may be likely to perceive each Japanese teacher of English individually, judging how strongly they commit to teach English. Due to the relatively fewer opportunities of encountering English native speakers to talk to in Japan, this environmental factor may provide ENTs with more advantage to let learners become motivated regardless of each ENT's particular English teaching skills. NENTs, on the other hand, may be more closely and carefully viewed in terms of their commitment and enthusiasm in teaching profession by the learners, probably because of the shared cultural and L1 background between teachers and 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	53	59	59	29	200
	% within a group	26.5%	29.5%	29.5%	14.5%	100%
NENT	Count	57	63	42	9	171
	% within a group	33.3%	36.8%	24.6%	5.3%	100%
Total	Count	110	122	101	38	371
	% within a group	29.6%	32.9%	27.2%	10.2%	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 respondents reported on ENT and NENT have different views on teacher-related factor that they believe affects their motivation to study, 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%) most 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%) follow. As for teaching skill related factors, not many students on NENT responded (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 reported on ENT are more likely to be influenced by almost every teacher-related factor among ENTs in terms of their motivation to study English. Particular behaviour, 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 an English native speaker. Learners reported 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 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, so even though learners may prefer ENT due to their particular 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. That is, learners may admit some advantages and disadvantages in ENT and NENT respectively, their perceptions may not directly link to the development or deterioration of motivation when learning EFL in the classroom. 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 cyclical between motivation and learners' perception of internal/external factors rather than 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 Abdollahzede (2012) whose study did not find the positive relationship between learners' motivational intensity and their motivated behaviour support this claim. They insisted that "learners' motivational state represents their more general and perceived propensities" (p.587); therefore, 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 at university study.

Even though teacher being native or non-native speaker of English does not much effect on learners' motivational intensity, generally speaking, learners are attracted to ENTs' high proficiency in English communication skills representing English culture as reviewed in the research background section (see Ma, 2012; Üstünlüoğlu, 2007). Because relatively high social status is attached to the English language, and thus, 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. Actually the role ENTs play in the formal English program in Japan is more focused on the demonstrator and task organiser in order 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 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, providing grammar instructions and mechanical drills to consolidate the knowledge of target grammar, 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 they are required to play in the language program, their possible advantages and disadvantages may be blinded and ENT's multiple role can emphasise their advantageous characteristics more, such as high English proficiency and good cultural knowledge, while NENT's single role may let learners 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, their actual perception of both advantages and disadvantages influencing their motivation may depend on a specific educational culture within a particular learning context. The factors surrounding L2 learners could influence the learners' perceptions through their appraisal of these factors, including various teacher-related ones.

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 more consolidated theory of motivation.

6 Conclusion

Since the current research on motivation in SLA has been diversified in their direction of study, one of the major research agenda is to find how motivation alters and what the factors that cause the alteration of motivation are. L2 teacher, then, has been regarded as one of the primary candidates that affect the motivational fluctuation. In line with this main 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 teacher as a motivator were studied based on the difference between ENT and NENT. The study focused on the difference in learners' level 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, particular 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 possible 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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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.

Very low Low Moderate High Very High

1 2 3 4 5

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.

Very low Low Moderate High Very High

1 2 3 4 5

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.

Strongly disagree Disagree Don't know Agree Strongly agree

1 2 3 4 5

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 cloths 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.