

Japanese high school and university students learning English: Differences in their perceptions of teachers as motivators

Masanori Matsumoto

Faculty of Society and Design, Bond University, Australia

Brett Cumming

Griffith English Language Institute, Griffith University, Australia

This paper reports on the perceptions of a group of Japanese high school students ($N = 125$) and a group of Japanese university students ($N = 255$) of English as a foreign language (EFL) about the influence of their English teachers as a factor affecting their own motivation. The study employed a questionnaire to collect data with the results computed statistically using SPSS 19. An independent samples t test was conducted on the means drawn from the five-point Likert-scale between university and high school respondents. The results revealed that university students view their teachers as influencing their own motivation more strongly than do high school students. The chi-square test on a range of teacher-related factors: teacher's classroom behaviour, personality, and teaching skills, also showed notable difference between the two groups of students.

Keywords: second language motivation; learners' perception of teachers; learning context; Japanese learners of English; EFL

Introduction

The motivation of second language learners changes continuously in response to the learning environment (Dörnyei, 2000; Dörnyei & Otto, 1998; Waninge, Dörnyei, & De Bot, 2014). Studies have found teachers to be a primary influence on learners' motivation (see, for example, Busse & Walter, 2013; Chambers, 1999; Dörnyei & Csizér, 1998; Guilloteaux & Dörnyei, 2008; Kaboody, 2013; Kikuchi, 2009; Matsumoto, 2011) although more needs to be understood about this influence. The current study focuses on whether there are differences in how learners in high school and in university in Japan perceive their teachers in terms of their own motivation to study English as a foreign language (hereafter EFL).

In Japan, high school students study English as a compulsory subject through a three-year programme that every student advancing to university must take. In those high schools in which most students intend to enter university (known as *shingakko*), students are likely to be extrinsically motivated to study English because it is a required important subject for entrance examinations (Kelly, 2005; LoCasto, 1996). Since the primary focus in studying English for entrance examinations is on grammatical knowledge and writing/reading skills (Butler & Iino, 2005; Kikuchi, 2006), and since the programme contents and textbooks must be approved by the Japanese Ministry of Education, Culture, Sports, Science and Technology, English teaching in high schools tends towards a

uniform approach (Cook, 2010; Matsumoto, 2015). In addition, many Japanese teachers of English at high schools in Japan lack sufficient training (Browne & Wada, 1998; Cook, 2010; Sato & Kleinsasser, 2004). Taken together these circumstances generally result in a textbook-dominated, exam-oriented approach.

In Japanese universities, English is generally compulsory especially in the first year of university studies. Students who major in English language are required throughout their 4-year curriculum to study various related subjects, such as literature, translation skills and British and American histories, in addition to acquiring practical communication skills and profound knowledge of the language. These students are assumed to have both intrinsic orientation as they major in English, and instrumental reasons to use the acquired skills and knowledge for their future profession (Kelly, 2005). In the different learning contexts of high school and university, teachers seem to play different roles to help learners achieve their learning objectives. This paper investigates the differences in learners' perceptions of their teachers across the two contexts and how those perceptions influence their motivation to learn English.

Research background

Researchers have been inspired by Dörnyei and Otto's (1998) Process Model of Motivation to focus on aspects of second language (L2) learning that may be directly or indirectly related to L2 learners' motivation. Motivation is now considered to play various and varying roles while learners are engaged in the relatively long process of L2 learning. Its unstable nature is influenced by the learner's appraisal of various internal and external factors (Campbell & Storch, 2011; Dörnyei, 2000; Kozaki & Ross, 2011; Nakata, 2013; Sampson, 2016; Waninge et al., 2014). The potential influence of the teacher on learner motivation has attracted much research (e.g., Bernaus & Gardner, 2008; Chambers, 1999; Dörnyei & Ushioda, 2011; Kaboody, 2013; Kikuchi, 2009; Matsumoto, 2011; Papi & Abdollahzadeh, 2012; Sakai & Kikuchi, 2009) because the teacher is regarded as the most immediate presence with whom learners are required to establish a complex relationship. Learners' interactions with teachers include learning experiences, feedback, rewards, praise and criticism (Williams & Burden, 1997), with the L2 teacher playing multiple influential roles such as initiator, facilitator, an ideal model of L2 user, mentor, consultant, and motivator (Kaboody, 2013; Waninge et al., 2014).

Motivational strategies that aim to enhance learners' motivation have been studied in diverse contexts resulting in the, much quoted, *Ten Commandments for Motivating Language Learners* (Dörnyei & Csizér, 1998), a confirmation of a positive correlational relationship between teachers' motivational practice and students' motivated behaviour (Guilloteaux & Dörnyei, 2008; Papi & Abdollahzadeh, 2012). These studies suggest that teachers' intentional use of motivational strategies can affect positively learners' enhanced learning behaviour. However, how the learners perceive the teachers' use of strategies should also be considered (Bernaus & Gardner, 2008) because despite teachers' intentional use of a motivational strategy, whether the practice works depends on how learners perceive its use. Also, the interpretation of the strategy may vary among learners and thus the success of its use may be individual.

L2 learners' perceptions of environmental factors, including teachers, have also been studied in relation to de-motivation among high school students of EFL in Japan where it was found that teacher-related factors are perceived by learners to cause a reduction in motivation (Kikuchi, 2009; Sakai & Kikuchi, 2009). These studies confirmed that how learners perceive the contextual factors of their L2 learning, including what teachers do, use and say in the classroom; can cause deterioration of learners' motivational state and

learning behaviour, such as becoming less actively involved in the learning tasks and discontinuation of study.

Further potential teacher-related influences on student motivation which have been researched are: teachers' enthusiasm and commitment (Dörnyei & Ushioda, 2011); teachers' choice of materials and methods, personality and interactive style (Kaboody, 2013; Matsumoto, 2011); and teachers' motivation to teach (Matsumoto, 2011). Potential non-teacher-related influences on learner motivation which have been researched include: variations in learners' proficiency level, gender, and prior learning experiences (Matsumoto, 2011); cultural background (Gan, 2009; Matsumoto, 2011); and the degree of learner autonomy and social environments (Gan, 2009).

Another relevant area of research is that of students' perceptions of self-efficacy in relation to motivation. Busse and Walter (2013), for example, found in a study of UK university students learning German 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). The students' intrinsic motivation and perceived level of self-efficacy declined as they progressively learned more which, the researchers argued, is related to the students' perception that the course does not provide them with sufficient opportunities to engage actively with the target language, especially for communication purposes. They also argued that students' perception of progress in attaining proficiency could influence decisions to continue or quit.

The above studies suggest a number of factors which can influence learners' motivation. Teacher-related factors feature particularly strongly. It seems clear that teachers' intentional use of motivational strategy can have a positive effect on learners' motivation to learn the target language. However, this is a complex area because the impact of teachers' use of motivational strategies depends on how the learners' perceive various factors related to their teachers, which may strengthen but also may weaken learners' motivation. In addition, the impact of teachers' motivational strategies may be influenced by cultural, social, institutional and other contextual factors. The degree to which such influences differ between students in high school and university in Japan has been given insufficient attention. Thus, this study addresses the following research questions which focus on how Japanese learners of EFL perceive that their teachers affect their motivation to learn English in the two distinct contexts described above.

Research questions:

Is there a difference between Japanese high school and university students in:

1. levels of motivational intensity to learn English?
2. the extent to which they believe their motivation to learn English has been influenced by their teachers' enthusiasm to teach them English?
3. their perceptions of teachers' levels of motivation to teach them English?
4. their perceptions of the effect of their teachers' personality, behaviour and teaching on their motivation to learn English?

Methodology

Data was collected through a questionnaire (Appendix) which was adapted from an earlier study investigating 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 an L2 in

Australia (Matsumoto, 2011). For the current research the questionnaire was translated into Japanese to ensure clarity and enhance accuracy of responses. The questionnaire included four primary questions about: (1) participants' current level of motivation, (2) participants' perceptions of the extent to which their motivation to learn English has been influenced by their teachers' enthusiasm in teaching them English, (3) participants' perception of their teachers' commitment to teaching English, and (4) the teacher-related factors that most strongly affect participants' own motivation. A five-point Likert scale was employed for questions one to three. For question four, students were asked to indicate, from a provided list, the teacher-related factor that they believed most strongly affected their motivation to study English. The list contained eight items selected from the literature and related to three major teacher-related factors revolving around teachers' behaviour, personality, and teaching style. This item also included an open-ended section allowing participants to add any other teacher-related factor in case they were unable to find an item in the list that strongly affected their motivation.

EFL students in one high school and two universities in Japan participated in the survey. The questionnaire was distributed to approximately 600 students of whom 380 responded. The respondents consisted of 125 students from a public high school that has a high rate of students entering universities, and 255 students majoring in English at two universities, one private and one public. Despite studying in different institutions, the university students have in common their major and the similarity of their learning environment. Because the high school is a *shingakko*, that is, with a strong focus on university entrance, an extremely high proportion (above 99%) of its students enter tertiary institutions on graduation. To prepare the students for English entrance examinations that mostly target receptive (reading/listening) skills and morphological and syntactic knowledge, the lessons in the English programme primarily follow prescribed textbooks in which each lesson describes the use of target forms and structures, and encourages reading comprehension with some student-student or student-teacher interactions. There are around 40 students in each class. All the teachers are Japanese university graduates who majored in English literature or English language with teaching credentials. As a result of this learning context, the proficiency in communication of the majority of the students' is below the Common European Framework of Reference (CEFR) B1 level (lower intermediate).

The university students, on the other hand, enjoy variation in lesson content and variety in teachers, including Japanese-native and English-native speakers from the UK, the US and Australia. Since these students are majoring in English, their primary interest is likely to be the enhancement of their own levels of English proficiency, which will be important for future job hunting. The diversity of proficiency among them is greater than among the high school students. To summarise the key difference between the two learning environments, the former is entrance exam-oriented and thus promotes a largely uniform approach to the study of English, whereas the latter, in which students are majoring in English, takes a broad approach to improving English communication skills.

Statistical analysis of the data was conducted using independent sample *t* tests between the two groups for questions one to three to look for a meaningful difference in the students' motivation, their perception that teachers affect their motivation to study, and how strongly the students perceive their teacher's commitment to teaching English. Chi-square tests were conducted on question four to determine whether high school students and university students perceive different teacher-related factors as most strongly affecting their motivation. The minimum level of statistical significance was set to $p < .05$.

Results

Research question 1: Is there a difference between high school and university students' in their levels of motivational intensity to learn English?

The participants' self-reported level of motivation is slightly higher for university students ($M = 3.71$, $SD = .973$) than high school students ($M = 3.61$, $SD = 1.023$) although an independent sample t test shows the difference is not statistically significant (Table 1). This shows that their motivation for learning EFL is not significantly affected by their learning environment or the objectives of learning English within that environment. This is surprising given that for the high school participants, studying English was compulsory, whereas the university participants had selected English as their major. On the other hand, English is regarded as one of the most important subjects in Japanese high schools because it is required when sitting any university entrance examination regardless of students' intended major. In addition, the high school participants are from an institution where almost all the students intend to matriculate to university and this may impact on levels of enthusiasm towards learning English.

Table 1. Students' level of motivation to study English (RQ1)

	<i>N</i>	<i>M</i> *	<i>SD</i>	<i>t</i>	<i>df</i>	Sig. (2-tailed)
High School	125	3.61	1.023	-.942	378	<i>ns</i>
University	255	3.71	.973			

* Maximum value of mean = 5.00

Research question 2: Is there a difference between Japanese high school and university students in the extent to which they believe their motivation to learn English has been influenced by their teachers' enthusiasm to teach them English?

The university students agreed more strongly ($M = 4.20$, $SD = .794$) than the high school students ($M = 3.62$, $SD = 1.145$) that the enthusiasm of the instructors teaching them English influences their motivation to study (Table 2). The result of an independent sample t test indicates the difference is statistically significant ($t = -5.689$, $df = 377$, $p = .000$). This difference may be because teachers at university are more strongly regarded as motivators than those in a high school. The standard deviation of the university group is also much smaller than that of the high school group. That is, there is greater variation in high school students' perceptions of their teachers as motivators. Their responses may be influenced by involvement with one particular teacher, because in a high school, usually only one teacher is responsible for teaching the same class all through the year. On the other hand, university students, especially when majoring in English, are taught by a variety of professors, teachers, and tutors who may be very different. The two groups also have quite different objectives in learning English, as explained earlier. The high school students study English as a required subject for entrance examination to university and this strong instrumental orientation may weaken their perceptions of their teachers' commitment. On the other hand, the university students majoring in English have multiple communication-oriented objectives in acquiring higher communication skills and extensive knowledge about the language and, thus, may assign greater importance to their

teachers' enthusiasm to interact with them. These contextual differences between the groups are also likely to influence their perceptions of the teacher as a factor affecting their motivation to study.

Table 2. Perceived extent to which learners' motivation is affected by their teachers' enthusiasm to teach English (RQ2)

	<i>N</i>	<i>M</i> *	<i>SD</i>	<i>t</i>	<i>df</i>	Sig. (2-tailed)
High School	124**	3.62	1.145	-5.689	377	.000
University	255	4.20	.794			

* Maximum value of mean = 5.00

**One high school respondent failed to provide an answer for this question

Research question 3: Is there a difference between Japanese high school and university students' perceptions of teachers' levels of motivation to teach them English?

Both groups of participants perceive their teachers' level of commitment to teach them as high (Table 3). The university students have a slightly higher mean ($M = 4.15$, $SD = .740$) than the high school students ($M = 4.10$, $SD = 1.011$). However, this result is not a statistically significant difference. Whether the students learn English as a major at university with a variety of instructors or they are compelled to study English as a required high school subject with a single instructor, they commonly view their teachers as enthusiastically engaged in their profession. That is, the students' perceptions of teachers' motivation seem not to be affected by the learning environment or learning objectives.

One noteworthy finding is that the high school group's standard deviation ($SD = 1.011$) is much larger than that of the university group ($SD = 0.740$). This may indicate that although taken together as a group, the high school students have a similarly high mean value to the university students; there is more variety in individual high school students' perceptions of their own teacher's level of commitment to teach English. This suggests that those students may be more sensitive to the individual teacher they learn English with. If so, the impact would be more noticeable, as it is here, because high school students study with a single teacher of English for an entire year.

Table 3. Perceived level of teacher's commitment to teach English (RQ3)

	<i>N</i>	<i>M</i> *	<i>SD</i>	<i>t</i>	<i>df</i>	Sig. (2-tailed)
High School	125	4.10	1.011	-.622	378	<i>Ns</i>
University	255	4.15	.740			

* Maximum value of mean = 5.00

Research question 4: Is there a difference between Japanese high school and university students in their perceptions of the effect of their teachers' personality, behaviour and teaching on their motivation to learn English?

In the last part of the questionnaire, students were asked to list the teacher-related factors that they perceive as most strongly affecting their own motivation. The results show that the two groups have different perspectives on teacher-related factors that they believe affect their own motivation to study (Table 4), and the variance is statistically significant ($\chi^2 = 16.441$, $df = 3$, $p = .001$). Among the high school students, more than two-thirds (68.3%) perceive that the factors which most influence their motivation to study English relate to their teacher's classroom behaviour, the second most influential factors are those related to teaching skill (22.0%). Although university students rank the same two sets of factors as the most influential, they place less emphasis on the influential impact of their teachers' classroom behaviour (52.2%) than high school students but more emphasis on teaching related factors (30.2%). Another marked difference between the groups can be found in their perceptions of the influence on them of their teachers' personality (high school = 7.3%, university = 4.7%). It seems that high school students consider this factor to have a greater impact on their motivation to study than do university students. This may be attributed to the assignment of high school students to a single teacher throughout the year as a result of which they are likely to be more strongly affected by how the teacher treats them or by a teacher's individual mannerisms. There is a sizeable difference between the groups in their responses to "other factors" (high school = 2.4%; university = 12.9%) which may be caused by university students having more chances to encounter various teachers with diverse backgrounds and skills. This diversity may reveal more teacher-related factors that the students perceive as affecting their motivation to study English.

Table 4. Teacher-related factors

		Behaviour	Personality	Teaching	Other	Total
High school	Count	84	9	27	3	123
	% within a group	68.3%	7.3%	22.0%	2.4%	100%
University	Count	133	12	77	33	255
	% within a group	52.2%	4.7%	30.2%	12.9%	100%
Total	Count	217	21	104	36	378
	% within a group	57.4%	5.6%	27.5%	9.5%	100%

Chi-square test: $\chi^2 = 16.441$, $df = 3$, $p = .001$; Contingency Coefficient Value = .204, $p = .001$

The results indicate that a significant aspect of the impact of EFL teachers as a motivational factor includes the individual teachers' characteristics and whether multiple teachers are simultaneously available to learners. Students compelled to study with a single teacher throughout a language course may be strongly influenced by that teacher. In contrast, in an environment in which students are exposed to multiple teachers, any negative motivational effect of one teacher may be overcome or weakened by the positive effect of another teacher. It seems from the results that the most important factor that has the potential to affect learners' perceptions of the teacher as an influence on their motivation is the learning and the teaching environment.

Discussion

The current study did not detect a significant difference in the motivational intensity or perceptions of teachers' commitment for teaching English between the two groups of Japanese EFL learners despite notable contextual differences between these groups. Previous studies have commented that high school students in Japan are assumed to be strongly motivated instrumentally when learning English as a subject required for entrance examination to university (LoCasto, 1996; Morrow, 1987) and this is likely to be true of the high school students in this study. They are expected to enter university and, given the school they attend, are aiming for more prestigious universities. It is also likely that as the high school students see their teachers providing them with what they need to achieve their immediate instrumental goal, that their motivation will be maintained at high levels as detected in the current study.

As for the university students, their orientation may be more intrinsic, or at least they may have more diverse learning orientations as Kelly (2005) found with other Japanese university students. This is likely in this study because the university students major in English and will probably focus on the development of the English communication skills which future employers expect of them. The range of available teachers who are able to assist the university students in achieving their more diverse language goals is probably appreciated by those students and this may explain their generally high level of motivation and strong positive perceptions of their teachers' commitment to teaching them English. Thus, although both groups have similarly high levels of motivation and both groups perceive their teachers as having high levels of commitment to teach them English, the reasons are probably different between groups.

In one aspect the perceptions of the groups are very different. The university students have a much higher sense of being motivated by their teachers than the high school students. This seems to contradict the claim made by Busse and Walter (2013) who noted that high school students should be more dependent on their teachers when learning a foreign language than university students and thus it is likely that their motivation to study would be more influenced by their teachers than would be the case for their university counterparts. However, it might be over simplistic to compare the two situations because, unlike high school students, university students experience a range of teachers and may have responded to the questionnaire with a favourite teacher in mind. High school students, on the other hand, only have one English teacher for the year and a relatively simple and straightforward learning goal so their motivation may not be strongly affected by that teacher.

However, it is worth noting that the relatively larger standard deviation in motivational intensity and perceived level of teachers' commitment among high school students suggests that their "individual difference in motivation can be more dynamic and malleable, and can be either enhanced or diminished, depending on the immediate context of" (Kozaki & Ross, 2011, p. 21) their own classroom in high school. This is consistent with Kikuchi's (2009) finding that teachers' individual actions, such as employing a monotonous teaching style, focussing excessively on grammar or incorporating memorisation-oriented vocabulary learning, contribute directly to demotivation among high school students in Japan.

Conclusion

Despite a plethora of studies about motivation in SLA, not enough is known about the role of the L2 teacher as a motivational influence, especially in the context of EFL learners in high schools and universities in Japan. The present study investigated how

learners' perceptions of their teachers are related to their own motivation. In particular, the study focused on the difference between the two groups in level of motivation, their perceptions of the degree to which teachers affect their motivation to study, and their perceptions of their teachers' motivation to teach English. In addition, differences in the groups' perceptions of teacher-related motivational factors were discussed.

No marked differences were found between the groups in their motivational levels or their perceptions of teachers' motivation to teach them English. This is despite considerable differences in the contexts within which these two groups studied. However, a significant difference was detected in the two groups' perceptions of the degree to which teachers influence their motivation to study. The university students assigned more importance to their teachers as a motivator for them to learn English than did the high school students. The most likely explanation is that the latter are extrinsically motivated by the rigid and strong objective of passing the university entrance examination and thus feel less influenced by their teachers whereas the university students, as majors of English, seem to be more intrinsically motivated to acquire high proficiency and knowledge of the language and in this pursuit are exposed to a wider range of teachers from various backgrounds at least some of whom they seem to perceive as a critical factor affecting their motivation.

This study clearly shows that despite the differences within the Japanese learning contexts of compulsory high school English and university English majors, there is little difference in the students' degree of motivation to learn English or their perceptions of their teachers' degree of motivation to teach them although the types of motivation are probably different. However, there is a difference in the degree to which these students perceive that their teachers influence their own motivation with university students attributing a large influence to their teachers.

Given the relatively small scale of this study and that its goals were to understand the situation rather than to identify problems and their solutions, it can only be offered as a suggestion worthy of future study that intrinsic motivation in high schools in Japan may be stifled by their monotonous learning context in which the students are likely to have the same single teacher (who may lack sufficient training), the same peers, a relatively large class, and a year-long strongly exam-oriented English course. In this context it may be beneficial to provide a diversity of teachers with different materials and classmates, and a range of pedagogical activities, along with frequent shuffling of classes and teachers to provide wider exposure, all of which would minimise the risk of students' loss of motivation.

About the authors

Masanori Matsumoto works at the Applied Linguistics Department in the Faculty of the Society and Design at Bond University. He teaches on the MA in TESOL programme and lectures on the theories of second language acquisition. His main research area is second language learners' motivation.

Brett Cumming works at Griffith University's English Language Institute. He teaches English as a second language to international students. His main research interests are in bilingualism and intercultural rhetoric.

References

- Bernaus, M., & Gardner, R. C. (2008). Teacher motivation strategies, student perceptions, student motivation, and English achievement. *The Modern Language Journal*, 92(3), 387-401.
<https://doi.org/10.1111/j.1540-4781.2008.00753.x>

- Browne, C. M., & Wada, M. (1998). Current Issues in High School English Teaching in Japan: An Exploratory Survey. *Language, Culture and Curriculum*, 11(1), 97-112. <https://doi.org/10.1080/07908319808666543>
- Busse, V., & Walter, C. (2013). Foreign language learning motivation in higher education: A longitudinal study of motivational changes and their causes. *Modern Language Journal*, 97(2), 435-456. <https://doi.org/10.1111/j.1540-4781.2013.12004.x>
- Butler, Y., & Iino, M. (2005). Current Japanese reforms In English language Education: The 2003 "action plan". *Language Policy*, 4(1), 25-45. <https://doi.org/10.1007/s10993-004-6563-5>
- Campbell, E., & Storch, N. (2011). The changing face of motivation: A study of second language learners' motivation over time. *Australian Review of Applied Linguistics*, 34(2), 166-192. <https://doi.org/10.1075/aral.34.2.03cam>
- Chambers, G. N. (1999). *Motivating language learners*. Clevedon: Multilingual Matters.
- Cook, M. (2010). Offshore outsourcing teacher inservice education: The long-term effects of a fourMonth pedagogical program on Japanese teachers of English. *TESL Canada Journal*, 28(1), 60-76. <https://doi.org/10.18806/tesl.v28i1.1060>
- Dörnyei, Z. (2000). Motivation in action: Towards a process-oriented conceptualisation of student motivation. *British Journal Educational Psychology*, 70, 519-538
- Dörnyei, Z., & Csizér, K. (1998). Ten commandments for motivating language learners: Results of an empirical study. *Language Teaching Research*, 2(3), 203-229. <https://doi.org/10.1177/136216889800200303>
- Dörnyei, Z., & Otto, I. (1998). Motivation in action: A process model of L2 motivation. *Working Papers in Applied Linguistics (Thames Valley University)*, 4, 43-69
- Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation*. Harlow: Longman.
- Gan, Z. (2009). Asian learners' re-examined: An empirical study of language learning attitudes, strategies and motivation among mainland Chinese and Hong Kong students. *Journal of Multilingual and Multicultural Development*, 30(1), 41-58
- Guilloteaux, M. J., & Dörnyei, Z. (2008). Motivating language learners: A classroom-oriented investigation of the effects of motivational strategies on student motivation. *TESOL Quarterly*, 42(1), 55-77
- Kaboody, M., A. (2013). Second language motivation; The role of teachers in learners' motivation *Journal of Academic and Applied Studies*, 3(4), 45-54
- Kelly, M. (2005). Motivation, the Japanese freshman university students and foreign language acquisition. *JALT Hokkaido Journal*, 9, 32-47
- Kikuchi, K. (2006). Revisiting English entrance examinations at Japanese universities after a decade. *JALT Journal*, 28(1), 77-96. Retrieved from <http://www.jalt-publications.org/archive/jj/2006a/perspectives.pdf>
- Kikuchi, K. (2009). Listening to our learners' voices: What demotivates Japanese high school students? *Language Teaching Research*, 13(4), 453-471. <https://doi.org/10.1177/1362168809341520>
- Kozaki, Y., & Ross, S. J. (2011). Contextual dynamics in foreign language learning motivation. *Language Learning*, 61(4), 1328-1354. <https://doi.org/10.1111/j.1467-9922.2011.00638.x>
- LoCasto, V. (1996). English language education in Japan. In H. Coleman (Ed.), *Society and the language classroom* (pp. 40-68). Cambridge: Cambridge University Press.
- Matsumoto, M. (2011). Second language learners' motivation and their perceptions of their teachers as an affecting factor. *New Zealand Studies in Applied Linguistics*, 17(2), 37-52
- Matsumoto, M. (2015). Formal English education in Japan: What causes 'unsuccessful' English language learning. In L. T. Wong & A. Dubey-Jhaveri (Eds.), *English language education in a global world* (pp. 307-315). New York: Nova Science Publishers Inc.
- Morrow, P. R. (1987). The Users and the uses of English in Japan. *World Englishes*, 6(1), 49-62. <https://doi.org/10.1111/j.1467-71X.1987.tb00176.x>
- Nakata, Y. (2013). Perspectives on L2 motivation: Bridging the gaps between teachers, SLA researchers and teacher educators. In M. T. Apple, D. D. Silva, & T. Fellner (Eds.), *Language learning motivation in Japan* (pp. 309-325). Bristol, UK: Multilingual Matters.
- Papi, M., & Abdollahzadeh, E. (2012). Teacher motivational practice, student motivation, and possible L2 selves: An examination in the Iranian EFL context. *Language Learning*, 62(2), 571-594. <https://doi.org/10.1111/j.1467-9922.2011.00632.x>
- Sakai, H., & Kikuchi, K. (2009). An analysis of demotivators in the EFL classroom. *System*, 37(1), 57-69. <https://doi.org/10.1016/j.system.2008.09.005>
- Sampson, R. J. (2016). *Complexity in classroom foreign language learning motivation: Practitioner perspective from Japan*. Bristol, UK: Multilingual Matters.

- Sato, K., & Kleinsasser, R. C. (2004). Beliefs, practices, and interactions of teachers in a Japanese high school English department. *Teaching and Teacher Education*, 20(8), 797-816. <https://doi.org/10.1016/j.tate.2004.09.004>
- Waninge, F., Dörnyei, Z., & De Bot, K. (2014). Motivational dynamic in language learning: Change, stability, and context. *Modern Language Journal*, 98(3), 704-723. <https://doi.org/10.1111/modl.12118>
- Williams, M., & Burden, R. L. (1997). *Psychology for language teachers: A social constructivist approach*. Cambridge: Cambridge University Press.

Appendix

QUESTIONNAIRE

[Translated into English from the original Japanese questionnaire]

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)
 () Native Japanese 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 another factor that is related to teachers, please write it in the blank space 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/provides feedback on your work
- () Teacher's level of English proficiency including pronunciation and accent
- () Frequency of teacher's encouragement on your English (e.g. your English has improved!)
- () Another factor: Please provide it below.

Thank you very much for your cooperation.