

Comparing Sources of Interest of High and Low Proficiency Level College Students in Japan in Classes with Native English-Speaking Teachers and Japanese English Teachers

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Abstract

This article is part of a long-term study investigating Japanese university student perceptions of Native English-Speaking Teachers (NESTs) and Japanese Teachers of English (JTEs) and how these perceptions affect learner motivation. According to the quantitative results of the study, High Proficiency Level Students (HLS) and Low Proficiency Level Students (LLS) do not differ significantly in their perceptions of NESTs. In contrast, LLS have noticeably lower perceptions of JTEs compared to NESTs. For the qualitative part of the study we focused on *interest*, a major factor of learning motivation. As a result, the main source of interest for HLS is a positive attitude toward the global community of English speakers. This interest is a major contributor to the integrative orientation in learning motivation. LLS' interest is based on the enjoyment of learning, which contributes to their intrinsic motivation. Both integrative orientation and intrinsic motivation are very important factors of language learning. While it is not always easy for educators to influence learners' integrative orientation, intrinsic motivation, on the other hand, is considered by many as transitory and can be induced by the learning environment. Considering such discrepancies between HLS and LLS interest sources and motivations, educators, especially JTEs, should focus on developing new techniques that enhance intrinsic motivation.

Keywords: *NEST, JTE, interest, intrinsic motivation, integrative motivation*

1 Literature Review and Rationale

The research on successful language learning has long shifted away from fixed defined factors influencing the learning process such as methodology to more specific and transitional factors, such as the language classroom itself. In the language classroom situational interest, learners' temporary beliefs, and the dynamics of teacher-learner interaction are of growing interest among researchers. Environmental factors such as instructor attitude, teaching style and identity are considered important influences of learner motivation (Oxford and Shearin 1994; Peirse 1995, Dornyei 2005, 2001, 2011). In fact, teacher personality and teaching style are listed as the most common demotivating factors by many contemporary researchers (Dornyei 2001). Motivation is usually considered as responsible for “why, how long and how hard” people engage in the process of learning (Dornyei 2011). It is generally described as being *intrinsic* vs *extrinsic* and having *instrumental* and *integrative* orientation (Lins 2007; Loewen and Reinders 2011).

1.1 *Instrumental and Integrative Orientation*

One method of interpreting learner motivation is to describe it as having instrumental or integrative orientation. Instrumental orientation is extrinsic, as it refers to language learning for attaining instrumental (extrinsic) goals, such as better job offers or passing entrance exams. Integratively oriented motivation is also regarded as extrinsic, but the goals learners pursue are rather different. Learners with integrative motivation enjoy the foreign language they are studying, they like people who speak that language and want to integrate with the culture and society that uses this language. They want to make friends who speak the target language, to travel and to watch movies in the language they learn. Dornyei characterizes integrative motivation as having a positive attitude toward the target language society (1998). Gardner, Masgoret, Tennant and Mihic believe that integratively motivated students have more positive attitudes towards members of the target language group and are more strongly motivated than instrumentally motivated students (2005). In English as a foreign language learning settings, integrative motivation is more general and determined by wider attitudes towards multiple foreign countries and cultures. In Japan, integrative motivation can be described as the desire to globalize, and integrate with the rest of the world. It is not necessarily restricted to any particular native-speaking country.

1.2 *Intrinsic and Extrinsic Motivation*

The main source of intrinsic motivation is interest (Gardner 1985). Students are motivated to learn because they find the process of learning itself enjoyable. There is no particular reward or goal in learning except for the excitement of the process. In contrast, extrinsically motivated students are persistent in their studies because they assign a utility value to it. They understand the importance of the process for current or future goals. Multiple researchers find intrinsic motivation to have stronger and longer effect on student performance, because intrinsically motivated students are able to concentrate better and longer on the learning process (Dornyei 2005; Ryan and Deci 2000).

Intrinsic and integrative motivations appear similar since they are both based on interest. However, they are quite different because of the nature of the interest. Student interest related to intrinsic motivation is observed in the process of learning, while integrative orientation in motivation

is supported by interest in the object of learning, the interest in achieving integrative goals. Intrinsically motivated students enjoy the way lessons are organized, presented and experienced; while integratively motivated students enjoy the content, language and the cultural knowledge they gain.

Because intrinsically motivated students enjoy the way lessons are organized and experienced, their motivation is affected to a certain degree by teachers, as the teachers represent a significant part of the learning environment. Knowing the causes of the teacher effect, we can discuss what teachers can do to improve students' levels of intrinsic motivation.

1.3. Teacher Effect

Different teaching techniques and strategies, as well as teacher attitude, manners, and personality, are among the many external subjective factors that impact learner motivation. Although teachers have their own individual differences and individual teaching styles, as well as different countries' culture to bring to the classroom, Native English-Speaking Teachers in Japan (NESTs) are widely stereotyped and regarded by many other teachers and learners as one distinctive group. Recently, NESTs have been in the spotlight of growing interest in studies of 'native-speakerism', the very ideology generalizing and grouping teachers of English based on their race and country of origin. There have been several studies published on native-speakerism reflected in office politics and hiring processes in Japan (Kubota and Lin 2006; Houghton and Rivers 2013; Swan, Aboshiha and Holliday 2015). The differences in student perception of teaching style between NESTs and Japanese Teachers of English (JTEs) have also been previously researched. NESTs are seen as good at teaching oral skills, focusing on classroom activities to enhance fluency and communicating with students only in English. On the other hand, JTEs are perceived as good at teaching grammar, vocabulary and literacy skills, using explicit linguistic knowledge (Medgyes 1994; Murahata 2001; Nakai 2003; Saito 2014). However, given the recent increase in research interest on NEST and JTE relationships in the office and in the classroom, there have not been any studies done on student motivation in Japan with a focus on native-speakerism. Considering the fact that teachers are often listed as great demotivators by learners, the purpose of this article is to explore whether Native English-Speaking Teachers (NESTs) and Japanese Teachers of English (JTEs) influence learner motivation in different ways and how educators can nurture and foster motivation among English language learners in Japan.

1.4. Language Learners

Research on individual differences of foreign language learners is growing in popularity all over the world. The present study examines teacher effect on student motivation, as one of the important factors in learner-centered education, and also focuses on student proficiency as one of the individual differences that may influence their motivation in context.

The relationship between proficiency level and the process of language acquisition has been well investigated (Graham 1987; Konishi 1998; Oxford and Nyikos 1989). However, there have been only a few comparative studies of sources of interest among students of low and high language achievement in Japan. Considering that the quality of communication between native speakers and

learners of the target language may be different according to the degree of their language proficiency, such a difference may or may not play an important role influencing students' interest and motivation in the classroom with "Native" and Japanese teachers. The majority of tertiary institutions in Japan divide English learning classes according to the student proficiency level and tend to assign JTEs to Low Proficiency Level Students (LLS) classes and NESTs to High Proficiency Level Students (HLS). The rationale for such a division is usually the presumed inability of NESTs to use Japanese language in order to facilitate the learning process for low proficiency students. LLS may experience lower interest in classes with NESTs if their language skills are insufficient to understand the content of the lessons. Therefore, this research attempts to answer the following questions: 1) How does the reported interest towards NESTs and JTEs differ between students of high proficiency levels (HLS) and low proficiency levels of English (LLS)? and 2) What are the sources of interest? We believe that understanding the differences in student perception on different proficiency levels can help us, educators, to find better ways to manipulate and modify student interest, anxiety, and self-efficacy, in order to improve their learning skills and achieve better learning results.

2 Methodology and Instruments

This study was conducted at a junior college in Tokyo, Japan. The students are usually divided into English language classes according to their TOEIC Bridge test exam score, which they take at the beginning of each academic year. The highest class (HLS) represents students with the average score of 150 and the lowest class (LLS) corresponds to the score of 100 and below. The majority of students were from the urban area of greater Tokyo and its suburbs and possessed considerably uniform cognitive abilities. The participants of this study were 111 freshmen students, and 80% of them were female.

First, a wide diagnostic survey was designed to detect general traits in the student perception of their teachers in terms of self-efficacy, interest, utility value and anxiety. The questions categorized into four categories with English translations are presented in Table 1. The primary goal of this survey was to evaluate general student perceptions towards different types of teachers and examine how these perceptions may signal traits and tendencies worth further investigation. After a brief explanation of the study, the participants were given a questionnaire consisting of 10 questions in Japanese. The survey was conducted at the end of the first semester of the freshman year. For the majority of students this freshman year was their first experience of taking classes from NESTs. The NESTs in this school were three male teachers and one female, from the United States of America, Canada and Russia. There were four JTEs, two female and two male. For freshman students, both NESTs and JTEs teach the same course using a common textbook aimed at strengthening grammatical skills. The teachers however, were free to integrate any communicative activities in the classroom. Besides this basic course, phonetics and business English were taught by NESTs, and writing and preparation courses for proficiency tests were offered by JTEs.

Table 1. Survey questions and their translation in English

Self-efficacy	
I am confident I can master English well with NESTs.	ネイティブ英語教師となら英語をうまく習得できると自信をもっています。
I am confident I can master English well with JTEs.	日本人英語教師となら英語をうまく習得できると自信をもっています。
Interest	
I think NESTs are interesting and fascinating.	ネイティブ英語教師は楽しいし、面白い。
I think JTEs are interesting and fascinating.	日本人英語教師は楽しいし、面白い。
Utility Value	
I think NESTs' lessons are very useful.	ネイティブ英語教師の授業はとてもためになると思う。
I think JTEs' lessons are very useful.	日本人英語教師の授業はとてもためになると思う。
Anxiety	
I do not feel uneasy with JTEs.	ネイティブ英語教師の授業で不安な点がない。
I do not feel uneasy with NESTs.	日本人英語教師の授業で不安な点がない。

The first part of the questionnaire required participants to state their gender and proficiency level according to their class section. The remaining 8 questions were Likert Scale type questions with weight assigned to each answer choice. The choices were “全くそう思わない (not true at all)”, “そう思わない (not true)”, “どちらとも言えない (cannot say)”, “そう思う (true)” and “とてもそう思う (very much true)” with weights assigned from one to five, respectively. The statements were in Japanese and randomly shuffled in their order of appearance. The collected data was processed in Microsoft Excel (Windows 2016); mean, median, standard deviation and weighted average of the each category were calculated.

Following the first analysis of the diagnostic survey results, 25 students from High Proficiency Level classes and 25 students from Low Proficiency classes who participated in the first part of the study were given a follow-up questionnaire, requiring them to define the sources of their Interest towards NESTs and JTEs, to further the understanding and interpretation of the data. They were asked two questions: “ネイティブ（または日本人）英語講師の授業のどのような点が面白いと感じますか？詳しく書いてください。(Describe in details what you find interesting in NESTs' (or JTEs') classes)”.

The limitation of this study is that it relies on self-reported data. The validity of the results relies to some extent on the learners' honesty. In general, survey respondents tend to provide socially

desirable answers (Hancock and Flowers 2001). A second limitation is that because the article’s main focus is on the qualitative data, the quantitative component was considerably small.

3 Results and Discussion

3.1 First Survey

According to the first diagnostic survey results, students on average had a higher interest, saw a greater utility, and higher self-efficacy levels when learning English from NESTs than from JTEs. In the category of anxiety, NESTs score was surprisingly also positive compared to JTEs’ (Table 2, Figure 1).

Table 2. Diagnostic survey questions

Category	Weighted Average	Questions in Japanese
NESTs Self-efficacy	4.02	ネイティブ英語教師となら英語をうまく習得できると自信をもっています。
JTEs Self-efficacy	3.4	日本人英語教師となら英語をうまく習得できると自信をもっています。
NESTs Interest	4.48	ネイティブ英語教師は楽しいし、面白い。
JTEs Interest	3.69	日本人英語教師は楽しいし、面白い。
NESTs Utility Value	4.47	ネイティブ英語教師の授業はとてもためになると思う。
JTEs Utility Value	3.8	日本人英語教師の授業はとてもためになると思う。
NESTs Anxiety	3.56	ネイティブ英語教師の授業で不安な点がない。
JTEs Anxiety	3.32	日本人英語教師の授業で不安な点がない。

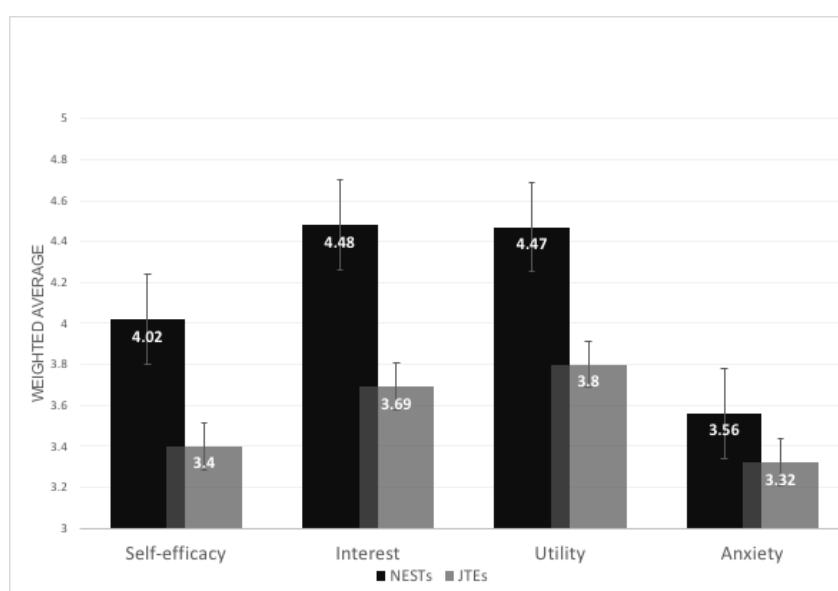


Figure 1. Comparison of students’ perceptions towards NESTs and JTEs

The gaps in student perception of NESTs and JTEs support the idea that the relative status of teachers as belonging to NEST or JTE group affects the levels of student self-efficacy, interest, utility value and anxiety. Furthermore, having a NEST or JTE in the classroom can be a different experience for students with high English proficiency compared to students with the low. Therefore, data of High Proficiency Level Students (HLS) and Low Proficiency Level Students (LLS) were compared in order to see if there are any tendencies in their perceptions depending on their proficiency levels (Figure 2).

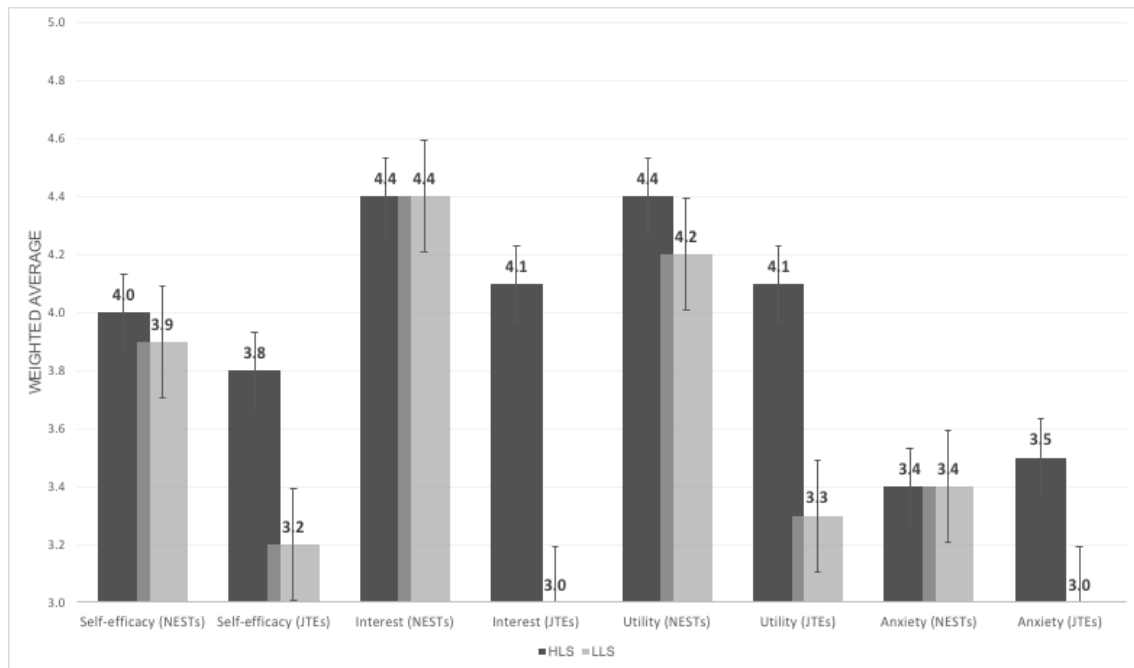


Figure 2. Comparison of students' perceptions towards NESTs and JTEs according to their English proficiency levels.

According to the quantitative results of the first survey, HLS and LLS did not differ much in their perceptions of NESTs. However, LLS had lower average scores for JTEs compared to HLS. The biggest gap in student perception of JTEs was in the category of interest. While the average HLS and LLS interest scores towards NESTs were practically the same, the difference between HLS and LLS perceptions towards JTEs was 1 point on 5-point scale. Such difference showed that a further qualitative investigation was needed to define interest sources in order to highlight the discrepancies and discuss what teaching techniques can be constructed to enhance the intrinsic motivation among low-level learners.

3.2 Qualitative Follow-up Survey

In order to determine the sources of enjoyment and interest while learning English, the students were given a short questionnaire and asked to describe in detail what they found interesting about their teachers. The collected data was divided into two groups (HLS and LLS) and their discourses were compared to each other.

Looking at the qualitative results, we can distinguish connections and similarities between HLS and LLS perceptions of NESTs. Throughout the gathered data, some consistently arising themes and ideas suggest that both groups share common sources of interest for NESTs. As shown in Table 3, students are attracted to lessons with NESTs by language authenticity, novelty and English pronunciation of native speakers such as “生のネイティブ英語 (authentic English) [HNS11]”, “日本人にはない感性 (atmosphere different from the Japanese people) [HNS4]”, “生きた英語 (practical English) [HNS5]”, “日本人にはないテンション (have a different vibe from JTEs) [LNS12]”, “ネイティブの発音 (pronunciation of native speakers) [LNS1]”.

Table 3. Common perceptions among HLS and LLS toward NESTs³

NESTs	
HLS	[HNS1] <u>生のネイティブ英語</u> が聞ける、単語を日に日に学べるところ [HNS2] まず、英語で授業のポイントや説明を聞けるところ。そして、ジョークや、言い回しが <u>英語独特</u> でとても面白い。 [HNS3] <u>外国人ならではの授業スタイル</u> が面白い。 [HNS4] <u>日本人にはない感性</u> を持っていて、私たちに <u>ネイティブならではの</u> マインドやもの見方を教えてくれるので非常に興味深いです。 [HNS5] <u>生きた英語</u> が聞けて面白い。 [HNS6] グループに分かれてクイズをみんなで当てるのが面白いです。
LLS	[LNS1] <u>日本人とは違うテンション</u> 。 <u>ネイティブの発音</u> に慣れられる。 [LNS2] 海外の文化を教えてくれる [LNS3] 冗談をたくさん言ってくれたり、ゲーム感覚でできる増やす。 [LNS4] 日本の先生よりテンションが高いのでこちらも楽しい。

On the other hand, there are also some remarkable differences in student perception between HLS and LLS groups toward NESTs and JTEs. First of all, it appears to be a common idea among HLS to find lessons with NESTs and JTEs equally interesting because they are interested in English language and its culture as shown in the excerpts of their comments shown in Table 4.

¹ H = High Proficiency Level Student, N = students' attitude towards NEST, S1 = student with an assigned number.

² L = Low Proficiency Level Student

³ The keywords that present their common perceptions are underlined. The English translations are provided in Appendix B. The same applies to Tables 4 and 5.

Table 4. Perceptions of HLS toward NESTs and JTEs⁴

	NESTs	JTEs
HLS	<p>[HNS2] まず、英語で授業のポイントや説明を<u>聞ける</u>ところ。そして、<u>ジョーク</u>や、<u>言い回し</u>が英語独特でとても面白い。</p> <p>[HNS4] 日本人にはない感性を持っていて、私たちにネイティブならではの<u>マインド</u>や<u>ものの見方</u>を教えてくれるので非常に興味深いです。</p> <p>[HNS7] <u>海外の価値観</u>が分かること。日本語が全く存在しないからこそ、<u>努力できる環境</u>があるからです。知らなかった英語に<u>沢山触れられる</u>こと。</p> <p>[HNS8] <u>視野</u>が広いし、もっとアメリカのことが<u>勉強できる</u>し、<u>知識</u>だけでなく、<u>考え方</u>もいろいろおしえてくれているし、とてもいいと思います。</p> <p>[HNS9] 色々な事が<u>聞ける</u>事ですね。例えば<u>海外でよく使われる表現</u>を使って話してくれるので、「へえ～こんな表現があるのか！」と為になります。</p> <p>[HNS10] <u>他の国の文化や伝統</u>も<u>学べる</u>ところ。</p>	<p>[HJS1⁵] 生徒の話をきちんと聞いて、授業に反映してくれることから、<u>先生の経験や知識</u>が豊富で、素晴らしいから。</p> <p>[HJS2] 常にビデオや写真を用いていて、私たちの<u>タイムリーなネタ</u>を用いて<u>勉強できる</u>ところ。</p> <p>[HJS3] 英語と日本語が混ざってて<u>内容</u>が面白い。</p> <p>[HJS4] とりあげる<u>トピック</u>が毎回興味があるもので面白い。</p> <p>[HJS5] <u>日本と海外の違い</u>を教えてくれて面白い。</p> <p>[HJS6] 気軽に<u>質問できる</u>ので外国人教師の授業でどうしても分からなかった部分を掘り下げて<u>聞く事ができる</u>点です。</p>

Second, sources of interests among HLS are diverse and more in depth compared to the LLS. They find enjoyment in learning “ネイティブならではのマインドやものの味方 (mindset and ideas of Native speakers) [HNS4]”, “海外の価値観 (other countries’ value system) [HNS7]”, “他の国の文化や伝統 (cultures and traditions of other countries)[HNS11]”, “先生の経験や知識 (experience and knowledge of the teacher) [HJS1]”, “タイムリーなネタ (authentic material) [HJS2]”, “トピック (topics) [HJS4]”, “日本と海外の違い (difference between Japan and other countries) [HJS5]” through English language.

Also, students clearly demonstrate their self-motivation toward learning English. The words associated with “～できる (*dekiru*)” meaning “can do something” frequently appeared in their

⁴ The descriptions that indicate their attitudes toward NESTs and JTEs are double-underlined. The same applies to Table 5.

⁵ J = student’s attitude towards JTEs.

comments as highlighted in Table 4. For example, key-phrases such as “努力できる環境がある (try to make an effort) [HNS7]”, “学べる (can learn) [HNS11]”, and “質問できる (can ask questions) [HJS6]” all show their positive attitude toward learning English. For HLS, the teacher functions as more of a facilitator or guide rather than the gate-keeper of knowledge. Gardner (2001) believes that a learner must have a positive attitude towards the target language society to learn a foreign language. Both NESTs and JTEs equally facilitate and enhance HLS’ interest in their classrooms by sharing their experiences about the language and its culture. Therefore, we conclude that HLS have a higher integrative orientation in their learning motivation, as they enjoy learning the language and culture of that society equally with NESTs and JTEs. English is a global language and for many HLS, the motivation to study English is the desire to learn the cultural difference, to communicate with other nonnative speakers, just like themselves, to share experience, to grow, to integrate “globally”.

On the other hand, LLS have different interest levels towards NESTs and JTEs, because their interest seems to be based on pure enjoyment of learning English. LLS are intrinsically motivated in NESTs’ classrooms through games and other fun activities.

Table 5. Perceptions of LLS toward NESTs and JTEs

NESTs	JTEs
[LNS1]日本人とは違う <u>テンション</u> 。ネイティブの発音に慣れられる。	[LJS1]楽しい授業にして欲しい。 [LJS2]楽しくないです
[LNS4]日本の先生より <u>テンション</u> が高いのでこちらも楽しい	[LJS3]日本人同士なので <u>親しみやすい</u> [LJS4]文法が <u>分かりやすい</u>
[LNS5]友達みたいな授業で、安心します。いつも笑う。	[LJS5]わからないことを聞くと、詳しくわかる。
[LNS6]全体的に楽しく <u>してくれる</u> 。	[LJS6]面白い話を <u>してくれる</u> ところ
[LNS7]英語を沢山話して <u>くれる</u> し、日本語でも説明してくれる！	[LJS7]詳しく教えて <u>くれる</u> ところ [LJS8] <u>覚えやすく話してくれる</u> ところ
[LNS8]話す <u>テンション</u> が面白い	[LJS9]海外のジョークを <u>教えてくれる</u>
[LNS9]ダジャレを <u>教えてくれる</u> ところ	[LJS10]日本語で説明して <u>くれる</u> から
[LNS10]ゲームしたりするところ	[LJS11] <u>分かりやすい</u>
[LNS11] <u>テンション</u> が良い！！	[LJS12] <u>伝わりやすい</u> 、 <u>わかりやすい</u>
[LNS12]海外の文化を <u>教えてくれる</u>	[LJS13]海外旅行とかでよく使う英語などを <u>教えてもらえる</u> ところ。
[LNS13]冗談をたくさん言 <u>ってくれたり</u> 、ゲーム感覚でできる	
[LNS14]日常会話を <u>教えてもらえる</u> ところ。	

For them, an atmosphere of fun and excitement created by NESTs are the key components of their enjoyment. With regard to the latter factor, the word “テンション (vibe, energy) [LNS1,4,8,11]” frequently appeared in the narratives describing NESTs. It seems that the stereotyped impressions or

presumed personalities of NESTs and JTEs strongly affect their perceptions and expectations in class. NESTs in this study come from different countries and cultures, however, LLS tend to generalize NESTs as having more enthusiasm than JTEs. From this perspective, students clearly distinguish the atmosphere in classrooms with NESTs from JTEs, and their nature of expectations is different. It is possible to conclude that a perception of JTEs as having a lower “fun factor” could be induced due to the novelty of interacting with a foreigner, rather than the difference in teacher’s classroom practice and actual personalities. However, several LLS indicated in their responses that they enjoy jokes and games in NESTs classrooms, which they did not mention for JTEs. Rather, they enjoy comprehensive explanations provided by JTEs, which makes learning easier, as expressed by following comments: “文法がわかりやすい (easy to understand grammar) [LJS4]”, “伝わりやすい (easy to communicate) [LJS12]”, for example.

Furthermore, we find a remarkable difference in the discourse of HLS and LLS, which can be viewed as the fundamental attitude gap toward learning English. As shown in comments by LLS, their discourse tends to be expressed in passive voice compared to that of HLS. The words “～くれる (*kureru*)” and “～もらえる (*moraeru*)” meaning “make/help one do something”, appear in many of the comments from LLS students (e.g. “楽しくしてくれる (make it fun for us) [LNS6]”, “話してくれる (talk to us) [LNS7]”, “説明してくれる (give us explanations) [LNS10]”, “教えてもらえる (give us instructions) [LJS13]”). Such grammatical markers indicate that the students’ learning style remains passive regardless of the teacher’s identity (Table 5).

4 Conclusion

Personal interest in English as a language and English language-related culture increases integrative orientation in motivation, engagement in the learning process and comprehension. Integratively motivated students are equally motivated in classes with both types of teachers. Excitement and the novelty of interacting with a foreigner in the NEST’s classroom result in an overall increase in enthusiasm and intrinsic motivation among learners. Native English-Speaking Teachers excite low proficiency level students more than Japanese teachers and thus positively influence student self-efficacy and furthermore positively affect their learning outcomes. Therefore, it seems that assigning NESTs to classes with LLS seems more rationalized and effective than assigning JTEs. This finding contradicts current practices in Japanese universities and warrants further consideration from researchers.

This study demonstrates that teachers can directly influence the excitement factor in the classroom and need to become more aware of the level and complex structure of motivation among their students. Teachers can enhance student intrinsic motivation by encouraging enjoyment in learning English through fun activities and thoughtfully designed assignments. This study shows that NESTs manage to enhance LLS’ interest to a greater extent than JTEs. This suggests that JTEs too can play a more active role in promoting an enjoyable environment and intrinsic motivation in low proficiency level students. To be intrinsically motivated, it is important that the students enjoy learning English with JTEs. LLS mention that they appreciate the exciting atmosphere provided by NESTs. Therefore, JTEs, who sometimes feel reluctant to play games in class, may be advised to re-evaluate their teaching approaches and try to create an exciting atmosphere by proactively including enjoyable learning activities with comprehensive instructions that interest LLS students.

To help LLS increase interest and positive perception of their JTEs, some instructional activities are suggested. First of all, considering the passive learning attitude of LLS, JTEs are advised to apply more interactive teaching methods using Information and Communication Technology or active games. Providing a more communicative environment among students and teachers in class will enhance students' positive attitude toward learning English from JTEs. Also, in order to increase the enjoyment of learning from JTEs, teachers may consider making use of authentic topics and contents that attract attention and amuse the students. When the students have an interest in the topics discussed in class, JTEs can help students increase their motivation to learn.

Through comparison and analysis of different proficiency levels, this study showed that High Proficiency Students have a distinctive integrative orientation in their learning motivation and Low Proficiency Students are intrinsically motivated. This difference in attitude between HLS should attract the attention of English language teachers in Japan. If we become aware of these discrepancies between the sources of motivation for HLS and LLS, we can work more efficiently towards enhancing intrinsic and integrative motivation in classrooms with different learners. Considering the importance of motivation in foreign language learning, further research should be carried out on the role of teachers and their effect on learner motivation and how this knowledge can be incorporated into English teaching practice in Japan.

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Appendix: English translations of Tables 3, 4 and 5

Table 3. *Common perceptions among HLS and LLS toward NESTs*

	NESTs
HLS	<p>[HNS1] We can listen to <u>authentic English</u> and learn new words._</p> <p>[HNS2] First, I can listen to the key points and explanations in English. Second, I am interested in learning jokes and expressions that are <u>unique in English</u>.</p> <p>[HNS3] Teaching <u>styles of foreigners that are distinctive from</u> the Japanese people.</p> <p>[HNS4] I find interests in the atmosphere <u>different from the Japanese people</u>, and I like to learn <u>visions and ideas of native speakers of English</u>.</p> <p>[HNS5] It is fun to listen to <u>practical English</u>.</p> <p>[HNS6] It is interesting to do quiz in groups.</p>
LLS	<p>[LNS1] Enthusiasm <u>distinctive from JTEs</u>. I get used to <u>the pronunciations of the native speakers of English</u>.</p> <p>[LNS2] They teach us different cultures.</p> <p>[LNS3] They tells us a lot of jokes, and we get to learn through playing games.</p> <p>[LNS4] NESTs are more enthusiastic than JTEs, so it is also fun to learn from them.</p>

Table 4. *Perceptions of HLS toward NESTs and JTE*

	NESTs	JTEs
HLS	<p>[HNS2] First, I <u>can listen</u> to the key points and explanations in English. Second, I am interested in learning <u>jokes and expressions</u> which are unique in English.</p> <p>[HNS4] I find interests in the atmosphere <u>different from the Japanese people</u>, and I like to learn <u>visions and ideas</u> of native speakers of English.</p> <p>[HNS7] I learn <u>ways of thinking in other countries</u>. With the environment that Japanese is not spoken, I <u>try to make an effort</u>. I <u>get exposed</u> to a lot of new English expressions.</p> <p>[HNS8] They have wide <u>perspective</u>, I <u>can learn</u> about America, and they give me new <u>knowledge as well as ways of thinking</u>. They teach us many things, so that is very good for me.</p> <p>[HNS9] I <u>can listen</u> to different things. For example, they use <u>expressions that are often used in other countries</u>. In class, I feel “Wow, there is such an expression in English!” It is meaningful for me.</p> <p>[HNS10] I <u>can learn cultures and traditions of other countries</u>.</p>	<p>[HJS1] They listen to students well, and reflect our needs in class. Their experience and knowledge of the teacher are broad and give me many thoughts.</p> <p>[HJS2] I <u>can learn</u> through <u>authentic material</u> as well as movie and image that teachers use all the time.</p> <p>[HJS3] It is fun to hear both English and Japanese in class, and <u>the contents</u> are interesting.</p> <p>[HJS4] <u>Topics</u> in class are always interesting, so it is fun.</p> <p>[HJS5] I find it interesting that they teach us <u>difference between Japan and other countries</u>.</p> <p>[HJS6] I <u>can ask questions</u> without hesitation. I <u>can</u> better <u>listen</u> to what I could not make out in class of NESTs.</p>

Table 5. *Perceptions of LLS toward NESTs and JTEs*

NESTs	JTEs
[LNS1] <u>Enthusiasm</u> distinctive from Japanese. I get used to the pronunciation of native English speakers.	[LJS1] I want them to make our class more fun.
[LNS4] They are more <u>enthusiastic</u> than Japanese teachers. It is fun to learn from NESTs too.	[LJS2] It is not fun.
[LNS5] They make a friendly atmosphere in class. It makes me feel relaxed, and I laugh all the time.	[LJS3] I <u>have a friendly feeling</u> with them as they are also Japanese.
[LNS6] Overall, they <u>make it fun for us</u> .	[LJS4] It is <u>easy to understand grammar</u> .
[LNS7] They <u>talk to us</u> in English a lot, and they also <u>give us explanations</u> in Japanese!	[LJS5] When I ask them questions, they give me detailed explanations.
[LNS8] Their speech with <u>enthusiasm</u> is fun.	[LJS6] They <u>tell us</u> funny stories.
[LNS9] They <u>teach us</u> jokes.	[LJS7] They <u>give us explanations</u> in details.
[LNS10] Playing games in class.	[LJS8] They <u>speak to us in a memorable way</u> .
[LNS11] Their <u>enthusiasm</u> is good!!	[LJS9] They <u>tell us</u> jokes of other countries.
[LNS12] They <u>teach us</u> cultures in other countries.	[LJS10] They <u>explain to us</u> in Japanese.
[LNS13] They <u>tell us</u> a lot of jokes, and I can participate in class like playing games.	[LJS11] It is <u>easy to understand</u> .
[LNS14] They <u>teach us</u> daily conversations.	[LJS12] It is <u>easy to communicate, easy to understand</u> .
	[LJS13] They <u>teach us</u> useful expressions when we travel abroad.

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