Japanese EFL Learners' Motivation in Team Teaching: A Case in Cross-cultural Studies

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Abstract

This study will investigate Japanese EFL (English as a foreign language) learners' motivation of team teaching (TT) classes where a Japanese teacher of English (JTE) and a native speaker teacher of English (NSTE) team-teach cross-cultural issues at a small Japanese university.

Two hypotheses are proposed for the effectiveness of TT based on Keller's (1983) education-oriented theory: (1) the TT approach reduces learners' stress and anxiety for foreign language learning and supplements their lack of linguistic abilities, which increases learners' expectancy of success; (2) cross-cultural studies covered in the TT course induce learners' intrinsic motivation and are also relevant to their instrumental needs for accommodating themselves to Japan's internationalization.

Individual semi-open interviews were done with five to six students each at three different levels (advanced, intermediate and low) in TT courses in the university (N=17) in order to investigate the validity of the hypotheses. The result indicates that TT with use of cross-cultural studies is an effective teaching approach to decrease students' anxiety at all proficiency levels, especially, for students of lower levels.
Introduction

Although many of the team-teachers involved in the courses admit that there are problems which need to be solved, nearly 85% of the students (N=92) in the study report that they prefer TT to individualized instruction (II) by an NSTE only (Miyazato 2000). Miyazato's (2001a) survey of students' motivation in TT classes which take up cross-cultural issues reveals that there is no correlation between English proficiency levels of the respondents and their level of motivation. In ordinary teaching styles, there is significant correlation between proficiency and motivation, as is seen in Yamashiro and McLaughlin's (2000) study about Japanese university students' motivation measured by the AMTB (Attitudes and Motivation Battery). MacIntyre (1999) analyzes that higher levels of motivation correlate with higher levels of proficiency, and vice-versa: causality is very hard to establish although it is fairly clear that foreign language anxiety has an overall negative effect on proficiency. In team teaching situations in this study, however, this was not the case.

Keller's (1983) education-oriented theory of motivation proposes four determinants of motivation: intrinsic interest; relevance of the instruction to the learner's personal instrumental needs; expectancy of success derived from expectancy-value theories in motivational psychology; and satisfaction in the outcome of an activity as extrinsic rewards.

In this study, two major hypotheses are tested concerning the effectiveness of TT based on determinants of Keller's education-oriented theory: (1) the TT approach reduces learners' stress and anxiety for foreign language (FL) classes by an NSTE and supplements their lack of linguistic abilities with the help of a JTE, which increases learners' expectancy of success; (2) cross-cultural issues for the theme in the TT course induce
learners' intrinsic motivation and are also relevant to their instrumental needs for accommodating themselves to Japan's internationalization.

(1) TT and Japanese EFL learners' psychology

Japanese students' anxiety in TT

Anxiety in language learning has been regarded as a crucial affective factor for learners and many SLA (second language acquisition) researchers have constructed the concept of foreign language anxiety over the past few decades. Clement, Dörnyei and Noels (1994) claim that anxiety or self-confidence is one of the major decisive factors for attitude and motivation of L2 (second language) learners. Horwitz, Horwitz and Cope (1986) define foreign language classroom anxiety as an independent variable which affects L2 achievement and proficiency. MacIntyre and Gardner (1991) argue that anxiety is situation-specific rather than trait-specific. Phillips (1992) also states that anxiety is a complex, multi-faceted construct and suggests various measurements to a variety of students across different learning situations.

As for learners' anxiety in TT situations in Japan, JTEs and NSTEs in Miyazato's (2000) study perceive that the presence of a JTE compensates for the limitations in students' linguistic abilities and lessens students' stress and tension for foreign language learning. The students' English proficiency in the study was really low, as indicated by an average TOEIC score 280. Their listening abilities as well as speaking abilities were especially low. Ellis (1993) points out that the biggest problem in Japanese high schools is that learners lack in exposure to spoken English because English classes are mostly done in Japanese. Nozaki (1993) also states that Japanese students have been trained to read and analyze sentences grammatically, but have not developed their speaking or listening skills. Therefore, Japanese students
presumably have linguistic anxiety toward NSTEs' classes where they speak in English only.

In addition, anxiety toward NSTEs' different teaching styles are also reported to have a great influence on learners' psychology. Browne and Evans (1994, p.22) describe a common approach to EFL classes in Japan as analyzing passages word-by-word through translation and grammatical structures and conclude that years of grammar-translation study, drills and strong emphasis on accuracy and error correction have left most learners understandably nervous about trying to use English in the recent communicative language teaching. Yamashiro and McLaughlin (2000) also state that mental block of FL learners occurs when one might not understand every word or be able to speak without making mistakes.

Not only learners' linguistic limitations but also their psychological distance toward NSTEs is presumed to be another component of FL anxiety of Japanese learners. NSTEs are still rare for many Japanese students especially in less urban areas, despite the present-day trend of Japan's 'internationalization.' Miyazato's (2000) study indicates that one-third of the participants had no previous exposure to NSTE's classes before entering the university. Therefore, it is assumed that Japanese learners might have anxiety toward NSTE themselves.

In summary, JTEs in TT are assumed to serve two roles: as a linguistic assistant for students' better understanding of English and as a pressure relief valve for language learning. Medgyes (1992, p.340) reports that non-native English-speaking teachers have advantages in anticipating language difficulties by being empathetic to the learners' problems and sharing the learners' mother tongue. Therefore, it is hypothesized that existence of a JTE in TT creates comfortable FL learning environments and possibly helps to improve
students' attitude in learning English.

**Students' perceptions of native and non-native teachers**

Despite the learners' anxiety toward NSTEs stated above, a contradictory perception of NSTEs as 'charismatic' is reported by Japanese EFL learners in the literature of TT under the JET (Japan Exchange and Teaching) Program organized by the Ministry of Education.

According to the description of Wada (1988), a principal designer of the JET Program, the initial standpoint for TT in the JET Program was that JTEs should take the initiative to guide the AETs (Assistant English Teachers), who are not certified teachers in Japanese educational settings. The Council of Local Authorities for International Relations (CLAIR) (1992, p.10), the governing body of the JET Program, also regards AETs as resource people for JTEs who are not expected to conduct classes alone or to be the main teacher. In recent years, however, TT has been AET-centered and JTEs have tended to take more passive role as an 'interpreter.' This is not only due to reflection on the AETs' dissatisfaction over being used as living tape recorders (Kumabe 1996), but also from students' strong expectations of AETs as the main teacher in TT settings.

Tajino and Walker (1998, p.124) point out that nearly two-thirds of the students in their study did not see the JTE as anything other than an interpreter and that 77 out of the 151 students perceived that their TT classes were AET-centered. They further report their research results that half of the students said they would not need a JTE if an AET spoke Japanese well, while 74.2% of the students said that they would still need an AET regardless of whether the JTE spoke English well. Iwamoto (1999, p.34) also proposes a more active role for AETs as well as underscoring JTEs'
inconspicuous role assisting AETs on stage in TT, commenting that students' definite expectations are to listen to AETs' authentic English and to present their English to AETs.

Although most AETs in the JET Program are young college graduates with little or no teaching experience, as Tajino and Tajino (2000, p.4) explain, admiration toward AETs, especially the Anglo-Saxon speakers of English, is seen by students in Japan. A study concerning English of native and non-native speaker teachers conducted by Sugino (2002) indicates that 75% of the Japanese students in the study preferred NSTEs for the desire to speak with them and to learn authentic English as well as what they call 'beautiful' English spoken by NSTEs. Sturman (1992, p.159) also states that the presence of foreign teachers in the Japanese school is appreciated as living 'proof' of the 'internationalization' of Japan.

(2) Japanese students' motivation in FL learning

Dörnyei (1998) expresses L2 motivation as a multifaceted construct. Gardner and Lambert (1972) conclude that instrumental motivation, defined as the desire to learn a language for a specific purpose, is a major factor of the learners in the Philippines, India and Japan. Oxford (1996) also regards instrumental motivation as a main focus in EFL settings.

A problematic issue concerning Japanese students' motivation in universities especially in outlying districts is that many of the university students show little interest in learning English. McCornick (1993) points out the general lack of motivation to study English among Japanese university students. Berwick and Ross (1989) state that an instrumental motivation vacuum was left by years of competition and studying English for entrance exams to get into the highest level university possible in Japan's hierarchy of
universities. Namely, Japanese university students have lost a strong instrumental motivation for learning English now that they passed the terminal stage of entrance examinations. Many students have studied English for six years out of the instrumental motivation to pass high school and university entrance examinations despite their fear and almost 'hatred' toward studying English, which started from early stage of their English learning history. Hatori and Matsuhara (1980) also state that Japanese less-motivated junior high school EFL learners present unwilling attitudes toward learning English during the first semester of their second year.

Furthermore, many of the students in the universities in less urban districts intend to spend their future lives in local areas, where English is not really indispensable for their daily lives yet. Therefore, they perceive little necessity or instrumental motivation in learning English. Consequently, increasing their intrinsic motivation becomes the essential issue in those environments.

(3) Cross-cultural studies and learners' motivation

One of the factors in which TTU (team teaching at the university level) was evaluated more highly than TTSE (team teaching in secondary education) in Miyazato's (2001) survey was assumed to be the content of the classes. All of the respondents to the survey claimed that the teaching content of TTSE was general English conversation exercises, supplementary practice of school textbooks, English games and songs, etc., whereas TTU dealt with cross-cultural differences in values, ways of thinking and customs of Japanese culture and the home cultures of NSTEs developing the discussion to deeper levels of analysis of cross-cultural awareness and understanding. Presumably, the adoption of cross-cultural issues induces intrinsic motivation of Japanese
EFL learners who no longer respond to the standard methods of studying English. As Prodromou (1992, p.47) states, discovering about a culture so different from students' own could be an intrinsic delight in language learning. He further explains that the more advanced the students' knowledge of English becomes, the more receptive they are to interesting content and a richer cultural input.

It can be also assumed that despite learners' anxiety or even refusal to learn the English language, acquiring knowledge on cross-cultural issues, however, would fit their hidden desire to communicate with foreign people and societal expectations for accommodating themselves to Japan's internationalization. As Yamashiro and McLaughlin (2000) indicate, some researchers have noted high level of motivation among Japanese students without a corresponding high level of proficiency. Nakata (1995) found that an "international orientation" or "cosmopolitan outlook" influences their attitude in learning English.

Hence, it is assumed that TT would be appreciated by Japanese learners because it lessens their anxiety and eventually gives an impetus to their intrinsic and instrumental motivation in English learning through cross-cultural studies. Under these assumptions, two research questions are posed:

(1) What is Japanese learners' anxiety in FL learning? Does TT reduce learners' anxiety and induce their expectancy of success? Do the results differ depending on students' English proficiency levels?

(2) Does a focus on cross-cultural studies in TT increase students' motivation in comparison with conversation practice in TT? Do the results differ depending on students' English proficiency levels?
Method

Participants

The participants were 10 male and seven female students from two freshman TT English courses (N=92) which are taught by the same team teachers of the university in a small city, which can be described as a relatively rural district, located approximately 150 km north of central Tokyo. Five to six students from each of three different English proficiency levels (low, intermediate and advanced) were chosen based on the results of an English proficiency test. The scores of the top six students, two males and four females, ranged from 28.6 to 31.9 out of a 50-point English proficiency test. The five intermediate students, three males and two females, were selected by their score of 22, the closest to the average 22.55. The six students of lower English proficiency were 5 males and 1 female, ranging from 13.2 to 15.4.

Their ages range from 19 to 22 and the average age is about 19.2. Their nationality is Japanese and they were born and raised in Japan. Among the 17 Japanese participants, 11 are from the local prefecture, five from neighboring prefectures which are also relatively rural districts, and one from an urban area near Tokyo.

As for their past TT experiences, all 17 participants experienced TT under the JET Program either on a regular basis or on occasional visits in their six years of secondary school education. They reported that the teaching approaches of TTSE were general English conversation exercises, supplementary practice of school textbooks, English games and songs, etc., but not content-based approaches. They had no experience of II by an NSTE only.
Concerning their overseas experiences, one student from the urban area near Tokyo experienced one-month home stay in the U.S.A., two have traveled for sightseeing in Hawaii and two others in Asian countries for about one week. The other 12 students have never been abroad.

Procedure

Team taught classes are given to all the freshmen in the university and they take two 90-minute required English classes weekly for listening and reading. As part of the three weekly hours of class, a JTE and an NSTE team-teach half of one 90-minute class with the goal of having students attain communicative English competency. The rest is taught by the JTE alone. Each class consists of a range of students from low to intermediate. TOEIC scores average about 280. The class size is large (45-50 students).

For this study, two TT courses on cross-cultural studies were conducted in the Spring semester from April to July 2000 for 4 months. It dealt with cross-cultural differences in values, ways of thinking and customs of Japanese culture and the culture of NSTEs, discussing original passages written by the JTE and the NSTE themselves about the cultural shocks they have experienced in their real lives living overseas and developing the discussion to deeper levels of analysis of cross-cultural awareness and understanding. After the summer vacation, conversation practice under TT was done in the Fall semester from September to January 2001 for another 4 months. The teaching approach was general English conversation exercises and simple role plays based on the given dialogs with pronunciation exercises directed by an NSTE. This was done in order to provide students opportunities to perceive cross-cultural studies in TT in comparison with another approach in TT. The TOEIC test, short version, was given in September as an English proficiency
test to gauge the proficiency of the participants in this study.

Both TT courses are shared with the author, a female JTE in mid-30s and a male NSTE who is a third generation Japanese American from Hawaii in his early 50s with 12 years of TT experiences. The team has worked together for the last five years in the university.

After the academic year of the TT course in April 2001, individual interviews were conducted with the 17 participants. These interviews were done individually for an average of 15 minutes. Actual times ranged from five minutes to 30 minutes. The interviews were conducted in Japanese and were tape-recorded with the interviewees' oral consent, and then transcribed for data analysis. I tried to act discreetly as an active listener so that my position as their teacher wouldn't affect their statements. Also, the interview dates were set after giving grades for the course, so that participants can state their opinions honestly without worries and reservation that their comments would affect their grades of the courses.

To investigate the two research questions of learners' psychology in FL learning and motivation in TT, the following concrete questions were asked to the participants.

(1) TT and learners' psychology
• Which would you prefer, TT or individualized instruction (II) by an NSTE only? Why?
• Would you feel that a JTE/NSTE is necessary if an NSTE/JTE understands the Japanese/English language and its culture fully? Why or why not?

(2) Motivation and cross-cultural TT
• Which TT would you prefer, cross-cultural studies or conversation practice? Why?
• How have your motivation changed after experiencing TT?
Results

(1) Learners' anxiety and TT

*JTEs' roles as a linguistic assistant and a psychological supporter*

As Table 1.1 shows, 15 out of 17 students reported that they prefer TT to II by an NSTE only. The numbers in the parentheses indicate students who want to try II after gaining a certain level of English proficiency in the future. Interestingly, most learners of low level hope to have II by an NSTE if they acquire English proficiency, while advanced and intermediate learners still prefer TT.

The biggest reason for the popularity of TT is that JTEs can clarify linguistic uncertainty as shown in Table 1.2. One student commented that he/she tries hard to listen to NSTEs but loses interests and motivation when ambiguity of uncertainty increases. One advanced student said that he/she feels like trying and using his/her English to NSTEs without any anxiety, because he/she has JTEs' help any time his/her English is not understood by NSTEs. One student also mentioned that he/she can learn how to express things in English through JTEs' explanation to NSTEs.

The second biggest reason was learners' anxiety toward NSTEs themselves. Interestingly, the anxiety was claimed more by advanced learners compared to learners of intermediate and low levels. Nearly a half of the participants said that they get tensed if there is no help of a JTE, who simply gives them a crutch in foreign language classes. Two students specified that they feel psychologically distant to NSTEs in general because they have less contact with foreigners in their daily lives.

As for positive aspects of TT, the merits of being exposed to two different perspectives by a JTE and an NSTE were pointed out mostly by
intermediate learners and beginners. On the other hand, the merits of having model conversation by a JTE and an NSTE and of enjoying their conversation were referred to by advanced and intermediate learners.

Concerning the demerits of TT, too much dependency on JTEs' translation was indicated by learners of advanced and low levels. This can be regarded as the other side of the merit of linguistic clarification by JTEs' translation. Again, students with low proficiency recognized their dependency on JTEs more than others of different proficiency levels. In addition, two students warned that NSTEs should not use Japanese in class since their motivation in speaking in English deteriorates once they find out that NSTEs can speak Japanese.

### Table 1.1.: Students' preferences on TT and II

<table>
<thead>
<tr>
<th></th>
<th>Advanced</th>
<th>Intermediate</th>
<th>Low</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>TT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>II by an NSTE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 (2)*</td>
<td>0 (2)</td>
<td>1 (4)</td>
<td>2 (8)</td>
</tr>
</tbody>
</table>

* The numbers in the parentheses indicate students who want to try II after gaining a certain level of English proficiency in the future.

### Table 1.2.: Reasons for TT preference (multiple answers)

<table>
<thead>
<tr>
<th></th>
<th>Advanced</th>
<th>Intermediate</th>
<th>Low</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language assistance</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>Psychological help</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Dual perspectives</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Model conversation</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Fun to see interaction</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>
Table 1.3.: Reasons for II preference (multiple answers)

<table>
<thead>
<tr>
<th>Reason</th>
<th>Advanced</th>
<th>Intermediate</th>
<th>Low</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Too much dependency on JTE</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>More motivation with NSTEs</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

**NSTEs as a ‘charismatic’ power and a motivational impetus**

The second question was to investigate students' expectations on a JTE and an NSTE in TT settings. The question was posed to ask whether students perceive the necessity of a JTE and an NSTE if a JTE/an NSTE has proficiency in English/Japanese and the cultural knowledge. Do students recognize other roles for JTEs except as a language assistant or an interpreter? How do they perceive NSTEs' presence in the classroom?

Seven students out of 17, especially two thirds of the learners of low proficiency found the meaning of two teachers' presence in the same class at the same time as is shown in Table 1.4. All of them defined the merit as being able to be exposed to two different perspectives and personalities. One student of low level commented that TT is effective because it compensates for a lack of various aspects of two teachers who have different experiences, behavioral patterns and philosophies.

However, seven out of 17 participants, especially the advanced learners mentioned NSTEs' ‘charismatic’ power or impact for being ‘genuine’ foreigners and recognize JTEs' main role as an interpreter. Four students explained that interactions with foreigners are so rare in their daily lives and become real only in English classes that they regard the experiences with NSTEs as valuable. Six students said that they find an enormous pleasure in encountering ‘authentic’ English spoken by an NSTE and a motivational
impact of NSTEs' 'foreign' appearances. Four of the six students explained that JTEs might have near-native English proficiency but could never reach a native-like level in a perfect sense. They continued that JTEs' Japanese appearance disappoints them with the association that JTEs are not different from themselves after all, which gives them what they call less motivational impact. One student confessed his/her preference for typical white NSTEs who understand some Japanese ideally. On the other hand, two students expressed their psychological anxiety toward NSTEs because of their foreign appearances which make them think that NSTEs will not fully understand the Japanese language and ways of thinking even if they speak perfect Japanese and have knowledge of Japanese culture.

Although about one third of the participants longed for foreign appearances to NSTEs, in fact, the NSTE in the study is a Japanese American from Hawaii, who looks exactly like a Japanese. Two students clarified that they still regard him as an authentic native speaker, since the NSTE does not speak Japanese. Two other students also stated that NSTEs with poor Japanese abilities are better for making them work harder, while one beginner said that NSTEs' Japanese proficiency encourages him/her to learn English.

In addition to 'authenticity' of a foreign appearance and language, different perspectives and teaching focuses were also valued by several students. One student mentioned that even if JTEs have overseas experience, they still see things through Japanese perspectives. Two other students admitted that they feel like trying their best to communicate with foreigners but feel embarrassed in making mistakes in the presence of JTEs and other peers. They explained that they feel all right in making mistakes in front of NSTEs because their main focus is communication or content, not
grammatical accuracy or form of English.

Table 1.4.: Students' perceptions of JTEs and NSTEs in TT

<table>
<thead>
<tr>
<th></th>
<th>Advanced</th>
<th>Intermediate</th>
<th>Low</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>JTE is necessary but NSTE is not</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>JTE is not necessary but NSTE is</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Both JTE and NSTE are necessary</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Either one of them is adequate</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

(2) Learners' motivation and cross-cultural studies

Cross-cultural studies as new knowledge

Table 2.1. shows that among 17 participants, 10 chose cross-cultural studies and seven chose conversation practice. The differences in students' English proficiency concerning the choices were not so great although beginners' rating on conversation practice was somewhat higher than the students of other levels.

As for conversation practice, four students emphasized the desire of using their English for communicating with foreigners. They explained that they learned grammatical knowledge mainly for high school and university entrance examinations in their secondary school education, so that they are eager to try their English and to have their English evaluated by NSTEs. Two students stated that cross-cultural studies are knowledge learning just like English grammar studies but conversation practice is a real activity to improve communicative skills, which looks more useful and important. Three students expressed admiration toward a JTE and an NSTE as their conversational models, which brought them the desire to acquire aural/oral
skills through conversation practice. On the other hand, one advanced learner suspected that students who are good at English learning might like both approaches but some students of lower English proficiency might hesitate conversation practice, because they need to utter English words and sentences in conversation practice. One student of low level actually confessed that he/she gets embarrassed, because he/she feels ashamed of his/her bad grammar and pronunciation.

As for advantages in cross-cultural studies, seven students commented that learning cross-cultural differences was totally new knowledge, a fresh discovery and rather a big surprise, which increased their motivation dramatically. Three students specified cross-cultural studies as an inducement of their motivation saying that it was just interesting to learn about a different culture. Quite a few students also found it interesting to see two teachers having different opinions and interpretations for cultural differences as well. One advanced student remarked that most people are intrinsically interested in comparative cultural studies. In addition, two students of low proficiency complained that conversation practice is just reading aloud and too boring because it requires no thinking process. To illustrate changes in learners' attitudes toward English learning, one beginning level student commented as follows:

English was a passport to a university or just something foreign to me until now, but I can see English and its culture as one and it is not one of the school subjects any more. It's the reality of peoples' lives. Vocabulary and grammar must be important, but we cannot see the reality of life from them. I got motivated to study English through learning culture, because I can see something real in that.
Table 2.1: Students preferences on contents of TT

<table>
<thead>
<tr>
<th></th>
<th>Advanced</th>
<th>Intermediate</th>
<th>Low</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross-cultural studies</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Conversation practice</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>7</td>
</tr>
</tbody>
</table>

**TT as a motivational impetus**

As is shown in Table 2.2., most of the participants declared that their motivation increased after taking the TT courses. It is notable that all of the beginners reported that their motivation increased whether or not their attitude improved after the course. Actually two thirds of the beginners claimed that their attitude improved as well. As for the two intermediate students who claimed that their motivation did not change, they both commented that they already had high motivation and interests in learning English from their secondary school days. Therefore, the result should not be counted as anything negative.

Concerning concrete changes in attitude reported by the students, a strong desire to make foreign friends was shown by two students and a hope to go abroad and experience the cross-cultural differences they had learned in class was shown by seven students. One beginner stated that he/she wants to live abroad and have a job related to English. Four students said that they will take English proficiency tests, such as TOEIC and STEP (Eiken) Test. One intermediate student said that he/she has become motivated to study other fields in depth such as religions, politics and philosophy, etc.

However, six students reported that their attitude to English learning did not change in reality. Four students (two intermediate and two beginners) confessed that the course interested them to some extent but not as much as
to change their six years of hatred toward English and their self-perception as being poor at English learning.

One of the intermediate students admitted that six years of hardships are overwhelming and cannot be compensated for easily, which makes him/her feel far behind and left out from other peers in learning English. Another beginner analyzed that his/her character as a perfectionist might prevent him/her from studying toward the next step by sticking to the present problems. Two students confessed their reluctance in making efforts and having patience in learning grammar and vocabulary.

Table 2.2.: Changes in motivation in TT

<table>
<thead>
<tr>
<th>MOT increased and attitude improved</th>
<th>Advanced</th>
<th>Intermediate</th>
<th>Low</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOT increased but attitude not improved</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>MOT did not change</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MOT decreased</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
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</table>

Discussion / Conclusion

Among the 15 TT student supporters, seven acknowledged the advantages of TT offering dual perspectives and cross-cultural interactions as their model. However, other eight students of the 15 TT supporters claimed that they would take II if their English proficiency reached a certain level, which implies that more than a half of the TT supporters see TT as a footstep toward II by an NSTE. Therefore, it is predicted that a main cause of Japanese EFL learners' anxiety in FL classes is low tolerance of linguistic ambiguity or uncertainty and that anxiety toward NSTE themselves will be
mostly solved if the anxiety of their linguistic uncertainty decreases. Actually, the ambivalent attitude of students' admiration and anxiety toward NSTEs reported in this study can be also explained by the notion of Japanese students' low tolerance of linguistic uncertainty. Since students' linguistic anxiety exceeds admiration toward NSTEs, they choose TT, not II at this point and hope to take II in the future after gaining adequate English proficiency. As a result, Japanese students prefer TT where they can enjoy the linguistic and psychological security offered by a JTE and the 'fresh' presence of an NSTE at the same time.

This seems to positively affect Japanese learners' psychology, especially those of low proficiency. Chang and Endo-Crum (2001, p.16) report that one fourth of the participants in their study of TT felt that it is difficult to learn English when the teachers use only English, especially with regard to understanding the directions of the lesson. Burden's (2001) study about the use of the Japanese language in EFL classes reports that Japanese students feel that Japanese should be used for relaxing the students.

Interestingly, however, the anxiety of linguistic uncertainty was reported least by beginners compared to advanced and intermediate learners. Students of low proficiency show the most positive potentiality for II by an NSTE as in shown in Table 1.1. This result was the opposite of my prediction in which advanced learners would perceive the importance of contents more than students of other proficiency levels, which Prodromou (1992) also stated. Beginners actually perceived their lack of English ability and of great dependence on JTEs. However, they are successful in paying attention to what they receive, not what they lack. Having a JTE who helps the learners out of the helpless situations and anxiety in FL learning, they look at content of the class rather than form of the language. Thus, the merit of two
teachers' different perspectives in TT (content) was reported mostly by intermediate and beginner students, while the merit of 2 teachers' interaction as a model (form of language) was pointed out by advanced and intermediate learners. Scovel (1978) states that too much anxiety may be debilitating and too little anxiety may reduce learners' attention to language forms.

Another possible reason for the advanced learners' high anxiety is that advanced learners are more critical about their own English abilities. Dweck (1999, p.1) explains that students with high ability are more likely to display mastery-oriented qualities and most worried about failure. Yamashiro and Sakai (1999) predict that Japanese university learners' anxiety in NSTEs' English classes has some relationship with learning styles and beliefs. Surely, advanced learners are victimized by the traditional Japanese teaching approach where knowledge acquisition through memorization and its accuracy are heavily emphasized. Thus, students have a fear of making mistakes and giving wrong answers in the presence of many classmates, which would result in losing face and eventually a greater reluctance to participate in class. Yamashiro and McLaughlin (2000, p.13) also draw attention to the sociocultural aspect of Japanese notions of "face" and extraordinary pressure to fit in with group norms. These findings of Japanese learners' low tolerance of linguistic ambiguity in their psychological mechanism should be explored further with the socio-cultural theme of 'face' and also be researched whether there are regional differences in more urban settings in the future.

As for TT as a motivational inducement, it should be concluded that a TT approach which focuses on cross-cultural studies motivates learners, especially those of low English proficiency. Although the self-report system in the interviews has limitations and students' English proficiency level is not wide-spread but clustered around rather the lower side, the data of 10
supporters of cross-cultural studies and eight students who reported increase of their motivation and attitude give some validation to the conclusion.

However, we should consider that many Japanese university students of low English proficiency are suffering from the loss of self-confidence due to the six years of English education where knowledge acquisition is heavily emphasized. Some students in this study reported that they earned motivation from the course but didn't feel like making efforts in learning English, because they felt that the huge gap will never be filled by their efforts. Yamashiro and Sakai (1999) also found that although the university students in their study had positive attitudes and a slight motivation, they reported little effort in their L2 study.

In order to solve these problems, I would like to make several suggestions. First, EFL teachers in Japan should recognize the learners' psychology and pay more attention to their problems rather than depend on teacher-centered or authoritative teaching approaches as well as students' instrumental motivation for passing entrance examinations. To make this happen, we should adopt a variety of teaching staff and contents of class. TT is appreciated ultimately because it is different from the traditional single teacher's grammar-translation approach. Presumably, this style of having an NSTE and a non-NSTE in the same classroom will also soften Japanese students' 'over-admiration' toward NSTEs and direct them toward the sense of World Englishes. At the same time, cross-cultural studies arouse students' interests, because they are assumed to suit their intelligence and curiosity as university students. Thus, trying out new teaching approaches in classrooms may be able to recover students' attention and trust. In order to support those challenges by classroom teachers, however, educators' focus on entrance exams should be changed drastically and fundamentally. It is expected that
the continued dependency on the grammar-translation method will remain unchanged until those educators begin to make entrance exams consistent with this changed educational philosophy.

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