Feature Article

Japanese Female College Students' Fulfillment of Basic Psychological Needs in the English Classroom

Olya Yazawa

Showa Women's University

Teachers all around the world have a responsibility to create a supportive learning environment to increase students' autonomous motivation. The purpose of this study was to examine the effect of perceived teachers' support of students' self-determined motivation. The study was conducted with 350 female college students in Japan. The findings suggest that female Japanese university students perceive their native English-speaking teachers of English (NESTs) to provide greater support for their basic psychological needs than Japanese English teachers (JTEs). The greatest perception gap was in the fulfillment of the students' need for relatedness. The findings demonstrate that in Japan, the students feel more emotionally safe and related to peers and teachers in NESTs' classrooms. Additionally, high correlation of all three needs satisfaction (autonomy, competence, relatedness) with NESTs and self-determination of the participants illustrates the significance of needs satisfaction to motivational processes in the Japanese education settings. A short list of autonomy-supportive teaching strategies was compiled based on the students' feedback in order to build a more autonomy-supportive teacher-learner relationship.

日本の英語教師は、世界中どこであれ、学生の自律的な動機を高めるために、協力的な学習環境を作る責任がある。本稿の目的は、学生の自己決定的動機に対するに影響する教師の支援についての対する学生の認識の影響を調べることである。この調査は日本の女子大学生350人を対象に実施された。この調査結果によるとは、日本の女子大学生が、日本人の英語教師（LJTEs）よりも、英語母語話者英語教師外国人英語教師（NESTsFTE）の方が基本的な心理的欲求をより強くサポートしていると認識している事がを示唆されした。最大の認識の差ギャップは、学生のが「関係性」を欲求の充足必要としていることに関して見られであった。調査結果は、日本人女子学生がは、NESTsFTEの講義授業において、より感情的に安心感を抱いている認識することを示した。さらに、NESTsFTEの授業講義における3三つの心理的欲求（自律性、有能性、関係性）の満足度と自己決定的動機には高い相

関関係が確認された。た為、つまり、日本の教育現場における動機づけプロセスにおけ対する3三つの心理的欲求充足の重要性がを示唆されるするものである。より効果的に自律性を支援することができる教師・学習者の関係性を構築するため、学生のフィードバックを基に自律性を促す教授ストラテジーをいくつか提案する。

English language education in Japan has been constantly criticized for its failure to cultivate sufficient communicative English abilities in students amid ongoing globalization of the country. Schools are advised (MEXT, 2003) to assist improvement of their staff`s teaching with a special focus on students' motivation, interest, and attitude for autonomous learning. In fact,

> English learning motivation has been a major research topic in Japan over the past ten years... . However, Japanese students are not showing increased language skills and do not seem to be highly motivated to learn English despite the country's current emphasis on English education... (Yazawa, 2019, p. 33).

Learner autonomy is defined as an ability to take charge of one's learning (Holec, 1981) and is considered an essential motivational factor for learning a foreign language. There are many ways teachers can support students' autonomy and motivation in the classroom. The teacher's attitude, behavior, teaching style, and identity are all seen as influential factors (Oxford & Shearin, 1994; Peirce, 1995; Dörnyei, 2001, 2005; Dörnyei & Ushioda, 2011). It seems important to examine to what degree autonomy-supportive Japanese students perceive their English language teachers, and what kind of teaching practices may positively influence the perception of being autonomy-supportive to the students in the English classroom in Japan.

Self-Determination Theory of Motivation and Students' Psychological Needs

The self-determination theory of motivation (SDT) is one of the cognitive theoretical frameworks employed in contemporary research on language learning motivation abroad and in the Japanese context (Hiromori, 2006; Yashima et al., 2009). The theory states that all people are innately autonomously motivated to learn (Deci & Ryan, 2002) and that motivation explicitly relates to the learner's

sense of autonomy in the classroom (Dickenson, 1995).

According to the SDT, there are three distinct types of motivation—amotivation, controlled, and autonomous—moreover, there are different processes that regulate each type of motivation. From the least self-determined to the highly self-determined, regulations which control these motivations are defined as follows. For the state of amotivation, in which students have no desire or intention to do the task, there is no regulation of the behavior. Regulation of controlled motivation may be external (directed by external rewards and punishment) or introjected (driven by shame or approval seeking). Autonomous motivation is tied to regulation that is identified (maintained by conscious valuing of the activity), integrated (directed by full awareness and internalization of values), or intrinsic (driven by pure interest) (Figure 1).

According to the SDT, individuals are more internally motivated when the following three universal psychological needs are satisfied: autonomy, competence, and relatedness. When these needs are satisfied, students feel psychologically happier and more motivated to learn the subject (Deci & Ryan, 2002). Let us now consider in detail how the learning environment can influence these three basic needs. The first is the need for autonomy. External events that contribute to the experience of the internal locus of causality strengthen a person's autonomous motivation for an activity. Events that lead the person to the feeling that some external factors are the main cause and regulator of their activity contribute to the weakening of autonomous motivation (Deci & Ryan,

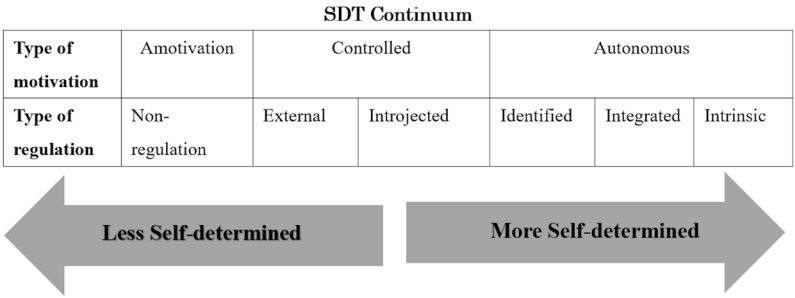

Figure 1. SDT Continuum.

2008). The need for autonomy is undermined when a person is placed under strict control by other people (or a situation), for example, through the threat of punishment or alternatively rewards in the form of grades, bonuses, prizes, as well as competition and deadlines (Deci & Ryan, 2008). In order to support students' autonomy, teachers should consider the students' voices and opinions about the learning process and provide choices of material and learning style, to be informative rather than controlling (Yazawa, 2019).

The second basic psychological need concerns another critical factor affecting autonomous motivation: the need to be competent. Competence here can be defined as the desire and belief to be effective, to challenge and master skills in the process of learning (Deci & Ryan, 2002). External events will enhance the autonomous motivation of the individual if they lead to an increase in the person's perception of their competence, while events leading to the perception of a lack of competence will weaken it. For example, success in a classroom activity or positive feedback corresponding to the actual good results in solving problems usually leads to the person experiencing competence, and accordingly contributes to the strengthening of autonomous motivation (Henderlong & Lepper, 2002). On the contrary, constant negative feedback in the form of criticisms emphasizing failures and incompetence can lead to a decrease in autonomous motivation (Deci & Ryan, 2016). Sensitive mentoring and affirmative feedback from teachers can enhance the sense of competence (Filak & Sheldon, 2003).

Finally, the third need, which is important for the functioning of autonomous motivation, is a need for good relations with other people (relatedness). This need includes establishing reliable and satisfying relationships based on affection and feelings of acceptance (Ryan & Deci, 2000). Although support for autonomy and competence is extremely important for enhancing autonomous motivation, the third factor regarding the quality of human relationships also makes an important contribution. Teachers can support this need by respecting students and showing genuine, positive emotions towards them (Baumeister & Leary, 1995, Niemiec & Ryan, 2009).

Within the frame of SDT, teacher behavior is an important external force influencing students' psychological needs fulfillment. The student perception of a teacher's support lies anywhere along the motivational continuum of SDT (Figure 1) ranging from highly autonomy-supportive to extremely controlling (Yazawa, 2019; Reeve, 2016; Reeve et al., 2018). Research findings also suggest that a teacher's autonomy support is more strongly correlated with autonomous motivation than the support of a learner's parents, for example (Gillet et al., 2012).

Additional Constructs to Include in SDT Research in Japanese Educational Settings

Learners. The consensus among researchers is that autonomous motivation declines with age in children and adolescents but steadily increases after the age of approximately 15 years old (Gottfried, Marcoulides, Gottfried, Oliver, & Guerin, 2007; Gillet et al., 2012). Developmental theorists also suggest that perception of autonomy increases with age (Erickson, 1963; Piaget 1965). Therefore, one of the current study's objectives was to compare the nature of the SDT and fulfillment of psychological needs satisfaction between students of earlier and later college years to see whether age or educational ranking (being a freshman, junior, or senior) plays a role in the level of their needs satisfaction and motivation to learn English.

Teachers. Medgyes (1994) defined two distinctively different groups of English language teachers: native English-speaking teachers (NESTs) and non-native English-speaking teachers (NNESTs). In a similar way, teachers in Japan have been addressed regardless of their actual nationality as either NESTs or Japanese teachers of English (JTEs) (Houghton & Rivers, 2013). Despite the on-going debate about appropriateness of these terms (Holliday, 2005; Kubota, 2009), they are widely used in Japan and recognized by both employers and students.

Many researchers in the educational field have stated that students perceive NESTs as more understanding and supportive of autonomy (Gurkan & Yuksel, 2012; Utsunluoglu, 2007; Cook, 1999; Medgyes, 1994; Kasai, et al., 2011;

Yazawa, 2019). According to Littrell (2006) and Willis and Yamamura (2002) regarding the Confucianism value-based nature of the educational system in Japan, JTEs are usually perceived by their students as authoritarian and superior in the English classroom. Japanese teachers still tend to rely on teacher-centered lectures, which may thwart students' need for autonomy (Braine, 2010; Murahata, 2001; Nakai, 2003; Gorsuch, 2000; Inomori, 2012; Shibata, 2008). Prior research also showed that collectivist views in East Asian cultures make it easier for students to become autonomously motivated when their need for relatedness is satisfied, rather than being dependent on the need for autonomy (Bao & Lam, 2008).

Speaking the students' first language and sharing strong cultural values such as *mimamoru* (observing and caring) and *omoiyari* (empathy), the author suggests that JTEs probably better satisfy the need for relatedness, which requires empathy and interpersonal understanding. Conversely, NESTs are probably better in satisfying the autonomy need, and such satisfaction or frustration can be attributed to different teaching styles and practices associated with these two groups of teachers (Johnston, Aliponga, Koshiyama, Ries, & Rush, 2014).

Several studies conducted in the last two decades have investigated the relationship between autonomous motivation and academic achievements in Japanese educational settings. Nishimura et al. (2011) showed that the more autonomous regulation style Japanese students in pre-tertiary settings experienced, the higher were their academic achievements. Tanaka and Yamauchi (2012) and Okada (2010) in their study of college students also showed that autonomous motivation positively correlated with students' academic performances. There have been several studies done in Japan exploring students' perceptions of different types of teachers (Saito, 2014; Johnston, Aliponga, Koshiyama, Ries, & Rush, 2014).

> However, there have not been any studies done in this country comparing how different teachers affect the student satisfaction of basic psychological needs of autonomy, competence and relatedness in Japanese educational settings (Yazawa, 2019, p. 36).

In addition, nobody has shown how satisfaction of these needs is connected

to their autonomous motivation.

Based on the above findings, the current study investigated whether teachers' support of the basic psychological needs would have a direct influence on the levels of participants' self-determined motivation. As more support is afforded to the students, the higher their autonomous motivation is expected to be. Finally, this study sought to learn whether autonomous motivation would increase with age of the students. The main objectives of the study are to analyze the nature of self-determined English learning motivation among non-English major female college students and to analyze the perceived support of the basic psychological needs from different groups of teachers among students of different years. The last objective is to examine in detail the teaching styles of different groups of teachers in order to find the origins of such perceptions among the students.

Methods

The study was conducted in a private women's university in Tokyo, Japan. Foreign and Japanese teachers employed there are often assigned to teach the same courses in pairs, using the same textbooks but teach individually on different days of the week. Freshmen (N = 123), sophomore (N = 130), and junior students (N = 125) from the Business Department were asked to participate in this study at the end of the first semester (spring) 2018. The foreign teachers were from Australia, Canada, England, Russia, and the United States.

The 5-point Likert scale questionnaire used in this study was a modified version of the new motivational scale designed by Agawa and Takeuchi (2016). Their questionnaire was reported to have higher validity and reliability than the one developed by Hiromori (2006) that had previously been widely used. The first part of the questionnaire addressing participants' basic psychological needs fulfillment was modified to elicit students' views on JTEs and NESTs separately, without referring to any particular current teacher, in an effort to access their needs satisfaction based on previous experience back to junior high school. The needs scale had 24 items instead of the original 12 (12 questions about NESTs and 12 identical questions about JTEs, Appendix A). The second part of the questionnaire accessing students' motivation was not changed from the original

and had 20 items describing intrinsic (six items), identified (six items), external (three items) regulations and amotivation (five items). The students were asked to use their smartphones to access an online version of the questionnaire and respond to statements using a 5-point Likert Scale, selecting from "not true at all", "not true", "cannot say", "true", and "very much true". The statements were in Japanese and randomly ordered for each student.

The last part of the questionnaire consisted of two narrative frames and aimed at finding out the cause of students' different perceptions of the teachers: "Compared to Japanese teachers, native English-speaking teachers do the following more often in their classes:...", and "Compared to native English-speaking teachers, Japanese teachers do the following more often in their classes." All statements and answers were in Japanese and were translated by the author.

The data derived from the motivational and psychological needs parts of the questionnaire were analyzed with SPSS software.

Results

Quantitative Results

The results indicate that the participants had experienced a highly self-determined (autonomous) type of motivation to study English (Table 1). Identification is reported as the strongest motivational regulation (M = 4.1274), with intrinsic regulation following second (M = 3.5388), external third (M = 2.8122), and amotivation scoring the lowest (M = 1.9101) (Yazawa, 2019).

Table 1

Likert-scored Motivational Items

	N	Mean	SD	Std. Error Mean
Identified	378	4.1274	.63994	.03291
External	378	2.8122	.87183	.04484
Amotivation	378	1.9101	.75564	.03887
Intrinsic	378	3.5388	.76253	.03922

Different types of motivation were integrated into a Self-Determination Index (SDI) by assigning a weight of +2 to intrinsic, +1 to identified, -1 to external, and -2 to amotivation (Grolnick & Ryan, 1987; Vallerand & Bissonnette, 1992). An SDI of 4.5726 was subsequently calculated. The positive SDI of 4.5726 in this study was above 0; therefore, the students can be defined as very self-determined. Autonomous motivation was calculated as an average between intrinsic and identified regulations and was 3.8331 versus controlled motivation at 2.8122, which manifested itself in external regulation (Yazawa, 2019).

A T-test analysis of means was used to determine whether the students' fulfillment of the three psychological needs was different in classes with NESTs or JTEs. The results indicate that all three basic psychological needs are better satisfied in classes with NESTs than with JTEs. The need for autonomy showed satisfaction levels of 3.8196 for NESTs and 3.4576 for JTEs (Table 2). The need for competence was satisfied at 3.6401 and 3.2596, respectively (Table 3). Finally, the need for relatedness surprisingly scored 4.0980 and 3.4071, respectively, resulting in the biggest gap between students' perceptions of NESTs and JTEs (Table 4). A *p*-value of <0.000 for all the results indicates a high level of significance for the difference (Yazawa, 2019).

Pearson correlation analysis was conducted to find out if the perceived psychological needs support from different groups of teachers had any correlation with the motivational items (Table 5). Howitt and Cramer (2008) suggest that a correlation between to variables more than .3 is a moderate/medium correlation. The results showed that all but one needs satisfaction (autonomy, competence, relatedness) in classes with NESTs had a significant positive correlation with autonomous motivation (intrinsic and identified regulations). They all showed negative correlation with controlled motivation (external regulation), but the absolute values were less than .3 (-.216, -.266, -.218, respectively). At the same time, satisfaction of only one psychological need in classes with JTEs, the autonomy need, had a direct correlation with all motivational items. The level of competence with JTEs had a slight correlation with intrinsic regulation (.255) and even less with identified regulation (.137) but no correlation with controlled

Table 2

Independent Sample T-test for Autonomy Need

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
With NESTs	128.878	376	.000	3.81963	3.7614	3.8779
With JTEs	118.275	361	.000	3.45764	3.4002	3.5151

Table 3

Independent Sample t-test for Competence Need

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
With NESTs	87.825	262	.000	3.64005	3.5584	3.7217
With JTEs	86.246	252	.000	3.25955	3.1851	3.3340

Table 4

Independent Sample t-test for Relatedness Need

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
With NESTs	111.031	261	.000	4.09796	4.0253	4.1706
With JTEs	85.858	252	.000	3.40711	3.3290	3.4853

Table 5

Correlation of the SDI with Need Satisfaction

Need satisfaction	SDI	
Competence with NESTs	Correlation	.433**
	Significance	.000
Autonomy with NESTs	Correlation	.398**
	Significance	.000
Relatedness with NESTs	Correlation	.353**
	Significance	.000
Autonomy with JTEs	Correlation	.258**
	Significance	.000
Competence with JTEs	Correlation	.200**
	Significance	.001
Relatedness with JTEs	Correlation	.089
	Significance	.156

**p <.001

motivation (external regulation, -.120). Finally, the fulfillment of the need for relatedness that students perceived in classes with JTEs did not affect their motivation at all.

The SDI was used to determine a hierarchy of correlations between students' motivation to learn English and the satisfaction of their basic psychological needs. The most significant positive correlation with the students' SDI has satisfaction of the need for competence with NESTs, followed by fulfilment of the need for autonomy, and then relatedness in classes with NESTs (Table 5). A lesser correlation was found between SDI and satisfaction of the need for autonomy in classes with JTEs, followed by the need for competence.

Correlation analysis was used to determine whether there was, if any,

correlation between student college year and motivational items (Table 6). The level of self-determined motivation did not differ much between students of different years. The older students had relatively the same levels of intrinsic, identified, external motivations, and amotivation, compared to younger students. However, student college year had a negative correlation with needs satisfaction with foreign teachers (Table 6). All three psychological needs of autonomy (-.169), competence (-.159), and relatedness (-.210) were significantly less satisfied with NESTs in students in later college years. For Japanese teachers,

Table 6

Correlation Analysis of Need Satisfaction, Students' College Year, and Motivational items

Need satisfaction	SDI	TOEIC	CY	Intrinsic	Identified	External	Amotivation
College Year (CY)	Pearson	.568**	1.0	.019	-.003	.011	-.038
	Sig.	.000		.711	.959	.835	.465
Autonomy w NESTs	Pearson	.012	-.169**	.414**	.321**	-.216**	-.295**
	Sig.	.846	.001	.000	.000	.000	.000
Autonomy w JTEs	Pearson	-.045	-.033	.269**	.204**	-.159**	-.181**
	Sig.	.487	.527	.000	.000	.002	.001
Competence w NESTs	Pearson	.006	-.159**	.432**	.317**	-.266**	-.327**
	Sig.	.935	.010	.000	.000	.000	.000
Competence w JTEs	Pearson	-.175*	-.135*	.255**	.137*	-.120	-.103
	Sig.	.014	.033	.000	.029	.058	.104
Relatedness w NESTs	Pearson	-.059	-.210**	.263**	.316**	-.218**	-.326**
	Sig.	.406	.001	.000	.000	.000	.000
Relatedness w JTEs	Pearson	-.109	-.006	.080	.099	-.067	-.055
	Sig.	.132	.921	.205	.115	.288	.384

**p <.001

only need for competence scored lower results (-.135), while autonomy and relatedness were equally satisfied at the same level as with the first-year students (Yazawa, 2019).

Qualitative Results

In the third part of the questionnaire, the students were asked to compare NESTs and JTEs by asking students what each of these types of teachers does more than the other. The answers were assigned the following tags: (a) personality, which defines students' comments about positively or negatively perceived traits of teachers' character; and (b) teaching style, assigned to the comments about teaching techniques and methods NESTs or JTEs tend to use in their classrooms according to the student's previous experience.

Teacher personality has been previously proven to predict students' motivation. For example, openness to experience and agreeableness is associated with autonomy-supporting teaching (Reeve et al., 2018). However, to assign certain personality traits to one group of teachers or another according to their native language or nationality does not seem appropriate or right in the present context. Therefore, in this article, the author will only examine the students' answers describing differences in teaching style of JTEs and NESTs.

When the students described teaching style of NESTs (Appendix B), they commonly mentioned that foreign teachers provide a cozy and exciting atmosphere, which directly links to the satisfaction of the need for relatedness. They wrote that NESTs use various group and pair activities, accentuate communicative learning, respect students' opinions, and take into consideration their viewpoints (need for autonomy) (Yazawa, 2019).

When describing JTEs (Appendix C), the students tended to mention easiness of communication and Japanese language ability of the teachers. Many students stated they felt secure and at ease in classes with JTEs. One can argue that this approachability and easiness in communication should be enough to satisfy the need for relatedness. However, in the present case, the students described the friendly environment and peer relationships as more need fulfilling than easiness of communication through their first language use. One of the

descriptive comments was as follows: "壁がある感じ" (I feel there is a wall between us [and JTEs].)

Many students also described lessons with JTEs as test-oriented and filled with drills and lectures, for example "they prefer passive students," "there are many drills," "they evaluate our performance by testing," and "they talk too much, and lecture too much." Such comments demonstrate that students may feel a threat to their sense of autonomy in classes with JTEs more often than in classes with NESTs.

Discussion and Conclusion

For many learners in Japan, English as a global language is a necessity, a tool they need to acquire to achieve various extrinsic goals, such as better job opportunities. Therefore, the main force pushing Japanese students to learn English is usually extrinsically fueled. Reeve et al. (2002) reported that the fulfillment of the relatedness need is vital for the development of self-determined motivation in intrinsically uninteresting settings. Other researchers have claimed that the collectivist nature of East Asian cultures makes it easier for students to get motivated when their need for relatedness is satisfied (Bao & Lam, 2008, Caleon et al, 2016).

The satisfaction of the relatedness need does not seem to come from classes with JTEs; this was considerably lower than with NESTS and appeared to have no correlation to the students' motivation at all. One of the other reasons why JTEs were perceived as less needs supporting in this study may stem from the reported traditional nature of their teaching styles. Many students wrote that they find that Japanese teachers talk more and listen less in their classes. Students voiced their desire to be listened to, have opportunities to talk, and express their opinions freely: things they find themselves not commonly doing in classes with JTEs.

Unfortunately, older students in this study, though demonstrating increased English proficiency levels (judging by the TOEIC scores), at the same time showed unchanged autonomous motivation and frustration with their needs support (well-being), especially in classes with NESTs. This was another

unexpected result, contradicting prior research findings which showed that autonomous motivation increases with age in young adults after 15 years old (Gillet et al., 2012).

At the same time, research also shows is that a perception of autonomy support tends to decrease as a function of age, but not the motivation itself (Gillet et al., 2012). On the one hand, it is possible that teachers do provide less support in later college years, as they consider their students "old enough" to take control of their studies. On the other hand, it is more logical to assume that teachers do behave the same, but it is students' expectations of autonomy support that increase with age; and the same environment does not seem as autonomy-supportive for them as before (Eccles, 1993). The author speculates here that, if the older students in the present research were provided more support and had their psychological needs satisfied better than in their first year, such mediating roles of their English teachers would probably contribute to an increase in their autonomous motivation and possibly even to an increase in grades.

The students in this study appeared to have high self-determined motivation. However, to energize the action and to provide the pathway to success, a supportive learning environment is also highly important. Teachers have a responsibility to help students to sustain and develop further their motivation by satisfying their basic psychological needs of autonomy, competence, and relatedness.

The following teaching strategies are suggested to all professionals in the field of English education in Japan in order to build a more autonomy-supportive teacher-learner relationship:

1. Whenever possible, allow students to express their ideas and opinions.
2. Create opportunities for students to talk; be a patient listener.
3. When using tests, emphasize their usefulness for students' future goals and aspirations; provide rationale.
4. Ensure sufficient time for group work and communicative activities in a safe, supporting environment.

The results of this study showed that there is a direct link between high autonomous motivation and the satisfaction of the basic psychological needs

(healthier well-being). Autonomous motivation is also positively correlated to higher English language proficiency.

In conclusion, the combination of quantitative and qualitative results of this study once again supports the belief that motivation is complex and multifaceted, and it demonstrates that there are still many things to explore in Japanese educational settings. The biggest limitation of this study is the mono-gender nature of the sample respondents, and that there were only business major students surveyed. The perception of needs satisfaction from different groups of teachers can vary according to such student-related factors as age, gender, major, experience of study abroad, and many more.

Finally, the current issues in the native-speakerism debate call for the need to redefine language teacher nomenclature of "native" versus "non-native"; thus, further research in this field should look at different groups that are not defined as such but who are instead perceived as effective and ineffective by their students. The author hopes that this study will help to understand better the student-teacher relationship and English learning motivation in Japan and serve as a foundation for further explorations and discoveries in motivational psychology.

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Author bio

Olya Yazawa *has been an EFL teacher in Japan for over a decade. Currently she is an associate professor at Showa Women's University, Business Design Department. Her research interests are the Self-Determination Theory and Directed Motivational Currents. o-yazawa@swu.ac.jp*

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Appendix A

Student survey questions. Autonomy need scale items modified for this study:

English Translation

I think my English instructor's demeanor (NESTs or JTEs separately) makes it easy for students to ask questions.

My English instructor explains the value and/or meaning of activities and assignments.

I think my English instructor respects our opinions about class.

I think my English instructor understands students' feelings.

My English instructor supports us in learning English.

My instructor considers students' viewpoints in class.

Motivational items used unchanged from the original questionnaire

1. I study English because I think it will be useful in various situations.
2. I study English because a lack of mastery of English can get me in trouble in the future.
3. I simply don't want to study English anymore.
4. I don't understand why I need to study English.
5. If I did not need to learn English, I would not.
6. I study English because listening to someone speaking English makes me feel good.
7. I study English because speaking the language makes me feel good.
8. I study English because I like to get exposed to English itself.
9. I feel that learning English is a waste of time.
10. I study English because I get stimulated by learning English.
11. I see no point in learning English.
12. I study English because I want to become a person who can use English.
13. I study English because I get feeling of satisfaction when finding out new things.
14. I study English out of necessity to pass exams.
15. I study English because I feel happy when I understand something that I did not before.

16. The reason why I study English is that I think English ability will benefit my growth.
17. I don't understand the purpose of learning English.
18. English is important for my future.
19. I study English because it is an important subject for my career path.
20. I study English because I am told to do so.

Appendix B

Most Common Answers Describing Teaching Styles of NESTs

日本語で伝え方を考える。授業内でのテンションの差を感じる。日本の先生だと静かに受けないといけないが、英語の先生は話しながらワイワイできるので好きです。	(NESTs) think about how to communicate with us in Japanese. I feel the difference between different teachers is in their enthusiasm/vibe. I have to be quiet with a Japanese teacher, but I like (NESTs) English teachers because I can cheerfully speak with them.
日本語では簡単なことも英語の説明だと難しく感じるので理解出来ると嬉しい	When it's in Japanese, it's easy, but when I have to hear explanations in English, I am challenged but feel satisfaction when I finally understand.
意見を尊重してくれる	(NESTs) respect our opinions.
雰囲気を盛り上げて、やる気にさせるのが上手いと思う	I think that they are good at making the atmosphere exciting and motivating.
より日本語ではなく英語を話そうと試みることができる(日本語では助けてくれないから)	I try to speak English more than Japanese in their classes (because they can't speak Japanese).
全て英語なので分かりにくいところもあるが、簡単な言葉に直したり個人的に教えてくれるのでまだ助かってる。	Although it is difficult to understand them because their classes are all in English, I feel support from NESTs, because they correct me using simple words with a personal approach.

教科書以外の内容が多い。	There are many lessons based not only on the textbook.
質問しづらい。	It is hard to ask them questions.
新鮮なトピックを教えてくれること、自分と異なる視点を持ってること	They use newest topics in English, and have a different perspective from us.
ペアワークが多い。	There is a lot of pair work.
授業の雰囲気を明るくしてくれる。多少騒がしくても意見していると考えて、良いと捉えてくれる。	They brighten up the atmosphere of the lesson. While some teachers may think that students are somewhat noisy, NESTs support noisiness in a good way.
学生の意見に耳を傾けて、それに対して質問や会話のキャッチボールをしてくれる	(NESTs) listen to the opinions of the students and play catch balls of questions and engage in small talk with us.
意見を聞いてくれ、どんな意見にも肯定から入ってくれる	(NESTs) listen to our opinions and provide support for any opinion.

Appendix C

Most Common Answers Describing Teaching Styles of NESTs

コミュニケーションをしながら英語を学べない。	They do not teach communication.
やりにくい感があるかも	I do not feel motivated.
壁がある感じ	I have a feeling that there is a wall between us.
人によるけど、楽しく学べない。	It depends on people, but they are not fun.
日本語で分からないことを聞ける。質問しやすい	I can ask them what I do not understand in Japanese. (It is) Easy to ask questions.
課題多い	They give many drills.
日本人の英語の学習のつまづきやすいところをよくわかっている	They know well the best way for Japanese to learn English.
座学が多い。	They provide a lot of lectures.
日本語が混じりがち。	They mix English with Japanese when they talk.
英語が日本人英語になっている。為にならない。	Their English is Japanese English. It is not useful for me.
実体験の外国での生活を話してくれる	They tell us their real-life experiences in foreign countries.

たまに日本語での説明があるのでわかりやすい。ただ挙手制の授業では、英語が苦手なので自信がなく中々上げられないので私は好きではない。	Sometimes they give an explanation in Japanese, so it is easy to understand. However, because I am not good at speaking English and because I am not good at raising hands, I do not like it because I do not feel confident enough to ask a question.
話せなくても伝わるという安心感がある。	There is a sense of security that I will be understood even if I cannot talk properly.
人によるが淡々と授業をこなしている感がある	There is a feeling that some of them are indifferent in the classroom.
日本人の先生は英語を話していてもやはり日本人なので日本語英語みたいな感じで日本語をそのまま英語に直訳しました感がすごい	Japanese teachers are still Japanese even when they are speaking English, so sometimes I have a feeling like they speak Japanese English, which is literally translated Japanese.
わからない場合、日本語で補足の説明をしてくれる。	If you do not understand, they will provide supplementary explanation in Japanese.
自分で話すことが多い。	They talk a lot.
質問しやすい、日本人の学生をより理解してくれてると思う	I think that it is easier to ask them questions, and they understand Japanese students better.
私語を慎めという、授業通りの展開	They don't want to listen to us; it feels like a lecture.

日本人　答えをすぐ教えてくれる。テストが多い。テストで評価をしている	JTEs tell us answers soon. There are many tests. The evaluation is by testing.
話す機会が少ない	I have less opportunity to speak.
受動的な生徒を好む	They prefer passive students.
わかりやすく教えてくれる	They talk to us in an easy-to-understand way.
大事な連絡の時わかりやすい	When they convey important information, it is easier to understand.
日本語が通じるから少し安心する	I feel a little safe because I can communicate in Japanese.
少し授業内容の目的がわからないことがあります。	Sometimes I do not understand the purpose of the lesson.