"Her energy becomes our energy":

Examining the Self-Efficacy Beliefs of Beginner Learners of Japanese Learning with Native and Non-Native Instructors

Victoria Tothill-Brown

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McGill University
Faculty of Education
Department of Integrated Studies in Education
Montreal, Quebec

Abstract

Japanese as an additional language, while not the most common choice for language learners, enjoys significant popularity around the world thanks in part to media such as manga and anime becoming cultural mainstays even outside of their home country and Japan's dominance as an economic heavyweight. However, the Japanese language is routinely touted as one of the hardest to learn due to its dissimilarity to popular Germanic and Romance languages such as English and French in areas such as its multiple independent writing systems, complex grammar and differing sentence structure (subject-object-verb). As a result, comprehending the elements that best cultivate learners' self-efficacy during students' initial months engaging in Japanese language study is crucial for those wishing to encourage student interest and continuation in the language. While one such element was hypothesized to be teacher cultural and linguistic identity, other equally relevant but unexpected factors came to light through the course of this research.

In the current study, ten students from two different classes, five instructed by a native Japanese teacher and five instructed by a non-native Japanese teacher, were interviewed to capture their perceptions, preferences, expectations and reactions to the first four months of their Japanese learning experience. Their classes as a whole were also observed four times each to uncover further details regarding student interactions with each other and their instructors to ameliorate individual participant reports.

Findings indicate that indeed instructor cultural and linguistic identity as either a native Japanese speaker or a French/English bilingual speaker significantly affected many students' self-efficacy and drive to continue learning Japanese. Additionally, many instructor-centered pedagogical factors such as feedback, praise, and student engagement not only intersected with but went beyond teacher cultural and linguistic identity, as did course-centered factors such as lesson length, course content, curriculum design and testing, as well as student-centered factors such as time management challenges.

Keywords: Multilingualism, Japanese as a second language, Native-speakerism

Résumé

Le japonais en tant que langue supplémentaire, bien que n'étant pas le choix le plus courant pour les étudiants de langues, jouit d'une popularité considérable dans le monde entier, en partie grâce aux médias tels que les mangas et les dessins animés qui deviennent des piliers culturels même en dehors de leur pays d'origine et à la domination du Japon en tant que puissance économique. Cependant, le japonais est couramment présenté comme l'une des langues les plus difficiles à apprendre en raison de ses différences face aux langues germaniques populaires telles que l'anglais et le français. Ses différences se retrouvent dans des domaines tels que ses multiples systèmes d'écriture indépendants, sa grammaire complexe et sa structure de phrase différente. En conséquence, il est essentiel de comprendre les éléments qui cultivent le mieux l'auto-efficacité et la motivation des étudiants au cours des premiers mois de leur séjour, afin de les encourager à poursuivre leur apprentissage de la langue. Alors que l'on supposait que l'un de ces éléments était l'identité culturelle et linguistique de l'enseignant, d'autres facteurs tout aussi pertinents mais inattendus ont été mis au jour tout au long de cette recherche.

Dans la présente étude, dix étudiants de deux classes différentes, cinq dirigés par une enseignante japonais et cinq par une enseignante non-japonais, ont été interrogés pour saisir leurs perceptions, préférences, attentes et réactions au cours des quatre premiers mois de leur apprentissage du japonais. Leurs cours ont également été observés en intégralité quatre fois chacun pour révéler de plus amples détails concernant les interactions des élèves entre eux et avec leurs instructeurs. Ceci a été fait pour améliorer les rapports individuels des participants.

Les résultats indiquent en effet que l'identité culturelle et linguistique de l'instructeur en tant que locuteur natif japonais ou bilingue anglais / français affectait de manière significative l'efficacité personnelle et l'enthousiasme pour continuer à apprendre le japonais de nombreux étudiants. En outre, de nombreux facteurs pédagogiques centrés sur l'instructeur, tels que les rétroactions, les éloges et l'engagement des étudiants, ont non seulement coïncidé avec l'identité culturelle et linguistique des enseignants, mais les ont dépassés, de même que des facteurs centrés sur le cours, tels que la durée des leçons, le contenu du cours, la conception du curriculum et les examens, ainsi que des facteurs centrés sur l'élève, tels que les défis liés à la gestion du temps.

Mots clés: Multilinguisme, japonais langue seconde, Enseignement nativisme

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皆さん、心より感謝申し上げます。
本当にありがとうございました。

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Glossary

ELT	English language teaching.
Hiragana 平仮名	The more cursive and frequently used form of *kana* (syllabic writing) used in Japanese, especially used for function words and inflections. Lit: "ordinary/simple *kana*".
Kana 仮名	The Japanese syllabic scripts contrasted with the logographic Chinese characters, *kanji*. *Kana* encompasses both *hiragana* and *katakana*, among other ancestral and historical scripts.
Kanji 漢字	The adopted logographic Chinese characters used in the Japanese writing system. It is used in tandem with the *hiragana* and *katakana* syllabic scripts. Lit: "Han characters".
Katakana カタカナ	The more angular and less frequently used form of *kana* (syllabic writing) used in Japanese, especially used for loan words from other languages. Lit: "fragmentary *kana*" (due to its derivation from more complex *kanji*).
Minna no Nihongo みんなの日本語	A series of textbooks often used in elementary Japanese courses originally published in 2001. Lit: "Japanese for everyone".
Particle	Suffixes or short words that immediately follow modified nouns, verbs, adjectives or sentences. These can have a variety of meanings, such as marking a topic or direct object of a sentence, or serve various functions, such as demonstrating speaker affect or assertiveness.
Sensei 先生	An honorific title given to those in positions of authority or other professionals, such as teachers, doctors, clergy and politicians. Lit: "the one who comes before".

Chapter One – Introduction

> 1) [Redacted] is looking for new teachers who are interested in teaching at kindergartens, primary and high school throughout Thailand. Requirements: *Native English speaker*, Bachelor's degree, clean criminal record.
>
> 2) Greetings Teacher! [Redacted] is looking to work with *European, South African or NES [Native English speaker] teacher* at location mentioned below.
>
> 3) Our ideal candidate will be between the ages of 21-35 and *must speak English natively*. […] At this time, *we are only accepting candidates from the United States, Canada, the UK, Australia and New Zealand*.
>
> (emphasis added)

Job listings posted like those above are the standard that one will typically find when searching for English teaching jobs in Japan and indeed many countries around the world (Houghton & Rivers, 2013). In fact, all that is generally required to find work as an English instructor is a bachelor's degree, usually for the purposes of satisfying the requirements of a work visa, and to be a native English speaker. With these two qualifications, almost anyone can easily find employment in a variety of English-teaching environments, with or without formal teaching accreditation or experience. Once in Japan, those working in the public school system as assistant language teachers (ALTs) are characteristically placed in classrooms alongside often vastly more qualified Japanese English teachers who possess formal teaching accreditation and often years of experience. Despite this, native English speakers, regardless of teaching environment, are frequently promoted as the 'face' of the English language, being displayed on posters advertising English conversation schools to stressed out students, promising English improvement to company employees, or selling the fantasy of a romantic life abroad to lonely housewives. As a result, returning to the school context, native English speaker teachers are often expected to be the embodiment of the English language while the frequently more qualified and experienced Japanese teachers are pushed into the background, delegated to teaching 'boring' grammar while the imported teachers are expected to promote the fun side of English (Oga-Baldwin & Nakata, 2013; Shimo, 2016).

To exemplify this, shortly after completing my undergraduate studies in 2011, I accepted a position as an ALT at a number of Japanese junior high and elementary schools. In the position, I worked with several hundred students over the five years I spent working for my employer, experiencing innumerable successes and failures that taught me a considerable amount about

working in a second language education environment. One particular moment, however, caused me to question the nature of my work. After a junior high school second grade lesson with 13- and 14-year-old students, I spoke with one student who I had been trying to get more involved in her English lessons for some time. She appeared unmotivated and uninterested in the subject, and rarely brought her textbooks or homework to class. In the interest of receiving an honest answer, I asked her in Japanese why she did not join us in the activities and games we had enjoyed in class, and why she was often unprepared. Without meeting my eyes, she responded that she simply was not able to speak English and thus had no reason to try. This surprised me, as logically, there was no reason why anyone should not be able to speak at least a bit of a language if they put time and effort into attempting. In an effort to encourage her, I smiled and told her that she was being silly as I knew she could do it. All it took to succeed in English was to try, after all! However, after listening to my words, she stared at me with a blank expression on her face, replying that of course I could easily say that. For me, speaking English was easy because I was a native English speaker; for her, English was impossible because she was Japanese. Because of this, I could not possibly understand her feelings. This response shocked me, as it forced me reconsider everything I believed to be motivating to a learner. In this girl's eyes, my words of encouragement came off as out of touch as a result of the figurative distance between the two of us, as my experiences as a native English speaker were unrelatable to her as a second language learner. This, alongside the fact that her Japanese English teacher frequently stood at the back of along the side of the classroom when I came to help, most likely communicated to her that native-speaker teachers were the only ones capable of using English, while non-natives like she and her teacher were delegated to merely imitating it. While many English teaching programs in Japan are structured around the assumption that native-speaker teachers act as natural role models for learners by virtue of their presumed authority over the language and its culture, this obviously did not help this particular girl, who may have needed to relate to someone more similar to her in terms of linguistic background and language learning experience. From this conversation, I began to contemplate the drawbacks of assuming and relying upon a purported superiority of native-speaker teachers in foreign language teaching classrooms, and what positive influences on self-efficacy might stem from non-native teachers' presence particularly in these lower levels where learners are still just taking their first steps in their language learning journeys.

After my experience with the demoralized student, this continuing assumption that non-natives could not speak, much less teach, their second language followed me home to Canada. During my five years working in Japan, I used my time as a chance to better my Japanese, something which culminated in allowing me to successfully pass the second highest level of the Japanese Language Proficiency Test (JLPT) which assesses test-takers' writing, reading and listening skills. Subsequently, I decided to return to Canada in 2017 to pursue post-secondary studies in second language education. While looking for employment in Montreal, I advertised my services as a Japanese tutor, but was somewhat hurt when the first response that came back was one of derision from a prospective student who expressed that if they were going to spend money learning Japanese, they wanted to learn it from someone who "knew the language." Despite having lived in Japan for seven years in total and passing the level of the JLPT which is considered the minimum threshold for a non-Japanese person to work in a Japanese office environment, my skills were not even put to the test before someone had decided that being a non-native speaker of Japanese disqualified me from being able to teach it effectively.

Despite this, when an opportunity to work as a teaching assistant in a beginner Japanese class at McGill University came up, I was immediately interested. I saw it as a great way to maintain my Japanese language skills and pass on my experience as a Japanese learner to others, but my previous experience being disparaged by a student left me feeling discouraged about my chances of being selected for the position. I assumed that as soon as a native Japanese speaker applied for the position, I would be out of the running for consideration since they would naturally be assumed to be the superior choice. To my surprise, however, the instructor of the course was also interested in the potential benefits of students learning from non-native language instructors and chose me as her teaching assistant. Before the course began, I learned that I was the only non-Japanese teaching assistant in all of the course sections, something which made me somewhat apprehensive when I went into the first class with the students. With all of the 2017-2018 Japanese course lecturers also being Japanese nationals, the students in my section were also clearly taken by surprise, one even mistaking me for a fellow student during the first lecture when I went to introduce myself to the class. However, after a few months of the course, I was pleasantly surprised to have several learners tell me that they appreciated my presence as they felt somewhat inspired by seeing a fellow non-native in a Japanese teaching position. This alerted them to the fact that learning Japanese as an additional language to a proficient level was

indeed possible, despite the difficulty of the language often making them feel their efforts were fruitless. Despite this, reading accounts like the following from a Japanese friend working as an English instructor drove home the rarity of my situation, and thus the importance of exploring the pedagogical implications of having non-native language instructors teaching their respective additional languages.

> "Yesterday, a new student suddenly stopped our private class and said, 'This wasn't what I was hoping for.'
> Perplexed, I asked, 'What do you mean?'
> 'I want a teacher who is a native speaker.'
> 'But I am a native speaker.' (Or close enough)
> 'No, I need a NATIVE speaker. You're not. I don't have much time. Let's keep this class to an hour, not two.'
> Swallowing my hurt and anger, I smiled and told her, 'Okay. You can let the office know.'"
>
> (October 3, 2018, Facebook)

For the purposes of this thesis study, I have examined how beginner Japanese students' self-efficacy beliefs are affected by studying under a native Japanese speaker or a non-native Japanese speaker along with the similarities and differences between the two. To do this, qualitative research methods in the form of semi-structured interviews and lesson observations were employed; subsequently, thematic analysis was used to analyze and decipher student participants' perspectives regarding their experiences to understand their relation to their instructors' identities as natives and non-native teachers of Japanese.

In this chapter, the researcher's motivation for performing this study was detailed, along with the importance of investigating the intersections of native-speakerism and student self-efficacy belief construction. Chapter Two will be made up of a review of relevant literature and the context of the study and will additionally outline some research gaps which this study will attempt to fill. Chapter Three will explain the methodology of this study and the research questions guiding it. In Chapter Four, the themes extracted from the analysis of the data will be presented. Chapter Five, the Discussion chapter, will encapsulate the researcher's exploration and interpretation of the results, organized in a way that attempts to answer the author's research questions. Finally, Chapter Six will be a conclusion made up of the limitations and contributions of the study, as well as possible directions for future research and recommendations for educational practitioners interested in positively influencing their students' self-efficacy belief construction.

Chapter Two – Literature Review and Context

Native-speakerism

Before engaging in the discussion of native-speakerism, it is of utmost importance to bring attention to the fact that the terms 'native speaker' and 'non-native speaker' are loaded and controversial ones, a point that will be further expanded below. However, for the purposes of this thesis, these terms will be used for the sake of their role in common parlance and brevity, with the acknowledgement that they are outdated ones in dire need of replacement. As a result, 'native speaker' will describe an L1 speaker of a language, while 'non-native speaker' will represent an additional language speaker.

The grounding of linguistics as a science in the early 20th century saw the abstract concept of 'ideal speaker-hearers' at the centre of Noam Chomsky's generative linguistics wherein he postulated that these 'native speakers' possess the unique linguistic competence that allow them to be the ultimate arbiters of linguistic elements like grammaticality, word choice collocation and pronunciation knowledge (1965). In terms of conventional understanding, Pennycook stated that a native speaker is an "idealized person with a complete and possibly innate competence in the language" (1994, p. 175). Such an assumption is undeniably linked to language ideology and thus politics and the social sphere (Hackert, 2012), as throughout history, language can be seen equating with monolingual national identity in such slogans as Indonesia's "one nation, one people, one language", a phrase originally attributed to Johann Gottfried Herder but frequently taken out of its original context to suit a variety of purposes (Piller, 2016). This rhetoric can have the effect of language becoming inextricably tied to ethnicity and nationality, giving life to the concept of native-speakerism wherein birthplace is inextricably tied to authority over a language. This term was defined in the English-teaching context by Holliday (2006, p. 385) as "a pervasive ideology within ELT characterized by the belief that 'native-speaker' teachers represent a 'Western culture' from which spring the ideals both of the English language and of English language teaching methodology." Native-speakerism, particularly that which is inherent in ELT, has as a result long been an area of significant academic research (e.g. Braine, 1999; Canagarajah, 1999; Kubota, 2001; Llurda, 2016; Phillipson, 1992).

The terms 'native speaker' and 'non-native speaker', while seemingly simple upon first glance, have long been debated and mired in controversy. As Chomsky's (1965) seminal proclamations outlined, a native speaker is the ultimate authority and an ideal speaker of a

language on the basis that it is the one they were raised speaking as their mother tongue. This is often prescribed simply by birthplace, such as being born in the United States making a citizen of this country a native English speaker. However, linguistic identity and nationality are not always bound together, as, for instance, a child born to Portuguese-speaking parents in Spain but raised in Australia may be labelled solely as a native speaker of Portuguese rather than of English by virtue of his place of birth and parents' first languages, even if he attained simultaneously bilingualism from attending Australian school in English (Canagarajah, 1999; Medgyes, 2001). Furthermore, as Canagarajah (1999) pointed out, those born in postcolonial communities speaking indigenized variations of English would most likely see themselves as native speakers of the language, something that goes contrary to Chomsky's notion of languages being spoken by a singular homogenized speech community as it overlooks the complexity of the modern world's linguistic diversity and mixing. With these simplistic definitions of what makes a native speaker, non-native speakers have been dichotomized as their opposite, being those who learned the language in question as an addition to their first language(s). Common stereotypes associated with this group might include poorer proficiency, lower confidence and the lack of ability to provide cultural information when contrasted with the native-speaker teacher (Medgyes, 2001). While Cook (1999, p. 194) recommended viewing variations in grammar and pronunciation as "differences, not deficits," the latter is unfortunately not uncommon due in part to native-speakerism (Kubota, 2009; Medgyes, 1992). As a result of this ambiguous and loaded antagonism, there have been a variety of attempts to redefine the boundaries which separate speakers of languages based on their experiences with them. For instance, Kachru (1985) proposed three circles for the English context where the Inner Circle is made up of countries where English is a primary language, the Outer Circle of largely of postcolonial countries where English is a second language and finally the Expanding Circle of nations where English is taught as a foreign language. Despite this, variation and mobility prevent this and many other attempts to classify language speakers from being watertight, but for the purposes of this study, as mentioned above, 'native-speaker teacher' will be the term used to describe an instructor who speaks Japanese as a first language while 'non-native-speaker teacher' will apply to a teacher who learned Japanese as an additional language.

Within the context of Japanese English education, teachers largely from inner circle countries such as Canada and the United States have long been imported into the education system through

initiatives such as the government-sponsored JET Programme in an attempt to improve the Japanese English education system through the inclusion of native-speaker teachers (JET Programme, 2017). Team-teaching structures are a frequent form of English education found both in primary and secondary school settings, with native English-speaking instructors lofted as agents of change who will reform the existing system through increased use of English and authentic communicative teaching practices (Glasgow, 2018). Simultaneously, there exists an inherent deficit model in which the assumed deficits of non-native-speaker teachers of English are made up for by the purported assets of the imported native-speaker teacher (Bolstad & Zenuk-Nishide, 2016). Indeed, unlike in lower levels, Japanese university contexts witness native-speaker English teachers being almost exclusively positioned in classes focused on developing oral skills, while non-native English teachers are allocated to teaching reading, writing and listening classes, this division speaking to the strengths and weaknesses that English teachers are assumed to possess depending on their cultural and linguistic backgrounds (Shimo, 2016). This undervaluation of non-native-speaker teachers is not uncommon around the world and is particularly clear when one examines teaching job advertisements where 'native speaker' is often one of the first requirements listed (Kim, 2011; Mahboob & Golden, 2013; Ruecker & Ives, 2015; Selvi, 2010).

Indeed, the purported benefits of native-speaker instructors are numerous. Aside from intrinsic ownership of the language by virtue of their place of birth, native speakers are assumed to possess natural instincts about both the language and the associated culture (Medgyes, 2001), speak the 'Standard English' (North American or British English) (Quirk, 1990; Scheuer, 2008) and model ideal pronunciation (Xu & Van de Poel, 2011), among other ideals. As a result, the acquisition of 'native-like' capability in English is presumed to be the ultimate goal of the language's learners, making native speakers the clear archetype in many countries around the world (Holliday, 2005, 2006). However, Choi (2016, p. 83) found that despite the international insidiousness of native-speakerism, many learners reject the assumed target of native-like proficiency and instead believe that "ideal bilingual competence includes sociolinguistic and discursive competence, enabling language users to make socially appropriate use of two languages rather than trying to pass as native speakers." As a result, the assumption that native-speaker teachers are superior because learners wish to achieve native-like proficiency may not be supported.

Despite the depth of research on native-speakerism in English language education contexts and its effects on students, there exists comparatively little research on how it affects other language contexts, such as that of Japanese as an additional language teaching. However, as following sections will show, it is most likely logical to assume that the ideology exists in other settings as well.

Non-native Language Instructors

While little information on the cultural and linguistic identities of Japanese language instructors employed around the world currently exists, significant research on non-native English teachers has revealed findings that may help to inform the area of Japanese as an additional language teaching.

The question of who makes the "best" language teacher is one that has been debated over many decades in the educational sphere. In response to native-speakerism, the debate has recently included multiple research studies suggesting that English instructors who are natives of the same L1 as their students can bring benefits such as clearer explanations in the shared language (Ma, 2012; Medgyes, 1994, 2001), an identity as an attainable and aspirational learner model, more realistic expectations of learners (Lipovsky & Mahboob, 2010; Tatar & Yildiz, 2010), the ability to more easily form cognitive bridges between the L1 and the L2 (Canagarajah, 1999), increased procedural knowledge (Medgyes, 1992; Schulman, 1987), empathy to students' learning difficulties due in part to similar learning experiences (Cook, 2005; Lipovsky & Mahboob, 2010; Mahboob, 2004; Medgyes, 2001; Tatar & Yildiz, 2010; Thomas, 1999) and understanding and anticipation of areas of learner difficulty (Lasagabaster & Sierra, 2005; Ma, 2012; Medgyes, 1994; Tatar & Yildiz, 2010), particularly at lower levels (Tatar & Yildiz, 2010). However, despite these promising advantages, biases such as the native speaker and monolingual fallacies (Phillipson, 1992) frequently impede the hiring of non-native English teachers, as these misconceptions often lead people to believe that native English speakers teaching in an English-only environment are the only ones qualified to teach the language. In turn, non-native English teachers have expressed major concerns over hiring practices, working conditions and the difficulty of establishing credibility in their field (Tatar & Yildiz, 2010; Thomas, 1999).

Nevertheless, many learners of English themselves around the world have simply reported desires for less typified teacher qualities such as knowledge of the subject matter (Brosh, 1996; Cortazzi & Jin, 1996; Mullock, 2003, 2010), skillful lesson preparation (Brosh, 1996; Pacek,

2005), patience (Cortazzi & Jin, 1996), proficient teaching skills, attractive personal characteristics and personality (Ali, 2009; Walkinshaw & Duong, 2012) and clear explanations of content (Brosh, 1996; Pacek, 2005) rather than a teacher of a particular cultural and linguistic background. In fact, in a survey of 643 ESL students of ten different language backgrounds, 87% expressed that the non-native instructor teaching them was a good teacher, while 79% would recommend taking classes with a non-native teacher to others (Moussu, 2006). Similarly, 64.8% of students surveyed by Chun (2014) disagreed with the statement that English should be taught by native speakers, while Mahboob (2004) likewise found through an analysis of essays on the topic of native and non-native language teachers that students made more positive comments and fewer negative comments when evaluating their non-native English teachers.

The intersectionality of non-native instructor cultural and linguistic identity and learning psychology may offer some explanation for the divergence between what educational administrators believe students want and what students themselves report desiring in an instructor. Weiten, Lloyd, Dunn and Hammer (2008, p. 49) explained that (emphasis added):

> Imitation is more likely when we see similarity between the model and ourselves. Thus, children imitate same-sex role models somewhat more than opposite sex models. [Also], we are more likely to copy a model if we see the model's behavior leading to positive outcomes. … [Furthermore], models have a great impact on personality development. Children learn to be assertive, conscientious, self-sufficient, dependable, easy-going, and so forth by observing others behaving in these ways. Parents, *teachers*, relatives, siblings, and *peers* serve as models for young children.

Indeed, a range of learning theories including but not limited to the zone of proximal development (ZPD) (Vygotsky, 1978), social comparative interference (Bandura, 1977b, 1986) and situated learning (e.g. Lave & Wenger, 1991) have been proposed as notable influences on students' cognitive development. Dörnyei (2005) further offers the concept of the L2 motivational self-system where the 'ideal self' is an influential stimulus on identity and self-conceptualization, this thus perhaps providing the strength needed to continue the gruelling task of language learning. Similarly, Bandura (1997, p. 87) explained that "seeing or visualizing people similar to oneself perform successfully typically raises efficacy beliefs in observers that they themselves possess the capabilities to master comparable activities." In the realm of language learning, Murphey (1998) proposed that the concept of near peer role models (NPRMs) is an amalgamation of these theories, Murphey and Arao (2001) stating that "near peer role models are people who might be 'near' to us in several ways: age, *ethnicity*, gender, *interests, present or past experiences* [emphasis added] and also in proximity and in frequency of social

contact" and consequently act as living proof that successful accomplishment of a particular task is possible. Observing enthusiastic others with comparable abilities who have achieved success using a language allows learners to imagine their potential future selves as being similar to these NPRMs, and become excited (or motivated) by this possibility (Brown & Inouye, 1978; Murphey & Arao, 2001).

As Murphy and Arao (2001) asserted, an ethnically and/or linguistically similar role model may perform superior scaffolding within learning as many of the barriers between the comparatively distant figure of the native speaker and the students do not exist, allowing students to "step into [the role model's] shoes" (Murphey & Murakami, 1998, p. 44). Demonstrating this empirically, in a quasi-experimental study, Murphey and Arao (2001) witnessed multiple significant positive changes in reported self-efficacy beliefs in response to statements such as "I am confident to improve English," and "Japanese can become good speakers of English" after showing Japanese non-English-major participants videos of Japanese English-majors talking about English learning. These participants' statements of envy or surprise notably transformed from containing 'they' descriptions of the video speakers' abilities and beliefs to employing 'I' statements voicing a desire to behave or be like them (Murphey & Arao, 2001). Similarly, Oga-Baldwin and Nakata (2013) found that Japanese homeroom teachers acted as positive behavioural role models for Japanese elementary school pupils and that involvement of these non-native teachers could be positively correlated with students' output and engagement particularly with speaking tasks. These and other studies suggest that near peers can have a significant positive influence over those who can relate to them on any number of personal levels. On a related but concerning note, a study by Brown and Inouye (1978) demonstrated that helplessness can be learned through witnessing similarly competent peers failing at tasks and subsequently negatively impact self-perception and motivation, begging the question of whether similar demotivation might occur as a result of few visible or accessible near peers when learning a new language.

Self-efficacy and Beginner Language Learners

With demonstrated positive relationships between non-native speaker identity and educational psychology, the question of how beginner learners' self-efficacy beliefs are affected through language study becomes an essential one to examine.

The general concept of self-efficacy, often colloquially but inaccurately known as confidence[1], influences many aspects of learning. For instance, it can affect critical elements of learning such as interests, choice of tasks and goals, the amount of effort exerted, the ability to persist, achievement levels and general motivation to engage in learning (Dörnyei & Ushioda, 2011; Lane, Lane, & Kyprianou, 2004; Linnenbrink & Pintrich, 2003; Pajares, 1996, 2003; Schunk, 2003). Albert Bandura further defined self-efficacy beliefs as "beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations" (1997, p. 2), these beliefs being constructed through prior mastery experiences, vicarious experiences, social persuasion and physiological and emotional states. Maddux (2009) subsequently proposed that imaginal experiences are an additional contributor to self-efficacy belief construction. To briefly define these, mastery experiences are those undergone by learners themselves and the self-efficacy stemming from them is aided in its construction by teachers enabling students to believe they will have future successes by way of a history of similar successes (Pajares & Schunk, 2001, 2002). Vicarious experiences are successes accomplished by others and witnessed by a watcher, their effect on self-efficacy being stronger the closer in ability the watcher is to the performer (Schunk & Zimmerman, 1997). Social persuasion is the way in which teachers or peers encourage a learner, usually verbally, and while it does not generate self-efficacy on its own, it influences its growth by combining with mastery and vicarious experiences to motivate a student (Goddard, Hoy, & Hoy, 2004). Physiological and emotional states, such as happiness, sadness and anxiety, are the sensations one experiences within one's body and mind and self-efficacy beliefs can be influenced depending on how resulting emotional arousals are perceived by a learner (Bandura, 1977a). Finally, imaginal experiences are the act of visualizing oneself behaving successfully or effectively based on mastery or vicarious experiences, or by social persuasion (Maddux, 2009).

With these findings, the question of how the self-efficacy beliefs of beginner students in particular influence continued study of the language becomes of interest. Exemplifying this in an English learning environment, a study by Tatar and Yildiz (2010) found low-level Turkish

[1] It is important to note that while self-efficacy and confidence are indeed closely related and feed into one another, they are not synonymous terms. This is because self-efficacy refers to a person's belief in their agentive capacity to achieve given levels of attainment, while confidence is a more nondescript term that is nonspecific with regard to what the certainty concerns. As Bandura (1997) outlined, one can also be extremely confident in the belief that they will fail at a task. Likewise, other psychological concepts such as anxiety, learner belief and motivation are related to self-efficacy, but are not interchangeable with it.

learners who experienced difficulty communicating in English subsequently had their stimulus to learn the language further adversely affected. This ultimately resulted in a negative attitude towards English and language learning in general. However, it is notable that there is little research on non-native language instructors teaching languages other than English, and even less on the self-efficacy effects that may result from instruction by native and non-native language teachers. As a result, this thesis seeks to explore this question in the context of two Japanese second language classrooms due to the author's personal experience as both a native English teacher and a non-native Japanese teacher and learner.

Looking back at the job listings common in the English teaching field in Japan and the previously mentioned research on what language students report as desirable in an instructor, the discordance between the two becomes all the more troubling when one factors in the importance of strong self-efficacy beliefs in beginner learners. It affects choice of tasks, persistence at tasks and response to failure, and is thought to be a better predictor of academic outcomes than outcome expectations (Lent, Lopez, & Bieschke, 1991) and is thought to be the primary mediator of students' functioning (Siegel, Galassi, & Ware, 1985). The negative correlation between learning anxiety, a primary contributor towards low confidence and thus arguably self-efficacy, and achievement has also long been well studied (e.g. Chastain, 1975; Horwitz, 2001; MacIntyre & Gregersen, 2012). Krashen similarly proposed in his affective filter hypothesis (1981, 1982) that learners who feel anxious or have low confidence levels are likely to experience an obstruction of information flow and thus have their ability to learn a second language negatively affected. Encouragingly, learners with high motivation and self-confidence, two psychological concepts that regularly interplay with self-efficacy, and a positive self-image tend to perform more strongly in second language acquisition than those who lack these qualities (Dörnyei & Ushioda, 2011; Gardner & Lambert, 1972).

However, as previously described, non-native teachers, particularly in English as an additional language classes, have recurrently been found to possess a number of unique benefits to foreign language learners, thus calling into question the assumption that a native speaker is always the best teacher. Furthermore, Bandura pointed to an arguable need to move away from native-speakerist assumptions in order to ensure maximal student self-efficacy in his social cognitive theory and work on self-efficacy beliefs. As mentioned, vicarious experiences may be attained by learners witnessing those around them, including their peers and near peers,

succeeding and thus being motivated to believe that they too have the ability to excel, and these expectations of personal efficacy can offer a prediction of later performance (Bandura, 1977a). The social comparison theory (Bandura, 1997; Festinger, 1954) proposes that viewing the performance of successful socially similar models can be used as a diagnostic by learners to assess their own capabilities and judge whether or not a task can, in fact, be done. While none of this is meant to imply that native Japanese teachers cannot be relatable vicarious sources of self-efficacy, the numerous similarities between non-native learners and non-native teachers that make them of more comparable ability is worth further examination.

With there being relatively little literature on the topic of self-efficacy with regard to learning Japanese as an additional language, it is necessary to refer to English as an additional language research to attempt to draw parallels between the two. However, when doing this, it is essential to keep in mind the differences between English and Japanese as additional languages as the power that they hold in the world is differs significantly (Kachru, 1986; Park & Wee, 2012). The Power Language Index (PLI) (Chan, 2016) is made up of 20 indicators (e.g. number of countries spoken in, gross domestic product, number of native and L2 speakers, etc.) measuring the usefulness of languages. English emerged at the top of the list at number one with Japanese following at number eight, though Chan (2016) predicted that Japanese may fall to number 10 by 2050. Exemplifying English's status as the dominant *lingua franca*, in the South Korean context, Lee (2016) highlights motivating factors such as national competitiveness and advancement in the international market, empowerment, globalization, social capital and cosmopolitanism for their importance to people studying English as an additional language. Consequently, for many, English is viewed as key to success in the contemporary world, thus suggesting that self-efficacy may interact differently within those for whom the stakes for learning a language are higher. In contrast, Japanese as an additional language might be chosen by those looking to enter a career with ties to Japan, explore a less commonly-studied language, travel abroad, or delve deeper into personal hobbies. Unlike English, which is often offered as an additional language globally, it is a more peripheral language used predominantly in one country and thus holds comparatively less power as a world language despite its strong economy and identity as a tourism hot spot. As a result, those who already speak English and are embarking on the journey of learning Japanese may value self-efficacy beliefs differently as other motivating factors are almost certainly unalike.

Japanese as an Additional Language

In the Japanese context, the concept of *nihonjinron*, or theories of Japaneseness, links ethnicity and language with the tenet that the Japanese people are the only ones capable of being fluent in Japanese. Manabe and Befu (1993) explained that *nihonjinron* holds that cultural competence, along with linguistic mastery, are the sole domain of the Japanese people. While this hypothesis almost certainly does not exist to notable degrees in the present day or outside of Japan, it is indeed the case that Japanese differs from English in the regard that the majority of its speakers are natives of the country. Aside from scattered Japanese expatriate communities in countries such as Brazil, Japanese has not generally been a language that has evolved as a *lingua franca* that people outside of Japan use to communicate in their daily lives with each other, meaning that the overwhelming majority of speakers of the language are so because of ethnic background rather than need. As a result, it is difficult to identify how many non-native Japanese instructors are currently employed worldwide, but it almost certainly a minority.

Nevertheless, the popularity of Japanese as an additional language is notable. In 2015, a survey of international educational organizations offering Japanese study found that 137 countries and regions around the world had approximately 64,000 teachers instructing around 3.6 million students in more than 16,000 separate institutions with these numbers appearing to be on a steady increase worldwide (The Japan Foundation, 2017). More recently, in 2017, more than one million applicants registered to undergo the JLPT in 127 cities in 35 different countries worldwide (Japanese Language Proficiency Test, 2017). While the number of people learning Japanese as an additional language worldwide most certainly pales in comparison to those studying English, its growing popularity makes it a language with pedagogical practices worthy of study. However, with many of these learners being in countries with relatively small populations of Japanese citizens, it stands to reason that some wishing to study the language may find it challenging to learn from a native Japanese speaker and instead may have no choice but to turn to a fellow non-native speaker for tutelage.

Despite Japanese's popularity as a language, its reputation as a difficult language is undeniable. While it is difficult to define what exactly "learning" a language means, the United States federal government's primary training institution for American foreign affairs employees and community members, the Foreign Service Institute, places Japanese alongside Mandarin, Cantonese, Korean and Arabic as a Category IV language, the classification reserved for "super

hard languages". These are projected to require a student of average aptitude for classroom foreign language learning approximately 2,200 classroom hours, or 88 weeks, of study time and are considered exceptionally difficult for L1 English speakers. In comparison, languages such as French, Spanish and Italian are classified as Category I languages, requiring just 24-30 weeks (600-750 classroom hours) (Foreign Service Institute, n.d.). This difficulty may stem from Japanese having multiple *kana* systems (*hiragana* and *katakana*), Chinese logographic characters (*kanji*), and unique phonetics with multiple levels of linguistic formality and humility along with distinct regional dialects further adding to the language's complexity. Despite some relative simplicity in areas such as a lack of gendered nouns and tones, its steep learning curve can make it a challenging language for learners to remain motivated in, as learners can be required to perform a significant amount of study before they are able to internalize and utilize the language. Its dissimilarity to English can prompt many learners to become overwhelmed and give up their language study. As an example, in comparison to Mandarin Chinese, which often has a reputation of being a "grammar-less" language, Japanese grammar is quite rigid, meaning that students can find the study of it immensely challenging, as a significant amount of knowledge is required even to form the most basic of sentences. As a result, the initial beginner-learning period of Japanese language study may be a significant one for learners to overcome.

With this said, it is also important to acknowledge that Japanese language learners are not a monolith and that differences between them may affect the ways that students of different L1 and cultural backgrounds interact with Japanese language study. For instance, in terms of language distance, while languages such as English and French are quite linguistically distant from Japanese, other languages such as Mandarin are marginally but markedly closer thanks to shared elements such as logographic character scripts (*han* characters and *kanji*) (Chiswick & Miller, 2005). As a result, while written Japanese may be a significant challenge for English- and French-dominant students to learn, linguistic proximity may make learning this same area somewhat easier for Mandarin speakers. Similarly, some students from countries with Confucian heritage cultures, or those with related family backgrounds, may experience very different learning journeys in their Japanese study when compared with learners who grew up in Western education systems, such as those of Canada or the United States (Guo, 2015). In view of these differences, the construction of strong self-efficacy beliefs when it comes to studying a "super hard language" appears deserving of further investigation, as students from a variety of

backgrounds studying together will undoubtedly have different experiences stemming from varying needs, expectations and priorities. Accordingly, this diversity in learners has the potential to affect key areas of self-efficacy belief construction such as vicarious experiences, as students are unlikely, at least in the post-secondary education context, to be a monolithic group and will instead surely be influenced by each other's learning experiences and contributions in the classroom.

Addressing Research Gaps in Additional Language Education

From the research reviewed above, it appears clear that the nearly exclusive focus on the English as an additional language context leaves much to still be investigated in other language learning environments, including Japanese. Much of the available research on self-efficacy has pertained to those learning English in a variety of locations around the world, as has that concerning non-native language teachers and near peer role models. As a result of these gaps in research, I pose the following three questions in this research.

1. What reported changes in self-efficacy beliefs, if any, come about as a result of native Japanese instructors teaching beginner adult learners of Japanese?

2. What reported changes in self-efficacy beliefs, if any, come about as a result of non-native Japanese instructors teaching beginner adult learners of Japanese?

3. In what ways do the reports of self-efficacy differ between those instructed by native and non-native Japanese language instructors, if at all?

Chapter Three – Methodology

Overview of the Study

The self-efficacy beliefs of additional language learners are proven key beliefs that hold considerable sway over students and their desires to pursue further learning and achievement (Greene, 2018; Schunk, 1995). As mentioned, the ways in which teachers can cultivate or diminish these beliefs has been explored in a variety of contexts, but the context of the Japanese language, one which is largely restricted to one nation, not commonly used internationally, and significantly different from other predominant languages such as English and French, has remained relatively untouched. However, as with any language, most instructors would agree that retaining student interest and enrollment is integral, making uncovering the sources and destroyers of student self-belief a priority in this execution of this study.

The purpose of this study was initially to determine to what extent an instructor's native or non-native identity affected students' self-efficacy beliefs over the course of their first semester of Japanese as an additional language education. Through the process of interviewing, the comprehension of what factors in a Japanese language classroom affect student self-efficacy, whether positively or negatively, also came to be of importance. This change in focus came about as a result of students expressing the existence of additional influences more pertinent to the students than simply the instructors' cultural and linguistic identities.

To conduct this research, qualitative methods were utilized to gather and analyze data (Denzin & Lincoln, 2018). One-on-one semi-structured interviews taking place monthly over the course of participants' first semester of Japanese study were conducted with volunteers alongside monthly classroom observation visits.

Classroom Context and Participants

As this study aimed to compare the beginner level students of both a native and a non-native Japanese instructor, two university classes, each taught by an instructor from each cultural background, were recruited from for the purposes of this research. Both classes were at Canadian universities, with one being chosen due to the researcher's educational affiliation with the institution (hereafter referred to as University A) and the other being chosen due to its inclusion of non-native Japanese instructors within its language education department (hereafter referred to

as University B). University A is made up of a largely Anglophone student population, whereas University B's is predominantly Francophone.

To further explicate the context with regard to the two institutions' introductory Japanese courses, at University A, three sections of the course were offered over the course of this study, none being considered different in terms of intensity or pace. Lectures of the observed section were held five times per week. Monday, Wednesday, Thursday and Friday classes ran for 50 minutes each and were taught by the instructor, while the Tuesday class was taught by the teaching assistant, who in this case was also an L1 Japanese speaker. This added up to 250 minutes, or just over four hours, of study per week. The nine-credit course ran for the entire school year from September to April. A total of 27 students were registered in the course, which was the maximum allowed. This course employed one teaching assistant, who as mentioned was responsible for instructing one class per week; these classes, hereafter referred to as "lab sessions," were intended to help students review previously learned content, explore cultural points and learn content that the instructor had not been able to cover during her lectures. The teaching assistant also made themselves available to speak with students with questions, though it is unknown whether these were formalized office hours as not all teaching assistants in this department hold them. As mentioned, this course is offered at University A in the fall and winter semesters as a full-year course, in addition to being run as an intensive summer course taking place over approximately ten weeks.

At University B, during the course of this research, the beginner Japanese course was offered as either two separate three-credit classes or one intensive six-credit course. According to the instructor and acquaintances of the researcher with personal experience, the intensive version is preferred by students majoring in Asian Studies or language while the two-part version is preferred by students interested in learning the language for pleasure. The section observed was the non-intensive section, which was held once per week on Wednesday nights for three hours. This first half of the two-part course ran from September to December. At this university, while students are encouraged to complete the second January to April course as well, not all students choose or are able to do so due to schedule conflicts or lack of interest, among other reasons. In contrast to University A, no teaching assistants were employed for this course, so the instructor was responsible for teaching all course lectures and conducting all office hours. As at University A, this course is also offered in the summer, as well as the winter January to April semester.

With regard to the course plans, the language instructors at the two institutions employed different textbooks and appeared to follow set curriculums designed by the instructors. University A's courses employed one textbook throughout the course, with instructors and teaching assistants bringing in outside materials of their own creation or from other educational sources when needed. However, at University B, it was notable that the instructors worked together extensively to create their own additional course materials in the form of bound workbooks that encompassed such educational material as *kanji* practice worksheets, thorough grammatical explanations in French and more personalized vocabulary and example sentences centred on Québec to add relevancy. According to the instructor of this course and acquaintances of the researcher who had taken this class in the past, one of the main goals of doing this was to correct what was perceived as a less than ideal ordering of content in the assigned textbook and thus to make language learning flow more logically for students.

In terms of the structure of lectures and of classroom interaction, lectures at University A tended to be more textbook focused, with students primarily listening to the instructor, repeating spoken Japanese most often as a group, and responding when prompted. While occasional pair and group work did occur, for the most part, the class was instructor-led with students listening and taking notes. In contrast, University B's classes appeared to involve more pair and group work time, as well as an increased number of opportunities for individual responses to questions from the instructor. Compared with University A, University B students interacted with instructors more frequently, each having multiple opportunities to speak in Japanese during each lesson. The perceived reasons for these differences will be illuminated in the Results and Discussion sections, though it is important to note that these generalizations may not be accurate as only four hours of observations were conducted at each of the institutions and thus each set of observations may not be representative of the entire course.

For the purposes of this study, a total of seven students at University A and eight students at University B consented to participate in interviews. As only five participants were required from each class, five students from each University A and B were selected through a randomizer. However, before the first round of interviews could begin, one selected interview participant from University A withdrew from the study, so a second randomization was conducted of the students who had previously not been chosen. This resulted in a different student being invited to join the study and ultimately becoming the final interview participant. All students selected from

University A are undergraduate students studying in a variety of faculties, while all but one student at University B are undergraduate students, the last being a part-time student predominantly working full-time. While ages and years of study were not ascertained, to maintain privacy and reduce the chance of identification, all student participants appeared to be approximately between 20 and 30 years of age. Six student participants out of ten were male while four were female. Students were a mix of Canadian students, international students and first-generation immigrants, leading to a variety of L1s and additional languages as shown below in Table 1.

When it comes to the instructors, both were female, one being from Japan and the other Québec. University A's instructor, hereby referred to as Tanaka-sensei, holds a master's degree from University A in linguistics, while Sarah-sensei, University B's instructor, possesses a doctoral degree achieved at a Japanese institution in cultural anthropology. "Tanaka" was chosen as it is a common Japanese surname and "Sarah" as it is a common Canadian given name. These pseudonyms were selected as University A student participants unfailingly referred to their instructor by her surname, while those at University B consistently called their instructor by her given name. However, all students referred to their teachers with the honorific "sensei", leading to the chosen pseudonyms reflecting the students' choice to refer to their teachers by their given name or surname. Tanaka-sensei is classified as a faculty lecturer and appears to teach solely within the language courses while Sarah-sensei teaches both Japanese language and culture courses at both University B and other universities in the city. As with the students, the researcher did not inquire about the instructors' ages to maintain privacy. Both instructors had extensive experience teaching Japanese.

The table below summarizes the instructors' and student participants' pseudonyms, institution and first and second languages.

Table 1. Participant information

Name (pseudonym)	*Instructor/student*	*First language*	*Additional languages*
Tanaka-sensei	Instructor (A)	Japanese	English
Sarah-sensei	Instructor (B)	French	English, Japanese
Adele	Student (B)	French	English
Bruno	Student (B)	French	English
Charles	Student (B)	French	English
Dominique	Student (B)	French	English
Élodie	Student (B)	(Haitian Kreyòl) French	English
Faye	Student (A)	French and English	*None*
Gabriel	Student (A)	Mandarin	English
Henry	Student (A)	English	*None*
Isabelle	Student (A)	Korean	English
Juan	Student (A)	English	*None*

(A in parentheses reflects that the instructor or student is from University A.
B in parentheses reflects that the instructor or student is from University B.)

Data Collection Methodology

To obtain permission to recruit interview participants and observe classroom lessons, an ethics proposal was first submitted to and approved by the research ethics board of University A. Further ethics clearance was subsequently granted by University B as well.

Following approval from the institutions, Japanese language instructors and administration personnel at both University A and B were contacted by email to ascertain willingness to allow student recruitment and lesson observation. In the emails, the research purpose, approximate timeline, research methods and benefits to instructor and students were outlined. Instructors were finally requested to allow time for a brief meeting to discuss the details of the research, answer any questions and receive consent. At University A, two instructors were contacted with one indicating interest while at University B, one instructor was contacted and replied with interest. During the meetings, instructors were shown the researcher's planned student recruitment

presentation and informed of what participation would entail. Following the meetings, instructors agreed to allow student recruitment and classroom visits, signing the consent forms provided (see Appendix A).

For the purposes of interview participant recruitment, the researcher delivered a brief presentation to the students of the participating instructors including explanations of the study's aims, subject matter, approximate timeline, requirements of participants, expected benefits and assurance of student confidentiality. At University B, while students' English proficiency was high, and the researcher strove to use simple language and provided information and consent forms translated into French, the instructor assisted the researcher by translating any difficult points into French. Students were given the opportunity to ask questions after the presentation. Finally, all students were provided a detailed information form summarizing the contents of the presentation (see Appendix B), as well as a consent form (see Appendix C) to be read and signed by all students. After the presentations, which were delivered in the first 10 minutes of the classes, students were allowed time to think about their choice, with all forms being collected at the end of the 50-minute class at University A and during the break in the 180-minute class at University B. By collecting all distributed consent forms from all students, the researcher alone was aware of who wished to participate in the study. All consent forms were scanned and an electronic copy along with the information letter returned to both instructors and students for their personal records.

Semi-structured Interviews

Semi-structured interviews were utilized to examine how participating beginner level students perceived the evolution of their self-efficacy beliefs over the course of four months undertaking an elementary level Japanese course. At University A, these four months made up the first semester of a two-term (eight-month) course, while at University B, they made up a four-month contained course. Both courses covered approximately the same content, such as syllabary writing systems (*hiragana* and *katakana*), basic adopted logographic Chinese characters (*kanji*) and elementary-level grammatical structures, among other language components. Four interviews at one-month intervals were scheduled as the researcher hypothesized that the first four months would reflect a shift in self-efficacy from high to low in a steady increase and that monthly interviews would help capture students' impressions of this

trajectory. Each student was interviewed four times over the semester, leading to a total data bank of 40 interviews.

For data collection purposes, participants were asked to join the researcher once per month (September, October, November and December 2018) to discuss the course and their experience in it as beginner learners with little to no prior Japanese knowledge. Students were asked to keep an informal journal in which to note and mentally retain any pertinent experiences or reflections that they could then discuss in their interviews, though student engagement in this element of participation was inconsistent. The themes of the interviews followed the different stages of students' experiences in the course, with September's interviews involving students' initial forays into elements such as new writing systems and pronunciation, October's interviews dealing with students receiving initial grammatical instruction, November's interviews investigating more complex grammatical structures and *kanji*, and December's interviews examining student assessment tasks and future study plans, among other themes. While interview questions were prepared for each round of interviews, the questions simply served as a guideline for natural conversations between the researcher and the participant, meaning that each focused more heavily on areas that the individual participant found more relevant to their experience and less on those they did not.

To conduct these interviews, students were contacted by email several weeks in advance of the planned interview dates and given a range of dates and times to choose from, allowing students to fit the interviews around their personal schedules. Interviews themselves were largely conducted at a library at University A and a café near University B. The interviews were recorded on the researcher's personal laptop and cell phone with consent from the participants. The resulting audio files were saved under pseudonyms, transferred to the researcher's personal hard drive and transcribed. The average interview duration was 39 minutes and 39 seconds. The interview schedule is given below.

Table 2. Interview schedule

	University A	*University B*
First interviews	September 25-26, 2018	September 18-19, 2018
Second interviews	October 24-29, 2018	October 16-17, 2018
Third interviews	November 21-28, 2018	November 14-29, 2018
Fourth interviews	December 10, 2018-January 12, 2019	December 21-27, 2018

Classroom Observations

To supplement the four rounds of interviews, classroom observations were conducted monthly with the permission of the instructors and students. During these eight visits across both institutions (four at each), students who did not wish to be observed during lessons were emailed to allow the researcher to confirm their understanding of what they were declining, as it was thought that perhaps some students believed this merely to be an indication of their lack of interest in being interviewed. Once it was confirmed which students did not wish to have their classroom actions detailed in the research, the researcher made note of a few of their defining characteristics so they could be easily identified as being those who were not to be documented in any way. To respect these students' wishes, no interactions between them and their instructor or classmates were recorded. Following the observations, all written references to these students' characteristics were destroyed. Over the course of the study, no complaints from students about the observations were received by the researcher or language instructors involved.

Classroom observation visits were scheduled by email with the language instructors approximately one week before the desired date. A mixture of visits to observe lessons pertaining to specific tasks such as test feedback and student performance was desired, but not always possible due to instructor time constraints. Due to the design of the courses, monthly classroom visits at University A lasted the duration of one 50-minute class (approximately 200 minutes over the course of the study) and one 180-minute class at University B (approximately 720 minutes over the course of the study). This time imbalance was justified by the researcher as being preferable to more frequent visits to University A, as this could have been a greater distraction to the students and more stressful for the instructor. However, as a result, the observations made at University A are perhaps not as nuanced as those made at University B,

though all were of tremendous value to the researcher in expanding upon the statements made by the interview participants.

Once a lesson observation visit was scheduled, the researcher arrived in advance to greet the instructor and find a unobtrusive place to sit. All observations were recorded on the researcher's personal laptop without mention of personal identifiers. As previously mentioned, those who had declined to participate were not written about, meaning that any interactions involving them, no matter how valuable they might have seemed, were not chronicled. Over the course of the lessons, observations were made based on interactions between the students and their instructor as well as with each other, while smaller activities such as pair practice were listened in on but not directly observed. This fly-on-the-wall observation methodology with the researcher as a recognized but relatively detached outsider was employed so as to minimize the Hawthorne Effect, or the alteration of study subject behaviour stemming from being aware of observation (Martin & Hanington, 2012). Elements such as frequency of student engagement and affect (facial expressions, gestures, tone of voice, body language, etc.) were some of the unique details that were recorded through observations, as these could not be as well detailed through interviews alone.

Data Analysis

Qualitative data analysis can be summarized as "working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others" (Bogdan & Biklen, 1982, p. 145). Thematic analysis was employed to interpret the data gleaned from this study, chosen due to its flexibility and lack of strict binding to any one epistemological or theoretical perspective (Maguire & Delahunt, 2017). As defined by Braun and Clarke (2006, p. 79), it is "a method for identifying, analyzing and reporting patterns (themes) within data" and a popular one amongst researchers performing qualitative research." Uncovering participants' "actual behaviour, attitudes, or real motives" is the main purpose of thematic data analysis (Vaismoradi, Turunen, & Bondas, 2013, p. 400). The flexibility of thematic analysis makes it an attractive option, as it "can be an essentialist or realist method, which reports experiences, meanings and the reality of participants, or it can be a constructionist method, which examines the ways in which events, realities, meanings, experiences and so on are the effects of a range of discourses operating within society" (Braun & Clarke, 2006, p. 81). As a result, thematic analysis can be used "both to

reflect reality and to unpick or unravel the surface of 'reality'" (Braun & Clarke, 2006, p. 81). Braun and Clarke (2006) outlined five phrases of thematic analysis that take place prior to writing the report, which are familiarizing oneself with the data, generating initial codes, searching for themes, reviewing discovered themes and finally defining and naming these themes.

The first stage of the thematic analysis, becoming familiarized with the data, began immediately after the first round of interviews on the suggestion of Patterson and Williams (2002), as they assert that beginning data analysis as soon as a participant's data collection is complete is ideal, since this initial analysis can help the researcher to form insight to help guide their next interview. This familiarization with the data included transcription, reading the transcribed data and making note of personal reflections on the data (Braun & Clarke, 2006). These reflections translated to some participants' subsequent interviews focusing more closely on areas that those participants spent significant time discussing. Once all transcriptions were complete, the researcher read them carefully multiple times, noted any final ideas and developed codes to allow for the sorting of data. The researcher also took notes immediately after completing a classroom observation to record any thoughts on the overall experience and added further thoughts after reading the observation notes again once some time had passed.

Referring to the ten coding categories outlined by Bogdan and Biklen (1982), the researcher selected five coding categories to assist with sorting recurring data into various themes. These five code families were *setting/context codes*, *perspectives held by subjects*, *subjects' ways of thinking about people and objects*, *process codes* and *relationship and social structure codes*. The first, *setting/context codes*, encapsulated the participants' general descriptions of their Japanese courses, while *perspectives held by subjects* were used to label ways of thinking that were held by multiple participants in regard to their setting. *Subjects' ways of thinking about people and objects* included points such as the participants' views of their instructors and classmates. *Process codes* incorporated the changes in participants' self-efficacy as novice learners over the course of the four-month data collection period, while finally, *relationship and social structure codes* included the relationships between students and their instructors as well as each other. While some codes overlapped with each other somewhat, such as *ways of thinking about people and objects* and *relationship and social structure codes*, both were used to aid in superior data sorting. For instance, participants' perspectives of the relationships they formed

with their individual instructors were classified under *relationship and social structure codes*, while their perspectives on Japanese language teachers as a whole were grouped under *ways of thinking about people and objects*. Classroom observation notes were also included by sorting observations about elements such as students' personal affect, interactions and speech into the above coding families.

After relevant data was sorted into the five aforementioned categories, the researcher began searching for themes. Maguire and Delahunt (2017, p. 3353) defined themes as "patterns in the data that are important or interesting" to be used in order to "address the research or say something about an issue". Through exploring themes, the researcher identified three overarching themes containing numerous subthemes by combining connected codes and labelled all themes and subthemes to succinctly summarize the repeating patterns emerging from the participants' interviews and researcher's classroom observations.

Finally, the researcher requested that students maintain informal journals to record their feelings regarding their self-efficacy and confidence over the course of the four-month data collection period. While not all students chose to keep these diaries, those who did tended to engage in more information-rich interviews with notes written in relatively real time as the events detailed occurred, aiding with verification of the interview data to an extent. As is the case with any study that utilizes self-reported data, it is worth acknowledging that biases such as selective memory (remembering or not remembering past experiences or events), telescoping (mistakenly remembering the timing of past events), attribution (attributing positive outcomes to one's own actions but attributing negative ones to outside forces) and exaggeration (overstating the significance of outcomes or events) make it difficult to independently verify the data gathered for this study (McGregor, 2018). While journaling was incorporated into the research design to minimize these biases as much as possible, it was not possible to eliminate them completely. Furthermore, as previously noted, participation in this element of the data gathering was inconsistent with participants.

The following chapter will outline the results of the study based on the previously mentioned themes and subthemes.

Chapter Four – Results

Overall

In this chapter, the researcher presents the results of data collected from forty interviews and eight classroom observation sessions over four months of beginner level Japanese language education. Despite the researcher's initial focus on instructor-focused factors, additional course- and student-focused factors were raised by the participants as inextricably linked to other aspects influencing their self-efficacy. These assertions by students were consequently affirmed by the researcher during classroom observations. Under the first category, **instructor-focused factors**, three main themes with a number of subthemes will be presented: *Instructor Pedagogical Style*, *Instructor Personality* and *Instructor Cultural and Linguistic Identity*. Subsequently, in the second category, **course-focused factors**, two main themes will be presented: *Lesson Length* and *Curriculum Design*. The third category, **student-focused factors**, will encompass the theme of *Time Management Challenges*. The following table contains the categories, themes and subthemes that will henceforth be detailed.

Table 3. Categories, themes and subthemes

Categories	*Themes*	*Subthemes*
Instructor-focused factors	- Instructor pedagogical style - Instructor personality - Instructor cultural and linguistic identity	- Corrective feedback - Praise - Encouragement - Classroom language - Expectations of students, - Engagement with instructor and fellow classmates - L1-L2 connections - Friendliness and kindness - Relatability - Approachability - Authenticity
Course-focused factors	- Lesson length - Curriculum design	- Testing - Opportunities for mastery and vicarious experiences - Opportunities for near peer interaction
Student-focused factors	- Time management challenges	

Instructor-focused Factors

This first category of factors is made up of those that pertain to the students' perspectives of their native (hereafter referred to as Tanaka-sensei) and non-native (hereafter referred to as Sarah-sensei) instructors' impact on their self-efficacy beliefs while learning Japanese. The first of the main themes, *Instructor Pedagogical Style*, includes corrective feedback, praise, encouragement, classroom language, expectations of students, engagement with instructor and

fellow classmates, and L1-L2 connections. The second theme, *Instructor Personality*, includes the subtopics of friendliness and kindness, and sense of fun. Finally, the third theme, *Instructor Cultural and Linguistic Identity*, is made up of student perspectives on their instructors' relatability, approachability and authenticity. Classroom observations conducted by the researcher will also be incorporated to further detail participant perspectives.

Instructor Pedagogical Style

The theme of instructor pedagogical style emerged from the data to capture participant perspectives on the connections between their self-efficacy beliefs and their instructors' individual teaching styles. While many of these perceptions were not explicitly linked to the instructors' cultural and linguistic identities, their importance to the student participants and potential to be more natural to instructors of certain backgrounds made them worthy of note.

Corrective Feedback

In this context, corrective feedback was interpreted to be the corrections students received from their instructor following contributions in class, tests, or other such matters. Positively-framed corrective feedback would thus entail feedback that recognizes and emphasizes successes made by the students, while critical corrective feedback would focus on areas in need of improvement. While all participants interviewed at both Universities A and B appeared to expect corrective feedback as part of being students, they differed significantly in terms of the ways the feedback they received impacted their self-efficacy.

At University A, students reported that corrective feedback from their instructor tended to be critical, focusing on shortcomings such as errors on tests or flawed pronunciation.

> After we did our dialogue presentations for Chapter Four, she tried to be nice, but you could tell that she was iffy about how we did and that didn't feel good. There were a few things where she was like, "you guys needed to include this, but only a couple people did. Type it up, send it to me." So that really wasn't a nice feeling, but it's not her fault. We weren't fully prepared. I just don't remember her starting with anything positive. She just got up and went, "make sure you do this," but she always does it with a smile. It's never a mean face. There's not really much encouragement but also not much she does that causes me to be discouraged from it. It's very neutral.
>
> - *Henry [November]*

Based on his words, it appeared that Henry took responsibility for his instructor's focus on critical corrective feedback over positive corrective feedback. While this participant frequently reported strong performance in class on tasks such as tests and dialogues, which may have helped him to be more resilient in the face of critical corrective feedback, another participant, Isabelle, expressed concern for the self-efficacy of others in the class who might be struggling.

> After she marked a quiz, she started out with, “in general, everything was good,” but then she went on to say all the things we got wrong [laughs]. It doesn’t make us depressed or anything, but I do feel like there’s not too many compliments and more corrections. It feels a bit harsh. I was like, “oof… some of these students…” It wasn’t me, but I was thinking, “are they okay?”
> - *Isabelle [October]*

Exemplifying Isabelle’s concern for struggling students, Faye, a participant with no prior Japanese learning experience, recounted one particularly memorable moment when the pragmatics of critical corrective feedback impacted her emotional state and thus self-efficacy.

> After one test, Tanaka-sensei wrote something like “I am afraid you don’t understand very basic sentence patterns.” That took the wind out of me. The first thing I saw was that I got 75 out of 100 on the test, which I thought was pretty good since I just started, but then I read that and just felt like, “ugh.” I mean, she wasn’t wrong that I clearly didn’t understand the patterns, but I just wish there had been a “good!” or a “nice effort!” before the bad stuff. Maybe she just has really high standards, but I couldn’t help but feel kinda bummed.
> - *Faye [October]*

Isabelle also appeared to come to long for some more positive feedback, adding:

> We had weekly quizzes and then we got one of our quizzes back like two days before the next quiz and she was just like, "yeah, this quiz was okay, but remember you have another was coming up," and that was the end of it, so I was like “oh, please at least tell us we did good on it.”
> - *Isabelle [November]*

During the October observation, the researcher noted that during the take up of a past quiz, addressing mistakes took precedence over the acknowledgement of successful answers. However, it is important to note that student reaction to this appeared neutral with students listening to the instructor and taking notes based on her feedback. This falls in line with Henry’s assertion that the students felt responsible for the errors that caused the critical corrective feedback, though Isabelle’s concern for the self-efficacy of students who might have made the errors in question was one the researcher also had during the course of the observations.

In contrast, the value of positive corrective feedback was immediately made apparent by the participants from University B. From the beginning of the semester, students quickly made clear the impact that positively framed corrective feedback had as a form of social persuasion. Some like Charles noted as early as the first interview that positive corrective feedback made him feel more comfortable with making errors while using Japanese.

> With a teacher that gives us positive feedback, it’s nice, because when I was doing it alone, I just failed over and over again, but now with a teacher, I failed at the beginning, but she’s telling us, “that’s okay, that’s normal to fail at the beginning.
> - *Charles [September]*

Bruno added further layers to this observation, noting several times over the semester that the instructor's positive feedback resulted in errors being framed as group rather than individual areas of concern. This resulted in students who made mistakes not feeling defeated by them, instead encouraged to continue trying. These positive emotional states appeared to have constructive effects on the participants' self-efficacy beliefs.

> Sarah-sensei's like, "I understand why you made this error, and it's okay. You need to learn, so everybody needs to learn from this. It's not just you who made the mistake. It just happens!" It's not about singling people out, because that makes you less invested and interested. Her teaching philosophy seems revolve a lot around participation because you need to talk and write a lot for it to get into you, so if you put down people and you're like, "you're stupid. That was a dumb mistake," then oops, I'm not into it anymore.
> - *Bruno [September]*

> We can't feel demotivated because Sarah-sensei's so enthusiastic. She makes one person's mistake seem like everybody's learning opportunity, so no one is singled out. We all feel supported in the class.
> - *Élodie [November]*

Adele reinforced this, stating that mistakes were desired and even celebrated by the instructor for their ability to impart information to the class as a whole, turning errors into a teaching opportunity rather than something to be avoided.

> Even when we do mistakes, Sarah-sensei is really happy because she's going to explain it to the rest of the class. It's more interesting for the class if somebody makes a mistake, because then she can explain why it's wrong. You don't feel down because she's obviously happy about it.
> - *Adele [September]*

> With Sarah-sensei, mistakes are teaching opportunities for her and us, which is nice if we feel like we're struggling. Even if we mess up, we gave something to the class.
> - *Charles [December]*

Adele, who seemed particularly attuned to the topic, further pointed out the importance of including positive feedback over critical corrective feedback alone for beginner learners in particular and its role in perhaps helping to retain them as learners.

> If you say to a kid, "no! It's not how you say it!", then the kid just goes down and feels bad, so you've gotta encourage them. We're not kids, but it's like being a kid learning something for the first time. My brother had a German class, and once the teacher told them, "you pronounce like starving babies" [laughs]. He was like, "oh my god!" She was super strict, and even though he got a good grade because he worked hard, he got scared and didn't continue studying German.
> - *Adele [November]*

It was also noted that the form that the feedback took was influential, participants asserting that the teacher frequently employed a balanced style of individualized feedback where positive

feedback preceded and occasionally followed up negative feedback, the words “wrong” and “mistake” being avoided altogether.

> She sometimes gives us a sentence to write, and she comes to you and goes, “okay, that’s good, but this is not good yet,” and she’ll help you change it. She gives individual attention to everyone. If you read off the board, if you don’t say it perfectly, she’ll still go, “yeah, that’s good!” and she’ll say it again the right way. Actually, I don’t know if I ever heard her say something was “wrong.”
> - *Adele [October]*

> Every time we go to the board and we write down words in *hiragana* and *katakana*, she’s always supportive, even though we have some mistakes with the stroke order. She said, for example, “that’s very good, but it could be better like that. What you did was good, but it will feel more natural if we do this.” She doesn’t say it’s a mistake; she says our effort is great and now we can get better.
> - *Charles [October]*

> Even the people struggling, you listen to her feedback and she's like, “look, you improved a lot. You did great. That thing was really good. That thing you’ve got to work on, but this was great.” I think she doesn't want us to be demoralized and like kind of feel helpless in front of this language that's pretty difficult to learn.
> - *Bruno [December]*

Finally, the instructor’s devotion of attention to each and every student was noticed by some participants, as they asserted that it helped to ensure that all students, not just those doing well, were supported, recognized and included.

> We had just learned some difficult stuff and in my journal, I wrote, “even with the students in front struggling, the teacher offers positive reinforcement.” When she calls on people to speak or write, even though some people were not at the same level, it was still fine, and she was really encouraging to everyone.
> - *Bruno [October]*

One of the final testing points for these participants was a seven-minute group oral presentation to be written by the students themselves without the use of translation software such as Google Translate. After the completion of the presentations, some students volunteered notable reports on the instructor’s corrective feedback style in the weeks leading up to the presentation and as delivered immediately after its completion. Dominique highlighted the importance of being aware of the instructor’s faith in the students’ abilities as it allayed some of their stress and anxiety.

> When she returned our draft, she told us that we had a really good text, but we needed to add more sentences. Since we couldn’t get a second review of it, we were kind of afraid, but she told us that she wasn’t [afraid] because we did such a good job on the first draft. It helped a lot because she had faith that we would have a great presentation.
> - *Dominique [November]*

Subsequently, he and another participant, Charles, noted how immediately after the oral presentation, the instructor's inclusion of positive corrective feedback helped to alleviate existing negative feelings about their performances.

> Right after it was over, even though I wasn't feeling that great about it, she told us that everybody in my group pronounced the "ら" ('*ra*') perfectly, like in "こちら" ('*kochira*' – *this*). It was a relief to know that our pronunciation is perfect.
> - *Dominique [December]*

> I got good feedback from her! It was so nice, the positive feedback, because after that, I was like, "okay, it felt horrible, but she found some positive aspects of it."
> - *Charles [December]*

To conclude, at both institutions, critical corrective feedback appeared to be expected by all participants by virtue of them being students and it being an integral part of learning and improving. While participants from University A largely did not report negative feelings regarding their instructor's typically more critical feedback, some did feel, particularly towards the end of the semester, that more social persuasion in the form of positive feedback and reinforcement could have been beneficial in their beginning months to help buffer them against disappointments when tackling new and challenging content. In contrast, those at University B appeared to appreciate feedback being delivered in a balanced (positive → corrective) and group-focused way as this helped nurture their sense of self-efficacy by allowing them to view mistakes as a positive, impersonal occurrence contributing towards the entire class' learning and growth.

Praise

For the purposes of this study, praise represents commendations from the instructor after the successful completion of or attempt at completing a task. This differs from corrective feedback in that it is a more general verbal reward that comes in the form of phrases such as "good job."

Interview participants at University A mentioned that throughout the four months of study, critical corrective feedback was expected over praise. While discussing its use in class, one student, Juan, was apathetic about it, stating:

> She doesn't give praise, and I'm like, "ehh, okay." I don't really have an opinion on that one way or the other; it doesn't affect me personally. Some people would take it more to heart, but it doesn't particularly bother me.
> - *Juan [October]*

In this vein, some students did not appear to desire more praise as they reported being unaccustomed to receiving it at the post-secondary education level and felt its absence was normal.

> For me, I don't think Tanaka-sensei is doing anything out of the ordinary by not being overly complimentary, but I never thought about how the teacher's personality affects the course. Everything is kind of just like "this is a class."
> - *Henry [October]*

In fact, the same student also reported that the absence of praise was in some ways reassuring, as it implied that the given answer was correct, and, as a result, the class could proceed without incident.

> I always feel good when she moves on right away after a good answer. It's like, "great, I didn't get anything wrong!" [laughs]
> - *Henry [October]*

However, he did subsequently state that his upbringing as an Asian-Canadian might have had an effect on his lack of need for praise and implied that this lack of praise from the instructor could be stemming from her Asian cultural and linguistic identity.

> I guess praise is not something that's occurred to me. It would feel nice to be praised; it would definitely help with my overall feeling and confidence in the course, but I haven't grown up with a lot of praise. Not to pull the race card, but I feel like it's a very Asian thing not to give out compliments. My mom doesn't give out compliments easily because it's not something she grew up with, so it's something that I haven't grown up with hearing a lot.
> - *Henry [October]*

With that said, Henry was the only student to suggest this, as neither Gabriel nor Isabelle, the two other participants of Asian cultural and linguistic backgrounds from University A, expressed this opinion. Indeed, the vast majority of participants reported that they felt their native instructor's feedback style was rooted more deeply in the instructor's personal teaching style than cultural and linguistic identity.

In contrast to Henry, Faye, a student born and raised in Quebec in a French and English bilingual family, expressed a stronger desire for praise from her instructor.

> She'll never put anybody down, it hasn't happened, but there isn't a lot of positive praise. She doesn't really give out compliments. Even if you say something right, she's like "okay!" and moves on. I think a bit more praise would help me a lot.
> - *Faye [October]*

Faye further expressed that increased recognition of her efforts in the form of praise would perhaps prompt her to strive for future success.

> Tanaka-sensei isn't going to praise you much, but she's also not going to put you down. Do I feel motivated by her? No. Do I feel demotivated by her? No. But I wish she were a bit more motivating and gave more praise. It never hurts! I'd just be like, "aww, thanks!" It would make me want to please her.
> - *Faye [October]*

Returning to Henry, despite his personal lack of experience receiving praise for his work and effort, he appeared to agree with Faye when thinking beyond the scope of the class, stating that receiving praise might be particularly important for those embarking on the journey of learning a new subject matter for the first time, as it is a unique situation that some adults may not often find themselves in.

> I feel that getting more compliments, especially when you're learning a new skill, is huge. If I'm in chemistry and we're just building on old material I learned when I was younger, I'm not expecting any praise for understanding something I already know about, but it's a whole other thing if I'm trying something new. It's like, "did I do it?" Because she doesn't give out praise, you just assume you did great if she doesn't say anything.
> - *Henry [October]*

Henry also alluded to an experience with his class' teaching assistant, a native Japanese speaker. This teaching assistant was notable to Henry as he often wove praise into homework assignments, something Henry found particularly helpful as social persuasion as it helped him to assess his skill level.

> Honestly, I like to be validated sometimes. We have the lab homework every week, so when our TA gives that back, he always has a stamp on it. He always says something like just "いい" (*ii – good*) or "いいね" (*ii ne – good job*). I don't know what it means, but that feel good, that little thing, so I guess if every time we spoke, she could just say something like "good"; that would be reassuring. I don't need all of my professors to be like, "good job!", especially if I already sort of know what I'm doing, but this class is also performative in a way. I don't know if I'm going well or not because I don't know. Like when you do a math test, you can tell if you're doing well just based on the grade you got, but when you are doing Japanese, it's like I'm obviously not perfect in Japanese, so I want to know where I stand.
> - *Henry [November]*

In contrast to the reports from participants, during the classroom observations at University A, the researcher made note of several instances of praise offered to the students. As an example, during the first September visit, a student asked "歴史は何ですか" (*'rekishi' wa nan desu ka*? – *what is 'rekishi' (in English)?*) to which the teacher responded "history", immediately following it up by praising the student for catching the pronunciation of a word they had not yet learned. Similarly, the instructor routinely offered praise while asking the students questions, though it was often reserved for successful responses and not given for incorrect responses or effort alone. Phrases such as "good, good, good" and "いいですね" (*ii desu ne – that's good*) were occasionally recorded in research notes, but their lack of note during participant interviews may speak to how these words of praise did not have the same impact on the participants as those given by the instructor at University B.

At University B, participants made it clear from early in the study that the instructor's emphasis on praise was a form of social persuasion that had a significant impact on their self-efficacy. Dominique mentioned that like with positive corrective feedback, praise was employed in a way that created a relaxed atmosphere and made errors feel more like key opportunities for improvement rather than discouraging pitfalls.

> I never heard her saying that we didn't pronounce something properly. She always says, "good try!" It never feels like we did something wrong, just that we need to improve more. I think it's a good way to learn in any class. The feeling in her class is very low risk.
> - *Dominique [October]*

Élodie and Dominique connected this praise to the instructor's affinity for a positive corrective feedback style, stating that praise often preceded critical feedback with positive feedback ending the interaction, creating a "feedback sandwich" style of repair.

> She told me and my classmates that we are fast when we're writing. She's really complimentary, like, "oh, it's good! There is a little mistake here, but good handwriting! It's beautiful!" She's really, really positive. She's really helpful and motivating.
> - *Élodie [October]*

> Sarah-sensei always starts with positive feedback, like when someone says a sentence and she's like "bravo! That's really good! But…" It feels nice because you don't feel judged. I never heard her say "this is a problem."
> - *Dominique [November]*

> Yesterday after the oral presentation during the feedback, she told us that we did a really good job between the first draft and the final presentation, so she was right! It feels good to have someone who believes in us. She says the correction, and then says, "see? You weren't that far off."
> - *Dominique [December]*

Following her group's oral presentation, Adele reported a similar shift in emotional state from disappointed to pleased after its completion thanks at least in part to the instructor's praise and positivity.

> Before the presentation, we had problems writing it. Sarah-sensei said that we were going to have to redo it all because it was way complicated, so we redid it all a week before the oral presentation. We weren't prepared, but Sarah-sensei was real nice to us about it. She was pretty strict with the other people, but when she was with us, she was like, "you did very great. You went super far, and you've redone it all; it was seven minutes and I'm proud of you for that." We were happy in the end, but during the presentation we were not because I wasn't really proud with what we ended up presenting, but her feedback after was so kind.
> - *Adele [December]*

Over the course of visits to the class at University B, the researcher noted that the instructor deliberately and consistently employed enthusiastically-delivered words of praise such as "bravo" and "excellent". While it initially appeared to the researcher that this praise might have

become automatic due to its frequency, one notable event demonstrated that this was most likely not so. When one student started a response to a question correctly but faltered in the middle, the instructor offered a reference back to the PowerPoint for help, leading the student to begin again and self-repair. However, during this self-repair, the student accidentally omitted a particle that they had successfully included in their first attempt but were able to finish the answer. Upon completion of the response, the instructor praised the inclusion of the article in question during the first attempt and the successful self-repair that took place in the second attempt, demonstrating recognition of successful elements in both utterances rather than the simple delivery of a general word of praise instinctively after a correct repair. It also had the additional benefit of communicating to the students that even within erroneous utterances, there are usually accurate elements, this perhaps contributing to the participants' reports that errors felt more like opportunities for improvement and thus were not harmful to self-efficacy and confidence.

Encouragement

Encouragement in this context was interpreted as words offered by the instructor that acted as social persuasion and inspired positive emotional and physiological states. While analyzing interviews gathered at University A, though participants occasionally used the word "encouragement," it was generally in regard to other themes. As a result, this data was classified in other areas, but as participants from University B made significantly more comments on the encouraging nature of their instructor, their words are included in this section.

Looking at University B, interview participants frequently referenced the encouragement they received from their instructor when asked about ways that their instructor had influenced their self-efficacy in a positive way. During the second round of interviews, participants regularly referenced the instructor encouraging them by drawing the students' attention to their progress over the weeks, this reassurance resulting in positive emotional and physiological states as the students reflected on their past progress and achievement rather than just what they still had to learn.

> In the fourth week, Sarah-sensei introduced all the numbers and verbs and particles to us, and we had an exam the next week, and I was like, "oh my god, that's a lot," so I felt a bit demotivated then. But since then, she did a little bit of a motivation speech in class and pointed out what we can do. She reminded us that we can read our books pretty fast; it's not like we have to remember every character individually anymore. Last week, she said to us, "you have a *katakana* test, but I know the confidence of students falls at about this point, so I just want to make you realize all you can achieve right now." She showed us the textbook, and she said, "you can read that. Don't let yourself be brought down." She really encouraged us well.

- *Adele [October]*

> In my journal, I wrote about her acknowledging the difficulty of the first weeks of using *Minna no Nihongo*, and her insistence on looking back on the rapid development of learning. She would always say, "look at how you couldn't even write. It's been five weeks, and we're already making sentences. You can read, and you can understand." It's because we started using the book, the book is all in *hiragana*, *katakana*, *kanji*, so when you get the book, you're like, "oh, gosh." And then you listen to the CDs and they're speaking quickly. I had Spanish classes where they spoke slowly, very articulate, but in this book, they're just kind of rocking it. Acknowledgment is her trying to level with people, acknowledging that it's hard and being sympathetic, but also always looking at what we've done. She's like, "on week one, I showed you the book, and you were like, 'what is this? It's gibberish, and gibberish I can't even pronounce.'" And now we have homework in it, and we can actually read it and actually do it, so we should acknowledge it.

- *Bruno [October]*

> I think her reminding us about our progress in the textbook is helpful to our confidence because it's all in *katakana*, *hiragana* and *kanji*, so it's true that when we opened the book, it was like, "whoa!" So yeah, she's very encouraging.

- *Charles [October]*

> We're so used to university pressuring us and bad grades being framed as the end of the world. Reflecting on our past victories helped off-set that a bit.

- *Bruno [December]*

These incidents of encouragement by means of bringing attention to past achievements in areas such as reading appeared to affect students significantly, as they were mentioned both frequently and at great length. Some, as can be seen in Bruno's testimony, made enough of an impression that it prompted him to note it in the journal he was asked to keep during the course of the study.

Similarly, following the oral presentation, Dominique further noted that the instructor drew the group's attention to the progress they had made between their initial draft and final presentation and that such improvement should inspire pride rather than feelings of failure as Dominique had initially felt after not presenting his work as well as he would have liked to.

> She told us that we need to be proud of what we made, and she even told my group that the transformation of our first draft to the revised version was a huge improvement. She said we needed to be proud because we made a big improvement and that felt really nice. It makes us want to do better. It's strange to say, but it feels like her positivity and energy is contagious; her energy becomes our energy.

- *Dominique [December]*

This statement was particularly notable to the researcher, as it demonstrated how the instructor redirected Dominique's negative feelings about his suboptimal performance, something which could have been influenced by external factors such as performance anxiety and stress rather than a lack of skill in the language itself, and transformed them into positive ones by reminding him that the content of the presentation he and his group had created was of greater importance

than the delivery. Furthermore, the instructor's reactions to the students' work and effort were of great importance to Dominique, communicating that instructors' personalities and pedagogical styles are a significant factor in students' self-efficacy belief construction for the power they have over students' self-evaluations of their ability level.

During classroom observations at University A, it was difficult to establish whether or not students desired praise and encouragement from the instructor as this was not expressed out loud, though the levity witnessed at University B in response to the instructor's consistently positive pedagogical style made clear through frequent praise and encouragement was notable to the researcher. As an example of when encouragement was perhaps needed but not offered, the researcher made note during the October observation at University A that students were told "you just have to memorize them" while learning new vocabulary, a response that caused one student to turn to their neighbour and make a facial expression that seemed to convey distress. This utterance without any additional encouragement or support may have made this student feel as though they were not being supported in their attempt to learn a language many find difficult and thus feel less confident about being able to learn it.

Classroom Language

Classroom language refers to the language employed by the instructor when interacting with students during lectures specifically, as it is this language that is heard or read by all students. It can come in the form of lecturing, corrective feedback, praise, instructions and so on. The language used by the instructor during private situations such as office hours will be discussed in later sections.

At University A, it was noted by both interview participants and the researcher that immediately from the beginning of the semester the instructor employed a wide variety of Japanese words and phrases while speaking to the students. However, some participants reported that this Japanese was not always comprehensible due it perhaps not having been previously explicitly explained or having been forgotten, though the level of comprehension naturally varied from person to person.

> She used to say "いいですか" (*ii desu ka – is it okay?/ are you okay?*) all the time and Friday of last week, we learned the word "いい" (*ii – good*), and I was like "oh!" I knew she was saying, "is it fine?", but now I actually learned that "いい" means "good". The fact that she talks a lot in Japanese isn't always great for me because I'll hear one word that I sort of know but then forget the rest of the sentence because I was trying to remember what that one Japanese word meant. She'll tell us afterwards, "by the way, this means this," and I'm like, "okay… still don't get it, but okay!"

- *Faye [October]*

> Tanaka-sensei's speaking style doesn't always seem very planned and she switches between Japanese and English. We don't always know what she's saying in Japanese, but we've sort of figured it out through repetition and context instead of really understanding it.
> - *Juan [October]*

Japanese was also used extensively on PowerPoint presentations supplementing lectures, this being somewhat off-putting to the students unable to comprehend the content or the form it was being delivered in yet. This resultingly appeared to inhibit potential mastery experiences and Faye's tone while stating the following appeared to suggest that this lack of clarity also generated negative emotional states.

> Her PowerPoint is almost entirely in Japanese and I'm like, "I don't know what's written!" Even if I wanted to study it after, I don't know if I could understand it.
> - *Faye [October]*

In contrast, Henry pointed out that this Japanese, while perhaps not always explicitly understood, could become implicit knowledge with the language being internalized and thus did not necessarily negatively affect his self-efficacy. Furthermore, he appreciated the instructor giving the students more independence in their learning.

> Tanaka-sensei definitely went over what she said once, but she speaks a lot of Japanese in class, and I guarantee you that nobody in the class understands it, but because you understand the context of it, you can internalize it. She'd say "見てください" (*mite kudasai - please look*) and even before we knew what it meant, we kind of understood what she was going for. Now it's like a Pavlovian response. I think her speaking in Japanese a lot during the class is getting us used to hearing it, realizing what it means, internalizing it. She'll say something, and then when she gets blank stares, she'll say what it means in English, realizing that we didn't understand. But, for the most part, we went through the textbook, she wrote it out for us once, and then was like, "let's move on." I appreciate that she's not hand-holding us. When you're learning a language, if you're handheld, it's not going to get you to learn it fast. You're not going to learn a lot unless you hear it a lot. I have a friend who just by watching a lot of K[orean] dramas picked up a lot of Korean just by hearing it, so I think hearing it like with Tanaka-sensei speaking a lot of Japanese, even if you don't understand it, it just gets internalized.
> - *Henry [September]*

The next month, Henry, who was largely positive about the effects of occasionally unknown Japanese use in the classroom throughout the study, did mention that there were times when even for him, like Faye, it was not always a benefit to his self-efficacy.

> There's a lot of times where I don't know exactly what she's saying, excess Japanese that I don't totally understand, and if I'm not fully present to process it, that really has a negative effect on me; I'm just going to zone out and hope I understand it later.
> - *Henry [October]*

His feelings on the topic were demonstrably complex, as he later indicated that the comprehensibility of the Japanese input was key, as understanding the Japanese used offered a boost to his self-efficacy beliefs, perhaps being something of a mastery experience.

> It feels good when you can follow what she's saying; like, "whoa, I get it!" I think that that's one thing with having a native speaker that can happen. It's just that because it is their first language and they're teaching their first language, it's more natural and tempting to just expose us to it, like give us lots of exposure.
> - *Henry [November]*

Indeed, the heavy use of Japanese in the classroom appeared to inspire some participants to embrace the benefits of an immersion-like learning environment.

> When we first got our TA, he spoke 90% in Japanese, so it was actually really fun even though I had a really hard time understanding everything. I think it's a lot more practical that way because you can immerse yourself in the language, so it helps to evolve your listening skills and forces you to respond in Japanese instead of English. It's more a challenge than scary, maybe because I went through French immersion.
> - *Isabelle [September]*

However, with Henry's assertion of the self-efficacy benefits of exposure and naturalness in mind, the researcher later asked Faye, who had repeatedly reported struggling with following the Japanese used both in class and in personal communication, if they contributed at all to her self-efficacy.

> I don't need natural right now. I'm not there yet. I just want to be able to understand right now, because when I can't, it kind of sucks. It doesn't make me feel good about myself, especially if everyone else seems to get it.
> - *Faye [December]*

Promisingly, she did go on to agree with Henry's prior note that comprehensibility of input was integral, explaining:

> When we did a book reading assignment with another Japanese teacher, it hit me right away. She was speaking, and I was like, "I can follow this; I understand," even when she spoke Japanese. She talked like, I don't know, maybe more slowly or just more clearly.
> - *Faye [December]*

This report on her experience with a different Japanese teacher appeared to cheer Faye up somewhat, perhaps because she realized that her difficulties were perhaps not necessarily stemming from her language skills or fact that the teacher used Japanese, but rather the speed and tone in which it was given.

Finally, an unexpected side effect of incorporating untaught Japanese in the classroom was brought up by Henry, who discussed the implicit knowledge of a word he had learned by listening to the instructor's Japanese.

> She starts incorporating it into her vocabulary automatically, and I think that's great. When Tanaka-sensei uses Japanese, it's pretty obvious from context, but I couldn't tell you what そちて (*sochite* [sp] – *next*) means if you asked me to define it.
> - *Henry [October]*

The word that he used as an example of a Japanese lexical item he came to implicitly understand is in fact そして (*soshite – next*), but he unwittingly memorized it inaccurately perhaps due to absorbing the sound without the word being taught. With repetition, he successfully came to understand the meaning of the word, but the incorrect memorization could perhaps cause self-efficacy issues further on as it can be difficult to repair errors that have been internalized.

During classroom visits to University A, the researcher also was immediately aware of the increased amount of Japanese used in the classroom with the students, as it was notable when contrasted with University B. During the October observation, the researcher made quick note of the oral Japanese used by the teacher over an approximately five-minute span of the class, recording words and phrases including それでね (*sore de ne – and then…*) , 次はね (*tsugi wa ne – then…/next…*), それから (*sore kara – and*), 大丈夫？ (*daijoubu? – okay?/is it clear?*), 分かった？ (*wakatta? – did you understand?*), 文法の勉強を始めます (*bunpou no benkyou wo hajimemasu – we'll start the grammar study*), じゃあ（ね） (*jaa (ne) – then…*), ちょっとごめんね (*chotto gomen ne – excuse me/I'm sorry*), これは日本語で何と言いますか (*kore wa nihongo de nan to iimasu ka – how do you say this in Japanese?*) and いい？ (*ii? – okay?*). These words and phrases appeared spontaneously produced rather than planned ahead of time and were frequently intermixed with English as the instructor rapidly code switched between the two languages. Additionally, the examples given above saw the instructor switching between formal (ex. 文法の勉強を始めます [*bunpou no benkyou wo hajimemasu – we'll start the grammar study*]; これは日本語で何と言いますか [*kore wa nihongo de nan to iimasu ka – how do you say this in Japanese?*']) and informal language (ex. いい？ [*ii? – okay?*]; 分かった？ [*wakatta? – did you understand?*]). These two types of speech differ in terms of pragmatic and grammatical elements, such as verb conjugation, and thus add a further layer of complexity in terms of comprehensibility. While this classroom Japanese frequently generated appropriate responses, such as nods indicating understanding or students turning to a specific page in the textbook, there were times observed where the Japanese used generated what appeared to be somewhat confused reactions or exchanged glances between neighbouring students as they appeared to attempt to gauge whether or not they were alone in their lack of understanding. While this did not seem to have a hugely detrimental effect on the

flow of the lessons observed, Faye's difficulty following some of her instructor's language could be indicative of underlying issues with student comprehension, particularly among those who felt as if they were struggling.

At University B, the overarching theme was that the instructor tended to incorporate only carefully chosen and worded Japanese words and phrases, a practice that stood in stark contrast to Tanaka-sensei's preference for more natural incorporation of the language off the cuff. The participants began by noting the instructor's tendency to teach in French, the students' shared language.

> She greets us in Japanese, and when we meet her, we have to address her as if we were in Japan, so we call her *sensei* and bow every time she bows, but she still mainly teaches in French.
> - *Adele [October]*

Adele and others further explained that the Japanese that was used had already been explicitly taught, ensuring that students had already been exposed to language before understanding of it was expected of them.

> She always says, "go to this page" in Japanese, and she repeats it a few times, so we figure it out. We just learned the numbers, so "go to page 13" in Japanese still makes us go "uhh…" at first [laughs]. But she's using Japanese that we know. If she showed us, she will use it, but it's okay because we already learned it so it's comfortable.
> - *Adele [October]*

> Her Japanese is always stuff we already know, or if we didn't learn it before, she will say it in French immediately after. There's never any confusion about what she said. She's very careful not to throw around Japanese and takes the time to explain it to us.
> - *Dominique [November]*

In contrast to Henry's previously mentioned story of his friend learning Korean through exposure to unknown language, Élodie related her Japanese learning experience to that of a friend to convey her appreciation of the use of French in the beginning months of her study to deliver content, as this allowed her to experience increased comprehension.

> I have a friend in France who is learning Japanese, and she told me when she started, her teacher was teaching only in Japanese right from the very beginning. I don't know if they were a native or non-native person, but it was all Japanese. It was very difficult if you didn't learn Japanese, it was impossible to understand anything. But I think Sarah-sensei's method is very cool. It's learning little by little where everything makes sense.
> - *Élodie [October]*

With regard to the occasional difficulty with understanding Japanese in the beginner classroom, Dominique appeared to mirror some of the sentiments voiced at University A. However, he also asserted that repetition and translation into French was essential to avoid confusion.

> If Sarah-sensei is speaking Japanese often, I don't really understand [laughs]. She doesn't really use a lot, but it just feels like sometimes if she doesn't repeat it, I won't be able to understand it. When she started at first, she was saying for example "30 ページ" (*sanjuppeiji – page 30*), but my ear wasn't ready for it. I wasn't able to take in information and process it, but after two or three times, she would say it in French, and then I could understand it, like, "ohhh… *san* (*3*)*...jup* (*10*)*...peiji* (*page*)."
> - *Dominique [November]*

Dominique subsequently emphasized that the teacher using French as the main language of instruction was beneficial for his understanding of the content of the class.

> She's easy to talk to. Her speaking mostly French in the class is easy to follow.
> - *Dominique [November]*

Compared to the interviews conducted at University A, it is interesting to note that classroom language was not as frequently a discussed point when participants were asked about what classroom elements affected their self-efficacy beliefs. However, all noted that the overwhelming majority of classroom speech was in French with Japanese only included when relevant and comprehensible.

During classroom observations at University B, the researcher witnessed the instructor adopting a much slower and clearer tone of voice when speaking Japanese to the students. The language also seemed rehearsed ahead of time, as if the instructor had already thought carefully about what she would say and how she would say so that the language used was suitable for the learners' abilities. While this way of speaking sounded less natural than that of Tanaka-sensei who had a much more spontaneous, off-the-cuff style of talking, observing the University B students revealed that the vast majority of them appeared to take in what was being said, being able to quickly follow commands with few obvious incidences of confusion. While the participants at University B reported that they appreciated the comprehensibility of the Japanese in the classroom, some also noted that they were less comfortable with the faster, more naturally spoken Japanese on their textbook's listening practice recordings and preferred listening to their teacher over the native Japanese speakers used in the textbook materials. This would fall in line with the assertion made by some participants from University A that naturally spoken Japanese might be more beneficial to building confidence communicating in the language as it more closely mirrors the Japanese spoken by speakers of the language.

Expectations of Students

This section will examine the performance levels the students felt they were expected to achieve by their instructors over the course of their first four months of Japanese study.

At University A, some participants reported that what were perceived to be unrealistic expectations had a negative effect stemming from the use of the word "should" generating undesirable emotional states, these weighing on their self-efficacy beliefs in their developing skills.

> After today's class, Tanaka-sensei said, "you should be able to introduce yourself and have a conversation in Japanese and talk about your major and school year," and I don't think any of us can do that. It's only the end of the first month. It felt a bit defeating to hear that "should" when I can't do it yet, though I'm sure I'm not alone.
> - *Juan [September]*

Later in the semester, the burden of work both in the Japanese class and in other subjects appeared to combine with what were seen as unrealistic expectations. Faye detailed how being expected to memorize a number of words daily was not feasible for her and thus had a negative impact on her motivation. Her allusion to giving up also raises concerns about students' ability to attain positive mastery experiences, performance outcomes and subsequently strong self-efficacy beliefs.

> I feel like because we have a class every day it's a lot of work; even if I were up to date, there's no way that I'm able to know the list of 15 words that you taught me yesterday today, but it's expected that I should know everything. That's what I don't like. The expectations are very unrealistic, but it's part of how it's set up; it's not anybody's fault. It sucks because you can't do the activities like you would want to do them. There have been some weeks where, let's say the adjectives, I did take the time to try to learn them, but I can't learn all of them. It's like, "you know what? I don't know them all, and I'm not going to know them tomorrow either," so then you're just like, "what's the point?"
> - *Faye [November]*

Aside from the voiced expectations, some participants also referenced unspoken expectations that were conveyed through the presentation of material, such as in the pacing of the lecture.

> We had to watch the video for our next dialogue and there's a few words in there that I did not understand, and they talk at a decent speed in those videos and I was slightly lost and the way she was presenting made it seem like we should just understand. When we broke down the dialogue, it all made sense, but just the first couple of times I was listening to it… I can follow along, but when you're listening to something fast like that, it feels like you're trying to keep up but you're drowning a bit. She just kind of expected us to understand like that [snaps fingers].
> - *Henry [November]*

In contrast, at University B, participants generally reported that instructor expectations more or less paralleled their own abilities as they grew. Referring to a past experience, Bruno explained how Sarah-sensei seemed to better comprehend the students' skill level.

> I had a problem in Spanish where in the first class when I hadn't learned Spanish before, and the teacher, first thing she's doing is pointing at the students and she's asking, "como te llamas? (*what's your name?*)" And I never heard "como te llamas" before, so the students were like "uh…," put on

> the spot. It wasn't fun, but in Japanese, that never happened. It never felt like we were expected to know more than we did.
> - *Bruno [November]*

Dominique similarly compared his instructor to another teacher he had studied under by highlighting how she scaffolded students into successful production of the language by providing examples and clear instructions as well as maintaining reasonable expectations.

> I had another teacher who's the kind of guy who believes that we should have a full grasp at the start, and it's kind of sad because I had no prior experience in the subject. We have to do a briefing, but we don't have any examples of it or anything to base it on to do it properly. The teacher goes in front of the class and tells us that he doesn't understand why we're so low and we're like, "but we don't know what we're doing bad and we don't know what we need to do when we do the project!" So, it's discouraging. It's not a good way to see a class. Comparing him to Sarah-sensei, she sets a realistic expectation of us.
> - *Dominique [November]*

Some participants even tied in their opinions of Sarah-sensei's expectations by referencing the textbook they used in the course.

> The book is not really pedagogic. It's mostly listening homework, so we'll listen to them say two or three sentences. Then there's a beep, then they say another sentence and you have to say if it's true or false. But, if you don't know what the assignment wants you to do, you just hear people talk and you're confused because they speak super-fast. In class, Sarah-sensei speaks slowly, she repeats everything, she makes it clear what she wants, so it's really different. I feel like I can do what she wants.
> - *Adele [November]*

As the effects of instructor expectations of students is something that is difficult to measure through observation, the researcher relied on participant input to draw conclusions on the topic. However, it was noted that the rapid pacing of the lectures at University A, each class being a scant 50 minutes, could have contributed to students feeling overwhelmed by the amount of content they were expected to know in a brief period of time, especially when one contrasts these participants' opinions with those at University B who study in 180-minute lessons. Participant views on the various effects of short lessons will be further expanded on in a later section.

Student Engagement with Instructor and Classmates

This section will encapsulate the ways in which student interactions with others in the class affected self-efficacy beliefs whether positively or negatively.

The most common way that participants at University A noted interacting with their instructor was when they were called upon to answer in class. The overall pattern appeared to be that the instructor called upon students at random, resulted in mixed emotional and physiological reactions.

> When I'm in class, I'm like, "please don't ask me, please don't ask me" [laughs]. When I'm doing it myself, I'm like, "okay, I know this word," and then she says it in a question and I'm like, "I have no idea what you just asked," and I go blank. So, in class, my confidence is not very high when it comes to her calling on me.
> - *Faye [October]*

> When she does the random calling on people, it gives you a perspective on where you are. In my case, it definitely helped boost my confidence when she called on me, but if I had stumbled over my words or didn't know what I was saying, it would have taken a **huge** hit, so it can be good or bad. I constantly sit there stressed like, "is she going to call me? Is she going to call me? What am I going to say?" But when our TA goes in order, I don't feel good. If I get it, it's like, "okay, obviously I did. I heard it multiple times before, I knew it was coming." If I don't get it, it's embarrassing. With the randomness, I think it benefits self-efficacy no matter which way you go, because if you don't get it, you can think, "oh, I wasn't prepared," you can justify it in your head, whereas if you do get it, it makes you feel really good because you didn't know you were going to be called on. How would you feel if you were going in order and then you got it wrong? Doesn't that hit you worse because you know you had that preparation time and knew it was coming?
> - *Henry [October]*

The effects of random student selection upon self-efficacy were often complex and depended greatly not only on the participants' personalities but also their current state of self-efficacy, which could change daily. Faye and Juan exemplified this when discussing how random selection could be preferable to ordered selection when thinking about using Japanese outside of the classroom, but simultaneously discouraging and daunting at their stage of learning.

> Tanaka-sensei choosing people to speak at random stresses me out for real, but I can understand why she does it in the sense that the best way to learn it is to think on the spot and speak. In real life, you don't get time to think about your answer. It's just that I'm not confident enough so it makes me kind of annoyed, but if I knew more, it'd be easy. If you make a mistake but you know that you know a lot, it's just like, "okay, next time I'll get it." But if I make a mistake in front of everybody and I know I don't know a lot, it's just even more, like… it puts you down. I know that if I were at a better place with my studying, if I had more knowledge, I'd probably just take it like, "oh, I made a mistake, whatever," but now, it's reminding me of my problems. Maybe I don't have enough good learning experiences yet. I think at the point I am now, being picked on randomly isn't helping my confidence.
> - *Faye [October]*

> It's only when she cold calls people that I'm like "oh no" and my self-confidence drops a bit just because I freeze up, and that's a me thing. My mind just doesn't work that way. It might be a bit of fear of others judging me. I can't do that. I mean, I can, and I should do it, but I get social anxiety so my brain short circuits. But I do think her scattershot approach to picking people does help, because you have to kind of throw people into the fire. I think that's fine, but it makes me go, "oh shit, I don't even know." My mind goes blank. I might be able to spit out ,"ありがとう" (*arigatou – thanks*), but other than that, I can't produce anything. I know it, I just can't access it. It's classic fight or flight response.
> - *Juan [October]*

Moving on to frequency of teacher-student engagement, some noted that not all students were given equal or frequent chances to speak out loud in class, occasionally resulting in some participants feeling as if they or their peers were being left behind.

> I was so stressed about speaking when she would ask me to, but she never called on me. Never! But then suddenly last week for the first time, she called on me, and it's happened once. Everyone else gets called on a bunch and then there's just me who's only been called on once.
> - *Henry [October]*

> Well, not everyone gets a chance to speak every class, but definitely for the important concepts that we go over, she makes sure that everybody does.
> - *Isabelle [November]*

> If you know you're left behind, it's like, "enh, I'm not going to catch up anyway, might as well stop trying."
> - *Faye [December]*

The importance of this relationship between positive self-efficacy belief and calling on all students equally was raised when, in a rare case, the instructor had chosen to call on students in order.

> One time, she actually picked people to answer in order, but then, she stopped right before it would have been my turn to talk. At first, I was like, "oh, thank you, I guess, because I didn't really know it," but as time went on, I was like, "she really thinks I'm not good." She probably didn't mean anything bad by it, but I couldn't help being demotivated by it, especially since I didn't get a chance to give an answer after that in the class.
> - *Faye [October]*

Furthermore, a positive effect of allowing everyone multiple chances to speak each class was interpreted to be increased comfort with speaking in front of classmates and subsequently reduced anxiety.

> From the beginning, if Tanaka-sensei would have been more like, "okay, everybody read," or "you go now, now you," I think it would have been good. I feel like we haven't done enough performing alone in front of everybody. For me, I get super shy about it and uncomfortable and I'll hesitate, but now that we're doing it a bit more, we're getting used to it, and I feel like if she would have started that right away, like first class we learn two or three words and she says, "what does this mean?" and we have to say it with everyone speaking once, by the end of it, I would be much more comfortable with the people and with making mistakes.
> - *Faye [November]*

Faye also expressed that more opportunities to speak would have led to more mastery experiences, as speaking more frequently would have proven her own abilities to herself and had her anxieties surrounding it quelled.

> I have conflicting emotions, like, "I'd love to talk in class more but please don't pick me!" Being able to speak would be awesome because even though I don't want her to call on me, I'd have to do it and

> being able to would be a major confidence boost, like, "oh! That wasn't as bad as I thought it would be."
> - *Faye [November]*

Despite this, Isabelle stated that in her experience, while not all students were always given the chance to speak out loud by the instructor each class, Tanaka-sensei appeared to try to give equal opportunity to all. This suggested that external forces aside from teacher pedagogy may have played a role in teacher-student interaction.

> I see that a good thing she does is when she is going over new sentence patterns, she tries to ask a variety of students in the class, not just specific students she knows can answer properly. She tries to keep it very equal and she gives different people a chance to try to answer things.
> - *Isabelle [November]*

She also emphasized that their instructor exercised patience and kindness when calling upon students to respond to questions, creating a supportive environment where she felt comfortable speaking even if utterances were not completely accurate.

> In class, whenever Tanaka-sensei asks a question and we answer, she's actually really patient because some students, me included, drift off and kind of forget what we were talking about, and then she just leads you to the right phrase, and because of that patience, I feel like I can say something wrong but it doesn't really matter because I can fix it later. It feels like a low stress environment. She's not glaring at us waiting for the right answer like some teachers might [laughs].
> - *Isabelle [October]*

During classroom visits, the researcher observed that indeed students at University A were called on at random to answer questions with those chosen usually being successful at responding thanks to personal skill and the instructor's patient scaffolding, as mentioned by Isabelle. However, it did seem that students in the front row were generally chosen to answer with those in the back row being chosen comparatively rarely. That being said, the back section of the classroom was considerably less vocal when it came to asking questions or volunteering responses, as these actions were largely monopolized by the front section of the class. As students self-selected their own seats during the first few lessons, it can be assumed that more vocal and actively-engaged students chose seats nearer to the instructor while those who prefer to simply listen and learn passively sat at the back. However, it was notable to the researcher that this tendency for the front did result in disparity in terms of student engagement with the instructor.

An additional point that the participants did not mention but was notable during visits was that repeating the instructor as a group was also used to engage students and elicit spoken Japanese. However, the researcher noted that the speed of the modelled phrases was very quick,

leaving some students struggling to join in the choral response. During the September observation, it appeared that all students at least attempted to join in, but by the November observation, it seemed that a greater number of students' lips did not move, particularly those located at the back of the classroom. Though this could have happened for a variety of reasons that are unclear as this matter was not raised by the participants, it is worth noting as the change over time could stem from several troubling causes.

Moving on from student-instructor engagement, many participants reported that the overall classroom dynamic played a significant role in their self-efficacy belief construction. A feeling of isolation was a running theme for some participants when it came to them thinking about their ability to participate in the class.

> If there was a better overall vibe in the class, I think I'd feel more motivated to try. It's like we come into the group and we all have our friends now, but I feel like if we had more of an open class setting in the sense that maybe just having us all seated facing each other and interacting, I'd be less afraid to participate because you'd get to know the people. It feels very isolating right now. Nobody really speaks to each other; everyone gets in, does their stuff and goes home. I think that's the opposite of what Tanaka-sensei wanted.
> - *Faye [October]*

> A lot of the people came to the class with a friend, and Tanaka-sensei does a lot of partner work, so it's kind of awkward for the few people in the class who came there without anyone. If I had a friend with me, I'd definitely be more willing to practice mostly my oral Japanese. Tanaka-sensei forces us into pairs if we don't already have one, so it's not like we don't have anyone, but it's sometimes awkward.
> - *Isabelle [October]*

However, not all participants viewed this isolation as a negative thing, as they felt more comfortable studying alone and linked the lack of group and instructor engagement to the instructor's time being commanded by other students.

> I feel like I sit in the back of the class and that the problems she talks about are not related to me, so I just watch how other people make mistakes and learn from them. I feel separated from the class. The reason is I sit in the back, so there is not much connection or interaction between me and the teacher. She doesn't really try to interact with the back of the room so much, but it's not her fault. The reason I say this is that she needs to care about how she plans her teaching, and sometimes, a lot of students have questions, so she doesn't have enough time to practice with individual students.
> - *Gabriel [October]*

> She definitely tries when she does the calling out to get a nice mix, but I think because most of the questions comes from the front, she has to cater more to that. But that's also the dynamics of any class. Like the people that are sitting in back, we're all sitting in the back for a reason.
> - *Henry [November]*

This isolation subsequently translated into some participants reporting that a more integrated class strengthen self-efficacy beliefs. Faye tied in her feeling of isolation by explaining that her

lack of connections with other students resulted in her feeling alone in her struggles learning the language, thus leading to lower levels of self-confidence and motivation.

> I have no idea who else is struggling in the class. I feel like if I knew that there were more of us than I think there are, it would be like, “oh, so we’re all in the same boat.” Our class is very segregated. I have my group of people, then to the right, there’s two other people, then there’s a group of girls over there. I know where everybody is and it’s always going to be that way, and I feel like nobody talks to each other except in their groups. I mean, we’re just 27 people. It would have been nice to have a class that’s more integrated. I think at this point it’s a little too late. What I need is a class where there’s emphasis on togetherness, but there’s none of that.
> - *Faye [November]*

On a similar note, Juan added that a disparity of levels of Japanese ability in the beginner level class resulted in a need for him to seek out other lower level learners in order to feel supported by peers.

> I think it's nice to realize we're all in the same boat. I don't know what prior Japanese knowledge they lied about, but there's some people that should not be in this course. Like, they're very competent so it's nice to get together with the other incompetent people. I would say that would probably be the biggest motivational point.
> - *Juan [November]*

This theme of uneven abilities in the beginner language classroom was one that was commonly repeated, as some participants found that it caused them to feel less capable in their abilities as they compared themselves to other classmates.

> I feel like we’re all not at the same level as well. Nobody started at the same place, and for me who’s starting from zero knowledge to be put in a place where some people already get it and I’m still like, “huh?”, it’s hard. I’m like, “on top of being slow at this, I’m in a class with people who can understand everything.” I’m a little demotivated. Well, not demotivated, just like [sighs tiredly]. Kind of defeated. I’m like here down here, and the rest of the beginners are above me.
> - *Faye [October]*

> I hear the guy next to me talk and when we'll read through things as a class, he'll read so fast and I'm like, “how are you so good?” He’s very good about particles and stuff. And like, I’m guessing half the time I put down a particle. It's hard, too, when we're doing class activities, and he's just next to me going at it and I'm like, “is this where I'm supposed to be right now?”
> - *Henry [November]*

These comments, alongside the reported lack of opportunity to bond with classmates, spark questions about the changes in self-efficacy belief that come about as a result of students comparing themselves to each other rather than forming positive relationships wherein they benefit from each other’s performances via vicarious experiences. In the last interview, Faye excitedly relayed a positive experience she had where she was able to bond with her peers.

> We had a little Christmas party at our TA’s house, and it was super fun. You know how after a party, things are always good? It was just perfect, like bonding with people that I hadn't really talked to and

> it was super nice. I felt like if that would've happened at the beginning of the year, everything would have been different because now we go back to class and we only have like one or two classes before the break, but still it was like, “hey, I have friends all of a sudden.” That honestly boosted my desire to learn and motivation. I was like, “I've talked to these people finally. I feel like now I can learn from them instead of feeling dumb when they talk.”
> - *Faye [December]*

Isabelle uniquely related this sense of togetherness to instructor cultural and linguistic identity, wondering if perhaps a non-native instructor could generate a camaraderie of sorts.

> I definitely do think the non-native teacher could make the students feel a lot more at ease, make it feel less like a lecture where they just tell you what to do, and make it feel like, “hey, we’re going to learn something new, but we’re all in this together.”
> - *Isabelle [September]*

However, she was the only participant from University A to make this kind of comment, demonstrating that the majority of participants most likely did not believe that instructor cultural and linguistic identity was linked to classroom dynamic, making this an instructor pedagogical style factor rather than a cultural and linguistic identity one.

Moving to University B, in contrast with the method of calling on students at University A at random, the participants from this institution reported that their instructor called on all students in an order that did not vary from lesson to lesson.

> Sarah-sensei is always going through the rows and picking up where she left off, so I prepare. I know that I’m three sentences away, I know this is the one I’m going to do so I’m going to look at it right now so when it comes to me, it’s better. I don’t have to think as much or be nervous about it, like, “oh my god, do I have to make it up on the spot?” Especially when it’s translating stuff you just learned. You know your turn’s coming, so you can prepare mentally.
> - *Bruno [November]*

> Last week, she asked everyone one by one about the exercise, and she didn’t really say anything about it, but I know some other people were struggling a bit, but she’s so positive about it. I guess some teachers would just skip over the student and ask another one and some people would feel very bad about it, but she never does that.
> - *Charles [November]*

This ordered selection of students was notable to the researcher over the course of the classroom observations, as students like Bruno appeared to use it to their advantage by thinking about their answers before the teacher asked them to speak, allowing them to experience an increased number of successful mastery experiences. However, in comparison to University A, discussions about student-instructor relationships pertaining to the instructor’s method of calling on students were relatively infrequent.

Despite this, participants from University B reflected statements made by those at University A that a disparity in student abilities had something of a negative impact on their self-efficacy beliefs as they found themselves comparing themselves to others.

> Clearly, there are some people in the class who already know a lot of Japanese, otherwise they are geniuses [laughs]. Sometimes, I have to take a little bit more time than others in the class, but I think some people seem to already know something about Japanese [laughs], because it's too natural for some people.
> - *Charles [November]*

> I felt like some of them had some basics; they knew some Japanese before coming to the class. I'm not at the same place as the other students. Some people just go straight for it; they are already to make full sentences by looking at the words on the screen, and I need to take time to look at the word and then say it. Sometimes it's really easy, and sometimes it's not. I'm not the only one, but I've seen a lot of people making a lot of progress compared to me. I sometimes feel a little bit demotivated by that.
> - *Dominique [November]*

Bruno specifically drew attention to the way that speaking out loud in a beginner-level classroom could be difficult for those experiencing difficulty, but also that the instructor did what she could to create a comfortable environment.

> There are other people around us and the pressure of having other people around you and struggling, I know it feels "ehh," but she's really pushing to make us feel more comfortable even though some people aren't. I know that I'm near people who are really not comfortable, people who are stuttering and still trying to read all the stuff.
> - *Bruno [November]*

In contrast, Charles noted in his first interview that listening to his classmates speak made him feel more at peace with his own difficulties learning Japanese, as they caused him to realize that he was not alone. This was a unique observation when compared to participants from University A who often felt isolated in their struggles due to not having connections with classmates.

> To see other classmates struggling just tells me I'm not the only one having trouble, so it motivates me to continue and to push. When I was studying alone, I didn't have that kind of motivation from seeing that I'm struggling, but I'm not the only one.
> - *Charles [September]*

To the researcher, the classroom observations at University B demonstrated that there was a significant feeling of levity in the classroom stemming from the relationships between students and their instructor. Students frequently laughed and smiled over the course of the lesson in response to their instructor's humourous lesson delivery style. In line with the participants' reports, the use of a consistent student selection method appeared to alleviate some anxiety, as students visibly made efforts to prepare themselves for when the instructor would call on them.

Furthermore, the increased length of the lesson at 180 minutes allowed each student multiple chances to speak every lesson, something that will be further discussed in subsequent sections on opportunities for mastery experiences and lesson length. Finally, it was noted that the instructor indeed often used group language such as "nous" (*us*), implying that she was also part of their group and thus not so much a teacher but rather a leader who was guiding the students in their learning journey. This went in contrast to observations at University A where during one lesson, it was observed that the instructor referred to herself as member of "we Japanese" when teaching students about *wasei-eigo* (Japanese-language words and expressions based on English words) terms such as "シャープペン" (*shaapu pen – mechanical pencil)*. While this was only seen to happen once, it sparked the question of whether or not the students there felt the existence of a divide between themselves as non-Japanese learners and Japanese nationals.

L1-L2 Connections

This final subtheme will capture participants' statements pertaining to the importance of their instructors' abilities to connect the students' L1, or at least shared language, to Japanese.

While participants from University A did not largely mention this topic, at University B, the teacher's ability to connect Japanese to French in order to communicate why students were making errors was a common one raised by students when asked about what their instructor did that helped them to feel more confident learning and using the language. It also intersected with previously documented statements pertaining to instructor experience making similar errors and negative emotional states such as embarrassment when making mistakes.

> Sarah-sensei shows us common mistakes French speakers make. She puts mistakes in a funny way in French, so that you don't feel like, "Oh my god, I don't want to talk because I don't want to make a mistake and look stupid."
> - *Bruno [October]*

> She understands where and why we are doing some mistakes. When we were starting the particle の [possessive], it's the opposite of French, and in the beginning, we were doing a lot of mistakes. In Japanese, the thing doing the possessing is in the front, but in French, it's behind [ex. 猫の餌 (the cat's food) vs la nourriture **du** chat]. I guess she was understanding why we had a hard time understanding it perfectly because she struggled the first time also. She can prepare herself to explain it in a way that we can understand. She can see the problem before it happens. It makes me feel more confident because every time there's a student who makes a mistake, she's never surprised. She always knows exactly what to focus on. She won't say, "it's wrong." She says, "you made a mistake because you think that in French, not because you don't understand Japanese." She doesn't ever make us feel stupid.
> - *Charles [October]*

Participants at University B also asserted that the instructor's ability to draw connections between the language allowed her to anticipate areas of difficulty before they occurred.

> It's like she can see what we're thinking in our heads before we say it! I think because she knows what it's like to learn Japanese as a French person, she knows what's confusing for us, so it's great when she answers our questions before we ask.
> - *Dominique [October]*

Élodie relayed a similar experience she had where she found a non-native Japanese speaker to be more adept at explaining areas of confusion as he had been able to use English to explain a way to memorize the word.

> One time I went to a Japanese tea party, so I practiced there a little bit. There was also a Korean guy who could speak Japanese well. Even there I thought that he was more able to teach us than the Japanese people because he was like, "it's 'water' and 'day'" when he was explaining the word 'Wednesday', whereas the Japanese man who was with us couldn't really explain. He just said, "it's 水曜日 (*suiyoubi – Wednesday*)." I can still remember the word now because I think 'water' and 'day'.
> - *Élodie [November]*

Instructor Personality

Moving away from instructor pedagogical style, instructor personality refers to the aspects of the instructors' personalities that participants found to encourage the development of strong self-efficacy beliefs. These factors have been divided into the two themes of *friendliness and kindness* and *sense of fun.*

Friendliness and Kindness

At University A, participants were quick to emphasize the kindness and friendliness of their teacher, these elements of her personality sparking positive emotional states.

> Tanaka-sensei is a nice person. She teaches in a friendly way, and even though I don't talk to her personally, I still feel like she has a friendly way, so I like that. I feel secure and confident in her class. The things she says, the way she talks, moves, I feel secure.
> - *Gabriel [October]*

> Every day when I go to class, I always think, "Tanaka-sensei is so cute!" She smiles and she's friendly, funny and nice and she's really adorable, and she dresses well, so I like her as a person! She makes me happy and want to do well.
> - *Faye [November]*

> I think Tanaka-sensei is fun and sweet. She makes her class easy to want to be in.
> - *Juan [November]*

Some participants also referenced their instructor's friendly and kind personality when discussing their struggles learning the content and occasional lack of enjoyment of the class to

make it clear that they did not blame her for their problems, instead taking full responsibility for their own low motivation.

> The idea that somehow, maybe not this year but in the sort of nearish future, I'm going to be able to speak and read in an entirely different language is mind-blowing to me. Getting there and actually learning it is not as enjoyable. Motivating myself to put in the time to learn it isn't. Tanaka-sensei is so cute and sweet, so I know it's entirely on me. I don't blame her for any of this. It's my doing and I know it.
> - *Faye [October]*

However, it some of these comments on the instructor's friendliness buffered comments on difficulties some participants had with approaching the instructor for help. For instance, Faye, while discussing her reluctance to approach her teacher for help, emphasized the kindness of her instructor beforehand.

> Tanaka-sensei is really sweet, but there's something in the back of your head like, "your problem is stupid. You're stupid, and if you ask this question, you'll look like an idiot."
> - *Faye [November]*

Classroom observations at University A witnessed the friendliness of the instructor with the instructor arriving to class early and making herself available to talk with the students. During the lessons, her demeanor was consistently amiable with her offering warm smiles and a pleasant tone of voice to the students throughout the classes. All students, including those like Faye who had communicated some difficulty in the course, appeared to react well to the instructor during lessons, always answering when called upon and maintaining a high rate of attendance.

At University B, participants similarly made comments about the kindness and friendliness of the instructor. Some of them additionally referenced her personality when discussing their motivation to attend the class.

> The teacher is great, actually; she's very nice.
> - *Charles [September]*

> I don't have other classes that day, so the only reason I go out is for this class, but I'm never down. I'm never like, "I don't want to go to this class." I just like to study Japanese, and the teacher is really nice.
> - *Adele [November]*

Adele later told a story that conveyed the unique nature of her instructor's friendly personality.

> I had a mathematics teacher and they didn't really make an effort to make a connection with you. Normally, teachers just do what they have to do and that's what surprised me when I entered Sarah-sensei's class. She wanted to learn our names; she wanted us to tell her when we're not gonna be there. I think that kind of friendliness is unusual as well, but it showed us that she cares.
> - *Adele [December]*

Referring to the aforementioned tendency of the University A participants to refer to the personality of the teacher when lamenting their reluctance to approach their instructor for help, the same did not happen at University B. Instead, students relayed only positive stories of the instructor's kind nature, such as that of the instructor bringing small snacks as prizes for students during a review game lesson before the final exam. During the observations, the instructor consistently displayed a sunny disposition, resulting in many students being witnessed approaching her with questions before and after the class, which she readily made herself available to answer. During periods where students were asked to converse with each other, the instructor wove amongst the students, asking each individually if they were doing alright. Furthermore, when asked about aspects of their instructor's personality that negatively impacted their self-efficacy, participants had difficulty coming up with examples, instead commenting on their instructor's positive disposition, as Charles did in one interview.

> I can't think of anything, really. I don't think it's her nature to do something like that, to be honest [laughs]. She's always so positive.
> - *Charles [October]*

Uniquely, several participants mentioned difficulties that occurred in their personal lives over the semester, such as the end of a relationship and the death of a family member. All of these appeared to point to potentially detrimental physiological and emotional states such as depression, anxiety and restlessness, but participants were quick to point out that the instructor's kindness and care for students helped to negate some of these states, at least in the context of the class.

> This month, my grandfather passed away, and Sarah-sensei told me, "just come this day and we'll set the exam for you." She's not just leaving us behind; she's making sure everybody is supported. I was fearing that I might not be able to do the exam properly, and I actually did pretty well, so it helped me a lot to know that I don't have to be stressed about that. If it wasn't for Sarah-sensei telling me that it was okay to take my last exam later, I don't think I would be as confident as I am now because I know I was able to do the exam really well, so her compassion really helped.
> - *Dominique [October]*

Sense of Fun

A sense of fun in the classroom was something that was touched upon frequently by participants from University B, but rarely those at University A, who seemed to perceive their Japanese class as a standard university course in which students were expected to be typically studious rather than have fun. However, Faye's story about her positive experience at her teaching assistant's Christmas party may hint at an unstated desire for more fun in the classroom.

At University B, however, participants routinely mentioned the sense of fun that their instructor brought to the class and how it positively influenced their emotional and physiological states by keeping their anxiety and stress low and enjoyment and interest high.

> I think the teacher brings a lot of fun in the class. She makes it easy; she doesn't throw all of this grammar at us, so she brings a lot of fun. It makes me feel like I can do it. I don't feel like I struggle that much in the class even though it's all new.
> - *Adele [September]*

> I think Sarah-sensei's personality is very upbeat and she's fun as a person, so the class is fun. I have a programming class in the morning before the Japanese class and it's like you need to learn the stuff and it's monotone. You listen and you do it and that's it; it's daunting. Compared to other classes, I don't feel worried about Japanese. I don't feel like, "oh my god, I have to learn." It's not as pressuring.
> - *Bruno [October]*

> The fact that we learn something new every day, it is stimulating, and at the same time that it's stimulating and fun. Sarah-sensei is a big part of that enjoyment. I think the teacher is really important for learning something new. When I go to class, I know that if I sit and listen to Sarah-sensei, I'll have a good time, but when I go to my marketing publicity class, I know that it'll be boring. It's not that I want to push more in Japanese than in publicity, I know that I have more chances to use what I learned in publicity than with Japanese in my work, but I feel it's more interesting since she makes it fun.
> - *Dominique [October]*

Dominique related his experience learning Japanese to prior Spanish and Mandarin learning experiences to demonstrate the importance the instructor's sense of fun held.

> I learned a bit of Spanish, and my teacher was so aggressive. She didn't make learning Spanish fun, and for me, it was a huge downer because when I was going to my Chinese class, my teacher was so fun. He made learning fun, and he was always making jokes. It was fun to go there, and he made us practice in class. Like, if we wanted to leave the class, we needed to know the way to ask perfectly then go to him, say the exact thing, then he'd say, "okay, you can go now." But he was always leaning back in his chair and waiting for the students to come [laughs]. He was so funny, and it made us want to learn more, and I feel that Sarah-sensei is a bit like this. She has this fun energy that makes us want to go even further.
> - *Dominique [November]*

Some participants detailed how the instructor's inclusion of fun activities tended to also involve team work, connecting this to the previously mentioned engagement with classmates subtheme.

> The week before the last class she made a day just to study. It was super fun! We had exercises to do and she made us go into teams and battle against each other as well. We lost, we had zero points [laughs], but it was fun to work together.
> - *Adele [December]*

Classroom observation visits illustrated that the main difference between the two classes came in the form of the general atmosphere of the classes, which seemed to be more light-hearted at University B with the instructor making more jokes with the students, to which they responded

with laughter and chatter with each other. Rather than resulting in disruption, the students appeared to be more relaxed as they listened to the instructor, nodding along with her explanations and volunteering answers to questions asked generally to the class more quickly. While it was not possible to visit the class on the day of the review session, the sense of fun was clear during each visit as the instructor made a deliberate effort not to incorporate humour into her class rather than simply lecturing. However, it is important to note that since observations were only conducted once per month, the researcher's impressions of the classrooms may not be representative.

Instructor Cultural and Linguistic Identity

Instructor cultural and linguistic identity is the theme summarizing views given by participants about the ways in which their instructors' cultural and linguistic identity as either Canadian (specifically Québécois) or Japanese affected their self-efficacy beliefs pertaining to Japanese. Within this category, the subthemes of *relatability, approachability* and *authenticity* will be examined. The theme of instructor cultural and linguistic identity was explored due to its connection to social modeling.

Relatability

Relatability was the term chosen to represent the ways in which participants reported they were able to personally connect with their instructors, as well as understand and establish relationships with them. This relatability could come in the form of a personal connection, as well as through the instructor's pedagogical style.

At University A, the general trend was that students reported less natural relatability with their instructor, this lack of relatability influencing emotional states such as anxiety and engagement. As a result of the instructor's identity as a Japanese person, when asked about areas where their self-efficacy beliefs were negatively influenced by the instructor, some participants seemed to assume that the instructor would not understand their difficulties learning the language as she had not experienced a similar learning trajectory.

> I think her being a native speaker is a bit unrelatable. If I don't understand stuff, I feel like she won't get why I don't. Also, the class is every day, and she expects us to know things for the next day, but even if I go over them, I'm not going to know ten words by heart for the next day when I have other stuff to do on top of that. I feel like for her, she doesn't necessarily realize how hard it might be.
> - *Faye [October]*

> Having a native teacher is almost not ideal especially when you're struggling with it. It would be nice if I could go to her, and I'm sure I could and she'd be very kind and understanding, but it's a lot more difficult to go to her and be like, "I'm very much struggling with this and I don't know why. Could you help me out?" Because she hasn't been there, she isn't going to know. Like, she probably was there for English at some point, but she hasn't been there for Japanese. It's not totally the same.
> - *Henry [November]*

However, Gabriel, a participant from China, commented on the reason why he felt this might be the case when asked about the differences between native and non-native instructors.

> I guess the only difference of native and non-native teachers is the relatability. Students will feel strongly related to the people of their own country or culture.
> - *Gabriel [September]*

His point was exemplified when participants told stories of feeling the need to adjust their behaviour to fall in line with the instructor's Japanese culture identity, something that seemed to prevent them from being comfortable in the classroom.

> At the start of the year, I was terrified every time I came into class late. If I was ever not paying attention, talking, packing up early, those mannerisms are scary with her being a native Japanese speaker. I didn't mean to be rude to her, but I was so scared she'd think I was. I would still feel bad in other classes doing that, but not in the same way. Being late here is one thing but being late in Japan is a whole other thing.
> - *Henry [October]*

> I would say I feel like I need to put up the Japanese. I need to like act a little Japanese. I don't know if she's more focused on honor and respect than we are. I feel a bit like I need to act differently, but I should not. I shouldn't try to turn Japanese.
> - *Juan [November]*

The month before, Juan also drew upon his knowledge of Japanese culture to assert that the demarcation between the instructor and the students felt quite rigid on the basis of the instructor's cultural and linguistic identity and the expectations that seemed to come with it, this hinting at slightly less relatability to the non-Japanese students.

> The relationships between teachers and students are stricter in Japan. I did an internship for eight months and my boss was a Japanese woman, and it was the same thing. It was very hard to be like "what's up?" and relate to her like I would an American like me. Tanaka-sensei is definitely a Japanese teacher, not our friend.
> - *Juan [October]*

While these types of responses were commonly voiced by those born in Canada or the United States and raised in English- or French-speaking households, the perspectives of those born outside of North America and raised speaking Asian first languages (in this case Mandarin Chinese and Korean) were distinctly different, offering an insight into the way that ethnicity and

cultural and linguistic identity might allow the instructors to naturally act as vicarious models for these students.

> I feel like for me, I'm Korean, so I'm in the general ethnic area and I don't feel too much distance. I can relate to her pretty well. She reminds me of people I know.
> - *Isabelle [October]*

> I love the way that she teaches, kind of in a traditional way. It's more teaching and her speaking, but less interaction, more lecture-style. We have a lot to learn, so I just want to listen.
> - *Gabriel [October]*

Gabriel was also unique in stating that he found his instructor more relatable as a result of her being a fellow non-native English speaker.

> If I could have a Chinese teacher who teaches me Japanese, that would be perfect. I think if most Chinese students want to study English well, they will really want a Chinese teacher to teach them because they have so many questions and they are shy to share with the foreign teachers. We are really afraid of the situation where we ask a question and the native teacher didn't really catch it and said, "sorry? Can you say that again?" I will feel like, "oh, next time, I will just shut my mouth." I feel scared when I learn English with an English teacher.
> - *Gabriel [September]*

While it was impossible for the participants to express opinions on the experience of studying under non-native instructors, Henry related his classroom experience with his participation in the present thesis study where he was speaking with the Canadian researcher about the topic of self-efficacy in relation to native and non-native instructors.

> After talking to you, after the first round of interviews, I definitely felt like the language was more attainable, because you're the first non-Japanese person I've met who's learned the language and at an older age like me, so that definitely helped. I didn't think about that kind of thing before I started the course.
> - *Henry [October]*

The next month, he continued to expand upon these thoughts, emphasizing the importance of an instructor being able to understand and empathize with students' learning difficulties.

> I feel like if I was really struggling with it and I wasn't understanding how to do certain things, I can go to someone like you and be like, "what is happening here?" And you would be able to explain it because you know where my thinking is coming from, like my thought process. In September, I was like, "no, it'll be fine," but now, it's like, "no, I wish I could see somebody that I could look at and be like, 'they struggled with this too. They know where I'm coming from.'"
> - *Henry [November]*

Ultimately, Faye and Henry were the only participants who made specific statements pertaining to difficulty relating to their native Japanese instructor. However, Faye's opinion seemed to change slightly over time as she also noted that she, along with Isabelle, found solace in the

instructor occasionally not being an all-knowing authority on the language, as this made the instructor feel more relatable.

> I like that she's a native speaker in the sense that sometimes somebody will ask why something is the way it is and she's like, "oh!" And she'll realize that there's no real reason. Those moments I really like because she's understanding how we think about things. She's very good in English, but she's also kind of learning the connections between it and Japanese, so I like that relationship with her. You kind of see her thinking of a way to make it work for you. It's almost as if you can see she's thinking, "okay, how can I explain this so that they get it?" If she understands how we think about things, it's just going to be better for her and for us in the long term.
> - *Faye [November]*

Isabelle further added:

> I remember she started off introducing *kanji* by saying even us Japanese people who speak fluent Japanese sometimes forget it because now they're just typing it on laptops. She also told story about an American colleague. He was born there, grew up there, he studied Japanese and then became a Japanese teacher. She said that he practices so many *kanji* every single day to not forget them, and now he knows more *kanji* than the average Japanese person, so I'm like, "wow! That's some big motivation right there!" Because I'm like, "well, native or non-native, it doesn't really matter; all you have to do is practice frequently and use it." Her being a native speaker saying that to us was nice. It made her and the language more relatable.
> - *Isabelle [October]*

The importance of the instructor be a relatable figure to the students and receptive to their struggles was witnessed by the researcher during a lesson observation where the instructor was teaching students a new *kanji* and its stroke order. A student asked the instructor a question about the character "週" (*'shuu' – week*) and why its right-hand component is written before the radical on the left side when this is normally reversed. The instructor paused for a moment, laughed, and admitted, "I have never thought about it! But maybe it is because it helps the balance of the *kanji* to write the left side second." The reaction from the students was immediate with them shifting from appearing concentrated to more relaxed with some students laughing at the instructor's reaction. One student was even overheard to say, "never thought of it?", communicating his surprise at the instructor not being an omniscient expert on her own first language.

To conclude, while participants from University A did not always explicitly link their instructor's relatability to their self-efficacy, allusions to beliefs that native Japanese instructors were not able to relate to student difficulties, along with student assumptions of instructors being infallible language authorities and thus unrelatable to learners, were common.

At University B, reports from participants about teacher relatability were notably different those made at University A. The instructor's cultural and linguistic identity as a fellow non-native learner of Japanese immediately inspired students to relate to her closely. One reason for

this was the instructor's ability to comprehend and empathize with the students' language learning journey thanks to their shared L1.

> Sarah-sensei learned Japanese like us, so when she explains things to us, she says, "it's very different for a French-speaking person to learn." Maybe a native Japanese teacher doesn't know what we learned before in our French minds so it's harder to connect with him and the language.
> - *Adele [September]*

> Her first language is French, so when we're in the class, she always puts some examples of when she was learning that language, when she was struggling to learn it. So, because we are all French natives, she knows exactly where we are so she can give us some insight about how to learn Japanese well.
> - *Charles [September]*

> I feel like teachers should understand that they've been in the same place as their students. It helps to say to us, "I've been there before and it's not always easy."
> - *Dominique [November]*

Bruno and Dominique also mentioned that it was not so much the teacher being Canadian that was relatable, but rather that a non-native Japanese instructor of any cultural background would be so as they had once been in the students' shoes.

> There was always this transparency, like, "I was there. I made a lot of mistakes. Here are some of them. I'm here now, so you can do it too." That was something special she could do because she's not from Japan. A native Japanese speaker wouldn't have those experiences. They've never learned Japanese the way Sarah-sensei and we are.
> - *Bruno [December]*

> I find her relatable, but I think the fact that she is not a native Japanese speaker is why we can relate to her. It's not because she is from the same country as me, but just because she's non-native. She could have been from China, she could have been from Australia. It doesn't change the fact that she's from a different country and had to learn the language like us. And she had to make some mistakes in Japan and learned from them.
> - *Dominique [October]*

Connecting teacher relatability to a previous language learning experience, Bruno discussed how a teacher not being able to understand where students' questions were coming from made her difficult to relate to.

> In my Spanish class, you couldn't relate to that teacher. If I asked her questions, she didn't understand why I was asking them; she just knows the language because it's her first language.
> - *Bruno [September]*

The instructor's experience studying and working in Japan as a non-native of the country was also cited as source of relatability, since the students were able to attain imaginal experiences of their own potential future selves in Japan, as well as learn about common mistakes so as to avoid them.

> She mentions a lot about the time she spent in Japan on an exchange student project. She said that she lived with a family there; she talks about it a lot, so it's like, "yeah, I can go there too." It makes me more interested in going.
> - *Adele [October]*

> She makes some anecdotes, so we feel more involved in the class. It's not just learning the language and the grammar; she talks about her life there. We feel a deeper connection. Japanese culture is so different from our culture; it's really something new. Looking at pictures, it's not just an apartment or some food. It's really something new and different. It's like we can project ourselves into them, like, "oh, maybe it will be like this when I live in Japan!" Looking at a Japanese teacher's photos wouldn't be totally the same because we won't have the same experiences as them, but with Sarah-sensei, maybe my situation will be a bit like that.
> - *Élodie [November]*

In contrast to the participants from University A who had mentioned feeling some pressure to alter their behaviour to match their instructor's Japanese cultural and linguistic identity, Élodie reported the opposite, perhaps in part due to her instructor's identity as a fellow Québécois.

> She's easy to talk with. She speaks with all of us just like me and you are now. There is no kind of barriers.
> - *Élodie [November]*

To conclude, relatability of the instructor and the importance placed on it varied significantly across classes. While at University A, participants seemed generally ambivalent towards it, all participants at University B reported on its positive impact on their self-efficacy beliefs. While many noted that a lack of natural relatability was not an impossible obstacle to overcome, they did state that its existence aided them particularly in terms of imaginal experiences as future users of the language, along with error anticipation and empathy with students.

Approachability

Approachability refers to the participants' statements that connect their self-efficacy beliefs with their ability to approach their instructor with things such as questions before or after class or for help during office hours.

At University A, Faye was the first to bring the point up when asked about instructor-focused cultural and linguistic identity factors that were affecting her motivation and self-efficacy, discussing her instructor codeswitching unpredictably between English and Japanese when she had gone to ask for help with homework.

> I had a question for my homework, and I went to see her. She said the way I had done it was fine, but for the purposes of what we were doing, it was better another way. She was explaining this to me in half Japanese, and I just went, "okay, thanks!" and left, but I have no idea what she said. It stopped me from going to her for help again.
> - *Faye [October]*

When referencing her experience receiving critical feedback on her test, Faye further expressed that she wished her instructor had phrased this feedback differently as it might have inspired her to ask the instructor for more help rather than become demotivated by feeling alone in learning the content.

> When I think back to what she wrote on my first exam, it's kind of demotivating in the sense that it wasn't like, "come see me. I think I can help you and explain this." It was just like, "go read this on your own because you don't get it." After I got that test with the comment, I kind of brushed it off, but later, especially since it was the first exam and not like it was the end of the year where I really should have known better, it did make me feel like I couldn't do it. She did say in class, "some of you should come see me because there's a problem," but it didn't make me want to go see her.
> - *Faye [November]*

Previously mentioned fears of judgement and appearing unintelligent in front of a native Japanese speaker also emerged in some participants' thoughts in terms of their willingness to approach their instructor.

> Tanaka-sensei is really sweet, but there's something in the back of my head like, "the problem you want to go ask her is stupid. You're stupid, and if you ask this question, you'll look like an idiot."
> - *Faye [November]*

> It's a bit hard to approach her like when I might have a question, or I might want to ask something, I feel like I can't. It's not like I feel like she's going to say negative things to me or anything. I just feel like maybe I'll say something wrong. I dunno, I'm a bit afraid of being judged. I've had non-native language teachers before, and I felt like there were a lot easier to approach if I do have a question. I don't want to ask Tanaka-sensei any obvious questions, but if it were a non-native speaker, maybe it'd be a bit easier because it's like, "well, you understand, you also went through this point of being an adult who could only speak at the level of a six-month-old."
> - *Isabelle [November]*

Some other participants also hinted at finding their instructor to be a bit difficult to approach, but they seemed to have difficulty pinpointing why they felt reluctant to do so. In fact, all students repeatedly emphasized their affinity for their instructor at multiple points over the course of the study, making it clear that their hesitancy to approach the instructor was not based in any personal dislike. In the first round of interviews, Faye made a comment about the natural relatability and approachability that non-native instructors may have, this perhaps explaining some of her future thoughts and experiences.

> Whenever someone has been through the same things you have, it's automatically like you feel super allied and like you can go to them for anything. I think it would be nice to have a non-Japanese teacher in that regard. There is that kind of trust that develops because you know she understands what you're going through 100%.
> - *Faye [September]*

After interviews revealed that a lack of approachability somewhat distanced the participants from their instructor, the researcher watched for the ways that students approached their instructor either before or after class. While it was indeed true that the interview participants did not approach the instructor with questions, there were others who did. However, these students were typically those who had demonstrated outgoing personalities throughout the course, this perhaps demonstrating a connection between an extroverted personality and a willingness to approach the instructor as they had also asked questions during the class time as well. However, the majority of students did not appear to approach the instructor for help, though this could have been for a variety of reasons.

At University B, most participants did not make direct references to the approachability of their instructor when asked about instructor-focused cultural and linguistic identity factors that affected their self-efficacy. Instead, they reported that unlike Faye's experience, the instructor used only French during personal communication outside of class, such as when the students had met with their instructor in the weeks leading up to their oral presentations. To wrap up, Bruno encapsulated several points in his last interview, touching on the intersectionality of approachability with other themes such as relatability to explain why he found his instructor easy to reach out to for help and guidance.

> Though I didn't have a native teacher, and all teachers are different, I think non-natives help in the way that you don't feel as much pressure talking to them. With a Japanese teacher, I think I would feel like I'd be trying to impress them because they would be the utmost expert on how it works, but a non-native is easier to go ask for help because she gets the struggle. It's not like she's necessarily better, but I never felt the pressure of not being good enough in front of my teacher. It was easy to feel like Sarah-sensei was one of us.
>
> - *Bruno [December]*

With that said, classroom observations at University B, like at University A, revealed that the number of students to approach the instructor before or after class, as well as during breaks, was still relatively low considering the number of students in the class. However, it was observed that a wider range of students approached the instructor with questions, rather than what was observed at University A where only a small group of more extroverted students did so. Despite this, the majority of participants at both universities alluded to the importance of instructor approachability to different extents, as they felt it was a key factor in drawing the most benefits out of their language learning experience.

Authenticity

Authenticity refers to the participants' impressions of their respective instructors' linguistic and cultural authenticity, this largely influenced by their status as native or non-native Japanese speakers. This was seen as a key subtheme as it reflected commonly held notions of native-speakerism and the ways it affects the self-efficacy of beginner learners.

During the first round of interviews at University A, participants were asked about their initial reactions to learning their instructor's cultural and linguistic identity. All reported that they had assumed that their instructor would be a native Japanese speaker, with some participants citing their instructor's natural authenticity as a native Japanese speaker as a key trait would help them achieve their learning goals. Simultaneously, these participants also discounted and doubted the knowledge of non-native instructors, one referring to them as potential "culture vultures" (a slang term for an individual who attempts to claim aspects of other cultures as their own).

> I think native speakers probably do have more knowledge. I think they probably know more expressions, and they can bring cultural knowledge. Tanaka-sensei taught us how to properly bow. Obviously, she as a Japanese person has much more experience in that section of the language.
> - *Faye [September]*

> Non-Japanese people can obsessively fetishize Japanese culture, so having a native professor ensured that it wouldn't be like that. That helped my comfort, because I knew that Tanaka-sensei didn't learn Japanese because she loved anime. She's not a culture vulture.
> - *Henry [September]*

> I feel like speaking honestly, even if I wasn't trying to, having a non-native teacher wouldn't have felt legitimate. Even if they did the same studies, had the same experiences, I would feel like, "okay, but can they really teach Japanese?" They probably could, but that would have been my first impression.
> - *Isabelle [September]*

In the following months, some participants continued to state the importance they placed on the native Japanese instructor being a valid authority of the language who would inherently make the content authentic and valid. They also seemed to hint at her authenticity being the source of mastery experiences, as their language production felt more realistic as it mirrored her native-level ability.

> I think she helps me with her accent and where she puts concentration on sounds. It helps me to build the environment of this language. Sometimes I show off to friends and try to imitate her, not just her speech but also her body language. Her being Japanese is really the best model for me.
> - *Gabriel [November]*

> Tanaka-sensei being native made me have more confidence in the realism of the Japanese I'm learning. If I had had a non-native teacher, I would have been like, "great, this class is great," but I

> wouldn't be sure about how serious the class was. Having a Japanese teacher helped with making it feel legit.
> - *Henry [October]*

However, Juan offered a slightly different perspective, stating that a natural lack of authenticity in an instructor was not an insurmountable hurdle in learning Japanese.

> Maybe the accent might be different, but it's just an assumption of mine. I feel like you can learn cultural content and pragmatics, because you're not going to be learning Japanese from someone who hasn't spent some kind of time in Japan, so that's all doable with a non-native instructor. If you spend time in Japan, you'll pick up the culture. It's known to be such a collectivist culture, so anyone who's going there is going to be aware and attuned to that and then teach it just by default.
> - *Juan [September]*

At University B, the overall sentiment of the participants was one of shock and skepticism when explaining their initial reactions to their instructor. Like those at University A, the majority of them had assumed that she would be Japanese, though some of the were already aware of their university's practice of having several non-native instructors on staff and were optimistic.

> I first saw her, and I was like, "oh, that's our teacher!" I knew that two out of the four teachers are not Japanese, and it's written on the book, so I knew I'll get either one and they're all good.
> - *Bruno [September]*

> I was perplexed. I was like, "I hope she will be good. Will she really be able to speak Japanese?" I even told that to my friends. I was like, "[gasps] She's not Japanese! I hope it will be fine! It's weird!" [laughs] I assumed the teacher would be Japanese.
> - *Élodie [September]*

While there appeared to be some initial suspicion about the instructor's authenticity and ability to teach Japanese to the level the participants assumed a native instructor would, these quickly dissipated as they noted the instructor's demonstrated ability to speak Japanese erased any doubts from their minds about her qualifications.

> When I chose my class, I had a choice between Sarah-sensei and another Japanese teacher, and I really wanted the Japanese, because in my mind, I was like, "well, she's Japanese! She must be better," but I couldn't get in the class because it was reserved for some reason, so I was a bit skeptical to start. I was a little sad because I thought, "a Japanese teacher is going to teach us more about the culture, she's been born there," but after a bit, I just said "okay." [laughs]
> - *Adele [September]*

> The non-native teacher has to prove themselves. Sarah-sensei did an introduction in Japanese, and every time she hands out a paper, she says, "here you are" in Japanese, and then she says it in French, so if you're doubtful, you know she speaks fluently enough that she can put you back in your place in Japanese.
> - *Bruno [September]*

> Actually, I was kind of surprised when I first saw her, because she entered the class, and she starts speaking Japanese, but we are in Montreal. Maybe if I were in Tokyo, I would have been more

> surprised, but in Montreal, I mean, why not? Also, she pronounces Japanese perfectly so now I have no negative thoughts at all.
> - *Charles [September]*

In October, Bruno added that while his instructor had demonstrated her competence to the students and made up for the natural lack of authenticity, additional benefits from social modeling could be derived from the instructor demonstrating her abilities by communicating with a native speaker.

> I am getting curious about how she actually speaks. I wish she could just show off a bit, flex her knowledge, just to show us how good she is. I know she's great, I just want to see it because it's motivating to see a French-speaker speak Japanese. I'd love to see her speak it with someone Japanese. That would be so cool.
> - *Bruno [October]*

At both institutions, it was challenging for the researcher to gauge how students perceived their instructor's authenticity without having the opportunity to speak with them about it, though during the initial classroom recruitment presentation on the first day of class, the researcher noted that some students appeared somewhat surprised when seeing their instructor for the first time. While most would have already known their instructor's name from reading the syllabus, some students' facial expressions and body language suggested the same kind of suspicion and doubt communicated by some of the interview participants. However, by the later classroom observations, these physical signs suggesting apprehension had entirely disappeared with students reacting warmly to their instructor and showing no signs of doubting their instructor's ability to teach the content.

Course-focused Factors

This second category of factors was made up of those that pertained to the students' perspectives of the Japanese courses themselves and how they impacted their self-efficacy. This category is made up of two main themes, these being lesson length and curriculum design. Within curriculum design, the effects of testing methods, opportunities for mastery and vicarious experiences and opportunities for near peer interaction will be discussed.

Lesson Length

At both universities, lesson length had a sizable effect on students' self-efficacy beliefs as it impacted numerous aspects of their learning experience. University A had students studying for 50 minutes five times per week for a total of approximately 54 hours of class time over the semester, while University B's lessons were 180 minutes once per week for a total of 45 hours.

At University A, the topic of lessons feeling rushed was one commonly voiced and witnessed in lesson observations. This also frequently combined with participants feeling like teacher expectations were not always realistic in terms of the students' abilities to absorb content rapidly.

> Tanaka-sensei works pretty fast. She's like, "okay! Moving on!" Maybe it's that I don't know how to organize my time to follow, but for example, we'll see how to tell the time, and then by the next day, I'm supposed remember all the numbers. I wish classes went slower, but it's not Tanaka-sensei's fault. It's only 50 minutes and we have a year to learn. I think I might appreciate a longer class, maybe.
> - Faye [September]

> I think when she's teaching us a new topic, if you zone out for a second, you missed it and then it's gone, moving on. With the 50-minute class, the time makes it hard to feel like you absorbed what she's teaching.
> - Juan [October]

> She would be like, "textbook, this page! Now pull out your workbook. Do this page. Now go back to the textbook." Sometimes I feel like I just need a minute in between things, a bit more flexibility and time to breathe and think.
> - *Isabelle [November]*

Some participants also noticed the pressure on the instructor to teach the content in the short time allotted her.

> It goes by so fast. I look at the clock and it's over. I see her look at her watch a lot, like, "oh yeah, she's really pressured for time." If I were planning a language course, I'd make it at the very least an hour long, maybe an hour and a half.
> - *Isabelle [November]*

Lesson observations similarly suggested that the length of the lessons may have played a significant role in limiting key self-efficacy sources such as social persuasion (e.g. positive corrective feedback, praise and encouragement) and mastery and vicarious experiences (e.g. chances to speak and try out language).

At University B, the 180-minute lesson format allowed for several unique benefits, such as a break during which many students were observed posing questions to their instructor that they were perhaps too embarrassed to say out loud when the instructor invited questions during lectures. While the course contained fewer hours overall than that at University A, participants' comments filed under other subthemes reflected stronger self-efficacy beliefs stemming from the further inclusion of social persuasion. Additionally, increased lesson time allowed for students to attain mastery experiences in the form of being given time to formulate answers without the pressure of needing to move on with the lesson and the negative physiological responses that could result from being rushed.

> Everybody had the chance to answer questions, and when someone struggled answering, she always let that person find the answer. Some teachers after five seconds go, “okay, no, that’s like that,” because they need to continue the class. After that, maybe the student will feel a bit discouraged, depressed, embarrassed, but she was letting everybody find the answer on their own. It’s always good to just try.
> - *Charles [December]*

In addition to the longer class length allowing everyone to contribute, the researcher observed that students had multiple chances to do so, the instructor normally doing two or three rounds of questioning over the course of one lesson. While some students appeared to initially struggle with the amount of participation required in class, by the November and December observations, the majority of students appeared to have developed the ability to answer multiple questions more promptly and confidently.

Curriculum Design

Curriculum design was raised as a point of note due to the effects that testing, opportunities for mastery and vicarious experiences, opportunities to interact with near peers and lesson planning had upon students’ self-efficacy.

Testing

At University A, students had no midterm exam but rather three in-class tests, several quizzes and oral assignments. Testing was a particular point of attention due to its ability to act as a mastery experience, and Faye recalled a test where miscommunication prevented what could have been a positive experience.

> There was a section of the test based on a short video where they use phrases like “失礼します” (*shitsurei shimasu – excuse me*) and “いってらっしゃい” (*itterasshai – see you later*). Tanaka-sensei told us, "it's on this page in your notebook, you should learn it," but I think everybody was like, "oh, we should learn them for like everyday life if we go to Japan,” and then it was on the exam. I didn't even look at that page because it didn’t seem important. In her mind, it was clear that it was going to be on the exam, but I think we all missed the hint. Other tests were on things we focused on a lot, but this wasn’t. It was a bit of a low note to end the semester on.
> - *Faye [December]*

In contrast, at University B, a final exam and an oral presentation made up the majority of the students’ marks. Clear communication of expectations enabled participants to feel well prepared for the final exam, considering it to be a chance to employ their knowledge rather than obstacles designed to confound.

> There wasn’t anything on the exam that we hadn’t seen before or weren’t prepared for. It was pretty fair. It was stuff we were familiar with and anticipated being on it, like it was just checking what we knew.
> - *Adele [December]*

> The last question was to tell the examiner a bit about myself. I was like, "well, I'm Bruno and I play Super Smash Brothers. I'm also a judge in Magic the Gathering." Since I didn't know these words exactly, I just used *katakana*. I'm not using some formulated sentences that I memorized while cramming. I was able to think about the grammar I learned in class and I used it.
> - *Bruno [December]*

The oral presentation was another key source of self-efficacy for the participants, as they reported feelings of accomplishment stemming from being able to create a seven-minute presentation so early in their language study.

> I talked to somebody who takes an Italian class and she said they didn't have an oral presentation until the fourth level. It was a big challenge for us in the first level, but it was great to show what we could say and do.
> - *Adele [December]*

While students at both universities reported that testing was a source of self-efficacy, the overall trend appeared to be that those at University A missed out on some mastery experiences due some tests containing course content not central to the lectures while those at University B appreciated tests that appeared designed to allow them to show off their knowledge rather than smaller details that they had managed to memorize.

Opportunities for Mastery and Vicarious Experiences

Mastery and vicarious experiences are two of the five main sources of self-efficacy. The effect of these experiences on self-efficacy beliefs was immediately apparent to most participants at both universities.

> When you're learning vocabulary and how to use it, being able to use it successfully, that's going to be huge to my confidence.
> - *Henry [September]*

Simultaneously, Henry noted the blows to confidence that can stem from unsuccessful attempts at the language.

> When the TA comes, he always makes us speak. Recently, it's been like every time I do, I always feel confident because I know the words, but then I stumble over words or I can't remember certain things, and it's been taking me down notches.
> - *Henry [September]*

Others continued to voice anxiety with regard to speaking in class through the duration of the study, but generally realized its importance.

> But when I'm in class, I still feel like a deer in the headlights, but I want her to make us talk more. It's very conflicting.
> - *Faye [November]*

In terms of vicarious experiences, participants noted that due to the relative lack of chances to speak, they largely did not attain vicarious experiences from their classmates' successes. However, Henry did note that having the chance to speak to others in lab sessions taught by the teaching assistant allowed him to strengthen his self-efficacy beliefs based on the shortcomings of others, as they helped him to recognize his own abilities.

> When our TA made us get up and talk to everyone, it really helps my confidence because I was like, "oh, I'm actually fine. I'm doing okay, I'm not behind."
> - Henry [November]

Several participants emphasized the importance of experiences where they had the ability to speak, read or listen to Japanese outside of the classroom, as this helped to prove their knowledge to themselves and others.

> Yesterday, my friend asked me about at a ramen restaurant, there was something written at the bottom of the bowl. It said, "この一滴は最高の喜びです" (*kono itteki wa saikou no yorokobi desu – this drop is the most joyous*). I didn't know how to say "喜び" or "一滴" because I know the *kanji* but don't know how to say them in Japanese, but he asked me if I knew the rest of it, and I did, and it impressed him.
> - *Gabriel [November]*

> I had a friend I was talking to on the phone and then just halfway through the conversation he switched to Japanese. I'm like, "okay, I'll follow." And then I just kept up the conversation. I was so excited. It's not a one-way thing. I can actually continue the conversation and respond, understand.
> - *Isabelle [November]*

During the final interview, Faye brought up how a class where the students were given learner books to read had positively affected her self-efficacy.

> We got to do some book reading near the end of the semester, and it was so nice just cause when you understand that something, you're like, "hey, I just read that!" There were a lot of words obviously that we didn't know, but you can kind of like figure it out. It was great confidence-wise because we actually **did** something. We could see how much we understand, and now I feel like I can go read more.
> - *Faye [December]*

However, she added that the chances for mastery and vicarious experiences were limited and wished for more, this intersecting with her feelings on class unity.

> Having the chance to present more might help build ties with people, like presenting more than just answering a question every once in a while. They could listen and understand and respond, and that might help you feel good about your communication skills. You could encourage them as well by applauding and stuff.
> - *Faye [December]*

At University B, one of the most notable mastery experiences for students was the opportunity to independently create a seven-minute oral presentation. While many participants noted that the

process of performing the presentation was the main mastery experience, Adele pointed out that being able to understand other groups' speeches and the independent creation of language were as well.

> I mostly understood other presentations. I was scared we were going to listen to stuff we didn't understand, but we mostly did. Sarah-sensei wouldn't let us use translation software, so we knew most of the words used. It was good in the end because we know it's us who did it. We made it and we could understand what we were saying.
> - *Adele [December]*

From talking with participants, the instructor seemingly did this to prevent the students from presenting complex language that they had not learned, as this would have negated the mastery experiences of being able to understand other groups' presentations and of being able to use what they had learned over the semester to create a substantial piece of language.

Opportunities to Interact with Near Peer Role Models

Near peer role models are those who are similar to one in one or more fundamental ways, such as age, ethnicity, gender, or past experiences (Muir, 2018). At University A, participants did not have the opportunity to access near peer role models in class, though their potential self-efficacy benefits were mentioned, particularly by Juan.

> Getting to talk with upper-level students would be amazing. Why have we not done this? A chance to talk with them would also be 100% beneficial since they've done what we're doing. It would be really good.
> - *Juan [November]*

However, in a different section of the same course taught by a separate instructor and the researcher as a teaching assistant, the students were given the chance to speak with more advanced students at what was called a "*senpai* session", "*senpai*" meaning "senior" or "master." To prepare, the beginner level students were asked to use their Japanese to pose some questions to the "*senpai*", and then were given a few minutes to ask any other questions they liked in English. These English questions asked typically involved topics such as how long the "*senpai*" had been studying, what methods they used to improve their Japanese skills and how they had applied it outside of the classroom. When the topic of these sessions came up in interviews with participants, many of them immediately expressed interest in participating in such activities as vicarious and imaginal experiences.

> That would be awesome! It would be nice to talk with people who could give us ideas about how to study better, and to see them speaking Japanese too. I could imagine myself in their shoes in a few years.
> - *Faye [November]*

At University B, students likewise did not have a chance to interact with upper level students studying Japanese. However, the identity of the instructor as a person of similar ethnicity and past learning experience may have allowed her to act as a near peer role model. Adele exemplified this when she observed that her instructor being similar to the students as a non-Japanese adult learner when she began learning the language allowed her to act as a role model for the students to emulate when imagining their own future Japanese abilities.

> She started just like us as a student at University B and now she speaks fluently, so I'm like, "well, why can't I do it?" I know it's possible because she's like us.
> - *Adele [October]*

Additionally, previously listed statements from the participants about their ability to relate closely to their instructor and her experiences in Japan, along with her ability to relate course content to French language and culture, may suggest that participants viewed her as something of a near peer role model. Use of the words "we" and "us" when describing the students and their instructor as a single group further suggest this.

Student-focused Factors

This final category of factors was made up of those that stemmed from the students themselves rather than the instructor or course design. The single subtheme that emerged was time management challenges.

Time Management Challenges

When asked about what elements negatively affected their self-efficacy, the stress and exhaustion caused by having to manage other time commitments was frequently referenced, particularly at University A. Other coursework, especially that which was unrelated to Japanese, was a recurrent source of this.

> My self-efficacy has definitely gone down since September. I'm realizing that I'm so busy in all of my classes, and it's hard to prioritize Japanese and it's hard to feel confident in my ability to learn it when I'm stressed about other stuff along with this.
> - *Henry [October]*

> I think it's true that having other courses isn't helping. I'm spread too thin. It's just weird switching gears from Japanese to my other courses which are all economics. I'm taking four courses now, which is average, but I think is part of it too.
> - *Juan [November]*

Work commitments were also referenced, particularly as these tended to go into the night, leaving participants with little energy to focus on reviewing the content the instructor expected them to know in order to continue on to new lessons.

> No, I didn't go back and reread everything last night, but that's because I don't have the time to always do that, especially with my job. I'm just too tired and stressed.
> - *Faye [September]*

At University B, similar perspectives on the difficulties of balancing other coursework and jobs with the demands of Japanese study were voiced.

> My classes are so different to this one. It's just weird to put so much effort in Japanese and then go to another unrelated class. It's not if I'm only in language classes or Asian Studies. It just feels weird lately.
> - *Bruno [November]*

> I think I should put more time to study it, but I don't have the time because I'm taking this class for my own interest. I'm not a student full time since I work 40 hours a week. It's hard to balance sometimes.
> - *Charles [October]*

Classroom observations similarly reflected student stress and time commitments, as students were occasionally noticed doing other courses' work or research during Japanese lessons. This would often lead to students needing to consult their classmates about what was happening in the lesson. Paired with the short lesson times at University A particularly, this prompted concern about the students' ability to form strong self-efficacy beliefs by way of missing out on integral mastery, vicarious and imaginal experiences with their time being divided. At University B, the 180-minute lesson once per week was also of concern, as time commitments may cause students to miss classes, thus missing out on a massive amount of content and abovementioned self-efficacy contributors.

To conclude, in this chapter the author has presented the results of the present study under the three main themes and numerous subthemes that emerged from the data analysis. In the following chapter, the results of the study will be interpreted in an attempt to answer the research questions.

Chapter Five – Discussion

Overview

The purpose of this study was to explore the self-efficacy beliefs of beginner level Japanese students studying under a native-speaker instructor (University A) and a non-native-speaker instructor (University B) and how they differ and/or overlap. Additionally, the researcher strove to uncover other unrelated factors that influence learners' self-efficacy belief construction. The researcher will use this chapter to discuss and attempt to answer the three guiding research questions by using the five determinants of self-efficacy judgements, mastery experiences, vicarious experiences, imaginal experiences, social persuasion and physiological and emotional states, to organize the discussion. They are being employed here as all of the themes and subthemes discovered through the thematic analysis of the interview and classroom observation data were found to relate to one or more of these determinants.

Research Question 1 - What reported changes in self-efficacy beliefs, if any, come about as a result of native Japanese instructors teaching beginner adult learners of Japanese?

Based on the research conducted, the beginner learners at University A generally followed a high to low to steadily rising trajectory in terms of their self-efficacy beliefs and subsequent motivation to continue studying Japanese over the course of the semester.

Mastery Experiences

From the second month of interviews, participants routinely expressed a strong desire for classroom activities that would allow them to attain mastery experiences, as they came to view these as integral to their self-efficacy beliefs. Their desired mastery experiences came in two main forms, these being chances to speak (demonstrating ability to self and others) and chances to read, write and listen (demonstrating ability largely to self).

As many participants expressed that one of their main Japanese goals was to be able to speak the language, the perceived lack of opportunities would almost certainly negatively affect their speaking performance outcomes (Schunk, Pintrich, & Meece, 2008; Usher & Pajares, 2008). Other confounding factors such as the length of the lessons played a significant role with participants regularly noting that their lack of opportunities to speak stemmed not from the instructor's lack of interest in allowing students to try speaking, but rather a lack of time overall as other lesson components such as lecturing took up the majority of class time. Indeed, low or

uneven student participation was a significant oral communication limiter that was referenced at various points throughout interviews (Ur, 1996). Participants strongly emphasized that even unsuccessful attempts at speaking had a positive influence on self-efficacy beliefs and enjoyment as they could isolate successful elements of their speech production or recognize improvement over time. In fact, some stated that the relative lack of chances to speak diminished their self-efficacy and confidence, as reading and writing were heavily relied on to teach the language despite participants overwhelmingly indicating that speaking was their primary goal and motivator.

Mastery experiences through reading and writing were also touched upon to lesser extents but were particularly notable in the context of testing. With test design occasionally incorporating comparatively extraneous language points rather than more central ones, some participants experienced diminishments to their self-efficacy as a result of lower grades caused by not having studied points that they did not believe likely to be included on tests. However, the book-reading class near the end of the semester was also significant to several participants as it was a unique experience for them to apply what they had learned in a practical way. Outside of the classroom, positive mastery experiences stemming from listening in particular were noted when participants mentioned the sense of accomplishment that they received from being able to recognize words and phrases while watching Japanese television shows or movies. The book reading and out-of-classroom experiences in particular may point to how increased incorporation of popular media in the classroom could potentially be beneficial to beginner learners' self-efficacy beliefs as it allows them an opportunity to apply their learning in less academic but more realistic ways.

Finally, statements on being able to understand the instructor's spoken Japanese both in the class and in personal communication such as during office hours were tinged with occasional disappointment and confusion at not always being able to understand what was being said due to this language not always being clearly explained and randomly incorporated. Code switching in sentences led to some participants not being able to understand answers they sought, while others stated that the use of incomprehensible input led to it becoming background noise that caused them to stop listening until English speech resumed. However, others still noted that context often allowed this input to eventually become comprehensible and even absorbed into implicit knowledge. All of these reports fall in line with Krashen's input and affective filter hypotheses

(Krashen, 1981, 1982). The input hypothesis, which requires that input be slightly above the learners' current level of knowledge, is necessary for language acquisition; however, without careful planning and incorporation, this input risks being blocked by students' affective filter, which is turned into a 'mental block' of sorts by anxiety and low self-efficacy. This may explain why some participants with higher levels of self-efficacy were able to acquire an understanding of the instructor's Japanese while others with higher levels of anxiety and lower overall self-efficacy beliefs found that it prevented them from being able to understand their instructor.

Vicarious Experiences

As with mastery experiences, vicarious experiences with classmates appeared to be considerably more limited at University A. Fewer opportunities to speak aloud in class led to participants not reporting any significant positive self-efficacy belief changes resulting from the successes of others.

Interestingly, several participants reported that listening to other students' spoken Japanese caused their own self-efficacy beliefs to weaken, as they realized that others had come into the class with some amount of previous knowledge and thus lost confidence in their own capacities as they drew comparisons. This disparity in levels could be preventing some participants from obtaining vicarious experiences, as they do not feel close enough in ability to attain effective vicarious experiences. While University A makes an effort to streamline beginner learners in its classes by administering placement tests to those with some previous language experience, it is almost impossible to form a beginner level class where all students have absolutely no prior experience with the language.

However, the relationships between the learners appeared to be integral to whether or not participants were able to attain vicarious experiences. As one participant noted at length over the course of several interviews, as the interactions between students were limited, students largely did not have the opportunity to get to know each other personally, something which could have encouraged vicarious experiences on the basis of students coming to know each other better and thus celebrating each other's successes rather than becoming envious. The party hosted by the teaching assistant was a pivotal point for that particular participant as she had the opportunity to connect with her classmates in a positive way rather than a competitive one, resulting in her making friends and hopefully benefiting from their mastery experiences rather than being disappointed in her own abilities upon witnessing them.

Apart from vicarious experiences between learners within the same class, the benefits of near peer role models (NPRMs), such as higher-level students who have already completed beginner-level studies, are well documented (Murphey, 1996, 1997; Murphey & Arao, 2001; Murphey & Murakami, 1998). While some were employed in another section of the course offered at University A, their absence in the one recruited from and observed by the researcher was notable to both the researcher and participants once they were made aware of the existence of the aforementioned "*senpai* sessions". Aside from these kinds of near peers, instructors can also act as valuable role models for learners (Weiten, Lloyd, & Lashley, 1991). However, factors such as approachability and relatability were voiced as reasons that participants occasionally had difficulties viewing their instructor as a role model from whom they could draw vicarious experiences, as they had a difficult time seeing themselves reflected in her perhaps in part due to her identity as a native Japanese speaker. This may reflect Bandura's (1997) and Murphey and Arao's (2001) observations about native speakers not always being the most ideal role models, though these prior judgements were applied to children alone. For instance, Bandura (1997, p. 234) stated that "given large perceived disparities in experiences, children are likely to view skills exemplified by an experienced model as beyond their reach and are thus disinclined to invest the effort needed to master them fully". However, as a result of the data gleaned in this study, it may stand to reason that Bandura's and Murphey and Arao's findings may apply to university-aged learners as well.

Imaginal Experiences

While a relatively recent addition to self-efficacy belief formation theory, imaginal experiences (Maddux, 2009) were a recurrent theme in this research study as a whole. Unlike the participants at University B, those at University A did not generally emphasize situations in which they were able to imagine their future selves succeeding at Japanese, though when some participants learned of the "*senpai* sessions", many voiced a desire to meet these kinds of near peers. One participant explained that the vicarious experiences she believed she could gain might allow her to imagine herself succeeding in similar future situations.

Social Persuasion

Social persuasion was a frequently reported source of both high and low self-efficacy belief construction amongst the majority of participants at University A.

While no participants mentioned a need for positive social persuasion in the first round of interviews, several began noting the effects that its lack had upon their self-efficacy belief formation in the following interviews. The participants' identities as beginner learners appeared to play a significant role in this need, as several pointed out that they did not feel a need for this kind of social persuasion in other classes where they already had prior experience, perhaps because their self-efficacy was already quite high as they had already gone through critical self-efficacy building in earlier years. However, in the case of this beginner Japanese course, some participants alluded to feeling like "babies" in that they knew very little about Japanese and occasionally longed for the kind of positive persuasion that is perhaps somewhat neglected in post-secondary educational contexts. Indeed, the performative nature of language resulted in some participants making statements on the importance of positive social persuasion, if not for themselves than for others who might be struggling with the content.

Critical corrective feedback in the absence of praise and positive corrective feedback was notable to several participants, who revealed that their self-efficacy beliefs took a downward turn after the first month as their initial confidence wore off and the immense volume of work required made it clear that a significant amount of effort would be required to succeed in the course. This decrease in their self-efficacy beliefs was further affected as this critical corrective feedback without a balanced amount of positive corrective feedback and praise could often make the participants feel as if they had done nothing correct.

Physiological and Emotional States

These states were frequently mentioned by participants intersecting with a wide number of subthemes, such as student engagement with the instructor, relatability and approachability.

When participants were asked about factors involving their instructor that impacted on their self-efficacy, the way in which students were called on to answer was a recurring answer. The random selection of students to answer, while appreciated by some, inspired considerable anxiety and stress in several others, this unease leading to them to fear being called on as well as feelings of self-doubt when not called on to answer. The infrequency of answer contribution was also a common source of anxiety, as some mentioned that they could often go many lessons between being called on, meaning that they had difficulty becoming comfortable with speaking Japanese in front of others.

The participants' ability to relate to their instructor varied, but those who reported difficulty doing so also appeared to experience some anxiety when considering whether or not to approach her for help with coursework. Some stated that this anxiety stemmed from the belief that their instructor would not be able to understand their problems as a native speaker of the language. This tied into similar apprehensions about appearing ignorant as beginner learners in front of their native speaker instructor, as well as fears of insulting the instructor by acting in a way that was an affront to her culturally. With that said, Gabriel, a participant born and raised in China, emphasized much more positive emotional states thanks to Tanaka-sensei being a fellow non-native speaker of English, as he reported feeling considerable fear when learning English with native English teachers due to their cultural distance and the inhibition some Chinese students experience with regards to asking them questions.

Summary

In general, participants at University A reported their self-efficacy beliefs slightly less strongly than those at University B did with some notable cases of low self-efficacy beliefs reported. While the instructor's natural authenticity as a native speaker of Japanese was immediately viewed as a positive that allowed students to feel comfortable knowing their learning experience would be with an authority on the language, over time, some participants expressed that some areas of their self-efficacy belief development were left unfulfilled. A wide variety of factors contributed to limited opportunities for mastery, vicarious and imaginal experiences along with social persuasion, negative emotional states such as anxiety and shame appearing to intrude frequently in participants' experiences. Some participants connected other deficiencies with learning with a native instructor, expressing that further contact with non-native Japanese speakers in and out of the classroom could have been beneficial to their self-efficacy beliefs.

While some course-related factors such as lesson length could not be helped, some participants noted that curriculum planning aspects such as testing and opportunities for mastery and vicarious experiences could have been altered to encourage stronger self-efficacy beliefs within beginner-level learners. While a few participants occasionally connected this to a thought that perhaps a native instructor did not completely understand what students needed to construct strong self-efficacy beliefs, participants emphasized that the instructor's ethnic identity came secondary to individual pedagogical style.

Research Question 2 – What reported changes in self-efficacy beliefs, if any, come about as a result of non-native Japanese instructors teaching beginner adult learners of Japanese?

Like at University A, beginner learners at University B generally followed a high to low to steadily rising trajectory in terms of their self-efficacy beliefs over the course of the study. The five determinants of self-efficacy judgements will again be used to organize this discussion.

Mastery Experiences

The opportunities for mastery experiences appeared markedly higher at University B thanks largely to the length of the lessons. In terms of oral mastery experiences, students were able to speak out loud two to three times per class at their own pace as the instructor called on students in a consistent order to answer questions or read off of the PowerPoint, granting them significantly more chances to practice speaking and become comfortable doing so in front of their instructor and classmates. With the oral presentation, while participants stated that they still experienced some anxiety with regard its performance, it was notable to the researcher that all students enrolled attended the presentation class and performed to the best of their respective abilities despite having studied the language for less than three months. The final exam also featured an oral component with the primary source of difficulty being the fact that the examiner was an unfamiliar instructor rather than a discomfort with speaking Japanese. In fact, the strong self-efficacy beliefs of some participants were cited as a resource that they relied on when experiencing self-doubt of the quality of their performances.

> In the oral part of the final exam with the Japanese teacher, I got a little like, “oof, that didn't go as well as I thought,” and I was second guessing myself, but then I went back to my exam and I look at it like, “why am I bothering myself over simple mistakes? In the long run, it doesn't matter. I had lots of other good experiences already.”
> - *Bruno [December]*

Mastery experiences stemming from reading, writing and listening were not mentioned at the same frequency as those originating from speaking, but the participants’ ability to consistently understand their instructor’s Japanese was noted as a recurring factor in self-efficacy belief formation. When discussing elements of the course that bolstered their self-efficacy, participants mentioned, particularly during the first two months of interviews, that all Japanese used by the instructor to interact with the students was clearly introduced. During the November and December observations, the researcher witnessed the instructor incorporating steadily more Japanese into her instruction with the language used reflecting Krashen’s (1981, 1982) *i*+1

comprehensible input in that it occasionally incorporated unfamiliar words, but with enough context that the students could follow her meaning and come to understand them.

Tests were also cited frequently as positive mastery experiences. In contrast with University A, the participants at University B asserted that their quizzes, tests and exams seemed geared towards allowing students to demonstrate their foundational knowledge rather than on finer points of the language with the instructor clearly telling students what topics would be on tests. This resulted in participants not feeling "tricked" by questions on peripheral points or unprepared for exams, thus leading to higher overall levels of accomplishment and subsequently self-efficacy belief than participants like Faye who were tripped up by unexpected test content. The oral presentation further incorporated a number of mastery experiences, including speaking, writing and listening, and acted as a positive mastery experience leading into the final exam's oral component. Several participants noted that the instructor's disallowance of translation websites such as Google Translate allowed them to be able to understand other students' presentations, as untaught words and grammatical structures were limited. This may have enabled additional mastery experiences that those at University A typically do not have, as instructors there generally do not bar this.

Vicarious Experiences

Vicarious experiences were not often directly alluded to at University B, yet they played a highly significant role in the eyes of the researcher during data analysis. With regard to vicarious experiences by way of classmates and the instructor, the themes of unity and closeness were identified through the frequent use of the words "we" and "us" by both the participants and the instructor. This led to the conclusion that students viewed themselves as part of a larger group rather than individuals, which may have led to vicarious experiences as students saw each other as familiar peers rather than unfamiliar others to compare themselves against. Furthermore, it reflects Murphey and Arao's (2001) assertion that non-native instructors may inspire learners to view themselves as aligned with their teachers rather than members of a separate group. With this said, while this sense of togetherness was frequently referenced, the participants did not explicitly state that it helped them to form vicarious experiences.

Testing, particularly the oral presentation, also appeared to have allowed for some vicarious experiences by participants. In the final round of interviews, almost all participants expressed awe at the first group that performed, as this group had successfully created and presented a

notably polished, cohesive piece. While some participants appeared to also have been somewhat intimidated by this group, all students completed their presentations without major incident, perhaps in part due to having amassed a sizable number of positive vicarious experiences over the course of the semester.

With regard to their instructor, a number of unique benefits of studying under a non-native were identified. Participants from University B frequently alluded to their instructor's ability to understand their difficulties and questions in addition to being able to explain the language and negotiate meaning in an understandable way, which aligns with the findings of researchers such as Medgyes (1992), Mahboob (2004) and Park and Shin (2010). Unlike those at University A, participants at this institution generally indicated feeling more at ease and an increased willingness to approach their instructor for help rather than feeling embarrassed or fearing judgement. Though some participants at University A had difficulty stating why they felt reluctant to approach their native instructor and were quick to emphasize her kindness and friendliness, the non-native instructor at University B may have unintentionally benefited from being a near peer role model (Murphey, 1996, 1997; Murphey & Arao, 2001; Murphey & Murakami, 1998) for students based on their shared language learning experiences as non-Japanese adult learners. This is in line with Canagarajah (1999) who found that non-native-speaker teachers may be better able to help learners form cognitive bridges between languages, integrate new language more effectively and appreciate learner needs based on their shared culture. Bandura (1997, p. 87) similarly suggested through his social learning theory that "seeing or visualizing people similar to oneself perform successfully typically raises efficacy beliefs in observers that they themselves possess the capabilities to master comparable activities," with the learner first recognizing similarity between themselves and the role model before realizing that what is possible for the model should be possible for themselves. Indeed, Zirkel (2002), Eby et al. (2013), Spencer et al. (2016) and Hurd et al. (2013) among others have suggested that role models of similar racial or ethnic background may help to inspire higher levels of achievement and motivation among learners. This may likewise explain why students like Isabelle and Gabriel, born in South Korea and China respectively, noted personal connections to their native Japanese instructor with Gabriel in particular mentioning that Chinese students, in his experience, generally prefer fellow Chinese English instructors as they can be intimidated by native-speaker teachers.

Imaginal Experiences

Unlike at University A, imaginal experiences were frequently uncovered during interviews with students from University B. Participants like Adele and Élodie referenced their instructor's incorporation of information regarding her own experiences living in Japan as examples of elements that caused them to imagine their own future selves in Japan as fellow non-native speakers of Japanese. Stories about being an exchange student and photos of her time there made the instructor more relatable to the participants who also one day hoped to study or work in Japan, with these tales and images being markedly more effective as they were those associated with a person whose experiences might more closely match those of the participants due to their shared identity as non-natives. In line with Maddux's (2009) assertion that imagining oneself behaving successfully in hypothetical situations may enable learners to build strong self-efficacy beliefs, participant goals involving going to Japan and using the language paired with a non-native instructor willing to share similar past experiences may allow learners to visualize their best possible selves before being able to realize their goals personally, increasing optimism and confidence.

Social Persuasion

Social persuasion was a recurrent source of self-efficacy belief construction at University B as from the first round of interviews, participants stressed the positive effect their instructor's consistent use of positive corrective feedback, praise and encouragement had.

Participants reported a notable willingness to speak out loud in class when called upon, as all contributions, even those not wholly correct, had a successful element identified and commended. While some have called into question the efficacy of the "feedback sandwich" (positive-critical-positive) style of feedback delivery in terms of its effect on outcomes (e.g. DiGennaro Reed & Henley, 2015; James, 2015; Parkes, Abercrombie, & McCarty, 2013), its positive effect on the beginner-level participants' emotional states and overall self-efficacy is undeniable in the context of this study. Indeed, while participants did not state whether or not the instructor's feedback style influenced their performance, they did explain that the specificity of her positive and critical feedback allowed them to comprehend what they had and had not done successfully, which may bode well for positive outcomes in the future.

Praise, which was considered positive feedback that was more generalized (e.g. "bravo!"), was credited with making students feel less stressed and more comfortable making errors, as they

were aware that their attempt would be celebrated rather than derided, and any errors used as teaching opportunities to correct and instruct the group as a whole rather than single out a particular student for making a mistake. While some like Brummelman, Crocker and Bushman (2016) have expressed valid concerns about the potential negative impacts of praising students with low self-efficacy, praise at University B was notable for primarily being targeted at students' ability to contribute rather than what they were actually saying, as the 180-minute class demanded that all students, regardless of their comfort level, speak multiple times in a still new and often challenging language. Social persuasion by the instructor was not given to make statements regarding students' intelligence, such as "you are smart," but rather to acknowledge effort and progress, as was the case when participants reported their instructor prompting students to reflect on their improvement from the beginning of the course until that moment in areas such as reading their textbook and being able to speak more smoothly. As a result, participants' interviews suggested that this praise was more encouraging in that regard and did not come off as insincere or demotivational.

Encouragement in the form of the instructor asking students to recognize their successes had the additional effect of helping to off-set negative self-efficacy that can stem from testing, as participants noted that acknowledging their progress played a greater role than test grades. This was because improvement was a clearer indicator of their abilities than test results, which could be influenced more easily by factors such as negative physiological and emotional states. It was also notable in that this form of encouragement was timed based on the instructor's knowledge of when motivation in beginner students tends to drop off a few weeks into language study, indicating her knowledge of the learning process, perhaps due to having been a second language learner herself (Medgyes, 2001).

Physiological and Emotional States

While stress was noted by many participants at various points over the course of the study, participants' affective filters appeared to not become clouded by negative emotional states as a general trend with all participants ending the course on positive notes.

Aside from previously mentioned efforts to create a low-stress learning environment through practices such as consistent patterns in calling on students and clear communication of testing material, occasional incidents of negative emotional states, such as sadness following the death of a family member, were reported to be counteracted by the instructor's kind personality and

considerateness. Dominique noted that his instructor did not demand proof when he asked to be allowed to write an exam after the scheduled date so he could perform it to the best of his ability, this accommodation preventing a temporary negative emotional state from impacting his class performance and perhaps subsequently self-efficacy.

Positive emotional states were also routinely reported with participants frequently using words like “happy”, “cheerful” and “positive” to describe their states in relation to the class. While many of them originally stemmed from participants’ own personal interest in the subject matter, they were notable as they continued throughout the duration of the course despite the increasingly challenging content and building curriculum requirements. While not all participants were able to take the next course beginning in January 2019, all wished to do so with positive emotional states such as enjoyment, enthusiasm and pride being noted by the researcher in the last round of interviews as appearing to play a role in this desire.

Summary

Key self-efficacy contributors such as praise, positive corrective feedback and empathy were somewhat linked with instructor cultural and linguistic identity in that the participants believed that the non-native instructor better understood the beginner students’ need for validation and support due to a shared language learning background, something which falls in line with previous research (Braine, 1999; Mahboob, 2004; Shin, 2008). However, University B participants were notably careful not to make any sweeping proclamations about the superiority of non-native speakers over native speakers in terms of self-efficacy belief building. As the participants had not yet had the opportunity to learn from native speakers, they could only offer judgements based on their prior learning experiences, both language and otherwise, but insisted that many of the self-efficacy building elements offered by their non-native instructor could potentially be delivered by native speakers as well. They explained that while a non-native instructor’s ability to be relatable and approachable might not come as naturally to native Japanese instructors due to coming from a background different than the majority of the beginner learners, they believed that with time spent absorbing the students’ culture and deliberate effort to relate to students, becoming a similarly effective role model was entirely possible.

They also seemed unconcerned with the instructor not possessing the assumed authority of a native speaker, demonstrating that while native-speakerism may have impacted their initial thoughts regarding their teacher, it was of little to no concern by the end of the course. As a

result, several participants stated that a class team-taught by a native and a non-native speaker might be the best for them as beginners, as this would allow them to retain the noted benefits of a non-native instructor while also benefiting from the authenticity and life experiences of a native instructor. Their results largely reflected those of Choi (2016) in that the participants were impressed and positively influenced by their instructor's sociolinguistic and discursive competence, as this was of more importance than their instructor's cultural and linguistic identity.

Like at University A, aside from the numerous complex ways that the non-native instructor's identity affected a wide range of course components, elements unrelated to the instructor, such as course-focused (e.g. lesson length) and student-focused factors (e.g. time management challenges), played equally integral roles in participants' self-efficacy beliefs formation. While this had not initially been imagined by the researcher when designing the study, the importance of these factors is essential to keep in mind as well.

Research Question 3 –How do the reports of self-efficacy beliefs differ or overlap between those instructed by native and non-native Japanese language instructors?

At both universities, almost all participants indicated that self-efficacy beliefs were surprisingly important to them as beginner learners by the end of the study. For some, this was the first time in recent memory that they had attempted to learn something they had little previously existing knowledge about. While undergraduate students generally take courses the content of which they are at least somewhat familiar with due to past experience with the subject matter, learning a new language, despite pre-existing interest and motivation, caused some to unexpectedly feel stress in areas they normally did not, such as with speaking in front of others. As a result, the importance of believing that they could attain a high level of performance in Japanese was integral to the majority of those interviewed.

As mentioned, the overall trajectory of self-efficacy belief appeared to follow the same general pattern from high (September-October) to low (October-November) to slowly climbing (November-December) at both institutions. This was theorized to be because many students enter Japanese language classes with a high degree of personal interest and motivation stemming from hobbies and lifestyle. This, paired with initially straightforward content such as the *hiragana* and *katakana* syllabaries, leads to a relatively easy first few weeks of study. However, following this

initial ‘honeymoon’ period where mastery experiences in particular were relatively easy to attain, the complexity and amount of content increases, something which can diminish some students’ self-efficacy. During this time, learners must absorb a wide variety of linguistic components such as grammatical patterns, lexical items and logographic scripts such as *kanji*, as well as adjust to different ways of thinking about seemingly basic concepts such as how numbers are counted. Following this drop in self-efficacy beliefs, all participants reported a slow but steady climb as they began to internalize the language and use it to learn new content, attaining more mastery and vicarious experiences and improved emotional states as their now somewhat established knowledge base allows them to steadily add new content little by little rather than everything being new as it was during their low self-efficacy period. This overlap across institutions was most likely due to all participants having little prior knowledge of Japanese before beginning their courses, though some like Gabriel noted that his self-efficacy did not take as much of a downturn, perhaps due to the similar learning cultures that exist in China and Japan (Guo, 2015).

One major area that appeared to cause the self-efficacy beliefs of the participants to diverge was that of course-based topics. Lesson length affected self-efficacy belief inputs such as mastery and vicarious experiences with a significant degree of difference at the two institutions, leading to many of those at University A expressing the desire for a longer, more relaxed class in which they could get to know each other more and have more chances to practice speaking the language. Conversely, at University B, the 180-minute lecture time allowed for students to become considerably more comfortable speaking aloud, despite the fewer number of class hours overall. On a related note, the opportunity for mastery and vicarious experiences was considerably different in the two classrooms as the varying lesson lengths may have impacted how frequently students were able to employ the language they had learned. The incorporation of near peer role models, something which came naturally at University B with the inclusion of a non-native instructor, was longed for by some at University A particularly as their self-efficacy began to drop after the first month of study.

The final significant area of divergence between the two groups of participants was the way that instructor cultural and linguistic identity interacted with learners’ self-efficacy beliefs. While many students attributed the majority of their instructors’ impact on their self-efficacy beliefs more to personality and pedagogical style than to cultural and linguistic identity, thanks to many having had positive prior experiences learning from native speakers, it is still interesting to note

that the positive experiences of those at University B in particular call into question the oft-assumed inherent superiority of the native-speaker teacher (native-speakerism). Indeed, significant prior research likewise suggests that non-native instructors bring a multitude of unique benefits to their language classrooms and are not merely "deficient" language instructors (e.g. Kubota, 2009; Medgyes, 1992). Even with regard to the ability to teach oral skills, something often viewed as a shortcoming for non-native teachers, the participants from University B indicated that their initial concerns about their instructor's non-Japanese identity were quickly dismissed upon the instructor making up for a lack of natural authenticity with her proficient speech and knowledge of appropriate Japanese behaviour, something which falls into line with previous studies (Blommaert & Varis, 2011; Mahboob, 2004). Additionally, participants at both institutions indicated that while non-native speakers could never become native ones, learning a language to fluency is not any less impressive and thus being a native speaker was not an essential quality for an instructor. Similar to Moussu's (2006) findings, students taught by non-native speakers may feel more positive about these instructors than those who have not, though by the end of the course, both participant groups seemed to have similar perspectives on the benefits of studying under non-native instructors. Some participants at University B even indicated that the addition of a native instructor would have been the only thing that could improve upon the beginner learning experience as this would allow the students to witness a native and non-native communicating, as this was what they all strove to accomplish.

In contrast, at University A, the instructor's identity as a native speaker of the language was what participants appeared to expect in their language instructor, and while her authenticity and validity were never called into question, some began to question whether or not studying with a non-native speaker as a more similar role model might have been beneficial for their self-efficacy beliefs. While it has long been wondered if non-native teachers can meet the performance standard expected by students, it is remarkable that the participants in this study imagined ways that native instructors could encourage similar self-efficacy in their beginner-level students by anticipating language difficulties, being empathetic to student struggles and creating cognitive bridges between the languages in spite of expertise in these areas being more natural to non-native teachers. This flips the standard native/non-native dichotomous hierarchy

on its head and demonstrates that the barriers between the two are perhaps not as impermeable as once thought.

As an area of overlap, the participants at both institutions referenced a number of pedagogical style points that influenced their self-efficacy beliefs, such as emphasis on praise and corrective feedback, classroom language and teacher expectations of students over the course of the data gathering. However, it was notable that all participants were careful not to make sweeping statements prescribing these style choices to cultural or linguistic identity, instead stating that the instructor's personality and teaching history was a greater determiner of these selections. While some suggested that cultural and linguistic identity might cause non-native teachers to be more likely to employ particular behaviours, such as being able to relate the students' shared language to the L2, they quickly followed up these statements by noting that native-speaker teachers could do the same with adequate experience in the shared language and teaching experience. Indeed, participant recognition of the differences between individuals and avoidance of relying on generalizations and stereotypes spoke positively of university beginner learners' open-mindedness and willingness to attempt language learning with instructors of any background. While some described native-speakerist assumptions during the initial interviews that they had held prior to beginning their courses, these were even largely gone by the time those first interviews took place, as the participants had already had a few lessons with their respective instructors. In brief, while participants' self-efficacy beliefs were affected differently by their instructors' varying pedagogical styles, their opinions of the factors behind the adoption of these styles were unified.

In summary, while all students finished the semester on a relatively high point of self-efficacy, it was notable that those at University B seemed more positive in their outlook on their language study. While not all were able to continue on to the next level of the course, all were able to make assertive statements indicating their confidence about being able to perform a variety of tasks in Japanese, such as reading Japanese on signs or catching known words when watching movies. At University A, though some students had repeatedly discussed feeling stressed in the class, none were demotivated to the point of giving up and reported similar levels of confidence in being able to accomplish a variety of tasks in Japanese. However, these participants had more ideas about how their self-efficacy beliefs could have been better nurtured to make their language learning more effective while those at University B did not report

wishing to make any significant changes beyond perhaps also involving a native instructor in order to attain the benefits of studying with both. This suggests that some beginner-level learners, particularly those with lower self-efficacy beliefs, may benefit from further inclusion of non-native role models either in the form of instructors or higher-level students. In line with Medgyes' (2001) conclusions, participants appear to believe that native and non-native teachers naturally possess unique strengths that would be best utilized in tandem with each other. However, they also report that the linguistic and cultural and linguistic identity of the teacher is not a permanent handicap and that professional virtues such as carefully planned pedagogy, personality and awareness of student needs regarding self-efficacy, confidence and ability to motivate can be learned and are thus dependent on instructor personality and teaching style.

Subtheme Mind-map

Over the course of performing the thematic data analysis, a mind-map was created to allow for a more visual representation of the subthemes and how they interacted with the five sources of self-efficacy belief. It has been included here as it may allow for a more comprehensive understanding of the previously detailed subthemes. This mind-map can be found as Figure 1 below.

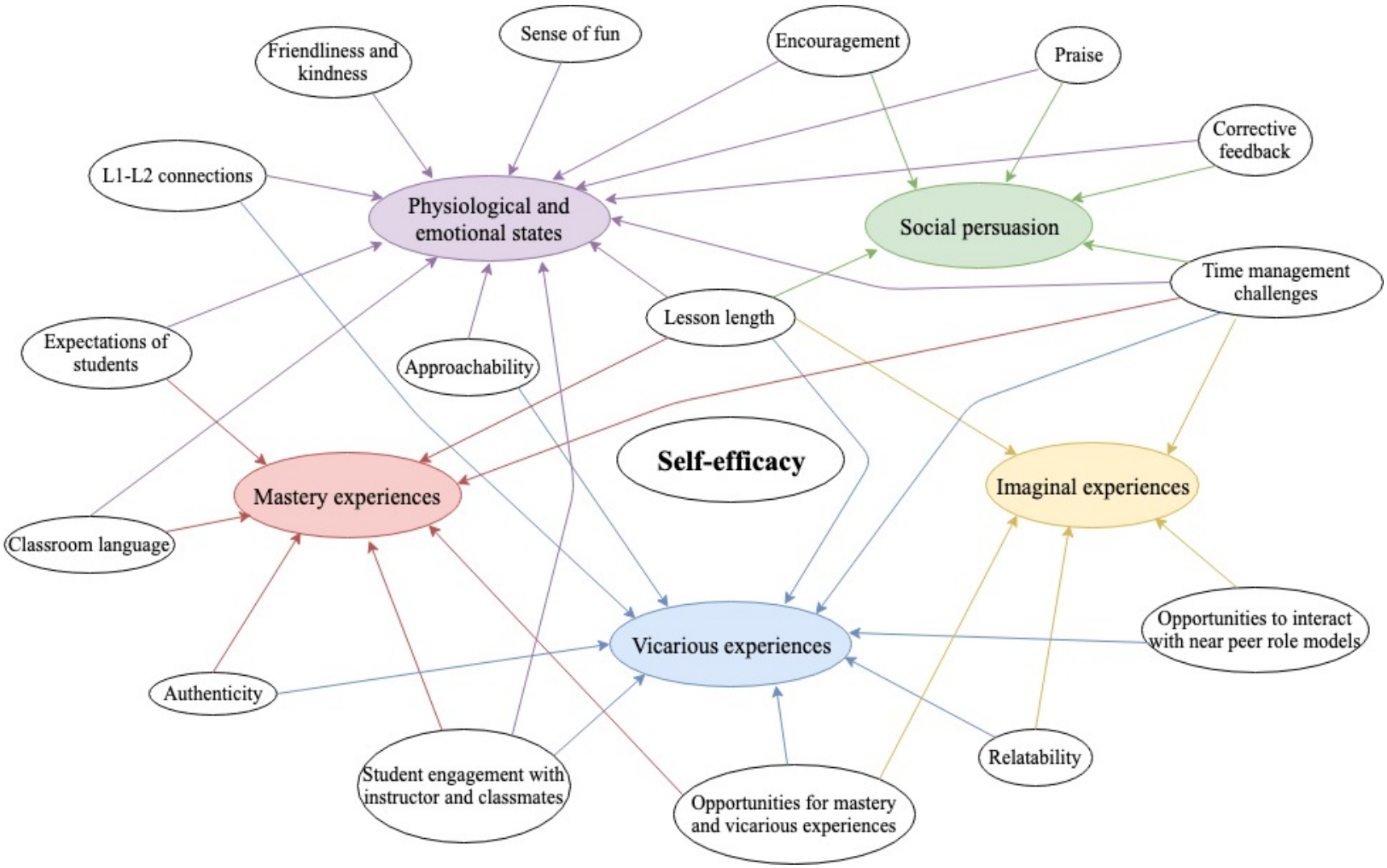

Figure 1. Subtheme mind-map

Chapter Six – Conclusion

In this study, the researcher strove to discover and compare the ways beginner-level students of Japanese perceived their self-efficacy beliefs and the changes therein over the course of four months of Japanese language study under native and non-native Japanese instructors. By utilizing monthly classroom observations and semi-structured interviews analyzed thematically, this research illuminated intriguing results pointing to the importance of considering a variety of instructor-focused, course-focused and student-focused factors when designing a Japanese-language course that encourages strong self-efficacy beliefs in participants. While instructor cultural and linguistic identity was confirmed to be a key factor, other unexpected influences were found to interact with both teacher identity and self-efficacy beliefs in intriguing ways.

Limitations

While participants helped to shed light on a largely untapped area of second language acquisition research, a number of limitations are worth considering when reviewing the results of this research study.

The first limitation of this research is that the two classrooms observed and drawn upon were at two different educational institutions. Though this occurred as a matter of necessity since no institution with both native and non-native instructors teaching the same course at the same time could be located, these classrooms varied considerably in terms of elements such as syllabi, number of classroom hours, language of instruction, students' L1 and course structure. On a related note, in terms of participant recruitment, no controls for student L1 or personal background were implemented due to the research design being intended to incorporate the perspectives of all beginner learners, not just those of a particular background. As a result, students' personal characteristics may have played a more significant role than expected in terms of self-efficacy belief development. As an example, study participant Gabriel's self-efficacy beliefs appeared to be affected by his instructor's cultural and linguistic identity in distinctly unique ways. This may perhaps have been the case because of the Chinese education system that he was raised in, one which is somewhat similar to that of Japan. As a result, his perspectives were outliers and thus not well represented in this research study but worthy of further research. While these differences between institutions and participants unearthed a number of interesting influences on students' self-efficacy beliefs that might not have been explored had the classes been conducted at the same institution with confounding factors such as those listed above

controlled for, it may be the case that student perspectives on the impact of their instructors' cultural and linguistic identities as native or non-native speakers were somewhat muted by the interplay of other influences and could be more deeply investigated if institution and participant variables were more controlled for.

On a related note, an additional limitation of this study is that the students observed and interviewed were studying under either a native or a non-native Japanese instructor, not both. This was due to the fact that neither institution had a team-teaching structure in place, with University A not having any full time non-native Japanese instructors on their staff at all while University B had both native and non-native instructors, but not one of each instructing the same course at the same time. As a result, participants were not able to make wholly informed comparisons about the experiences of studying under native and non-native instructors, instead having to rely on past language and unrelated learning experiences in order to expand upon their statements regarding intersections between instructor cultural or language identity and self-efficacy beliefs. As a result, participants at both universities occasionally stated that it was difficult for them to make pronouncements on their preferences as they did not have any previous Japanese-learning experience with instructors of the opposite background.

Within the data gathering process itself, it is worth noting that interviews with participants were largely conducted in English, though over half of the ten participants were native speakers of French, Mandarin Chinese and Korean. While participants were notified that they could request to be given questions in or respond in French, the majority chose to complete their interviews in English perhaps for the researcher's benefit and in the interest of maintaining a natural conversation. While no participants seemed to experience difficulty communicating with only a small number choosing to occasionally answer in French, interviews in the participants' first languages might have resulted in different conclusions being drawn from the data as participants could have given more nuanced answers in languages that they were more comfortable speaking.

Finally, it should also be noted that formal interviews with the Japanese instructors were not incorporated into the research design as the perspectives of the students alone were desired. As a result, the reasoning behind why the instructors chose to teach the way they did and their perspectives on the interactions between their identities as native and non-native speakers and students' self-efficacy are lacking in this research study, and these views may help to better

inform future Japanese-language instruction practices. Personal correspondence between the researcher and the instructors indeed pointed towards additional layers of complexity in terms of the research topic, something that may point toward future beneficial research.

Contributions

Despite the aforementioned limitations, this study offers several notable contributions to the body of research on second language acquisition and its connections with self-efficacy beliefs and native-speakerism.

As discussed in the literature review chapter, while there is considerable scholarship on a wide variety of topics within English language education contexts around the world, there has been relatively little conducted on Japanese as an additional language education. As a result, while there has been considerable investigation of the self-efficacy beliefs of students learning English and of the pedagogical benefits of non-native English teachers, it has not yet been shown how these beliefs differ or overlap in other language education contexts. Through this study, the researcher was able to confirm that in the Japanese beginner learning setting, the majority of students appear to glean significant self-efficacy benefits from studying under a non-native near peer role model teacher, and also that class-focused factors play considerable roles as well, as these can impact the Japanese instructors' abilities to inspire strong self-efficacy beliefs in their students. Thus, the relative lack of employment of non-native instructors in the Japanese as an additional language education context seems undeserved, and educational institutions may wish to examine their hiring practices to decide if they are being influenced by native-speakerism. As a result, it is hoped that this study will inspire further research into this area of additional language acquisition research, as well as that in other non-English language learning environments.

Outside of the realm of academic literature, the tangible benefits of exploring this area of student psychological needs was made clear during the writing of this thesis following data collection. In February of 2019, I was contacted by a student in another section of University A's beginner Japanese course also studying under Tanaka-sensei who had heard about my research through one of the interview participants. She explained that she wished to meet in order to speak with someone about her self-efficacy beliefs in terms of studying Japanese, as she was experiencing severe difficulties learning the language. From the moment she sat down to talk, the emotion in her face was clear as she struggled not to cry, clearly overwhelmed by the course and

distressed at her performance. She voiced similar concerns to study participant Faye, stating that she was experiencing difficulty feeling confident and motivated in the classroom for reasons such as low test scores and few chances for positive mastery or vicarious experiences. Her lack of self-efficacy led to her motivation dropping despite sincere personal interest in the language and the possibility of living and working in Japan. She expressed that she had initially sought me out as she wished to learn more effective ways to study, though our discussion grew to encompass other self-efficacy topics such as the importance of near peer mentors, negative social persuasion stemming from classmates laughing at her errors, and the instructor's relative lack of natural relatability as a vicarious model as she mentioned feeling considerable fear of making mistakes in front of her native-speaker instructor (personal communication, February 21, 2019). By the end of the hour-long conversation, she appeared considerably more at ease and hopeful about her future language study and promised to stay in touch over the remainder of the school year.

As a result of this interaction, it became clear to me that my research has contributed not only to written literature, but to students' contemplations of their own performances in the class and language learning journeys. For one of the interview participants to have relayed his participation in the study to a classmate experiencing hardship in the class in the hope that it would help her communicates to me that this project had a lasting impact on his evaluation of his own learning experience, his participation being something helpful rather than an inconvenience or annoyance. Additionally, their interaction demonstrates that self-efficacy and confidence are topics that some beginner-level language students may wish to discuss but lack accessible outlets or incentive to do so. From some interviews, it appears that for some students, the process of learning a new language with little connection to others that that person knows, and that of learning new content in an area that they are already familiar with like many of their other undergraduate courses, are markedly different. As a result, learning new and unfamiliar languages may for some require stronger self-efficacy beliefs and explicit focus on this area of their learning psychology to help develop them, as adult learners may be unaccustomed to their importance. Thus, it is hoped that this research experience inspired participants to speak with their classmates and friends about self-efficacy beliefs with regard to learning new languages as this may help them to remain motivated to continue learning.

Further Research

While several important findings were gleaned from the present study, further research is necessary to explore related domains within self-efficacy and second language acquisition research.

As mentioned, Japanese as an additional language is an area of educational research that is understudied. While not as widely studied a language as English, Japanese enjoys a growing population of students across the globe, making it an area of second language acquisition research deserving of future study. While this study has focused on self-efficacy beliefs in a beginner-level learning environment with native and non-native instructors, there remain innumerable other areas worthy of future examination. In fact, through the course of this research, it became clear that English unfairly dominates the field of second language acquisition research, resulting in a severe dearth of knowledge pertaining to other language learning contexts. The social power imbalance between English and other languages, even major world languages like Japanese, further demonstrates that findings stemming from research on English as an additional language education may not always be applicable to other language teaching frameworks and as a result further research is necessary to better understand these contexts.

With reference to the present study, it is recommended that future researchers incorporate instructor insight into their work concerning self-efficacy beliefs and instructor cultural and linguistic identity. Though the research study was designed to measure students' views on the connections between self-efficacy beliefs and teacher identity, teacher personality, as many participants were quick to note, may be a more considerable influence over the students' learning experience. Pedagogy can be influenced by both the teacher's background and their interactions with other students and educators. By speaking to more instructors, future researchers may be able to gain deeper insights into why educators choose to teach the way they do and how they choose to manage confounding factors such as limited lesson length. As such, research involving many different instructors will help enhance understanding of this topic and encourage reflexivity practices in educators.

Furthermore, considering the participants' expressed preference for Japanese language team teaching involving a native and non-native instructor, further research on self-efficacy belief construction in these sorts of language instruction environments would undoubtedly be beneficial to this body of research and educational best practices as a whole. Some participants in this study

imagined that having both might allow learners to experience the best that both have to offer, as well as offering a chance for students to witness non-native speakers like themselves interacting with native speakers in a proficient manner, indicating possible untapped sources of self-efficacy. While such environments do not seem to be very common, based on the difficulty the researcher experienced when creating the research design for the present study, seeking them out to investigate the self-efficacy effects of having both native and non-native instructors working with learners may help to shed light on whether it is indeed the case that having both is the ideal.

It is also important to note that the students' opinions regarding their instructors' cultural and linguistic identities are inextricably linked to the context in which they were learning. At the two world-class universities observed, instructors are expected to be formally qualified to teach and to have significant prior experience, along with being bilingual in the language of instruction of the institution (French or English). In contrast, as previously noted, in many non-tertiary English-learning contexts such as private language schools, public school assistant language teaching and private instruction, the primary qualifications are simply to be a native English speaker and holder of an undergraduate degree. While prior experience is valued, it is not required, nor are formal teaching credentials or, often, knowledge of the students' L1. In these contexts, native-speakerism undoubtedly plays a greater role in education, and thus students' self-efficacy beliefs may be more influenced by their instructors' identities. While it is promising that in this study native-speakerist biases that appeared early on quickly dissipated once students were exposed to a knowledgeable non-native instructor, it is important to remember that participants most likely expected their instructors, whether native or non-native, to be qualified instructors, meaning that assumptions and expectations of competence may have been more influential than the instructor's personal characteristics and pedagogical style. As a result, the perspectives of this study's participants on their instructors' identities may have muted the relationship between instructors' identities and beginner learners' self-efficacy beliefs. Consequently, future researchers may wish to investigate the same topic in other language learning environments around the world to see if native-speakerism, instructor cultural and linguistic identity and self-efficacy beliefs interact differently.

Finally, the story of the previously mentioned student who reached out for help also raises the question of how many beginner-level students are struggling with self-efficacy belief formation and of how many potential language speakers are lost over the course of the beginner

period due to low self-efficacy beliefs. There is undeniably considerable importance in students feeling empowered in their first steps of language study, particularly in one where the target language is notably difficult. This student actively seeking out help to combat her feelings of isolation, inadequacy, stupidity and fear of failure and making mistakes, among others, shows that focus on beginner learners' self-efficacy is essential. Indeed, its absence arguably impedes students' ability to visualize themselves achieving future success, but many of these emotions can be alleviated or avoided through careful pedagogy and communication between instructors and students. Furthermore, while the study attempted to examine beginner students' initial Japanese study period, the study was limited to four months of data collection, meaning that the interviewed participants and their classmates were still in the beginner stage by the end of the interviews. While this study was only able to incorporate the perspectives of ten students over a four-month period, further long-term research on larger samples might be of worth for determining how pervasive self-efficacy concerns are amongst beginner-level learners.

Recommendations

As a result of the data collected in this research, I believe there are several recommendations that can be offered and that may help institutions and instructors to motivate and retain learners in language study.

Grades on tests and other evaluated performances were commonly referenced by participants and other students as being significant contributors to students' self-efficacy beliefs in the form of mastery experiences, whether for the worse or the better. Indeed, learners are often the subjects of assessment rather than the users of them, resulting in participants being defined by their marks rather than their accomplishments. Thus, it was notable that several participants stated that errors caused by external forces (e.g. stress or anxiety, illness, mental block) rather than a lack of knowledge caused their test results to drop to unsatisfactory level, resulting in decreasing self-efficacy beliefs as their learning was being defined by these tests rather than careful reflection on their study and progress. Because of this, test results only capture the level that a student was able to perform at during the given moment that the test was delivered rather than their actual knowledge and ability, as a result perhaps being a less than ideal source of mastery experiences for beginner level students in particular. This lack of involvement of students in their own learning processes arguably disincentivizes learners from forming learning

goals and ultimately a long-term drive to continue learning the language, their aims instead being primarily tied to the temporary goal of achieving high marks.

As a result, I began to look into other ways that students might be able to demonstrate their abilities both to their instructors and more importantly themselves. The National Council of State Supervisors for Languages (NCSSL) in partnership with the American Council on the Teaching of Foreign Languages (ACTFL) offer what they call Can-Do Statements with the purpose of allowing "language learners to identify and set learning goals and chart their progress towards language and intercultural proficiency", "educators to write communication learning targets for curriculum, unit and lesson plans", and "stakeholders to clarify how well learners at different stages can communicate" (2017b). These statements identify what learners can do consistently over time, allow students to set goals and encourage self-assessment to allow students to understand what they know and can do in the target language. Separated into the categories of general interpretive, interpersonal and presentation communication skills along with the intercultural communication skills of investigation and interaction, the Can-Do Statements allow learners ranging from novice to distinguished levels to gauge their abilities by reflecting on past experiences and comparing them to the Statements' proficiency benchmarks and performance indicators (National Council of State Supervisors for Languages & American Council on the Teaching of Foreign Languages, 2017a). While these Statements are not intended to replace letter or numerical grades, their incorporation in the classroom might help beginner Japanese learners to be made better aware of their progress over the course of their foray into Japanese language study, thus perhaps helping to buffer their self-efficacy beliefs against the detrimental effects that low evaluation scores can have. Indeed, at University B, participants referenced a similar event where the instructor, Sarah-sensei, took a moment in a class to bring students' attention to their progress over the course of the first few weeks of study, having gone from not being able to read anything to being able to read and write both syllabaries, a bit of *kanji*, understand some spoken Japanese and speak it as well. This drawing of students' attention to their capabilities enabled learners to reflect on and be proud of their progress, or, as one participant put it, "to look back at the mountain we've already climbed instead of only what is still left to go." While resources like the Can-Do Statements are a formalized way of helping students to be conscious of their mastery experiences, more casual methods like Sarah-sensei's could be effective as well (Wiliam, 2011).

With regard to the cultural and linguistic identities of the two instructors observed, the importance of vicarious role models was unmissable during the thematic analysis of the data, with it intersecting with participants' statements on relatability, approachability, expectations of students and ability to bridge languages, among other themes. While some participants of Chinese and Korean backgrounds found their native Japanese instructor, a figure from a relatively similar cultural background, naturally relatable, numerous participants espoused the desire for, or benefits of, having role models that mirrored themselves in terms of cultural or linguistic background. As a result, institutions offering Japanese language classes may wish to be conscious of native-speakerism bias and consider recruiting non-native-speaker Japanese instructors and teaching assistants should they apply for teaching positions. Alternatively, incorporation of non-native near peer role models, such as those invited to facilitate the "*senpai* sessions" previously referenced, both in person and in teaching materials, might be of pedagogical value. For instance, instructors might consider showing students videos of non-native speakers of Japanese using the language or informing them of prominent figures within the Japanese language or cultural community who are of non-Japanese background (e.g. performers, politicians, authors). With regard to individual native-speaker teachers themselves, while they cannot change their cultural and linguistic backgrounds, consultation with non-native speakers and instructors with regard to their experiences as learners of the target language may help native-speaker teachers to gain better insight into their students' experiences, something which may help mould their pedagogical styles and make them better models for their students. Additionally, opportunities for students to mingle outside of the classroom might help to spur the construction of vicarious relationships, as many participants responded that emotional closeness to their classmates, or the lack thereof, influenced their ability to view their classmates' performances in a positive light rather than a competitive or comparative one. Regardless of how these vicarious experiences are incorporated, it appears clear from this study that they are essential to beginner learners, so consideration of their involvement is highly recommended, particularly in the absence of non-native-speaker instructors. However, as vicarious experiences are also more likely when the role model is close in age and gender, it may be best for all instructors regardless of cultural or language background to involve a wide variety of role models in the hopes that all learners will identify at least one that is able to positively affect their self-efficacy beliefs (Vygotsky, 1978).

Finally, the incorporation of positive persuasion, both in verbal and written forms, for its interactions with physiological and emotional states should be considered by instructors interested in generating and maintaining high levels of student self-efficacy. Over the course of the data collection period, students at both institutions noted either the existence or absence of encouragement, it coming to hold major sway over their confidence in their abilities to perform at their desired level. Several expressed that its absence was nothing out of the ordinary at the post-secondary level, as while it had been common during childhood and lower levels of education, it largely petered out over the course of their educational advancement. These participants expressed that they assumed this stemmed from educators believing that while positive persuasion was important to children, it was less needed for adults. However, it was noted that studying Japanese at the beginner level, a language with little linguistic connection to the majority of the participants' languages to refer to, caused some of the learners to feel akin to children in that they were learning basic grammatical patterns and lexical items, unable to express themselves as confidently or eloquently as they would in their own languages. As a result, participants at University B made it clear that their instructor's upbeat approach to interaction and consistent incorporation of positively-framed constructive feedback and praise was a prevalent point of satisfaction for them in learning Japanese, while those at University A came over time to express a longing for it as they advanced into progressively more and more complex content where they desired validation and confirmation that their efforts were being recognized. In fact, a few participants from University A referenced their teaching assistant's use of a stamp when marking their homework, as this stamp communicated praise and that the students had completed the assignment well and resultingly they felt a notable sense of accomplishment. As a result, it is suggested that university-level language lecturers think carefully about their students' self-efficacy beliefs and the way that the incorporation of positive persuasion can help to bolster learners' confidence and enthusiasm to continue learning the language. From the researcher's personal experience as a teaching assistant, it is not always natural to offer older learners this persuasion, particularly in classes where lessons are of shorter lengths, as every minute is usually already allocated for a specific purpose and thus teachers may overlook and forego feedback when their goal is to complete all scheduled elements of the lesson plan.

In conclusion, the execution of this research with beginner learners of Japanese has helped to shed light on some potentially beneficial future areas of research and has allowed for suggestions on how to improve current pedagogy to support learners and their self-efficacy belief construction. While instructors cannot hope to change their cultural and linguistic upbringing (and these backgrounds may offer intrinsic advantages), careful consideration of the factors which influence their pedagogical style may help all educators to better encourage strong self-efficacy beliefs within their students, and thus inspire the drive to continue studying the language. As the title of this work suggests, the energy that instructors put into their classes has the potential to translate into that of their students, as students look to their instructors as a source for a variety of self-efficacy stimuli. For this reason, it is hoped that future educators reflect upon any native-speakerist biases, externalized or internalized, so that they may consider the unique benefits that creating classrooms with a combination of linguistic and cultural identities can confer upon all involved.

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Appendix A
Information letter and consent form for instructors

Dear instructor,

My name is Victoria Tothill-Brown and I am currently studying in the Master of Arts in Second Language Education program in the Department of Integrated Studies in Education at McGill University.

I am carrying out a study as part of my Master of Arts thesis at the Faculty of Education. This research aims to compare the self-efficacy changes that may come about over the course of a beginner learner embarking on the journey of studying the Japanese language under the tutelage of native and non- native Japanese instructors. Student interviews and classroom observations will be conducted to gain valuable perspectives and practical suggestions for future Japanese language education. I would like to request your permission to recruit interview participants and conduct observations of student-student and student-instructor interactions.

During the first week of classes, I would like to visit your class to deliver a brief PowerPoint presentation about my research and distribute consent forms to students for them to return signaling their interest in participating in interviews, being observed in the classroom, or both. With your permission, I would like to visit your class approximately once per month from September to December 2018 to take notes on elements such as facial expressions, body language, behaviour and students' interactions with each other and their instructor as I believe these observations will ameliorate the individual interviews. If you are interested in participating in this element of my research, please see the attached consent form.

Because of the small number of potential instructors that this research could involve, please acknowledge that it is possible that you could be identified in the publication, though no identifying characteristics will be included in the writing.

Thank you for considering this request. I would greatly appreciate your cooperation in this endeavor. If you have any questions, please contact me at victoria.tothill-brown@mail.mcgill.ca or by phone at 613- 290-4221. Alternatively, my supervisor, Dr. Mela Sarkar, can be reached at mela.sarkar@mcgill.ca.

Sincerely,

Victoria Tothill-Brown
Department of Integrated Studies in Education, 3700 McTavish Street, McGill University, Montreal
QC, Canada, H3A 1Y2
Tel: +1-613-290-4221
Email: victoria.tothill-brown@mail.mcgill.ca

McGill

This consent form is to give permission to participate in a research project on self-efficacy beliefs and their relation to native and non-native Japanese language teachers. This research will be carried out by the principal investigator, Victoria Tothill-Brown, from McGill University. There are no anticipated risks to you by participating in this research. Participating in the study may not benefit you, but we hope to learn more about how the linguistic backgrounds of instructors can impact beginner level students' confidence and self-efficacy and thus their Japanese learning experiences.

During four monthly observations between September and December 2018, your interactions with students will be observed by the researcher to glean further insight into the self-efficacy beliefs of beginner Japanese learners. Your identifiable data will be kept confidential by using pseudonyms and identifying characteristics will not be published. Furthermore, identifiable data will be accessible only to me. I will also not be identifying the name of your institution in the publication. However, due to the small number of potential instructors that this research could involve, please acknowledge that it is possible that you could be identified in the publication. Please note that you are welcome to withdraw from the study at any time.

If you have any questions, please contact me at victoria.tothill-brown@mail.mcgill.ca or by phone at 613- 290-4221. Alternatively, my supervisor, Dr. Mela Sarkar, can be reached at mela.sarkar@mcgill.ca.

Please sign below if you have read the above information and consent to participate in this study. Agreeing to participate in this study does not waive any of your rights or release the researchers from their responsibilities. A copy of this consent form will be given to you and the researcher will keep a copy.

YES _____ You consent to be observed as part of classroom observations.

Date: _____

Name (please print): _____

Signature: _____

E-mail address: _____

If you have any ethical concerns or complaints about your participation in this study and want to speak with someone not on the research team, please contact the McGill Ethics Manager at 514398-6831 or lynda.mcneil@mcgill.ca. Thank you for considering this request.

Appendix B

Information letter and consent form for students (English)

Dear students,

My name is Victoria Tothill-Brown and I am currently studying in the Master of Arts in Second Language Education program in the Department of Integrated Studies in Education at McGill University.

I am carrying out a study as part of my Master of Arts thesis at the Faculty of Education. This research aims to explore the self-efficacy changes that may come about over the course of a beginner learner embarking on the journey of studying the Japanese language under the tutelage of native and non-native Japanese instructors. Your participation will help me provide valuable perspectives and practical suggestions for future Japanese language education.

This study will consist of conducting interviews with eight to ten participants, four to five of them being from a Japanese class at your institution taught by a native Japanese instructor. The participants will meet with me for a total of four interviews as well as asked to perform journaling to record any perceived changes self-efficacy. These interviews will be held one per month (four times) over the duration of the course (September, October, November and December 2018). All of these interviews will be audio recorded, transcribed, and kept in a password-protected file in my password-protected laptop. Furthermore, the audio recordings are for transcription purposes only and will be under no circumstances disseminated. Each interview will last about 45-60 minutes, meaning that you will be asked to volunteer approximately five hours of time to participate in this study (four hours of interviews and one hour of journaling). Finally, I will be performing classroom observations approximately once per month over the course of the study to take notes on student-student and student-teacher interactions, as I believe these may help enrich the insights gained from the interviews. No recordings will be made during these observations.

For both participants in the interviews and classroom observations, no identifying characteristics will be divulged in the thesis publication. However, due to the small class size, people who know you may be able to deduce your identity, though this is unlikely. Furthermore, you are welcome to withdraw from the study at any point.

Thank you for considering this request. I would greatly appreciate your cooperation in this endeavour. If you have any questions, please feel free to contact me at victoria.tothill-brown@mail.mcgill.ca or by phone at 613-290-4221. Alternatively, my supervisor, Dr. Mela Sarkar, can be reached at mela.sarkar@mcgill.ca.

Sincerely,

Victoria Tothill-Brown
Department of Integrated Studies in Education, 3700 McTavish Street, McGill University, Montreal, QC, Canada, H3A 1Y2
Tel: +1-613-290-4221
Email: victoria.tothill-brown@mail.mcgill.ca

This consent form is to give permission to participate in a research project on self-efficacy beliefs and their relation to native and non-native Japanese language teachers. This research will be carried out by the principal investigator, Victoria Tothill-Brown, from McGill University. There are no anticipated risks to you by participating in this research. Participating in the study may not benefit you, but we hope to learn more about how the linguistic backgrounds of instructors can impact beginner level students' confidence and self-efficacy and thus their Japanese learning experiences. Your choice to participate or not do so will not have any effect on your grades.

Individual interviews will be audio-recorded for the purposes of transcription with these recordings being stored securely in a password-protected file on the researcher's password-protected personal computer. No recordings will be made during classroom observations. For both interviews and observations, your identifiable data will be kept confidential by using pseudonyms and identifying characteristics will not be published. Furthermore, identifiable data will be accessible only to me. However, there is a potential risk that people you know might be able to deduce your identity due to the small class size. In the event that interview discussions bring up areas and years of study, this information may be relevant to the topic of the research and thus be included in the dataset, so please note that giving this information may further enable others to identify you. Please note that you are welcome to withdraw from the study at any time.

If you have any questions, please contact me at victoria.tothill-brown@mail.mcgill.ca or by phone at 613- 290-4221. Alternatively, my supervisor, Dr. Mela Sarkar, can be reached at mela.sarkar@mcgill.ca.

Please sign below if you have read the above information and consent to participate in this study. Agreeing to participate in this study does not waive any of your rights or release the researchers from their responsibilities. A copy of this consent form will be given to you and the researcher will keep a copy.

YES ____ NO _____ You consent to take part in interviews.
YES ____ NO _____ You consent to be observed as part of classroom observations.

Date: _____
Name (please print): _____
Signature: _____
E-mail address: _____

If you have any ethical concerns or complaints about your participation in this study and want to speak with someone not on the research team, please contact the McGill Ethics Manager at 514- 398-6831 or lynda.mcneil@mcgill.ca. Thank you for considering this request.

Appendix C

Information letter and consent form for students (French)

Chers étudiants,

Mon nom est Victoria Tothill-Brown et j'étudie présentement à l'Université McGill à la Maîtrise en arts dans le programme d'éducation en langues secondes au Département des Études Intégrées en Éducation. Je mène actuellement une étude dans le cadre d'un projet de thèse à la Maîtrise à la Faculté des sciences de l'éducation. Cette recherche a pour but d'explorer les changements d'auto-efficacité qui peuvent survenir durant le parcours d'un étudiant débutant de la langue japonaise sous la tutelle d'instructeurs japonais et non-japonais. Votre participation m'aidera à fournir des perspectives intéressantes et des suggestions pratiques pour le futur de l'enseignement du japonais, langue seconde.

Cette étude consistera à mener des entrevues avec huit à dix participants, dont quatre à cinq d'un cours de japonais à votre université, donné par un instructeur non-japonais. Les participants me rencontreront pour un total de quatre entretiens et seront invités à effectuer un journal de bord pour enregistrer tous changements à leur degré d'auto-efficacité. Ces entretiens auront lieu à la fréquence d'une fois par mois (soit quatre fois) pendant la durée du cours (septembre, octobre, novembre et décembre 2018).

Toutes ces entrevues seront enregistrées, transcrites et conservées dans un fichier protégé par mot de passe dans mon ordinateur portable également protégé par mot de passe. De plus, les enregistrements audios sont uniquement à des fins de transcription et ne seront en aucun cas diffusés. Chaque entrevue durera environ 45 à 60 minutes, ce qui signifie que je vous demanderais à peu près cinq heures de votre temps pour participer à cette étude (quatre heures d'entrevues et une heure de rédaction du journal de bord). Enfin, je réaliserai des observations en classe environ une fois par mois au cours de l'étude afin de prendre des notes sur les interactions entre les étudiants et entre étudiants-enseignants, car elles pourraient contribuer à enrichir les connaissances acquises lors des entretiens. Aucun enregistrement ne sera effectué lors de ces observations.

Pour les participants aux entretiens et aux observations en classe, aucune caractéristique d'identification ne sera divulguée dans la publication de la thèse. Cependant, en raison de la petite taille des classes, les personnes qui vous connaissent peuvent être en mesure de déduire votre identité, même si cela est peu probable. En outre, vous pourrez vous retirer de l'étude à tout moment.

Merci d'avoir considéré cette demande. J'apprécierai grandement votre coopération dans cette initiative. Si vous avez des questions, n'hésitez pas à communiquer avec moi à victoria.tothill-brown@mail.mcgill.ca ou par téléphone au 613-290-4221. Vous pouvez également rejoindre mon superviseur, la Dr Mela Sarkar, à mela.sarkar@mcgill.ca.

Sincèrement,

Victoria Tothill-Brown
Department of Integrated Studies in Education, 3700 McTavish Street, McGill University, Montreal, QC, Canada, H3A 1Y2
Tel: +1 613 290 4221
Adresse courriel: victoria.tothill-brown@mail.mcgill.ca

McGill

Ce formulaire de consentement est pour autoriser la participation à un projet de recherche sur les croyances relatives à l'auto-efficacité et à leur relation avec les enseignants japonais et non-japonais. Cette recherche sera réalisée par la chercheuse principale, Victoria Tothill-Brown, de l'Université McGill. Il n'y a aucun risque anticipé pour vous en participant à cette recherche. La participation à l'étude ne vous sera peut-être pas bénéfique, mais nous espérons en apprendre davantage sur la manière dont les antécédents linguistiques des instructeurs peuvent influer sur la confiance et l'auto-efficacité des étudiants de niveau débutant et donc sur leurs expériences d'apprentissage en japonais. Votre choix de participer ou pas n'affectera pas vos notes.

Les entretiens individuels seront enregistrés à des fins de transcription, ces enregistrements seront déposés de manière sécurisée dans un fichier protégé par mot de passe sur l'ordinateur personnel du chercheur, qui est également protégé par mot de passe. Aucun enregistrement ne sera effectué lors des observations en classe. Pour les entretiens et les observations, vos données d'identification resteront confidentielles en utilisant des pseudonymes et les caractéristiques d'identification ne seront pas publiées. De plus, les données d'identifications telles que les noms et prénoms seront accessibles uniquement que par moi. Cependant, il existe un risque potentiel que les personnes que vous connaissez puissent être en mesure de déduire votre identité en raison de la petite taille de la classe. Dans le cas où les discussions d'entrevue feraient apparaître des domaines d'études et le nombre d'années d'étude, ces informations étant pertinentes pour le sujet de la recherche et qui pourraient être incluses dans l'ensemble des données, veuillez noter que divulguer ces informations pourrait servir davantage à vous identifier. Veuillez noter que vous pouvez vous retirer de l'étude à tout moment.

Si vous avez des questions, n'hésitez pas à communiquer avec moi à victoria.tothill-brown@mail.mcgill.ca ou par téléphone au 613-290-4221. Vous pouvez également rejoindre mon superviseur, la Dr Mela Sarkar, à mela.sarkar@mcgill.ca.

Veuillez signer ci-dessous si vous avez lu les informations ci-dessus et consentez à participer à cette étude. Accepter de participer à cette étude ne renonce à aucun de vos droits et ne libère pas les chercheurs de leurs responsabilités. Une copie de ce formulaire de consentement vous sera remise et le chercheur en conservera une copie.

OUI ____ NON _____ Vous consentez à participer aux entretiens.
OUI ____ NON _____ Vous consentez à être observé dans le cadre des observations en classe.

Date: _____
Nom (lettres moulées): _____
Signature: _____
Addresse courriel: _____

Si vous avez des préoccupations éthiques ou des plaintes concernant votre participation à cette étude et que vous souhaitez parler à une personne ne faisant pas partie de l'équipe de recherche, veuillez contacter le responsable de l'éthique de McGill au 514-398-6831 ou à l'adresse lynda.mcneil@mcgill.ca. Merci d'avoir considéré cette demande.

Appendix D
First interview questions

1. What is your first language?
2. Do you speak any other languages?
3. What countries have you visited?
4. Why did you decide to take this course?
5. How different do you think Japanese is compared to your first language?
6. What made you interested in studying Japanese?
7. How important is self-efficacy to you?
8. What adjectives would you use to describe your present emotional state as you go into this class?
9. What areas of your life do you feel the strongest self-efficacy in?
10. Who is the ideal Japanese teacher to you and why?
11. How did you feel when you learned you would be studying with a native/non-native Japanese instructor?
12. What kind of teacher did you imagine you would be studying under when you registered for the course?
13. What are you hoping to gain from this course?
14. How confident are you feeling about your ability to succeed in this course right now?
15. How proficient do you think non-Japanese people can become at Japanese?
    - What areas can they never be as proficient in?
16. Are there any ways that you think non-native teachers are better than native?
    - Are there any ways that you think they are worse?

Appendix E
Second interview questions

1. How is your Japanese study going?
2. How are you feeling about your ability to study Japanese now?
3. Are you on track to meet your study goals?
4. Have your feelings of self-efficacy (i.e. self-confidence and motivation) changed since the last time we talked? Is it growing, shrinking or staying the same?
5. Can you tell me about any particular moments with your instructor where you felt a change in your self-efficacy in regard to learning Japanese with her?
6. When in class have you felt encouraged or motivated by your instructor?
7. When in class have you felt discouraged or demotivated by your instructor?
8. How has your teacher's identity as a native/non-native speaker interacted with your self-efficacy?
9. How relatable do you find your teacher?
10. Does their relatability affect your self-efficacy when studying Japanese with them?
11. In what ways is learning Japanese enjoyable for you?
12. In what ways is learning Japanese not enjoyable for you?
13. How is your instructor affecting your enjoyment?

Appendix F
Third interview questions

1. How is your Japanese study going?
2. How are you feeling about your ability to study Japanese after 3 months and just a few weeks left to go before the end of the class?
3. Are you on track to meet your study goals?
4. Have your feelings of self-efficacy (self-confidence and motivation) changed since the last time we talked? Is it growing, shrinking or staying the same?
5. When in class have you felt encouraged or motivated by your instructor?
6. When in class have you felt discouraged or demotivated by your instructor?
7. How has your teacher's identity as a native/non-native speaker interacted with your self-efficacy?
8. How relatable do you find your teacher?
9. Does their relatability affect your self-efficacy when studying Japanese with them?
10. In what ways is learning Japanese enjoyable for you?
11. In what ways is learning Japanese not enjoyable for you?
12. How is your instructor affecting that enjoyment?
13. Are you pursuing learning Japanese outside of the classroom? If so, how? Why do you do this?
14. How are you feeling about the next course starting in January?

Appendix G
Fourth interview questions

1. If you were giving advice to someone considering studying Japanese, would you recommend a native speaker, a non-native speaker or a combination of both? Why?
2. If you were designing the perfect teacher for you as a beginner learner, what characteristics would they have? How would they compare to your current instructor?
3. How would you describe the trajectory of your self-efficacy over the course of this course?
4. How confident do you feel about your capacity to become a proficient user of Japanese (if you wished to)?
5. How proficient do you think non-native Japanese people like you can become at Japanese? Has this answer changed since the beginning of the semester?
6. Has your interest in studying Japanese changed since the beginning of the course?
7. Are you more or less motivated as compared to before? Are you looking forward to your upcoming studies?
8. *(University A)* How are you feeling after the final test and semester overall in regard to your self-efficacy?
9. *(University B)* How are you feeling after the oral presentation and final exam in regard to your self-efficacy?