The construct and effects of the native speaker fallacy in the U.S. University Japanese language program

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• Students and teachers of Japanese
The Native Speaker Fallacy
(Phillipson, 1992)

qualified  effective  standard
decision
rules

Can explain the language!
Can provide emotional support!
Research Questions

1. Does the native speaker fallacy exist in Japanese programs in the U.S.?
2. What is the definition of a native speaker?
3. Are nonnative teachers of Japanese negatively affected by the native speaker fallacy?
4. What are some pedagogical implications?
Methodology
Triangulation (Pavlenko, 2007)

Survey
- 245 response
  - > Students
    - Level 1: 126
    - Level 2: 62
    - Level 3: 36
    - Level 4/higher: 9
  - > Teachers: 12

Quantitative

Qualitative

Interviews

Audio recording
- Follow-up interviews after teaching = 6 hrs

Observation
- New Teacher Training/Follow-up classes = 17 hrs
- Classroom teaching = 24 hrs

Video recording
- New Teacher Training/Follow-up classes = 17 hrs
- Classroom teaching = 24 hrs
Performed Culture Approach
(Walker and Noda, 2010)

• ACT

Why do we use honorifics in this context?

中村さん、いらっしゃいますか？
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Do you prefer a native or nonnative? N=245

- Pronunciation
- Standard
- Adv S/L
- Informal lang
- In general
- Target language only
- Adv R/W
- Culture
- If untrained
- Beg S/L
- Effective and qualified
- Beg R/W
- Asking Qs
- Fun/exciting
- Grammar
- Lenient grader
- Compassionate

Bar chart showing preferences for native vs. nonnative in various categories.
In general, I prefer a...

<table>
<thead>
<tr>
<th>Native teacher</th>
<th>No preference</th>
<th>Nonnative teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>130</td>
<td>106</td>
<td>3</td>
</tr>
</tbody>
</table>

Level -0.1001 ** p<0.01 while controlling participants’ age, ethnic background, gender, native language, status as students or teachers, and level of class.

“The higher participants’ level of class gets, participants show more preference for a native teacher.”
Results and Discussions

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Definition of a native speaker? N=245

Yes, I would include this characterization.
Results and Discussions

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Non-native teachers are NOT homogenous.
Results and Discussions

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Flow

Czikszentmihalyi (2000)

Foreign Language Anxiety

Diagram showing the relationship between challenges, skills, and anxiety in the context of flow.

- Challenges
- Skills
- Anxiety

Challenges: A₁, A₂, A₃, A₄
Skills: (Low), (High)
Anxiety: Flow Channel, Boredom

The diagram illustrates how different levels of challenges and skills can lead to varying levels of anxiety, ultimately affecting the experience of flow.
Coping with foreign language anxiety (Horwitz, 1996)

- Recognize it
- Give permission to be less than perfect
- Recognize “Culture shock”
- Give credits
- Become aware of language learning process
- Imagine speaking well in a teaching setting
- Make plans to improve language proficiency
- Be supportive!
Summary

• The native speaker fallacy exists in the minds of Japanese students and teachers.
• “Native” speakers are idealized.
• Non/native teachers are not homogenous groups of people.
• Nonnative teachers are not necessarily negatively affected by the native speaker fallacy.
• Focus on coping with foreign language anxiety
Thank you!

• Shinsuke Tsuchiya

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Reference

- Llurda, E. (2006). Looking at the perceptions, challenges, and contributions... or the importance of being a non-native teacher. In E. Llurda (Ed.), Non-Native Language Teachers Perceptions, Challenges, and Contributions to the Profession (Vol. 5). New York: Springer.