

Motivational Orientations of Learning Japanese as A Foreign Language Among Undergraduates In A Public University In Malaysia

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Abstract: Motivation is a key factor in learning a foreign language. This study investigated the instrumental, integrative and attitudinal motivation level of students learning Japanese as a FL in a public university in Malaysia. A survey questionnaire based on Gardner's (1985) AMTB (Attitude/Motivation Test Battery) and Dornyei's (1994) Attitudinal Motivation was given to 171 undergraduates. Descriptive and Inferential statistics were used to analyse the data. The results of the study indicated that the foreign language learners were generally highly motivated to learn Japanese as a foreign language. Moreover, their integrative and attitudinal motivational levels were similarly high and slightly higher than their instrumental motivation. There were also statistically significant differences among the three subscales of attitudinal motivation viz. teacher-specific, course-specific and group-specific. They were more oriented towards teacher-specific and course-specific attitudinal motivation than group-specific attitudinal motivation. The implications for EFL teachers and curriculum developers are that it would improve foreign language learning courses in future by designing suitable lessons and preparing appropriate materials and activities.

Keywords: Attitude, Foreign language learning, Instrumental orientation, Integrative orientations, Motivation

1. Introduction

The importance of learning a foreign language (FL) such as Mandarin, Arabic, Japanese, French, Korean and Spanish to develop human capital has been outlined in the National Higher Education Strategic Plan Beyond 2020. Not only will a third language allow graduates to gain access to the latest technology and information but also to obtain an added advantage in an increasingly multicultural and diverse work environment where more opportunities are opened to a workforce that is competent in several languages. This would enable graduates to create value for themselves, their community and the nation.

In the Malaysian Education Blueprint 2015-2025 (Higher Education), the learning of a global or foreign language has been identified as one of the important factors in spearheading the country's vision to be a fully-developed nation. In fact, many universities in Malaysia have been offering international language courses such as Korean, French, Arabic, Spanish or Japanese either as a graduation requirement or credited elective for some time now. Holistically, having the skill to communicate in a foreign or an international language prepares graduates to gain a competitive edge to meet the demands of a global marketplace. Rightfully soon, the Malaysia Education Blueprint encourages students in higher education to learn one global language apart from being proficient in Bahasa Malaysia and English. Armed with such an advantage, doors of opportunity to build rapport in the global business world can help graduates in their careers and life in general.

Thus, it is unsurprising then that the demand for foreign language education has generated much discussion on intrinsic and extrinsic issues that could affect learner's language learning outcomes (Brown, 2007; Gardner, 2001). Gardner (2001) lists personality, intelligence, language learning aptitude, language learning strategies, language learning motivation and cognitive style as the factors which could influence the learning outcome. Among all the individual characteristics mentioned above, Skehan (1989) and Koichi and Ellis (2003) argue that apart from aptitude, motivation is the most significant element contributing to individual differences in second and foreign language learning. Many studies have suggested motivation plays a vital role in determining success in language learning (Csizér & Dörnyei, 2005; Ellis, 1994; Gardner, 1985; 2001; Irie, 2003; Nyikos & Oxford, 1993; Oxford & Ehrman 1995; Oxford & Nyikos, 1989; Oxford & Shearin, 1994). These researchers concurred that the element of motivation has a 33% influence on successful language, thus emphasising the fact that when learners are motivated, they can overcome the issues or challenges in language learning. Conversely, Dörnyei (1998) points out that without sufficient motivation, even learners who may have the aptitude or cognitive abilities may not achieve the language learning goals successfully. In relation to this, Mazuin et al (2020) concur that consistent motivation is likely the most pertinent factor that needs to be given priority to enhance learning

2. Problem Statement

In view of the increasing expectations for graduates to achieve an acceptable level of proficiency in a foreign language, more research needs to be conducted in this area particularly concerning the motivation of Malaysian students to learn a foreign language at institutions of higher learning. The limited corpus of current literature that focused on the motivational orientations FL learning within the local context largely adopted Gardner's Attitude/Motivation Test Battery (AMTB) (Nikitina, Furuoka and Kamaruddin, 2020; Nor, Yusof and Salleh, 2019; Chua and Azlan, 2019; Teh, Sulaiman and Yusuf, 2018; Khong, Hassan and Ramli, 2017; Bodian, 2017; Aladdin, 2010)

The model proposes that individuals' motivation to learn a FL is related to two important variables – Integrativeness and Instrumentality. Based on the model, Integrative motivation refers to a favourable attitude towards interacting or identifying with the target language group (Gardner, 1985). In other words, students' learning is motivated due to their interest in identifying with the community, the arts and culture associated with the target language. Instrumental motivation, on the other hand, refers to a language learnt for utilitarian purposes (Gardner, 1985). This indicates that students' learning is largely motivated by their aspirations to earn good grades and to use the target language as an added advantage for their career advancements.

A closer inspection of the above-mentioned studies that have applied Gardner's model, however, recorded varying and opposing results. Some of the studies showed instrumental orientation as being more dominant while others reported that integrative orientation was more predominant. In certain cases, moreover, no significant differences between the two variables were noted. In addition, in terms of methodology, most of these studies investigating instrumental and integrative motivational orientations used only Gardner's model which does not take into account the attitudinal orientation of students' motivation towards learning of a FL. Thus, there is a lack of studies that have examined the attitudinal orientation of FL learning based on Dörnyei's model and its association with instrumental

and integrative motivation. To expand further on research on Malaysian students' motivational orientations towards FL learning, Gardner's socio-educational model is integrated with Dörnyei's (1994) motivational framework which focuses on attitudinal motivation in order to investigate the motivational orientations of Japanese language learners. Hence, the present study looks at the instrumental, integrative and attitudinal types of motivational orientations.

3. Literature Review

In learning a language in general, motivation is considered a core factor affecting learner's achievement (Mallik 2017). Dörnyei and Schmidt (2002) discuss how important motivation is for second language acquisition. McGroarty (2002) writes that motivation for L2/FL learning is created from people. L2/FL learning experience is concerned with motivation related to the immediate learning experience, for example impact of the teacher, peer group, curriculum, lesson style, the classroom, activities and success (Sampson, 2016).

Gardner's Motivation Theory has been prominent in the field of second language (L2) learning for decades. Based on the literature, most studies on motivation in FL learning in Malaysia adopted Gardner's socio-educational model. The following section presents studies conducted in Malaysia. Gardner and Lambert (1972) relate integrative motivation to interest in the people and culture represented by the other group while instrumental motivation reflects the utilitarian purposes of learning the language such as to get a job, pass an examination and enhance job promotion prospects.

Previous studies have demonstrated that there is a strong relationship between integrative orientation and language attitudes which has an impact on the L2/FL motivation. Nikitina, Furuoka and Kamaruddin (2020) investigated language attitudes and L2 motivation of Korean language learners in a public university in Malaysia and showed significant association between learners' instrumental orientations and attitudes. In another study Bodian (2017), who explored motivational orientation of FL learners of French among Malaysian undergraduates claimed both instrumental and integrative motivation to learn but instrumental motivation was higher. In a similar vein, Aladdin (2010) conducted a study on 207 non-Muslim Malaysian learners of Arabic as a FL and discovered that instrumental orientation was higher to fulfil the university's requirement for learning Arabic. Similar findings were reported by Nor, Yusof and Salleh (2019) where non-muslim Malaysians learning Arabic showed instrumental motivation was more dominant than integrative motivation. An interesting insight of their study was that unlike other studies of foreign languages in the local context, the undergraduates had moderate motivation in learning Arabic for career purposes. As Arabic is compulsory for the law undergraduates, hence the instrumental motivation is high as they need to pass in order to graduate (Nor, Yusof and Salleh, 2019).

Conversely, Teh, Sulaiman and Yusuf (2018) found that integrative motivation orientation is more dominant among 103 Diploma Arabic language and Literature students in Malaysia. Furthermore, Khong, Hassan and Ramli (2017) reported that there were no significant differences between integrative and instrumental motivational orientations and gender in learning Spanish as a foreign language. In their study comprising 448 students, Spanish is a compulsory subject in the University Kuala Lumpur Spanish Institute and their findings showed that instrumental motivation was higher for females. In the same vein, a study by Chua and Azlan (2019) on non-native Mandarin learners in a public university also revealed that both instrumental and integrative motivation are equally important. However, a noteworthy point highlighted in their study was that motivation of learning FL tends to drop when the learners go to the next level in their course.

To conclude, based on the literature, some studies revealed instrumental orientation as being more dominant while some show that integrative orientation is more predominant with FL learners. In terms of methodology, most studies investigating instrumental and integrative motivational orientations use Gardner's model. Few studies have examined the attitudinal orientation of foreign language learning based on Dörnyei's model and its association with instrumental and integrative motivation. Hence, the present study looks at the instrumental, integrative and attitudinal types of motivational orientations.

4. Research Objectives

1. To identify the level of overall motivation, integrative motivation, instrumental motivation, and attitudinal motivation of students learning Japanese as a foreign language in UiTM Melaka
2. To determine if there is any difference between / among the overall motivation, integrative motivation, instrumental motivation, and attitudinal motivation of students learning Japanese as a foreign language in UiTM Melaka
3. To identify the level of attitudinal motivation for learning Japanese as a foreign language of semester 3 students at UiTM Melaka by types
4. To determine if there is any difference between the three types of attitudinal motivation of students learning Japanese as a foreign language in UiTM Melaka

5. Research Questions

1. What is the overall level of motivation for learning Japanese as a foreign language of Semester 3 students in UiTM Melaka?
 - 1.1 What is the level of integrative motivation for learning Japanese as a foreign language of Semester 3 students in UiTM Melaka?
 - 1.2 What is the level of instrumental motivation for learning Japanese as a foreign language of Semester 3 students in UiTM Melaka?
 - 1.3 What is the level of attitudinal motivation for learning Japanese as a foreign language of Semester 3 students in UiTM Melaka?
2. Is there a significant difference between/among the overall motivation, integrative motivation, instrumental motivation, and attitudinal motivation of students learning Japanese as a foreign language in UiTM Melaka?
3. What is the overall level of attitudinal motivation for learning Japanese as a foreign language of semester 3 students at UiTM Melaka?
 - 3.1 What is the level of teacher-specific attitudinal motivation for learning Japanese as a foreign language of semester 3 students at UiTM Melaka?
 - 3.2 What is the level of group-specific attitudinal motivation for learning Japanese as a foreign language of semester 3 students at UiTM Melaka?
 - 3.3 What is the level of course-specific attitudinal motivation for learning Japanese as a foreign language of semester 3 students at UiTM Melaka?
4. Is there any significant difference between the three types of attitudinal motivation of students learning Japanese as a foreign language in UiTM Melaka?

6. Research Hypotheses

The following null hypotheses were formulated for the study:

Research Question 2

Ho: There is no significant difference among the overall motivation, integrative motivation, instrumental motivation, and attitudinal motivation of students learning Japanese as a foreign language in UiTM Melaka

Research Question 4

Ho: There is no significant difference between the three types of attitudinal motivation of students learning Japanese as a foreign language in UiTM Melaka?

7. Methodology

This study adopts a quantitative approach. A survey questionnaire was sent to the undergraduates to collect the data. The study involved 171 undergraduates (86 males and 85 females) learning Japanese as a foreign language at UiTM Melaka in their Year Two (Level 3). The samples have taken Japanese at Level 1 and 2 in the previous semesters. The research instrument was a questionnaire adapted from Gardner's Attitude/Motivation Test Battery (ATMB) (Gardner, 1985) and Dornyei's (1994) Attitudinal Motivation. The questionnaire comprised two parts - Part A was a demographic section on respondents' information such as age, gender, faculty, and Part B focused on the integrative, instrumental and attitudinal motivation items which were assessed using a 5-point Likert scale ranging from 'strongly disagree' to 'strongly agree'. Items 1-20 were based on Gardner's (1985) AMTB with odd number items related to integrative motivation and the even number items were related to instrumental motivation while items 21-30 were related to Dornyei's (1994) Attitudinal Motivation. Items 21-30 were categorised as teacher specific (Items 21, 24, 25,28), course specific (Items 22, 23, 29, 30) and group specific (Items 26, 27). The questionnaire was administered in English which is the second language for the samples (refer Appendix). The questionnaire was distributed to the samples in July 2020 via WhatsApp platform as classes were conducted online due to the Covid19 pandemic. The questionnaire items and the Cronbach alpha reliability of the specific subscale's values are provided in the Appendix.

Descriptive statistics involving means and standard deviations were used to identify the levels of the overall, integrative, instrumental and attitudinal motivation of undergraduates learning Japanese as a foreign language in research question 1 and the levels of teacher-specific, group specific and course-specific attitudinal motivation of undergraduates learning Japanese as a foreign language in research question 3. Inferential statistics such as one-way within-subjects ANOVA and Bonferroni Post Hoc Tests of pairwise comparisons were used to determine if there is a significant difference among the overall motivation, integrative, instrumental and attitudinal motivation of undergraduates learning Japanese as a foreign language in research question 2 and whether there is any significant difference among the teacher-specific, group specific and course-specific attitudinal motivation of undergraduates learning Japanese as a foreign language in research question 4.

The researchers computed the Cronbach's alpha coefficients for each motivation subscale. The alpha values of the integrated, instrumental and attitudinal motivation for learning Japanese as a foreign language in the present study are shown in Table 1.

Table 1. Cronbach's Alpha Values of the Motivational Subscales

Motivational Subscales	No. of Items	Item Number	Cronbach's Alpha Value
Integrative	10	1,3,5,7,9,11,13,15,17,19	.965
Instrumental	10	2,4,6,8,10,12,14,16,18,20	.941
Attitudinal	10	21 - 30	.974
Overall	30		.985

8. Results

The results of the analyses are presented according to the research questions and followed by hypotheses testing.

Research Question 1: What is the level of motivation for learning Japanese as a foreign language of semester 3 students at UiTM Melaka in terms of overall, integrative, instrumental, and attitudinal motivations?

Table 2. Means and Standard Deviations on Overall, Integrative, Instrumental and Attitudinal Motivation for Learning Japanese as a foreign language of Semester 3 Students in UiTM Melaka

Motivation SD	n	M
Integrative .789	171	3.950
Instrumental .779	171	3.891
Attitudinal .818	171	3.940
Overall .794	513	3.927

Table 3. Interpretation of Mean Scores on Motivation

Scale Motivational Level	Agreement Range	Mean Range	
5	Strongly Agree	4.50 – 5.00	Very High
4	Agree	3.50 – 4.49	High
3	Neutral	2.50 – 3.49	Moderate
2	Disagree	1.50 – 2.49	Low
1	Strongly Disagree	1.00 – 1.49	Very Low

Based on Tables 2 and 3, the results of research question 1 are as follows. The overall level of motivation for learning Japanese as a foreign language of semester 3 students at UiTM Melaka was high ($M = 3.927$, $SD = .794$). The level of integrative motivation for learning Japanese as a foreign language of semester 3 students at UiTM Melaka was high ($M = 3.950$, $SD = .789$). The level of instrumental motivation for learning Japanese as a foreign language of semester 3 students at UiTM Melaka was high ($M = 3.891$, $SD = .779$). The level of attitudinal motivation for learning Japanese as a foreign language of semester 3 students at UiTM Melaka was high ($M = 3.940$, $SD = .818$).

The results based on a preliminary observation of the descriptive statistics in Table 2 and the interpretation of mean scores on motivation (Delgado, 2016) in Table 3 indicated that the students were generally highly motivated to learn Japanese as a foreign language. Moreover, their integrative and attitudinal motivational levels were similarly high and slightly higher than their instrumental motivation. To confirm these findings, the inferential statistics of one-way within-subjects ANOVA was used to determine whether there were statistically significant differences among the three motivational orientations in research question 2.

Research Question 2: Is there a significant difference among the overall motivation, integrative motivation, instrumental motivation, and attitudinal motivation of students learning Japanese as a foreign language in UiTM Melaka?

8.1 Test of hypotheses

Ho: There is no significant difference among the overall motivation, integrative motivation, instrumental motivation, and attitudinal motivation of students learning Japanese as a foreign language in UiTM Melaka.

Table 4. One-Way Within-Subjects Analysis of Variance of Means in Motivational Orientation by Types

Source	SS	df	MS	F
Types	.343	1.890	.181	4.159
Error	14.016	321.262	.044	

Table 4 shows that there was a statistically significant difference among the three motivational orientations as determined by the one-way within-subjects ANOVA ($F(1.890, 321.262) = 4.159, p = .018$). Therefore, the null hypothesis that there is no significant difference among the integrative motivation, instrumental motivation, and attitudinal motivation of students learning Japanese as a foreign language in UiTM Melaka was rejected.

Table 5. ANOVA Pairwise Comparisons of Means in Motivational Orientation by Types

Comparisons	n	M	SD	Bonferroni Post Hoc Test	
				Integrative	Instrumental
Motivational					
Attitudinal					
Integrative	171	3.950	.789		.003*
Instrumental	171	3.891	.779	.003*	
Attitudinal	171	3.940	.818	.686	.027*

*The mean difference is not significant at the 0.05 level

Bonferroni post hoc test of pairwise comparisons as shown in Table 5 indicated that there was a significant difference between students' integrative ($M = 3.95$, $SD = .78$) and instrumental ($M = 3.89$, $SD = .78$) motivations. Moreover, there was a significant difference between the students' attitudinal ($M = 3.94$, $SD = .82$) and instrumental ($M = 3.89$, $SD = .78$) motivations. However, there was no significant difference between students' attitudinal ($M = 3.94$, $SD = .82$) and integrative ($M = 3.95$, $SD = .78$) motivations.

These results suggest that the students were more oriented towards integrative and attitudinal than instrumental motivation in learning Japanese as a foreign language. In other words, they were more integratively and attitudinally motivated in learning Japanese as a foreign language. Moreover, they were similarly motivated integratively and attitudinally in learning Japanese as a foreign language.

Research Question 3. What is the level of attitudinal motivation for learning Japanese as a foreign language of semester 3 students at UiTM Melaka in terms of overall, teacher-specific, group-specific and course-specific attitudinal motivations?

Table 6. Means and Standard Deviations on Overall, Integrative, Instrumental and Attitudinal Motivation for Learning Japanese as a foreign language of Semester 3 Students in UiTM Melaka

Attitudinal Motivation SD	n	M	
Teacher-specific	171	4.015	.861
Group-specific .835	171	3.968	
Course-specific .867	171	3.839	
Overall .856	513	3.941	

Based on Tables 3 and 6, the results of research question 3 are as follow. The overall level of attitudinal motivation for learning Japanese as a foreign language of semester 3 students at UiTM Melaka was high ($M = 3.941$, $SD = .856$). The level of teacher-specific attitudinal motivation for learning Japanese as a foreign language of semester 3 students at UiTM Melaka was high ($M = 4.015$, $SD = .861$). The level of group-specific attitudinal motivation for learning Japanese as a foreign language of semester 3 students at UiTM Melaka was high ($M = 3.968$, $SD = .835$). The level of course-specific attitudinal motivation for learning Japanese as a foreign language of semester 3 students at UiTM Melaka was high ($M = 3.839$, $SD = .867$).

The results based on a preliminary observation of the descriptive statistics in Table 6 and the interpretation of mean scores on motivation in Table 2 indicated that the students' overall attitudinal motivation to learn Japanese as a foreign language was high. Specifically, their group-specific and course-specific attitudinal motivational levels were similarly high but slightly lower than their teacher-specific attitudinal motivation. To confirm these findings, the inferential statistics of one-way within-subjects ANOVA was used to determine whether there were statistically significant differences between the three subscales of attitudinal motivational orientations in research question 4.

Research Question 4: Is there any significant difference among the three types of attitudinal motivation of students learning Japanese as a foreign language in UiTM Melaka?

8.2 Test of hypotheses

Ho: There is no significant difference among the three types of attitudinal motivation of students learning Japanese as a foreign language in UiTM Melaka?

Table 7. One-Way Within-Subjects Analysis of Variance of Means in Attitudinal Motivation by Types

Source	SS	df	MS	F
Types	2.823	1.596	1.769	15.706
Error	30.552	271.318	.113	

One-way within-subjects ANOVA analysis of the subscales of attitudinal motivation in Table 7 shows that there was a statistically significant difference among the three subscales of attitudinal motivation viz. teacher-specific, course-specific and group-specific ($F(1.596, 271.318) = 15.706, p = .000$). Therefore, the null hypothesis “there is no significant difference among the three types of attitudinal motivation of students learning Japanese as a foreign language in UiTM Melaka” was rejected.

Table 8. ANOVA Pairwise Comparisons of Means in Attitudinal Orientation by Types

Comparisons	n	M	SD	Bonferroni Post Hoc Test	
				TS	CS
Teacher-Specific (TS)	171	4.015	.066		.050
Course-Specific (CS)	171	3.968	.064	.050	
Group-Specific (GS)	171	3.839	.066	.000*	.000*

*The mean difference is significant at the 0.05 level

Bonferroni post hoc test of pairwise comparisons as shown in Table 8 indicates that there was a significant difference between the teacher-specific ($M = 4.015, SD = .066$) and group-specific ($M = 3.839, SD = .066$). Moreover, there was also a significant difference between the course-specific ($M = 3.968, SD = .064$) and group-specific ($M = 3.839, SD = .066$) attitudinal motivations. However, there was no significant difference between teacher-specific ($M = 4.015, SD = .066$) and course-specific ($M = 3.968, SD = .064$) attitudinal motivations.

These results suggest that the students were similarly oriented towards the teacher-specific and course-specific sources of attitudinal motivation within the learning situation. They were more oriented towards teacher-specific and course-specific attitudinal motivation than group-specific attitudinal motivation.

9. Discussion

The results of this study showed that the overall level of motivation for learning Japanese as a foreign language among UiTM Melaka undergraduates was high. Malaysia has a long good relationship with Japan since the 1980's due to the 'Look East Policy' by the government and thus Japanese language was introduced to improve economic ties. Subsequently, interest in Japanese culture such as food, manga, goods, household products and cars has been growing. This cultural aspect which relates to integrative orientation and factors such as good career prospects or fulfilling the university course requirement, which relates to instrumental orientation, are both equally pertinent. The findings of this study correspond with previous studies by Nikitina, Furuoka and Kamaruddin (2020) who reported that there is a significant relationship between instrumental orientation and attitudes of learners of Korean as a FL. They seem to indicate practical considerations as being more prominent over cultural aspects in learning a FL. The findings of the present study are also consistent with previous studies (Chua and Azlan, 2019; Zubairi and Sarudin, 2009) where FL learners have instrumental and integrative motivational orientations.

For integrative motivation, the findings showed that the undergraduates were highly motivated in Items 5, 9, 11 and 13 as shown in the table (refer Appendix). The mean scores of each item show that the undergraduates were highly motivated in understanding Japanese culture and society, enjoyed Japanese manga, songs, movies, films, and TV drama series, better understand and appreciated the Japanese way of life and fulfilled personal interests. The mean score of instrumental motivation illustrated in the following table also shows that the undergraduates have high motivation in learning Japanese. Items 4, 10, 12, 14 indicate their utilitarian reason for learning Japanese such as it will help them in getting a good job, fulfill academic requirements, become a knowledgeable person, for travelling purposes, economical reasons and feeling proud being able speak the target language. Past studies of foreign languages in the local context also revealed instrumental motivation as being significant (Nikitina, Furuoka and Kamaruddin, 2020; Nor, Yusof and Salleh, 2019; Bodian, 2017).

For attitudinal motivation, findings also revealed that all three motivational subscales had high reliability. However, the teacher specific and course specific types have slightly more impact on undergraduates' attitudinal motivation in learning Japanese as a foreign language compared to group specific. Items 24 and 28 with the highest mean scores illustrated that the learners were motivated due to the teacher's feedback and the teacher having the knowledge and skills to teach the language. Items 23 and 29 indicate that course tasks that are suitable and activities that provide opportunities for the undergraduates to learn the Japanese language are also factors that motivate learners.

The findings support the contention that motivation is a pertinent factor which can impact learning a second or foreign language (Gardner, 1985). Moreover, instrumental and integrative motivations as well as attitude are factors that affect learning a FL. The pedagogical implications of this study are that the teacher provides feedback as this encourages learners as results show that students are more inclined towards teacher specific attitudinal motivation. In short, the classroom context and learning situation such as the teacher, the course content, materials and activities can be manipulated to suit the learners' motivational orientations. The motivational orientations also may change as they progress in their FL learning which indicates that motivation is not static but dynamic. As Jain et al (2012) claim, attitude towards learning a language holds a vital role in the teaching and learning of a language and attitude is determined by level of motivation. As such instructors need to enhance the teaching and learning environment by having interactive activities to increase motivational level.

The findings concluded that all three motivational subscales had high reliability. The null hypothesis (Ho) was confirmed. In other words, the undergraduates have high motivation in learning Japanese as a foreign language.

10. Conclusion

To sum up, this study showed that integrative and attitudinal motivational orientation were significant factors in the learning of Japanese as a foreign language among the undergraduates. The results showed that the undergraduates were very keen to learn a foreign language and their motivation were somewhat influenced by the teacher. These findings provide insights for foreign language teaching in higher institutions to understand the motivational orientations among the undergraduates. Therefore, instructors, course developers, and policy makers need to consider learners' motivational patterns as they can affect the success or failure of language learning. As Durmus and Guven (2020) assert there is a relationship between the teaching styles of instructors and learning styles of students and this can contribute to effective language learning. As shown in the findings, if good job prospect is the most important reason that motivates learners, course developers should introduce occupational purposes related syllabus to satisfy them. The study also revealed that teachers are a significant factor for learning a foreign language as the undergraduates' have a positive attitude towards the foreign language and this finding is a cue for instructors to focus on their students. Learning a FL such as Japanese is an asset for the undergraduates and adds a competitive edge.

11. Limitations and Future Research

The limitation of the study is that the participants were at Level Three of the Japanese course. Moreover, only a survey questionnaire was conducted. Future studies should investigate motivational orientations of learning of FL throughout the duration of the course, for example if the course is for three semesters (three levels) than from the beginning to end. This way more in-depth information on attitudes and motivational orientations can be obtained as well as to discover if their motivational orientations have changed. In addition, future research should consider both qualitative and quantitative research design to investigate motivation in learning a foreign language. Through interviews, a greater depth of information will be obtained on understanding motivation and its influence on language learners. Interviewing students as well as course instructors would also help to better understand motivational orientations in learning a foreign language.

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Appendix

Descriptive Statistics by Items

Integrative motivation

Items No.	Items	N	Minimum	Maximum	Mean	Standard Deviation
Q1	It will enable me to easily speak in Japanese with people.	171	1	5	3.8421	.90338
Q3	It will allow me to meet and converse with more and varied people.	171	1	5	3.8596	.86986
Q5	It will enhance my understanding of Japanese culture and society.	171	1	5	4.0468	.87321
Q7	I will be able to participate more freely Japanese cultural activities.	171	1	5	3.8655	.89412
Q9	I will be able to enjoy Japanese songs, movies, films, and TV drama series.	171	1	5	4.0819	.90376
Q11	It will enable me to better understand and appreciate the Japanese way of life.	171	1	5	4.0643	.86871
Q13	It fulfills my personal interests.	171	1	5	4.0292	.87734
Q15	I want to learn as many foreign languages as possible.	171	1	5	3.9415	.95614

Items No.	Items	N	Minimum	Maximum	Mean	Standard Deviation
Q17	I want to learn about other cultures to better understand the world.	171	1	5	3.9649	.92606
Q19	It is to promote inter-culturalism.	171	1	5	3.8070	.97206

Instrumental motivation

Items No.	Items	N	Minimum	Maximum	Mean	Standard Deviation
Q2	I need the class to fulfill my university's requirements.	171	1	5	3.9883	.88775
Q4	It will make me a knowledgeable person.	171	1	5	4.0819	.87061
Q6	I think it will be useful in getting a good job.	171	1	5	3.9649	.90029
Q8	It will enable me to compete effectively in the global economy.	171	1	5	3.8246	.87022
Q10	I would like to use Japanese when I travel to a Japanese-speaking country/area.	171	1	5	4.1404	.92873
Q12	Japan is playing a more important role in the economic development of the world.	171	1	5	4.0994	.91815

Items No.	Items	N	Minimum	Maximum	Mean	Standard Deviation
Q14	I will feel proud if I can speak Japanese.	171	1	5	4.0936	.92832
Q16	My friends/siblings took Japanese and they recommended the Japanese class to me.	171	1	5	3.3041	1.20340
Q18	It is a language that is going to be very useful.	171	1	5	3.9415	.94376
Q20	My parents encouraged me to learn it.	171	1	5	3.4737	1.13922

Attitudinal motivation

Attitudinal Motivation	Items No.	Items	N	Minimum	Maximum	Mean	Standard Deviation
Teacher-specific (TS)	Q21	The teacher makes learning fun.	171	1.00	5.00	3.9064	.94091
	Q24	The teacher's feedback is encouraging.	171	1.00	5.00	4.0234	.89412
	Q25	Learning is student-centered and interactive.	171	1.00	5.00	3.9591	.89677
	Q28	The teacher has the knowledge and	171	1.00	5.00	4.1696	.93959

Attitudinal Motivation	Items No.	Items	N	Minimum	Maximum	Mean	Standard Deviation
		skills to teach the language.					
Course-specific (CS)	Q22	The course material is interesting.	171	1.00	5.00	3.9474	.90270
	Q23	The course tasks are at the proper level for me.	171	1.00	5.00	3.9766	.88752
	Q29	The course activities provide the opportunity for learning Japanese.	171	1.00	5.00	3.9883	.90090
	Q30	I can learn the Japanese culture in/out of the classroom.	171	1.00	5.00	3.9591	.89677
Group-specific (GS)	Q26	The group-work or pair-work is fun and helpful.	171	1.00	5.00	3.8772	.92806
	Q27	I enjoy speaking Japanese with my classmates.	171	1.00	5.00	3.8012	.92431