Motivation in learning Japanese language and the effect of five components of the 5Ts framework

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ABSTRACT

Motivation is vital for learners to achieve desired learning outcomes. Meanwhile, the 5Ts framework is a useful tool for teachers to improve students' motivation. This study focused on questionnaire responses of Japanese language students' stating their perceptions towards intrinsic motivation and 5Ts components as well as scrutinized the relationship between these two constructs. Results showed that both perceptions were favourable and held a positive relationship. Furthermore, students' intrinsic motivation was a powerful predictor for 5Ts components. Findings indicated that enhancing the quality of teachers' 5Ts implementation might lead to an improvement in students' motivation. At the same time, an increase in students' intrinsic motivation caused a greater extent of their expectation on the quality of teachers' 5Ts practice.

1. Introduction

Motivation is vital for learners to achieve desired learning outcomes. Ryan and Deci (2000) state that motivation relates to "all aspects of activation and intentions" of human-being (p. 69). If one agrees with their statement, then there is no doubt that learners' motivation is an important construct that affects, either positive or negative, many aspects of the entire teaching-learning process. In the domain of learning a language, especially English as a foreign language (EFL) and as a second language (ESL), motivation and its relationships with learning outcomes have attracted researchers' attention since more than a half-century ago (Gardner & Lambert, 1959). Since then, the number of related papers in this research area has been profound. Even in recent few years, the number of published works is still substantial (e.g., Aldosari, 2014; Cheng & Cheng, 2013; Doan, 2020; Jodaei, Zareian, Amirian, & Adel, 2018; Khojah & Thomas, 2021; Lei & Levitan, 2020; Shih, 2019). However, in contrast to the number of works done on English learners' motivation, the same construct for other languages, including Japanese as a foreign language (JFL), has been under-investigated (Kwok & Carson, 2018). Furthermore, to our best knowledge, no investigation concerning the relationship between Japanese language learners' motivation and teacher-relating factors of the 5Ts theory (Renandya, 2014) has been reported. For this reason, the present study aims to examine the effect of some factors coming from the teacher on his or her students' motivation in learning Japanese as a foreign language.

2. Research background

2.1. Motivation and language learning

In the social-psychological theory of second language learning, Gardner and Lambert

(1959, 1972) proposed two types of motivation to explain why some students get better results than others. The first one, integrative motivation, refers to the learner's desire to get knowledge of the people who speak that language and their culture. The second one, instrumental motivation, relates to a practical reason such as a fulfillment of a study program. Although both types of motivations help improve the students' language acquisition, the integrative one seems to be more sustainable (Gardner & MacIntyre, 1991). Integrative motivation also has a predictive role in academic adaptation (Yu & Downing, 2012). For more than 20 years, these two types of motivation attracted substantial attention of researchers in language learning, although the study on integrative confused to some extent (Au, 1988).

Self-Determination Theory (SDT) originated in the work of Deci and Ryan (1985). The sub-theories and their applications for all language studies of this theory are helpfully reviewed in a very recent article (McEown & Oga-Baldwin, 2019). The SDT insists that autonomy, competence, and relatedness are the three basic psychological needs that motivate learners. Ryan and Deci (2017) regard autonomy as a sense of choice and personal endorsement in a task. Competence relates to a learner's feeling that what his or her doing will lead to an expected result (Deci & Ryan, 2002). Meanwhile, relatedness concerns the desire to connect with other members of classroom society (Furrer & Skinner, 2003; Grolnick & Ryan, 1989). Students' motivation is intrinsic and extrinsic (Ryan & Deci, 2000, 2017). Intrinsic motivation is created by a student's interest, enjoyment, and satisfaction in learning activities. On the other hand, extrinsic one, arising from external factors, refers to the motivation of fulfilling learning activity to attain a certain goal such as receiving money, praise, and attention or staying away from punishment.

2.2. Motivation and Japanese language learning

The majority of recent studies on motivation in Japanese language learning have reportedly focused on certain learners to explore the difference in their learning driving force. In their work on Japanese learning motivation of university students from Australia and the US, Kato and his colleagues reported that the location of the universities, metropolitan or rural areas, had a significant impact on motivating factors (Kato, Yasumoto, & Sato, 2007). Meanwhile, Humphreys and Miyazoe-Wong (2007) found that the motivation to learn Japanese of Hong Kong Chinese tertiary students was effective and practical but dominantly effective. The result of a similar study on Chinese students learning Japanese in Mainland China appeared to be different to some extent (Gao & Lv, 2018). While most students entered the Japanese course unenthusiastically, they gradually created their motivation as they got more and more "Shiye (视野) (vision), Chuang (窗) (perspective), renshi (认识) (understanding)" (p. 222). This finding is somehow consistent with that of Kwok and Carson (2018), who discovered that integrativeness was the only construct that had an impact on Irish Japanese language learners' motivation. Burgh-Hirabe (2019) also claimed that integrativeness was the main factor contributing to New Zealand students' selecting the Japanese language to learn. A very recent investigation of Minagawa, Nesbitt, Ogino, Kawai, and Burgh-Hirabe (2020) on learning Japanese among New Zealand tertiary students confirmed that integrative motivation was "positive". In addition, the authors also pointed out that pragmatic use was evident. Generally speaking, the most recent works cited above revealed that the student motivation to learn Japanese as a foreign language was dominantly integrative in both English-speaking and non-English-speaking country contexts.

2.3. 5Ts theory for motivation in the language classroom

Renandya (2014) introduced a framework known as the 5Ts theory for motivation in the language classroom context. According to this theory, five components coming from the teacher have a powerful effect on the student's learning motivation. 5Ts stand for these five components representing the **T**eacher him-/herself, the **T**eaching methods employed, the **T**ask proposed for the language course, the **T**ext including those materials assigned by the teacher and those chosen by the students, and the **T**est used for assessing learning outcomes. Since the learning motivation is affected by this teacher-related 5Ts, it is extrinsic motivation. To make 5Ts theory practical, Renandya (2014) also developed items that may be used to evaluate the effects of 5Ts on learners' motivation.

Recently, the 5Ts theory has been successfully used by Wang and Lee (2019) to measure EFL students' extrinsic motivation affected by 5Ts. Their papers also employed this framework to evaluate teachers' perceptions of the 5Ts and compared them to that of the students. Meanwhile, as mentioned earlier, there is no report using the 5Ts theory in a Japanese language classroom context. McEown, Noels, and Saumure (2014) pointed out that Japanese language teachers can "foster students' motivation by supporting their sense of competence, relatedness and cultural understanding" (p. 227). Thus, by investigating a sample of university JFL students, this work tried to answer the following research questions:

(1) What perceptions do JFL students have about intrinsic motivation and the 5Ts?

(2) Is there any relationship bet?

(3) Ween JFL students' perceptions of intrinsic motivation and that of the 5Ts?

3. Methodology

3.1. Participants

A total of 90 JFL students at the Yersin University of Dalat were asked to participate in the present study and fill in the questionnaire sent by Email. Our intention to meet and deliver the questionnaire to the students face-to-face failed due to the Covid-19 social distancing. Among 90 students, 78 showed consent by their feedbacks. Eliminating 04 ineligible responses resulted in the number of final participants was 74 students, including 12 males (16.2%) and 62 females (83.8%). Among them, 20 students (27.0%) major in Japan Studies, 46 (62.2%) in Nursing, and 08 (10.8%) in the English Language. Those majoring in Japan Studies and Nursing were learning Japanese as the first foreign language, and those in the English Language chose the Japanese language as the second foreign language.

3.2. Instruments

A questionnaire was used in this research to collect the responses from the participants. The questionnaire was comprised of 04 items concerning students' perceptions of intrinsic motivation and 20 items relating to students' perceptions of the 5Ts. The first 04 items were developed by Noels, Pelletier, Clement, and Vallerand (2003) and adopted by Wang and Lee (2019). The 20 items for the 5Ts survey were developed by Renandya (2014) and modified by Wang and Lee (2019). In addition, we slightly modified the statements to fit the target language by changing "English" to "Japanese." The statements were scored employing a Likert-type scale with five response options, ranging from 5 (strongly agree) to 1 (strongly disagree). The statements had been translated into Vietnamese to ensure that their contents would be clearly understood before being sent to the students. The statements of 04 items for intrinsic motivation and 20 items for the 5Ts are shown in Tables 1 and 2, respectively, in the Results and Discussion

section below.

3.3. Analyses

The current research used descriptive statistics to describe the responses. Cronbach's alpha was first carried out to check the reliability. One-way ANOVA analysis was then run to determine if there is any significant difference in participants' gender and major towards their responses. In the next step, Pearson's correlation test was conducted to examine whether correlations exist between intrinsic motivation and each component of the 5Ts. Finally, regression analysis was performed for intrinsic motivation as an independent variable.

4. Results and Discussion

4.1. Reliability analysis

Cronbach's alpha showed the questionnaire used in this study to reach acceptable reliability, $\alpha = 0.899$.

Table 1

Follow-up questionnaire intrinsic motivation items

Statement[a] : I am motivated to learn Japanese when…	**M[b]**	**S.D.**
Knowledge		
(1) I enjoy acquiring knowledge about the Japanese community and their way of life.	4.32	.622
Intrinsic stimulation		
(2) I have the pleasure of hearing the Japanese language spoken by Japanese.	4.41	.757
Accomplishment		
(3) I experience the satisfaction of accomplishing difficult exercises in the Japanese language.	4.31	.775
(4) I enjoy surpassing my previous limits in my Japanese language studies.	4.41	.660

[a] Modified statements of those developed by Noels et al. (2003) and adopted by Wang and Lee (2019)
[b] N = 74; 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = agree, and 5 = Strongly agree
Source: Data analysis result of the research

4.2. Students' perceptions of intrinsic motivation

The values of the mean and standard deviation of intrinsic motivation responses are presented in Table 1. As shown, the students appear to own significantly high intrinsic motivation in learning the Japanese language, with mean values ranging 4.31 - 4.41. These favourable responses support the finding of Nakamura (2018) that "interest in Japanese language/culture may be a vital source for motivational intensity to learn the language in both Australian and Korean contexts" (p. 316). This result is also consistent to some extent with the claim of Humphreys and Miyazoe-Wong (2007) that Hong Kong JFL learners' motivation is dominantly affective. The present JFL students' high intrinsic motivation is encouraging for their teachers since this type of motivation is the most effective in the long-term and impetus for learning success and psychological satisfaction (Deci & Ryan, 2008).

4.3. Students' perceptions of the 5Ts

The students' responses to 20 5Ts statements appear to be favourable, as shown in Table 2. As shown, the participants perceived that all five components of the 5Ts were important to enhance their learning motivation, with mean values of 20 items ranging from 4.07 - 4.55. In a closer look, the order of importance is Teacher (M = 4.46) > Task (M = 4.36) > Test (M = 4.34) > Teaching methodology (M = 4.31) > Text (M = 4.22). However, the mean differences are not much, especially those of Task, Test, and Teaching methodology. In Table 3, the Teacher factor is the most influencing.

Table 2

Follow-up questionnaire 5Ts items

Statement[a] : I am motivated to learn Japanese when …	**M[b]**	**S.D.**
1. Teacher	4.46	.558
(1) my Japanese teacher loves the subject matter and teaches it with passion	4.55	.600
(2) my Japanese teacher is friendly and approachable. I can talk to the teacher not only about school work but also other things related to my personal and social life	4.50	.603
(3) my Japanese teacher creates a low-stress classroom environment so I can participate without fear of losing face when I make mistakes	4.47	.687
(4) my Japanese teacher treats every student fairly and does not practice favoritism	4.31	.843
2. Task	4.36	.576
(5) my Japanese teacher encourages every student to be involved in the task	4.41	.639
(6) my Japanese teacher provides sufficient assistance before, during, and after the task	4.38	.676
(7) my Japanese teacher explains the linguistic, communicative, or cultural value of the task clearly	4.36	.732
(8) the teacher assigns us tasks that meet our different needs and interests	4.31	.775
3. Test	4.34	.586
(9) the teacher can provide feedback, guidance, and advice to me and assess me on an ongoing basis, rather than concentrating on a single day, week, or end of the term	4.39	.637
(10) my Japanese teacher allows us to assess ourselves	4.38	.696
(11) the teacher gives me alternative assessments such as project work and other activities in the classroom, besides the examination	4.30	.754
(12) my Japanese teacher uses marking rubrics that are carefully calibrated to avoid subjectivity	4.30	.772
4. Teaching methods	4.31	.627
(13) my Japanese teacher uses different teaching aids such as images, videos, songs, and movements	4.45	.665

Statement[a] : I am motivated to learn Japanese when …	**M[b]**	**S.D.**
(14) my Japanese teacher uses a variety of activities to keep me interested and engaged	4.32	.742
(15) my Japanese teacher carefully selects and structures learning activities that support the attainment of lesson objectives	4.28	.712
(16) my Japanese teacher signals clearly when we are moving from one activity to another	4.19	.871
5. Text	4.22	.558
(17) the materials used in class provide ample opportunity for me to learn what we really need or want to learn	4.39	.699
(18) my teacher allows us to choose reading materials that we are interested in	4.31	.681
(19) the texts used in the class do not contain too many words or expressions that are beyond my reach	4.11	.930
(20) teaching and instructional materials are varied, including print, electronic, oral & written ones	4.07	.728

[a] Modified statements of those developed by Renandya (2014) and adapted by Wang and Lee (2019)
[b] N = 74; 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly agree
Source: Data analysis result of the research

This probably implies relatedness, namely social connections and high concern for others, has more affective on the respondents than the other two basic psychological needs in SDT. Meanwhile, the second place of Task and the third place of Test might be due to a stronger influence of competence need. The students appear to be more comfortable and confident if they feel that they can do the classroom activities as well as the final learning course assessment. From the responses, the present JFL students probably expressed their high expectation of the teacher role to motivate their language learning and that this can be done by fulfilling the 5Ts framework. In their research, McEown et al. (2014) also asserted that JFL teachers "can foster students' motivation by supporting their sense of competence, relatedness, and cultural understanding, although these supports may differ in their importance depending on the students, level of self-determination" (p. 227).

4.4. Students' perceptions vis-à-vis their gender and learning major

One-way ANOVA analysis resulted in no statistically significant difference between male and female participants in their responses to the statements of intrinsic motivation and the 5Ts as the *p*-values were higher than 0.05. The similar high *p*-values also indicated no significant difference existed among students majoring in Japan Studies, Nursing, and English Language.

4.5. Relationship between intrinsic motivation and the 5Ts components

The results of Pearson's correlation test are presented in Table 3. As shown, the respondents' perceptions of all five components of the 5Ts held a positive correlation with that of intrinsic motivation with high Pearson coefficients, ranging from 0.728 - 0.815. These positive coefficients mean the more effective teachers do the 5Ts work, the more effectively students' intrinsic motivation will be. On the other hand, the high students' intrinsic motivation is how they expect teachers to effectively do the 5Ts work. Among 5Ts components, Test and Task

have the highest Pearson's coefficient values, 0.815 and 0.770, respectively. Again, these results probably mean that the students give their responses under a higher affectiveness of competence compared to that of two other basic psychological needs. In this case, however, the highest Pearson's coefficient values of Task and Test may not necessarily indicate that competence is the most important need since they are evaluated in the relationship with intrinsic motivation, including knowledge, stimulation, and accomplishment (Table 1).

Table 3

Pearson's correlation between intrinsic motivation and 5Ts components

	Teacher	**Teaching methodology**	**Task**	**Text**	**Test**
Intrinsic motivation	.739**	.736**	.770**	.728**	.815**

** Correlation is significant at the 0.01 level (2-tailed)
Source: Data analysis result of the research

Basing on the correlation results (Table 3), a regression analysis was conducted to explore whether intrinsic motivation could predict 5Ts components. The results of this analysis are shown in Table 4. As shown, intrinsic motivation was a powerful predictor for students' perceptions of five components of 5Ts as it accounts for 52.4 - 65.9% of the variance. Test and Task are the two dependent variables of which the highest percentages of variance were explained by intrinsic motivation, 65.9% and 58.7%, respectively. The constant of the model for Task was a little bit lower than that for Test, 1.082 vs. 1.407, but its B coefficient was higher in compensation, 0.753 vs. 0.700. Generally speaking, it is reasonable that improving students' intrinsic motivation will cause higher expectations for their teacher in effectively doing 5Ts work. Harter and Jackson (1992) remarked that students might join learning tasks by both intrinsic and extrinsic motivational orientation. Meanwhile, Lemos and Verissimo (2014) reported that intrinsic motivation does not contradict extrinsic motivation, and students can possess both simultaneously.

Table 4

Regression analysis using intrinsic motivation as a predictor

		B	**β**	**Adjusted R square**	***p*-value**	**VIF**
Teacher[a]	Constant	1.407			0.000	
	Intrinsic motivation	0.700	0.739	0.540	0.000	1.000
Task[a]	Constant	1.082			0.001	
	Intrinsic motivation	0.753	0.770	0.587	0.000	1.000
Test[a]	Constant	1.407			0.000	
	Intrinsic motivation	0.700	0.739	0.659	0.000	1.000

		B	β	Adjusted R square	*p*-value	VIF
Teaching methodology[a]	Constant	0.897			0.019	
	Intrinsic motivation	0.783	0.736	0.535	0.000	1.000
Text[a]	Constant	0.810			0.008	
	Intrinsic motivation	0.810	0.815	0.524	0.000	1.000

[a] Dependent variable
Source: Data analysis result of the research

5. Conclusion

This work provided quantitative data of students' perceptions of intrinsic motivation and 5Ts framework in Japanese language learning. Furthermore, it presented the outcomes of Pearson's correlation test and regression analysis to scrutinize the relationship between these two sets of information. The present study concludes that JFL students' intrinsic motivation was favourable and was a powerful predictor for their expectation of teachers' effective implementation of 5Ts work. On the other hand, teachers can improve their students' intrinsic motivation by doing the 5Ts framework. This is very encouraging because when students are satisfied with their needs, they will learn in an effective way, including proactive take part in learning activities (Ryan & Deci, 2017). Since the participants were JFL students from only one university, it should come as no surprise that this study has some limitations. First of all, the sample size might be somewhat small. Then comes the number of males was not statistically equivalent to that of females to analyze whether a significant difference between the two groups. Future research may be worthy of considering these weak spots.

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