

Motivational Factors of *Manga* and *Anime* for Thai Learners of Japanese in Thailand

แรงบันดาลใจจากมังงะและอะนิเมะที่ส่งผลต่อการเรียนภาษาญี่ปุ่นของผู้เรียนชาวไทย

Kazuyoshi Tajima *

Abstract

Having a clear understanding of the motivational factors attributed to the desire to study a second language is integral for teachers, teaching methods, teaching aids, teaching material producers, and ultimately the learners. To date there has been little research regarding specific motivational factors for the desire of Thai students to acquire Japanese as a second language.

The purpose of this study was to examine the influence of *Manga* and *Anime* on Thai students. The study examined subjects who were studying Business Japanese as an academic major at a university in Nonthaburi. The aim of this study was to assess the influence and motivational factors of Japanese popular media specifically '*Manga* and *Anime*', on Thai learners of Japanese. *Manga* is defined as print media similar to 'comic books'. *Anime* refers to animated motion pictures similar to 'cartoons'.

The aim of this research project was to investigate two factors. One factor was to determine the proportion of students within the Japanese business program who were interested in *Manga* and *Anime*, to those who were less interested in such media. The second factor was to determine the variations in motivation toward studying Japanese by comparing students who appeared to have a high interest in *Manga* and *Anime*, to those who appeared to have less interest in such media. One hundred and four (104) Thai undergraduate students studying Japanese participated in this quantitative study. The study revealed that 71.2% of the student respondents expressed a high interest in *Manga* and *Anime*.

Keywords: 1. Manga and Anime 2. Thai university students 3. Motivation 4. Studying Japanese

* Lecturer, Department of Business Japanese, Faculty of Liberal Arts, Panyapiwat Institute of Management, Nonthaburi. E-mail:kazuyoshitaj@pim.ac.th TEL: 02-855-0364

อาจารย์ประจำสาขาวิชาภาษาญี่ปุ่นธุรกิจ สถาบันการจัดการปัญญาภิวัฒน์

Introduction

1. Background of the study

A survey reported by the Japan Foundation (The Japan Foundation, 2017, p.7) showed that there were approximately 3.65 million people who were studying Japanese in the world in 2015. Thailand reached the sixth rank, one rank higher than the fiscal year 2012 survey. In addition, the number of Japanese language learners in Thailand increased by 34.1%, having about 174,000 learners in 2015. Why is the number of learners of Japanese language on the increase? What are the reasons they study Japanese?

The Japan Foundation surveyed the reasons and purposes for learners of Japanese language in the world (The Japan Foundation, 2013, p.4). The survey revealed that the highest frequency of reasons and purposes chosen was “interest in Japanese language” (62.2%). This was followed by “communication in Japanese” (55.5%), “interest in *Manga, Anime* and J-Pop” (54.0%), “interest in history and literature” (49.7%), and “future employment” (42.3%) was ranked in fifth place. According to the results the Japan Foundation focused particularly on “interest in *Manga, Anime, J-Pop, etc.*”. The Japan Foundation mentioned the power and influence of Japanese pop culture on learners of Japanese, and the reason why their interest in Japanese pop culture has been developing as follows.

The fact that “interest in manga, anime, J-Pop, etc.” was more frequently cited than “interest in history, literature, etc.” makes it clear that Japanese pop culture has made its mark throughout the world, establishing itself as a starting point for interest in and involvement with Japan and the Japanese language. It has become easier to access pop culture and other forms of Japanese culture from anywhere in the world, whether through traditional mass media or, in recent years, through the Internet, and this may have lent momentum to the trend (The Japan Foundation, 2013, p.4).

Based on my experience as a Japanese language instructor in Thailand, a number of significant field observations were made. A large number of students studying Japanese enjoy reading *Manga* and watching *Anime*. They enjoy talking about story outlines, and the characters in *Manga* and *Anime*. They are often observed carrying personal items featuring characters from *Manga* and *Anime*. These include stationery items, bags, and other trinkets. Another observation is that many of students are interested in *Cosplay* and like to participate

in *Cosplay* events. *Cosplay* is defined as the practice of dressing up as a character from a movie, book, or video game, especially one from the Japanese genres of *Manga* and *Anime*.

It is evident that Japanese pop-culture including *Manga* and *Anime* has had a significant influence on motivating a large portion of students to study Japanese. However, there are a number of students of Japanese language who have little or no interest in popular Japanese media including *Manga* and *Anime*. Some students are learning Japanese because of an interest in the language itself, or an interest in Japanese history or literature. Others are learning Japanese with the intention of securing employment in Japanese firms. This would indicate motivational factors related to financial security.

2. Objectives of the study

This study aims to investigate the connection between the motivational factors of learning Japanese and interest in *Manga* and *Anime* among Thai undergraduate learners of Japanese at a university in Nonthaburi, Thailand. The following objectives were considered: 1) To determine the proportion of students within the Japanese business program who were interested in *Manga* and *Anime*, to those who were less interested in such media. 2) To examine the differences in motivation toward studying Japanese comparing college students interested in *Manga* and *Anime* and those who were less interested.

Literature Review

1. Motivation

For several decades, educational psychologists have recognized the importance of motivation for supporting student learning for successful second language learning. Despite the unchallenged position of motivation in learning additional languages, there is, in fact, no agreement on the exact definition of motivation (Oxford & Shearin, 1994). However, there are some representative definitions of motivation such as “some kind of internal drive which pushes someone to do things in order to achieve something” (Harmer, 2001, p.51), “the driving force in any situation that leads to action” (Richards & Schmidt, 2002: 343), and “why people decide to do something (why), how long they are willing to sustain the activity (how long) and how hard they are going to pursue it (how hard)” (Dörnyei, 2001, p.8).

2. Instrumental and Integrative Orientation

Gardner and Lambert (1959, 266-272; 1972) did pioneering work to explore the nature of motivation specific to language study, and it is assumed that language learners' goals fall into two broad categories.

1) *Integrative orientation*, which reflects a positive disposition toward the L2 group and the desire to interact with and even become similar to valued members of that community.

2) *Instrumental orientation*, where language learning is primarily associated with the potential pragmatic gains of L2 proficiency, such as getting a better job or a higher salary.

The initial results obtained by Gardner and Lambert were sufficiently powerful to stir up an international interest, and very soon studies of a similar vein were conducted all over the world.

3. Self-Determination Theory, Intrinsic and Extrinsic Motivation

In Self-Determination Theory, which is one of the well-developed motivation theories in psychology, Deci and Ryan (1985) postulated three universal, innate psychological needs, which have to be satisfied for individuals to flourish the needs for *autonomy* 'The desire to be the origin of one's behavior', *competence* 'The desire to interact effectively with the environment', and *relatedness* 'The desire to be connected to significant others in one's interaction with the environment'. It is hypothesized that if these universal needs are met, the theory argues that people will function and grow optimally. It means that intrinsic motivation will be enhanced.

In Self-Determination Theory, they distinguish between different types of motivation based on the different reasons or goals that give rise to an action. The most basic distinction is between *intrinsic motivation* and *extrinsic motivation*.

1) *Intrinsic motivation* is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. 2) *Extrinsic motivation* is a construct that pertains whenever an activity is done in order to attain some separable outcomes. (Deci & Ryan, 2000, p.60).

4. Motivation for Learning Japanese as a Second Language

A large number of papers on the motivation for learning Japanese as a second language have been studied by using the framework highlighting two terms '*Integrative motivation*' and '*Instrumental motivation*' (e.g. Guo & Quan, 2006; Barsukova, 2006; Narita, 1998; Nuibe, Kano, & Ito, 1995). Consequently, the findings for which motivation has a greater influence on learning outcomes of the learners were different depending on the region, and it still has not reached a constant result. *Integrative vs Instrumental* would be the type of the motivation which differed significantly depending on a circumstance or environment where the learner studies.

In a recent classroom motivation research, some researchers have begun to adopt different theories instead of *Integrative motivation* and *Instrumental motivation* frameworks. Onishi (2011) aimed to reveal the relevance between learning motivations and expectations of learning achievement among Japanese language students at Ukrainian universities adopting the theory relating to 'Goal' and 'Achievement'. This study determined not only the universal learners' motivation but individual differences of their motivation. Seo (2011) conducted a semi-structured interview with eleven lifelong advanced Japanese learners in Hong Kong. The study examined the change of learners' motivation by Modified-Grounded Theory Approach (M-GTA), which is a qualitative data analysis technique for generative coding and theorization.

As described above, the study of motivation for learning Japanese as a second language reached an exciting turning point in the 1990s and 2000s with a variety of new models and approaches represented in the literature. The study of motivation has been developed by solving various related issues.

5. J-pop Culture Including *Manga* and *Anime* for Japanese Teaching and Learning

In recent years, this field of study is attracting attention in 'motivation for studying Japanese' and a policy of spreading Japanese language and pop culture. However, its history is not long and thus there are few previous studies.

Hagino (2007) conducted a questionnaire survey in terms of the relevance between motivation for studying Japanese and all aspects of Japanese culture including *Manga* and *Anime*. The survey comprised a total of twenty students from Taiwan, China and other nationals. Out of this number, the majority of the sample cited their understanding of *Manga*, *Anime* and Japanese TV dramas as the reason to study Japanese. Suzuki (2010) conducted a

questionnaire survey asking the question “To what degree are you interested in *Manga* and *Anime*” to 155 college students majoring in Japanese in China. According to the results, 71% of respondents stated that they were very interested, or a little interested in *Manga* and *Anime*. Furthermore, Suzuki conducted a questionnaire survey about the reason for learning Japanese to 103 foreign students in Japan. Consequently, approximately 40% of respondents mentioned they were motivated by their interest in *Manga* and *Anime*. The result indicated that *Manga* and *Anime* played a significant role in motivating Japanese language learners. Kumano (2010) surveyed the relevance between learners of Japanese and interest in *Manga* and *Anime* for learners of Japanese who prefer *Manga* and *Anime* in various countries and regions. It revealed that a large number of them were motivated by *Manga* and *Anime*, and it became the reason they decided to study Japanese.

New challenges, such as those described above, are expected to continue to increase, and it is surely beneficial to the development of Japanese language education.

Methodology

1. Research Instruments

A questionnaire comprised of two parts was devised. Part one consisted of eight question items to explore three clusters of subjects. The first cluster consisted of those who expressed a ‘very high interest’ in *Manga* and *Anime*. The second cluster consisted of those who expressed a ‘high interest’ in *Manga* and *Anime*. And the third cluster consisted of those who expressed a ‘low interest’ in such media. Eight question items were employed on their own by the author for this study because, no evidence of actual examples to attempt a classification work in any previous studies were discovered. The subjects were asked to answer on a five-scale Likert, ranging from the far left column “Strongly disagree”, “Disagree”, “Not sure or Not important”, “Agree” to “Strongly agree”, on the far right column. Part two was comprised of thirty-two questions drawn from the research findings of Nuibe et al. (1995), Barsukova (2006), and Onishi (2011). Those questions aimed to survey the motivation of students who were studying Japanese. The subjects in this part were also asked to answer on the five-scale Likert mentioned above.

2. Participants

A sample for the quantitative research consisted of students who were studying Business Japanese as a major in the first, second and third-year at the university, totaling 104 students. The details are as follows.

Table 1: Distribution of the number of participants

Grade	1st	2nd	3rd	Total
Participants	44 (42.3%)	43 (41.3%)	17 (16.4%)	104 (100%)

This quantitative research was conducted during regular class time. The students were informed that their participation was voluntary and that their responses would remain confidential. The subjects completed the questionnaire and 104 forms were collected within the time limit.

Data Analysis

1. Cluster Analysis

Initially, cluster analysis which corresponds to a hierarchical clustering under Ward's method and normalized squared Euclidean distance, was conducted. Each participant's data was used as the analysis objective data. Eight scale items from part one on the questionnaire were used as the variable. Consequently, two large clusters were evident. One (upper-order cluster) including seventy-four respondents, and the other (lower-order cluster) including thirty respondents, with a ratio of 71:29. After detecting another cluster and confirming its validity, the upper-order cluster was further divided into two clusters as detailed in table 2. The ANOVA (two-way analysis of variance) test was conducted to discover the internal consistency reliability of the clusters as detailed in table 3.

Table 2: Distribution of clusters by number of participants

Grade	1st	2nd	3rd	Total (%)
Cluster 1 (upper-order)	10	16	3	29 (27.9%)
Cluster 2 (medium-order)	20	18	7	45 (43.3%)
Cluster 3 (lower-order)	14	9	7	30 (28.8%)
Total (%)	44 (42.3%)	43 (41.3%)	17 (16.4%)	104 (100%)

Table 3: ANOVA on each scale item by three clusters

Scale Item	df	Mean			Sig.
		Square	F		
1. I like to read <i>Manga</i>	2	42.154	53.742	.000	
2. I like to watch <i>Anime</i>	2	40.373	58.879	.000	
3. I would like to do a job related to <i>Manga</i> and <i>Anime</i> in the future	2	21.141	26.941	.000	
4. I chose to study Japanese because I am very interested in <i>Manga</i> and <i>Anime</i>	2	56.256	98.851	.000	
5. I have learned Japanese vocabulary, sentence patterns, phrases from <i>Manga</i> and <i>Anime</i>	2	46.065	63.380	.000	
6. I would like to be able to understand <i>Manga</i> and <i>Anime</i> without Thai captions	2	34.513	25.946	.000	
7. I like to go to <i>Manga</i> and <i>Anime</i> festivals	2	44.740	54.454	.000	
8. The creativity and beauty in the <i>Manga</i> and <i>Anime</i> led me to the desire to learn Japanese	2	52.861	95.716	.000	

As indicated in Table 3, the ANOVA test indicates that there was a significant difference for all the scale items ($p < .001$). It reveals that the reliability of the analysis result was acceptable. Based on this, the Tukey's Multiple Comparisons Test was conducted at the $\alpha = 0.05$ level of significance. This determined which of the three clusters differ from each other.

Table 4: Result of Tukey's Multiple Comparisons Test on each scale item by three clusters

Item 1	I	Cluster 1		Cluster 2	
	J	Cluster 2	Cluster 3	Cluster 1	Cluster 3
	Mean Difference (I-J)	0.648*	2.292*	-0.648*	1.644*
Item 2	I	Cluster 1		Cluster 2	
	J	Cluster 2	Cluster 3	Cluster 1	Cluster 3
	Mean Difference (I-J)	0.336	2.125*	-0.336	1.789*
Item 3	I	Cluster 1		Cluster 2	
	J	Cluster 2	Cluster 3	Cluster 1	Cluster 3
	Mean Difference (I-J)	0.637*	1.670*	-0.637*	1.033*

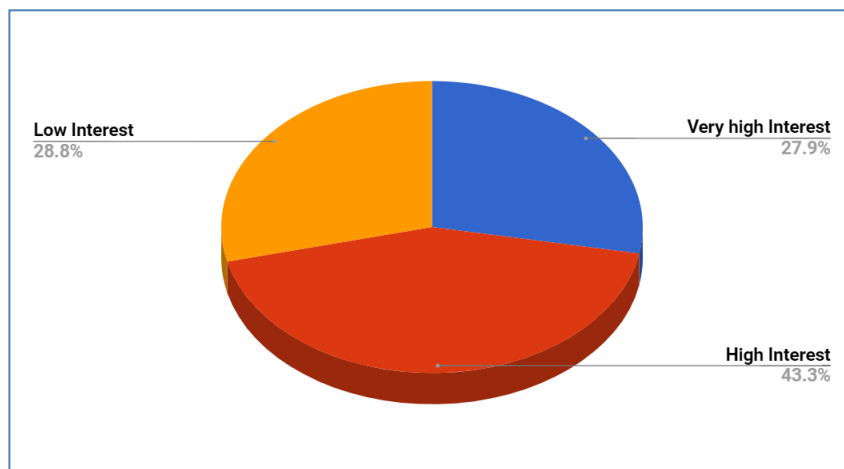
Item 4	I	Cluster 1		Cluster 2	
	J	Cluster 2	Cluster 3	Cluster 1	Cluster 3
	Mean Difference (I-J)	0.764*	2.653*	-0.764*	1.889*
Item 5	I	Cluster 1		Cluster 2	
	J	Cluster 2	Cluster 3	Cluster 1	Cluster 3
	Mean Difference (I-J)	1.051*	2.484*	-1.051*	1.433*
Item 6	I	Cluster 1		Cluster 2	
	J	Cluster 2	Cluster 3	Cluster 1	Cluster 3
	Mean Difference (I-J)	0.783*	2.128*	-0.783*	1.344*
Item 7	I	Cluster 1		Cluster 2	
	J	Cluster 2	Cluster 3	Cluster 1	Cluster 3
	Mean Difference (I-J)	0.916*	2.428*	-0.916*	1.511*
Item 8	I	Cluster 1		Cluster 2	
	J	Cluster 2	Cluster 3	Cluster 1	Cluster 3
	Mean Difference (I-J)	0.036	2.247*	-0.036	2.211*

* $p < .05$

As can be seen in Table 4, the mean value of Cluster 1 was significantly higher than Cluster 2 in six of the eight items. The result meant that the students belonging to Cluster 1 were more interested in *Manga* and *Anime* than those in Cluster 2. Moreover, significant differences were found in all eight items between Cluster 1 and 3, and Cluster 2 and 3. The mean value of Cluster 1 and 2 were significantly higher than Cluster 3 in all items. In other words, the students belonging to Cluster 1 and 2 were much more interested in *Manga* and *Anime* than those in Cluster 3.

According to the results above, Cluster 1 was labeled ‘very high interest’, Cluster 2 was labeled ‘high interest’ and Cluster 3 was labeled ‘low interest’. Below is the figure of the ratio of participants belonging to each of the three clusters.

Figure 1: Percentage of the subjects by cluster



2. Factor Analysis

The purpose of the analysis was to determine the best items for each of the motivation subscales. Thirty-two scale items from part two on the questionnaire were used as a variable.

An exploratory factor analysis was conducted using a principal axis factoring extraction technique followed by promax oblique rotation. The number of factors to be extracted was based on the following criteria. One, factors with an eigenvalue was set greater than 1.0 (Eigenvalue > 1). Two, the analysis strategy involved an iterative process, whereby items that did not contribute appreciably to the solution (i.e., those with loadings < |.35| or the item which is remarkably low, less than .14, in communalities or double loaded on other factors) were eliminated. The analysis eliminated eight items owing to low factor loading, and one item was eliminated owing to double loaded. This process was repeated the third time and a total of nine items were eliminated.

The results of the analysis yielded four motivational factors, which accounted for 53.1% (25.3%, 11.3%, 9.5% and 7.0%) of the total variance in the motivation scale. A reliability analysis was conducted to discover the internal consistency reliability of the components using the Cronbach's alpha coefficient. The Cronbach alpha index of internal consistency was acceptable for all subscales, varying between .61 and .83 as shown in table 5. The alpha coefficient of Factor 3 ($\alpha=.610$) and Factor 4 ($\alpha=.684$) were relatively low. However, it should be mentioned that the values were within the permissible range.

Table 5: Pattern matrix, Factor correlation matrix and Cronbach coefficient alpha for the final principal axis factor analysis of motivation items

Scale Item	Factor			
	I	II	III	IV
Factor 1: Japanese Culture Orientation (α= .833)				
18. I am interested in intercultural differences	.922	-.129	-.025	.009
05. I would like to know about Japanese traditions and history	.731	-.002	-.048	.171
26. I would like to have a further understanding of Japanese people, their culture and their way of life	.644	.154	-.018	-.066
07. I would like to understand Japanese sense of values and behavior	.630	-.052	.176	-.098
04. I like Japanese songs, films and TV dramas	.524	.027	-.008	-.123
21. It would help me gain new ideas and broaden my outlook	.488	.049	.342	.075
28. I am interested in advanced Japanese technology	.408	-.110	-.005	.246
20. I am interested in the Japanese language	.394	.229	.179	.009
Factor 2: Instrumental Orientation (α= .811)				
12. I would like to study in Japan	-.143	.936	-.019	.064
01. I would like to live in Japan some day	-.077	.692	.137	-.061
30. I would like to travel for a holiday to Japan	-.018	.629	.020	.066
16. I would like to have Japanese friends	.013	.600	.147	-.011
15. I would like to work for a Japanese company	.106	.501	-.153	.062
14. I like Japan	.319	.481	-.092	.028
Factor 3: Career Orientation (α=.610)				
10. I just wanted to learn a new language	-.354	-.065	.609	.296
11. Knowing Japanese would be advantageous to get a good job	.094	-.024	.564	-.042
02. I would like to enjoy Japanese internet sites	-.006	.197	.483	-.104
03. I believe that Japanese is one of the most important foreign languages in the region	.308	-.158	.474	.085
24. Knowing Japanese would be useful for my future career	.187	.153	.465	-.132

Factor 4: Incentive Orientation (α=.684)				
22. My friend(s) convinced me to take a Japanese course	.027	.146	-.129	.686
13. I would like to be with my friends who are studying Japanese	-.153	.000	.118	.609
29. I would like to be complimented by my friends because it's not easy to master Japanese	.018	-.032	.117	.562
	Factor			
Scale Item	I	II	III	IV
Factor 4: Incentive Orientation (α=.684)				
27. I think it would be easy to learn Japanese	.265	.046	-.180	.517
	Factor Correlation Matrix			
I	-			
II	.359	-		
III	.285	.289	-	
IV	.235	.013	.333	-

As shown in Table 5, four motivational factors were extracted. Eight items (04, 05, 07, 18, 20, 21, 26 and 28) were identified as Factor 1. A number of items such as *Japanese traditions, way of life, behavior, language and pop culture*, were included in this group. These items were related to Japanese culture. As a result, this factor was labeled *Japanese Culture Orientation*. Factor 2 included six items (01, 12, 14, 15, 16 and 20). A number of items show that the subjects learning Japanese with a greater purpose in mind or as an instrument to satisfy personal desire, i.e. “*I would like to study in Japan*”, “*I would like to work for a Japanese company*”, “*I would like to have Japanese friends*” and thus this factor was labeled *Instrumental Orientation*. Factor 3 was composed of five items (02, 03, 10, 11 and 24), which generally focused on studying Japanese for career advance (e.g., “*Knowing Japanese would be advantageous to get a good job*”, “*It would be useful for my future career*”). Therefore, this factor was labeled *Career Orientation*. Finally, four items (13, 22, 27 and 29) were recognized as Factor 4. All of the four items indicated a passive motivation, such as something being used for the purposes other than the original purpose, or the tendency of compliance with the other (e.g., “*I would like to be complimented by my friends because it's not easy to master Japanese*”, “*My friend(s) convinced me to take Japanese course*”). Thus this factor was labeled *Incentive Orientation*.

The results of the factor analysis identified a weak positive correlation between Factor 1 and Factor 2 (.359). Factor 1 had ‘cultural interests’, in other words, ‘integrative orientation’ tendency (e.g., “*I am interested in intercultural differences*”, “*I would like to have a further understanding of Japanese people, their culture and their way of life*”). On the other hand, Factor 2 included ‘instrumental orientation’ elements, such as “*I would like to study in Japan*”, “*I would like to work for a Japanese company*”. Previous studies (e.g., Narita, 1998) reported that in the framework where two terms between *Integrative motivation* and *Instrumental motivation* showed a negative correlation. However, the result in this study indicated that there was a positive correlation between the two.

3. Differences in Motivation for Learning Japanese

A consistent ANOVA (two-way analysis of variance) procedure was conducted for each cluster to determine whether or not there was a significant difference between the three clusters. The subscale score of the four factors were used as the dependent variable and each cluster was the independent variable.

Table 6: Two-way analysis of variance on four motivational factors by three clusters

Factor	Cluster 1		Cluster 2		Cluster 3		F
	M	S.D.	M	S.D.	M	S.D.	
1: Japanese Culture Orientation	4.43	.46	4.37	.48	4.28	.67	.561
2: Instrumental Orientation	4.62	.42	4.52	.47	4.67	.53	.955
3: Career Orientation	4.19	.50	4.35	.49	4.31	.59	.783
4: Incentive Orientation	2.54	.89	2.52	.86	2.74	1.05	.559

* $p < .05$ ** $p < .001$, $df=2$, $N=104$

As indicated in Table 6, none of the values of the four factors were significantly different among the three clusters. This result revealed that whether a student was interested in *Manga* and *Anime* or not, it did not affect the motivation towards learning Japanese.

Conclusion and Implications

This study revealed that 71.2% of Thai college students were interested in *Manga* and *Anime* in the Business Japanese program at the university (n = 104). Previous studies, i.e. Suzuki (2010) and Kumano (2010) obtained very similar results. In the study by Suzuki (2010), 71% of the respondents chose as their response “very interested”, or “a little interested” in *Manga* and *Anime* (n = 155). Kumano (2010) also reported that 70-80 % of learners of Japanese overseas started studying Japanese due to the influence of *Manga* and *Anime*. However, Suzuki did not specifically describe the method for analysis. As pointed out earlier, Kumano merely reported the results of previous studies. In contrast, this study illustrated the method for the questionnaire specifically, and the data was analyzed utilizing statistical techniques.

Previous studies (e.g., Narita, 1998) reported that in the framework where two terms comparing *Integrative motivation* and *Instrumental motivation* indicated a negative correlation. In contrast, the study by Onishi (2011) indicated a positive correlation between the two terms. Likewise, this study indicated that there was a positive correlation between Factor 1 (integrative orientation tendency) and Factor 2 (including instrumental orientation elements). The results reveal that it would become difficult to differentiate between *Integrative motivation* and *Instrumental motivation*. This is particularly true for the study of motivation in Japanese language study. This is probably due to the diversification of a learner’s motivation and changes in a learner’s needs.

Significant differences were not found in the four motivational factors among the three clusters. The three clusters expressing 'very high interest', 'high interest' and 'low interest' were almost equally motivated by intrinsic reasons and extrinsic reasons. The findings of this study suggest that the motivational influences for Thai students to pursue the study of Japanese language became diversified in college. The key motivational factor during secondary school was their appreciation of *Manga* and *Anime*. In college, however, they were studying Japanese not only because of their interest in *Manga* and *Anime*, but also because of their career aspirations, and interests in Japanese culture, society, and lifestyle.

The implication of this for Instructors of Japanese are twofold: First, with such an interest in the pop culture of Japan comes the motivation to explore the registry of the language. Instructors can capitalize on this motivation by designing lessons that incorporate elements of pop culture into a variety of task-based activities; second, the use of multimedia

and alternative learning sources necessary to bring pop culture to life fits into the current blended learning and communicative approach agendas of learning institutions worldwide.

Limitations of the Study

First, this research was conducted with only a small number of subjects. At the time of this research, there were no fourth-year undergraduate participants. This is because the program itself had begun just a few years earlier. Therefore a great improvement for future studies would lay in having a larger subject size. Second, some of the questions items may have been inappropriate, or impertinent, thereby affecting results. Perhaps identifying and either eliminating, or modifying, weaker question items should strengthen the overall results.

References

- Barsukova, A. (2006). Motivation of Russian university students towards learning Japanese. *Journal of the International Exchange Support Center. Niigata University*, 2, 144-151.
- Deci, E. L., & Ryan, R. M. (2000). Intrinsic and extrinsic motivations: classic definitions and new directions. *Contemporary Educational Psychology*, 25, 54-67.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.
- Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press
- Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and motivation in second language learning*. Rowley, MA: Newbury House.
- Gardner, R. C., & Lambert, W. E. (1959). Motivational variables in second language acquisition. *Canadian Journal of Psychology*, 13, 266-272.
- Guo, J., & Quan, K. (2006). Motivation of Chinese university students towards learning Japanese. *Journal of the International Exchange Support Center 2006*, 2, 118-128.
- Hagino, M. (2007). Japanese Manga and Anime: The possibility of teaching materials for teaching Japanese. *Journal of Japanese Language. Takushoku University*, 17 (3), 123-130.
- Harmer, J. (2001). *The practice of English language teaching (3rd Edition)*. Longman Handbooks for Language Teachers.
- Kumano, N. (2010). Japanese teaching and learning and Anime & Manga - Present and Needs from the result of the questionnaire survey -. *Journal of International Student Center. Hiroshima University*, 3, 27-42.
- Narita, T. (1998). The relationship between motivation of Japanese-Language learning and achievement - In case of the university student in Thailand -. *Journal of Japanese-Language Education in the world*, 8, 1-11.
- Nuibe, Y., Kano, F., & Ito, K. (1995). International survey on university student motivation - In case of Victoria University in New Zealand -. *Journal of Japanese-Language Education*, 86, 162-172.
- Onishi, Y. (2010). A survey of motivations among Ukrainian university students of Japanese: The relationship between learners' motivations and their expectations of achievement. *The Journal of International Media, Communication, and Tourism Studies*, 12, 21-40.

- Oxford, R., & Shearin, J. (1994). Language Learning Motivation: Expanding the Theoretical Framework.” *The Modern Language Journal*, 78, 12-28.
- Richards, J. C., & Schmidt, R. (2002). *Longman dictionary of language teaching & applied linguistics* (3rd Ed.). Harlow: Longman.
- Seo, M. (2011). The motivational shift of Japanese life-long learners in Hong Kong: Investigating motivation through the Modified Grounded Theory Approach (M-GTA). *Nihon Gakkan*, 14, 16-39.
- Suzuki, Y. (2011). Learning Japanese through Japanese popular culture. *The annual bulletin of Musashino University. Faculty of Literature*, 12, 93-102.
- The Japan Foundation (2017). Survey Report on Japanese-Language Education Abroad 2015. Tokyo: The Japan Foundation
- The Japan Foundation. (2013). Survey Report on Japanese-Language Education Abroad 2012 Excerpt. Tokyo: The Japan Foundation