

# The Motivational Orientations and Strategies in Learning Nihongo in the Context of Foreign Language Students

Aileen S. Talidano<sup>1</sup>, Nikkie Lyne A. Arcosiba<sup>2</sup>, Marita R. Parobrob<sup>3</sup>

<sup>1</sup>Faculty, Department of Teacher Education, University of Mindanao UM Tagum College, Davao del Norte Philippines

<sup>2</sup>Department of Education Teacher, Zamboanga Philippines

<sup>3</sup>Professional School Instructor, La Consolacion University Philippines  
aileen.talidano@umindanao.edu.ph

**Abstract**— Finding a balance with two opposing goal orientations can predict foreign language performance. To metacognitively demonstrate strategies in learning, Nihongo turns failure to success. To show beyond doubt, quantitative research was conducted on Motivational Orientations and Strategies in Learning Nihongo in the Context of Foreign Language Students. This study made use of purposive sampling of 21 foreign language students. The research opted to conduct an online survey to FL-2 students. This revealed the characteristics of the foreign language students in La Consolacion University Philippines LCUP, their motivational orientations and learning strategies which analyses are approached through descriptive quantitative methods. This further revealed that when intrinsic goal orientation is cohesively together with extrinsic goal orientation can possibly predict foreign language performance. Hence, the study hereby recommends to raise the affective components of the motivated strategies.

**Keywords**— Motivational Orientation, Strategies in Learning, Foreign Language, Nihongo, Intrinsic Goal Orientation, Extrinsic Goal Orientation, Affective Components, Motivated Strategies.

## I. INTRODUCTION

In gaining deeper insights into foreign language acquisition, researchers have explored the significant typological disparities between English and Japanese. Some linguists propose that parametric distinctions related to deep structure play a pivotal role in the divergent topic and subject prominence observed in these languages. Several key differences have been identified: English exhibits visible *wh*-movement, whereas Japanese does not; Japanese features a flexible word order, while English adheres to a more structured pattern; Japanese is characterized as a topic-prominent language, whereas English is subject-prominent; additionally, Japanese employs double or multiple subject structures, a feature absent in English. However, Kuroda (2022) challenges this perspective, suggesting that the sole parametric distinction between Japanese and English lies in the nature of agreement, with Japanese exhibiting non-forced agreement and English employing forced agreement mechanisms.

In examining the dynamics of multilingualism within foreign language classrooms, several key challenges come to the forefront. Firstly, heritage language speakers frequently encounter marginalization, often stemming from unintentional but nonetheless impactful practices that categorize them solely as representatives of cultural groups, without due recognition of their individual identities. This phenomenon effectively perpetuates "othering" and may lead to a sense of detachment from their own cultural heritage. Secondly, the identity formation of foreign language learners is compromised by the subtle or overt exclusion of their heritage language in the classroom environment, which can contribute to feelings of devaluation and alienation. Finally, the academic self-concept of foreign language learners is undermined when their

multilingual capabilities are framed as a hindrance rather than an asset, posing significant obstacles to their language learning journey (Bonnet & Siemund, 2018).

Building upon the insights gleaned from the trends and issues as presented above, this study seeks to illuminate the diverse characteristics, motivational orientations, and learning strategies of foreign language students at La Consolacion University Philippines (LCUP). Specifically focusing on FL 2 - Japanese Language class, conducted during the 3rd Term of Academic Year 2022-2023, The research aims to uncover the intricacies of language acquisition, motivation, and classroom dynamics within the context of Japanese language education. By collaborating closely with the FL 2 - Japanese Language Professor, the researchers' endeavor to gain deeper insights into the unique processes and individual differences inherent in Japanese language learning among LCUP graduate school students. This research endeavor not only fulfills a vital requirement (Kline, Kolegraff, & Cleary, 2023) of the foreign language class curriculum but also serves to enrich the researchers' understanding of foreign language education and its impact on student learning outcomes.

Moreover, this research offers valuable insights to researchers and educators. By investigating these aspects, the research aims to shed light on the potential impact of motivated strategies and learning on Nihongo proficiency among students. The insights, discussions, and findings generated from this study hold significant potential to contribute evidence-based information for educational policymakers, including the Commission on Higher Education (CHED) and the Department of Education (DepEd). Additionally, educators and researchers can leverage this study as a valuable reference material for understanding and enhancing foreign language education practices. Hence, development researchers stand to benefit from

the study's findings, which can serve as inspiration and guidance for their future research endeavors in the field of language acquisition and education (UPES Editorial Team, 2022).

#### Statement of the Problem

This descriptive quantitative study sought to answer the following questions:

1. What are the characteristics of the Foreign Language students enrolled in FL-2 Nihongo Class?
2. What is the level of motivational orientation of the foreign language students in terms of:
  - a. Intrinsic Motivation
  - b. Extrinsic motivation
  - c. Task Value
  - d. Affective Components
3. What is the level of the Learning Strategies in the metacognitive self-regulation of the foreign language students?

#### II. THEORETICAL / CONCEPTUAL FRAMEWORK

The research is grounded in the *goal setting theory*, which posits that optimal performance is attained when goals are both challenging and specific. According to this theory, the difficulty of a goal directly influences the level of performance it elicits. Goals impact performance by shaping the direction of action, the level of effort exerted, and the persistence of effort over time. For instance, individuals tend to channel their efforts towards achieving higher quality outcomes when tasked with specific quality improvement goals, compared to more ambiguous directives. This theory underscores the significance of goal clarity and challenge in driving motivation and performance, a concept deeply ingrained in human behavior from early developmental stages (Miles, 2012; Schmidt, 2019; Arshad, Baluran, 2022; Abhari, Jung-Chieh & Lin, 2023; Celik, Nowicki, Uvet, Adana, & Cevikparmak, 2023).

The author further explores the relationship between the goal setting theory and the absorptive capacity theory. Miles stated that Cohen's and Levinthal's (1989, 1990) maintained that absorptive capacity theory examines the ability of firms or individuals to recognize, assimilate, and utilize new external information to achieve organizational or personal goals. This theory suggests that absorbing new knowledge can enhance innovation, flexibility, and overall performance (TheoryHub, 2020). Consequently, organizations or individuals with greater abilities to absorb new knowledge are likely to gain a competitive edge over those with lower capacities (Zhao, Jiang, Peng, & Jin, (2021).

To enrich the theoretical framework of the study, the self-determination theory presents a valuable perspective. This theory delves into the degree to which an individual's behavior is driven by internal motivation or self-determination. It posits that when individuals fulfill their basic needs, they tend to exhibit higher levels of performance, health, and overall well-being compared to when these needs are not met. Central to this theory is the differentiation between intrinsic and extrinsic motivation. Intrinsic motivation arises when individuals derive satisfaction from the task itself, leading to positive feelings. Conversely, extrinsic motivation involves performing an action

to attain outcomes external to the activity, which can potentially lead to feelings of depression and anxiety. (DeHaan & Ryan, 2014).

#### Significance of the Study

The relevance of this study lies in its exploration of the formal acquisition of foreign language knowledge, which holds value both personally and professionally. By shedding light on the motivational orientations and strategies in learning foreign language education, the study contributes to the efforts of one of the government agencies like the Commission on Higher Education (CHED) in offering structured language programs through colleges and universities. Moreover, it empowers school administrators and faculty to design effective language learning programs that foster communication skills and motivation among students. Ultimately, the findings of this research can empower students and stakeholders to actively engage in their language learning journey, leveraging the insights provided by their language instructors.

The implications of the study, in the context of globalization is paramount. In today's interconnected world, proficiency in foreign languages has become increasingly vital for individuals and organizations alike. As globalization continues to blur geographical boundaries and foster cross-cultural interactions, the ability to communicate effectively in multiple languages becomes a strategic asset. This study contributes to the broader discourse on globalization by illuminating the role of formal language acquisition programs in equipping learners with the linguistic skills needed to thrive in a globalized society. By understanding the motivational orientations and strategies in learning foreign language education, institutions and learners can better adapt to the demands of a globalized world, facilitating international communication, collaboration, and cultural exchange. In essence, this research underscores the pivotal role of language education in preparing individuals to navigate the complexities of our interconnected world, thereby contributing to the advancement of globalization efforts.

#### Scope and Delimitation of the Study

Creswell (2005) asserts that limitations within a study can impact its generalizability (Hardy, 2013). In this study, the focus on a single university and specifically on foreign language students enrolled in FL-2 Nihongo class may restrict the broader applicability of the findings. To enhance the generalizability of the results, future research could encompass multiple colleges and universities, thereby increasing the diversity of the sample population. A larger and more diverse sample would yield additional data, facilitating broader generalization to other academic institutions. By incorporating a wider range of institutions into the study, the findings could offer more comprehensive insights applicable across various educational settings.

The researchers emphasized the voluntary nature of the survey and assured participants of strict confidentiality regarding their responses. Participants were informed that there were no right or wrong answers, and their input would not impact their overall course grade. The survey was conducted during the 3rd term of Academic Year 2022-2023 across FL-2 [Nihongo] Classes, which were scheduled at various times but

on consistent days. Classes typically consisted of approximately 15 students and were conducted through online platforms such as Google Meet, incorporating both synchronous and asynchronous elements. It's important to note that the study specifically focused on foreign language students enrolled in FL-2 Nihongo Class at La Consolacion University Philippines.

Literature reviews play a vital role in research by providing historical and contemporary insights, helping researchers avoid redundancy and build upon existing knowledge (Lawson, 2021). In this study, the review of related literature contextualizes the current investigation within the broader scholarly discourse, aiming to identify gaps, expand on existing knowledge, and lay the foundation for the present research. By examining previous studies, methodologies, and theoretical frameworks, this review sheds light on the theoretical and empirical landscape of the research topic, guiding the formulation of research questions and hypotheses. Through critical synthesis, it contributes to a deeper understanding of the phenomenon under study, setting the stage for data analysis and interpretation.

#### *Motivational Orientation*

The importance of motivation is emphasized in the study on the relationship between reading motivation, strategy use, and comprehension. Research on the relationship between students' language learning motivation (LLM), language learning strategies (LLS), self-efficacy beliefs (SEB), and achievement in non-European languages has been limited and primarily cross-sectional, often overlooking their multilingualism. The findings revealed that while participants' LLS remained relatively consistent or became more diverse, there were challenges in maintaining or enhancing their LLM, SEB, or achievement. Furthermore, despite their multilingualism, participants failed to capitalize on their multilingual competence beyond the initial semester, highlighting that not all aspects of multilingual competence are advantageous over time, particularly when lacking a multilingual morphosyntactic awareness component (Calafato, 2023).

Consequently, when the perceived progress in human motivation is enhanced, it is because of clear indicators and feedback which foster a sense of progress and success. Research shows that perceived progress is a key factor in human motivation. Learners' motivation is enhanced when they perceive they are making progress. While indicators of progress are very clear in some learning situations, they may be more ambiguous in others. Language learning, in particular, is a slow progress with many ruptures, progressions and regressions, and indicators of progress may not be easy to perceive. As Hattie (2009) emphasizes, reaching challenging learning goals provides learners with a sense of progress and success. In other words, it makes learning visible to learners. However, feedback is needed, in particular when challenging learning goals are to be met (Lasagabaster, Doiz, & Sierra, 2014).

Foreign language students learn fast when one of the motivation factors is the need to learn the foreign language. These results of the study of Alamer (2022) unveil motivational pathways that carry important implications for language

learning pedagogy. The findings from the structural model analysis revealed a direct relationship between Basic Psychological Needs (BPN) and vocabulary knowledge, underscoring their direct significance in vocabulary acquisition. While no indirect effects through Self-Determination Theory (SDT) orientations or effort were observed; SDT orientations demonstrated both direct and indirect associations with vocabulary knowledge, surpassing the impact of expended effort alone.

The study of Alamer (2022) supports the study previously done by Kinginger (2013) who suggested the concept of learning needs becomes the motivation to learn referencing the activity theory. It emphasizes the role of language teachers in identifying and catering to learners' needs to enhance performance. Learning foreign language is interesting when the learners perceive the need to learn. Noticeably or not, this need would become a motive that would lead to create a goal to achieve. When the language teacher identifies and caters to this need, promising performance is expected. The findings support the theory of Engestrom (1999), Lompscher (1999) and Leont'ev (1981) which states that activity theory holds that human activities are motivated by specific biological or culturally constructed needs. A need becomes a motive once directed at an object; giving direction to the activity. Activities are instantiated concretely as goal-oriented actions (Kinging, 2013).

Foreign language students in these settings are motivated to learn the language because they fall in love with the culture first. Learning foreign language is not always because of the practical benefits or reward that comes after. This study of Razem (2023) aimed to shed light on the motivations and attitudes of expatriate students toward Arabic Language learning at a private university in Dubai. Employing a qualitative case study approach with a cross-sectional descriptive design, the research is anchored in Gardner and Lambert's Socio-Educational Model of Second Language Motivation, which delineates between instrumental and integrative orientations.

Razem continues that findings indicate a prevalence of integrative motivations over instrumental ones. This is suggesting a need for universities to prioritize authentic teaching methods, immersive experiences, cultural activities, and events to underscore the importance of learning Arabic beyond the instrumental aspect of degree attainment. However, research limitations stemming from a small sample size, focus solely on the learner's perspective, and reliance on a single data collection instrument (a questionnaire) should be noted.

#### *Learning Strategies*

One of the strategies of learning foreign language is to interact with the native speakers. In the context of personalized learning for learning people, it is stated that people do not learn in isolation. As such, environment, individual and social must be considered with the efforts to learn. Emotions and habits underpin automated responses and those events and semantics -construct and abstractions- underpin more considered responses. The two systems and its components interact, with an impact in one area influencing functions in others.

Perceptions, behaviors and learning are therefore not separate, but interlinked, parts of who and what people are. Thus, a learning person is sensitive to, and influenced by their learning environment (Ward, 2020).

The study of Ward (2020) supports the previous research being studied. Ana Fernandez Dobao conducted a study on Peer Interaction and Learning on learning foreign languages. The study focused on the silent learner. She investigated whether all learners benefited from the lexical language-related episodes (LREs). The findings of the study have important pedagogical implications. This confirms that same level learners can have a positive influence on each other's learning. When working collaboratively, they are able to solve each other's lexical problems and co-construct new vocabulary knowledge. The study supports the use in the language 2 (L2) classroom of collaborative writing tasks. However, teachers need to remember that the same level cannot always help each other as desired (Sato & Ballinger, 2016).

In addition, there are occasions when students favor one language learning strategy over the other; that is to have a conversation with the native speakers of the language. The study of Pei (2021) on Language Learning Strategies Used by Higher Level Students in Target Language Environment and EFL/Foreign Language Environment revealed that Language learning strategy (LLS) significantly impacts language performance. Higher level students utilize a diverse range of LLSs to enhance learning across different environments. Eight contextual factors influence LLS use, including access to the target language, academic participation, and exposure to various accents. Students identify specific LLSs as most beneficial, such as conversing with native speakers. These findings inform future research and pedagogy.

Similarly, this study implies that students need to be engaged in activities that require them to participate. The study of Habók & Magyar (2020) aims to investigate the support mechanisms for second language learning, focusing on the role of language learning strategies (LLS) and various learning approaches, including self-efficacy, instrumental motivation, effort and perseverance, and preferences for cooperative or competitive learning. Findings from the research have validated the hypotheses, indicating that the use of language learning strategies significantly impacts several aspects of learning approaches within the sample.

Specifically, the above authors continued that students who actively employ language learning strategies demonstrate greater confidence in setting their learning goals, engage in more deliberate planning of their learning processes, and exhibit increased levels of self-efficacy and motivation towards language acquisition. Thus, active learning strategies empower students to become active participants in their own learning process, fostering deeper understanding, critical thinking skills, and long-term retention of knowledge.

In like manner, personalized learning recognizes that students have diverse learning styles, strengths, and areas for growth, and seek to provide them with customized learning pathways to maximize their potential. This study's findings indicate that foreign language learning did not yield significant improvements in primary or secondary outcomes immediately

or three months post-course completion. However, further analysis revealed a notable trend: participants with lower baseline cognition demonstrated greater enhancement in response inhibition compared to those with higher baseline cognition. Interestingly, this pattern was not observed in the waiting list control group (Grossmann, Aschenbrenner, Teichmann, & Meyer, 2023).

Moreover, the authors above continued that by adopting more personalized approaches, such as integrating technology-assisted learning, could allow participants to engage with materials at their individual performance levels, potentially leading to more observable cognitive improvements. These insights highlight the importance of tailoring educational interventions to meet the diverse cognitive needs of learners. Overall, personalized learning aims to create a student-centered learning environment that fosters engagement, motivation, and academic success by tailoring instruction to meet the unique needs and preferences of each learner.

#### *Motivational Orientations and Learning Strategies*

In examining foreign language acquisition, researchers explore learner perceptions of success and failure through attribution theory. This theoretical framework posits that altering individuals' attributions about their performance outcomes can lead to a shift in their overall perception. Consequently, educators gain insights into the myriad factors influencing learners' motivation and academic progress, allowing for the implementation of effective strategies to enhance motivation. Recognizing the pivotal role of motivation in language learning and attainment, educators are tasked with fostering a supportive learning environment. As highlighted by Harmer (1984), foreign language teachers play a crucial role in assisting low-level learners in reshaping their attributional styles to overcome challenges and achieve success (Belkhir, 2020).

Though previous study of Babaei and Beikzad (2013) reported that educational technology and or technology in education is unable to address the unique needs of each individual, as cited by Zulueta et al. (2021), it is highlighted in the study of Williams (2023) that Extempore app has its practical benefits for language learners and educators in streamlining speaking exercises' assessment. It is reported that Extempore, an app designed for language learners and educators, has proven its worth with practical time-saving benefits. Developed by Deeloh Technologies, the app addresses the daunting task of listening and grading student speaking exercises. By enabling students to record and upload their voices for assessment, *Extempore* streamlines the grading process, reducing hours of work for teachers. The app fosters a less stressful environment for students to record their responses, resulting in more confident speaking.

The author above continued that lauded by language specialists and educators, *Extempore* has gained popularity in various institutions, including the University of St. Thomas and Temple University. Moreover, it has been instrumental in the Minnesota Department of Education's proficiency tests for languages like Amharic and Hmong since 2020. The app's success has led to plans for expansion, both geographically into

Australia and technologically by developing AI analytics. With increasing demand worldwide for language instruction, *Extempore* addresses a crucial need for effective speaking practice and assessment.

On the relationship between reading motivation, strategy use, and comprehension among foreign language learners, it emphasizes the importance of motivation, while reading strategies in comprehension suggests implication for reading instruction. The study of Kassem & Alqahtani (2023) explored the relationship between reading motivation, strategy use, and comprehension in EFL contexts among 308 students in a Saudi university. High motivation correlated with increased strategy utilization and better comprehension. Specifically, while-reading strategies emerged as the strongest predictor of comprehension, alongside reading efficacy and extrinsic motivation. These findings highlight implications for reading instruction and suggest directions for future research.

The study of Sukjairungwattana (2023) highlights the effectiveness of the proposed model in improving language proficiency. The researcher endeavors to enhance the Chinese listening and speaking skills of first-year Chinese language major students at a university in Thailand through organized learning activities. A sample of 30 students was randomly selected from classrooms. The research develops a model for improving Chinese listening and speaking skills through these activities. Results indicate significant enhancement in students' Chinese language proficiency following the implementation of these activities. Additionally, the study suggests that the proposed model is effective in enhancing learners' language skills. The findings hold implications for Chinese language educators and learners, offering a framework for designing effective learning activities and guiding teachers in organizing activities to bolster students' language proficiency.

The heart and mind without contradictions to each other can move mountains (Galagpat, 2023); which means one can learn fast. The study of Bobkina (2021) delves into the motivational profiles of Spanish EFL sports science university students. Through the lens of the second language (L2) motivation self-system (L2MSS), aiming to bolster Spanish higher institutions' endeavors to enhance employability and competitiveness. Consequently, heightened levels of L2 proficiency correspond to greater motivational alignment with the ideal L2 self, reinforced by contextual factors within the L2 learning environment.

Notably, the author above continued that students with mid-low L2 proficiency and limited L2 learning experiences exhibit a pronounced aspiration toward the ideal L2 self, while the rebellious L2 self is predominantly evident among those with high L2 proficiency. These findings carry significant pedagogical and curricular implications, suggesting that fostering both the ideal and rebellious L2 selves may positively influence students' L2 proficiency. Therefore, educational strategies should be devised to explore language teaching methodologies conducive to nurturing students' ideal and rebellious L2 selves.

In learning foreign language, learning strategies and environment have direct and indirect impact to motivation. Previous research has established connections between Chinese

L3 English learners' learning strategies, environment, self-efficacy, and motivation. However, scant attention has been given to exploring these linkages specifically in the context of Chinese L3 learners' phonetic symbol learning (PSL). Existing studies offer limited insights into the extent and nature of the influence of these factors on motivation toward PSL, as well as their interplay among Chinese L3 English learners. Addressing this gap, the study titled "Influence of Learning Strategies and the Environment on Chinese L3 English Learners' Motivation to Learn Phonetic symbols: The Mediating Role of Self-efficacy" sheds light on the direct impacts of learning strategies and the learning environment on motivation toward PSL among Chinese L3 English learners. Moreover, it reveals indirect effects on motivation through the mediation of self-efficacy (Zeng, Qin, Yu & Zhao, 2023).

Consequently, motivations and learning strategies can be strengthened when the activities and material are personalized in foreign language teaching. The research team Chiang, Zhang, Zhu, Shang, and Jian (2022) conducted an online STEM charity camp. The findings indicate that online STEM camps can enhance students' self-efficacy, computational thinking, and task value, with significant improvements observed in self-efficacy and task value dimensions. Moreover, students with high self-efficacy demonstrated higher scores in other dimensions. The authors conclude by summarizing the experiences and gains of students and teachers and providing suggestions for developing online camps based on this experience.

The study of Hamzah, Mohd, and Zulkifli (2023) explore the application of self-regulated learning theory in teaching and learning metacognitive-based high-level thinking skills. The study addresses the gap in the teaching and learning of high-level thinking skills, where self-regulation approaches are less commonly utilized. Using an analytical approach to literature review, the study examines the relationship between learning self-regulation, metacognition, and high-level thinking skills. It discusses the definition and concept of self-regulated learning, self-regulation theory, and its significance in teaching and learning metacognitive-based high-level thinking skills. The study suggests that incorporating metacognitive elements into self-regulated learning can enhance students' cognitive abilities, improve pedagogical knowledge, and enhance teaching efficiency. Ultimately, the study provides implications for teachers and students to enhance thinking skills based on metacognition through the application of self-regulated learning theory.

On the other hand, the study of Endang, Puspitawati, Raharjo, and Lailiyatus (2021) explore the effectiveness of an e-Book designed to enhance students' metacognitive skills and self-regulated learning in the context of digital learning. The study describes the development, implementation, and evaluation of the e-Book, which focuses on metacognitive learning strategies aimed at fostering students' autonomy in learning. Utilizing the ADDIE development model, the study employs a descriptive-qualitative approach to analyze the data. The findings indicate that the e-Book achieved high validity and readability levels, with a positive response from students. Moreover, the e-Book effectively improved students'

metacognitive learning outcomes and self-regulation skills, suggesting its potential as a valuable tool for digital learning environments aimed at promoting autonomous learning.

The study of Ali, Eser, & Gülsum (2023) investigated the impact of the Flipped Classroom Model (FCM) on 7th-grade students' self-regulation skills in a science course. The study utilizes a pretest-posttest control group quasi-experimental design involving 67 7th-grade students from a public middle school in Turkey. The experimental group, consisting of 31 students, experienced instruction through the FCM, while the control group, comprising 36 students, received traditional lecture-based instruction. Students' self-regulation skills were evaluated using the Motivated Strategies for Learning Questionnaire (MSLQ). Data analysis, conducted using independent samples t-tests and paired samples t-tests, revealed significant differences in post-test scores between the experimental and control groups across various subscales of learning strategies and motivation, except for extrinsic goal orientation and test anxiety. The findings suggest that FCM enhances students' motivation and utilization of learning strategies, highlighting its effectiveness in fostering self-regulation skills among 7th-grade students compared to traditional lecture-based instruction in science courses.

Lastly, the study of Morshedian (2023) aims to assess the changes in self-regulation skills using the Motivated Strategies for Learning Questionnaire Parametric (MSLQ) -Think before, While, and After instruction. The findings suggest that self-regulation instruction based on TWA with SRSD enhances EFL learners' self-regulatory reading skills, indicating the potential benefits of incorporating SRSD for TWA strategy in EFL reading instruction.

### III. METHOD

This section serves as a crucial component of research papers, providing a detailed account of how the study was conducted and ensuring the validity, reliability, and transparency of the research process.

#### Methods and Techniques of the Study

This research adapts a quantitative non-experimental approach, specifically utilizing descriptive research methodology. Descriptive research involves systematically gathering numerical data to provide objective insights into the topic under investigation; focusing on the "what" rather than the "why." The primary objective is to elucidate the characteristics and patterns of motivation and strategies in learning among Foreign Language [Nihongo] Students at La Consolacion University Philippines. By employing quantitative methods, this study gathers and analyzes numerical data, enabling a rigorous examination of the phenomenon in question (Payne & William, 2011).

The methodology employed in this study involved a purposeful sampling approach aimed at identifying participants who could offer rich information perspectives. Purposeful sampling, as described by Palinkas et al. (2015), is a quantitative research strategy used to select cases that provide valuable insights while making efficient use of limited resources. Given the focus on Foreign Language -2 students at

La Consolacion University Philippines, this sampling approach was chosen to ensure that participants could contribute meaningful data to the study's results and discussions. By selecting participants who met predetermined criteria representing a comprehensive range of relevant characteristics. The study aimed to gather holistic insights into the phenomenon under investigation (Sabaroche, 2022).

#### Respondents of the Study

In this study, the participants comprised foreign language students, specifically those enrolled in the Nihongo class at La Consolacion University Philippines. Given the constraints imposed by the current time frame and the need to adhere to the Data Privacy Act of 2012, the selection of participants was deliberate and focused on students within the population of Foreign Language -2 students at the university. This approach ensured that participants were readily accessible to the researchers while also prioritizing compliance with relevant regulations and ethical considerations (Trocin, 2020).

TABLE 1. Distribution of Respondents

Program	No. of Respondents	Percent
DBA	1	4.8
DIT	7	33.3
PHD	8	38.1
PHD-ELM	5	23.8
<b>Total No. of Respondents</b>	<b>21</b>	<b>100</b>

Table 1, displays the Distribution of Respondents, reflecting data collected from a sample of 21 foreign language students enrolled in FL-2 at La Consolacion University Philippines. Among these students, the majority (n=13) are enrolled in the PHD Program at LCUP Graduate school.

#### Instruments of the Study

The questionnaire utilized in this study is adapted from Motivated Strategies for Learning Questionnaire (MSLQ) used by Huang (2008) in his Assessing Motivation and Learning Strategies. Duncan (2015) posted the MSLQ of Pintrich, Smith, Garcia and McKeachie (1991) in the public domain which can be used for research. The MSLQ has two essential sections: The Listing of Motivation Scales; and the Listing of Learning Strategies Scales. The first section is composed of: (1) Value Components – (a) Intrinsic Goal Orientation, (b) Extrinsic Goal Orientation, (c) Task Value. Next is (2) Expectancy Components –(a) Control Beliefs, (b) Self-Efficacy for Learning and Performance. Lastly, (3) Affective Components which have (a) Test Anxiety (Duncan, 2015).

The author above continued that the second section of the MSLQ is composed of: (1) Cognitive and Metacognitive Strategies which has: (a) Rehearsal; (b) Elaboration; (c) Organization; (d) Critical Thinking; (e) Metacognition and Self-Regulation. Lastly, the Resource Management Strategies which has: (a) Time and Study Environment, (b) Effort Regulation, (c) Peer Learning, and (d) Help Seeking. However, for the purpose of this study, the researcher utilized Intrinsic Goal Orientation, Extrinsic Goal Orientation, Task Value, Test Anxiety, and Metacognitive Self-Regulation.

On taking the survey, the participants are encouraged to be completely honest when responding. They are to use the scale

prescribed: If the participants think the statement is very true of them, they are to click 7; if the statement is not at all true to the participants, they are to click 1. However, if the statement is more or less of them, they are to find the number between 1-7 that best describes them.

#### Data Gathering Procedure

The data collection instrument utilized for this research is the Motivated Strategies for Learning Questionnaire (MSLQ), administered through Google Forms. The questionnaire comprises three sections. The initial section outlines the purpose of the MSLQ and includes statements regarding the confidentiality of survey responses and a consent template. The subsequent section prompts participants to provide demographic information, including gender, age bracket, academic program, major, and details of any previous foreign language learning experiences. These sections align closely with the predefined series of questions recommended by Research Connections (2022) for gathering data from individuals.

The third section of the questionnaire is divided into five sub-parts. The first sub-part, titled "Foreign Language Students' Perceptions in Japanese Language," provides instructions and a scaling of answers for the questions. Following this, there are four questions related to Intrinsic Motivation and another four questions regarding Extrinsic Motivation. The subsequent sub-part, labeled "The Value Component: Task Value," consists of six questions. This is followed by a set of questions focusing on Cognition and Metacognitive Strategies, specifically Metacognitive Self-Regulation, which includes eleven questions. The final sub-part addresses the Affective Component, specifically Test Anxiety, comprising five questions. Together, these sub-parts encompass the 30-item questions of the MSLQ. As outlined by QuestionPro (2022), quantitative survey questions are designed to gather detailed insights from respondents on a survey research topic through objective questioning.

Upon submission, Google Forms collect information from the respondents, which is then utilized in this study. The researchers link this information to a spreadsheet on Google Sheets, allowing for automatic recording of the answers. This spreadsheet reflects real-time responses from the surveys (Gavin, 2019). The demographic profile and quantifiable responses are securely stored in the researchers' graduate school email accounts at La Consolacion University Philippines. Additionally, a formula is applied to calculate mean scores, facilitating the identification of the respondents' predominant characteristics based on the Motivated Strategies for Learning Questionnaire (MSLQ). These scores are translated into a 7-point Likert Scale, providing a comprehensive description of the motivational orientations and learning strategies employed by the respondents.

Tables in the results and discussion sections are created to reflect the scores and mean scores of the Motivational Orientation and Strategies in Learning in the Context of Foreign Language Students; in terms of Intrinsic Goal Orientation, Extrinsic Goal Orientation, Task Value, Test Anxiety, and

Metacognitive Self-Regulation which can be found in the Results and Discussions in this study.

#### IV. RESULTS AND DISCUSSION

This section offers a comprehensive presentation and analysis of the study's findings. Key outcomes discussed herein encompass the demographic profile of foreign language students enrolled in FL-2 Nihongo class, alongside their motivational orientations and strategies in learning foreign language. Quantitative data are meticulously outlined to illustrate the significance of selected items from the Motivated Strategies for Learning Questionnaire (MSLQ) in characterizing the foreign language student cohort. Specifically, the motivational orientations of participants, including intrinsic and extrinsic motivation, task value, and affective components, are delineated through mean scores and corresponding descriptions presented in tabular format.

#### Characteristics of the Participants of the Foreign Language Students

The initial inquiry of this study delved into several aspects of the respondents' demographics, including gender distribution, age distribution, program enrollment, foreign language background, and other pertinent demographic details.

TABLE 2. Demographic Characteristics Among Foreign Language Students

Demographics		Frequency	Percent
Gender:	Female	14	66.7
	Male	7	33.2
Age:	20-30	4	19.0
	31-40	7	33.3
	41-50	2	9.5
	51-60	1	4.8
Program:	DBA	1	4.8
	DIT	7	33.3
	PHD	8	38.1
	PHD-ELM	5	23.8
No response/missing		6	28.6
Foreign Language Taken:	Spanish	4	[19.0]
	Nihongo	21	100

Analysis of the data reveals significant demographics among the respondents. Notably, 66.7% of the participants identified as female, while 33.3% identified as male.

Regarding age distribution, 33.3% fell between the ages of 31 to 40, 19.0% were aged 20 to 30, 9.5% were aged 41 to 50, and 4.8% were aged 51 to 60.

In terms of program enrollment, 38.1% were enrolled in the Doctor of Philosophy (PhD) program, 33.3% in the Doctor of Information Technology (DIT) program, 23.8% in the PhD in Educational Leadership and Management (PhD-ELM) program, and 4.8% in the Doctor of Business Administration (DBA) program.

Additionally, all respondents (100%) had taken or learned Nihongo, while, 19.0% reported having learned Spanish.

The results imply connections with the study of Krainc and Dance-Schissel (2023) and Pan (2023) who reported that social norms dictate that females are more inclined towards nurturing, caregiving, and intellectual pursuits, leading to greater participation and success in academic settings.

On the other hand, individuals' motivation and engagement in academic pursuits are influenced by their belief about their ability to succeed (expectancy) and the value they place on the task or subject (value). Research indicates that females tend to have higher academic-self-efficacy beliefs and place greater value on academic achievement compared to males, which may contribute to their increased participation and success in academic endeavors (Arif, 2021; Nagle, 2021; Xu, 2022).

*Level of Motivational Orientations of The Foreign Language Students in Terms of Intrinsic Motivation*

Table 3 provides insights into the motivational orientations of foreign language students, particularly focusing on intrinsic goal orientation. The data indicates a range of mean scores, spanning from 5.9 to 6.6. Notably, the statement *the most satisfying thing for me in FL 2 [Nihongo] class is trying to understand the content as thoroughly as possible* and garnered the highest mean score of 6.6, signifying an exceptionally high level of intrinsic motivation.

TABLE 3. The Level of Motivational Orientations of the Foreign Language Students in Terms of Intrinsic Motivation

Items	Mean	Description
1. In FL 2 [Nihongo] class, I prefer course material that really challenges me so I can learn new things [Japanese culture, language and communication].	6.1	Very High
2. In FL 2 [Nihongo] class, I prefer course material that arouses my curiosity, even if it is difficult to learn.	6.4	Very High
3. The most satisfying thing for me in FL [Nihongo] class is trying to understand the content as thoroughly as possible.	6.6	Extremely High
4. When I have the opportunity in this class, I choose course assignments that I can learn from even if they don't guarantee a good grade.	5.9	Very High
Total Mean	6.3	Very High

The notable mean score of 6.6 underscores the profound satisfaction derived from a deep understanding and engagement with the course material, reflecting the students' intrinsic drive to comprehend Japanese language, culture, and communication comprehensively. Moreover, mean scores of 6.1, 6.4, and 5.9 for other items indicate a robust intrinsic motivation among students. Their preference for challenging materials, curiosity-driven learning, and prioritization of knowledge acquisition over grades highlight their internal motivation to engage with the subject matter. Similarly, Sukjairungwattana (2023) reported the importance of nurturing intrinsic motivation in language learning contexts, emphasizing its role in promoting sustained engagement and academic success. The provisions of a valuable framework for designing effective learning activities and guiding teachers in organizing activities enhance students' language proficiency.

*Level of Motivational Orientations of The Foreign Language Students in Terms of Extrinsic Motivation*

Upon reviewing the data presented in Table 4 regarding the motivational orientations of foreign language students in relation to extrinsic goal orientation, it is apparent that mean scores range from 5.9 to 6.3. Notably, the statement *Getting a good grade in this class is the most satisfying thing for me right*

*now* obtained the highest mean score of 6.3, indicating a very high level of satisfaction among the respondents.

The results reveal consistently high mean scores across all items, indicating a strong emphasis on external factors such as grades and external recognition. The mean scores for each item, ranging from 5.9 to 6.3, suggest a significant degree of importance placed on academic achievement and performance. Foreign language students express a strong desire to attain good grades, with an emphasis on both personal satisfaction and external validation. The fact that these items garnered *Very High* descriptions underscores the prominence of extrinsic motivators in driving students' behaviors and attitudes towards their language learning journey. Moreover, the total mean score of 6.1 further solidifies the prevalence of extrinsic motivational factors among the surveyed students.

TABLE 4. The Level of Motivational Orientations of the Foreign Language Students in Terms of Extrinsic Motivation

Items	Mean	Description
1. Getting good grades in this class is the most satisfying thing for me right now.	6.3	Very High
2. The most important thing for me right now is improving my overall grade point average; so, my main concern in this class is getting a good grade.	6.2	Very High
3. If I can, I want to get better grades in this class than most of the other students.	5.9	Very High
4. I want to do well in FL class because it is important to show my ability to my family, friends, employer, or others	6.0	Very High
Total Mean	6.1	Very High

This collective emphasis on achieving academic success for personal fulfillment and external recognition highlights the role of grades and performance metrics as primary motivators in the students' learning experiences. This can be explained in relation to the findings of Alamer (2022) that Basic Psychological Needs (BPN) has a direct relationship with vocabulary knowledge, underscoring their direct significance in vocabulary acquisition. Foreign language students learn fast when one of the motivational factors is the need to learn the foreign language.

These findings shed light on the importance of recognizing and addressing extrinsic motivational factors in foreign language education. Educators may consider leveraging these external incentives to enhance student engagement and performance, while also promoting a balanced approach that incorporates intrinsic motivators for long-term academic success and personal growth. Additionally, interventions aimed at fostering a deeper intrinsic motivation alongside extrinsic factors could lead to a more holistic and sustainable approach to language learning.

*Level of Motivational Orientations of the Foreign Language Students in Terms of Task Value*

The analysis delves into the motivational orientations of foreign language students concerning task value, as depicted in Table 5. Notably, mean scores range from 6.4 to 6.8, with the item *I think the course material in the FL course is useful for me to learn*, attaining the highest mean score of 6.8, signifying an exceptionally high level of agreement among respondents.



TABLE 5. The Level of Motivational Orientation of the Foreign Language Students in Terms of Task Value

Items	Mean	Description
1. I think I will be able to use what I learn in this FL course in other courses/fields.	6.4	Very High
2. It is important for me to learn the FL course material in this class.	6.7	Extremely High
3. I am very interested in the content area [which are reflected in the syllabus/scope and sequence] of FL course.	6.5	Extremely High
4. I think the course material in the FL course is useful for me to learn.	6.8	Extremely High
5. I like the subject matter in the FL course.	6.6	Extremely High
6. Understanding the subject matter of the FL course is very important to me.	6.6	Extremely High
Total Mean	6.6	Extremely High

Notably, mean scores ranging from 6.4 to 6.8 were recorded. For items such as *It is important for me to learn the FL course material in this class* and *I am very interested in the content area of the FL course*, indicating an extremely high level of endorsement from the respondents. In addition, items like *I like the subject matter in FL course* and; *Understanding the subject matter of FL course is very important to me* also garnered mean scores of 6.6 or extremely high, further emphasizing the strong motivational orientations demonstrated by the foreign language students.

Conversely, the item *I think I will be able to use what I learn in this FL course in other courses/fields* received a mean score of 6.4, indicating a high level of agreement. This suggests that the motivational orientations of the foreign language students were evident, reflecting their positive attitudes towards the applicability of FL course content beyond the classroom. The consistently high mean scores across all items, ranging from 6.4 to 6.8, indicate a strong perception of the value and importance of the FL course material among the surveyed students. These results suggest that students perceive the content as not only useful and relevant but also engaging and interesting, as evidenced by the *Extremely High* descriptions assigned to five out of six items.

This further indicates that by adopting more personalized approaches, such as integrating technology-assisted learning, could allow participants to engage with materials at their individual performance levels, potentially leading to more observable cognitive improvements. These insights highlight the importance of tailoring educational interventions to meet the diverse cognitive needs of learners (Grossmann, Aschenbrenner, Teichmann, & Meyer, 2023).

To highlight an example, Williams (2023) reported that the *Extempore* application gained popularity in various institutions. It has practical benefits for language learners and educators in streamlining speaking exercises' assessment. It has proven its worth with practical time-saving benefits. The application addresses the daunting task of listening and grading student speaking exercises. Moreover, *Extempore* application fosters a less stressful environment for students to record their responses, resulting in more confident speaking.

Moreover, motivations and learning strategies can be strengthened when the activities and materials are personalized

in foreign language teaching. Similarly, Chiang, Zhang, Zhu, Shang, and Jian (2022) who conducted an online STEM charity camp reported that online STEM camps can enhance students' self-efficacy, computational thinking, and task value, with significant improvements observed in self-efficacy and task value dimensions. Moreover, students with high self-efficacy demonstrated higher scores in other dimensions.

Overall, personalized learning aims to create a student-centered learning environment that fosters engagement, motivation, and academic success by tailoring instruction to meet the unique needs and preferences of each learner.

Level of Motivational Orientations of the Foreign Language Students in Terms of Affective Components

Presented in Table 6 is an examination of the Motivational Orientations of foreign language students, focusing on affective components. Across the surveyed items, mean scores range from 5.0 to 5.7. Notably, the item *When I take a test, I think about items on other parts of the test that I can't answer* yielded the highest mean score of 5.7, indicating a very high level of agreement among respondents.

TABLE 6. The Level of Motivational Orientation in Terms of Affective Components

Items	Means	Description
1. When I take a test, I think about how poorly I am doing compared with other students	5.4	High
2. When I take a test, I think about items on other parts of the test I can't answer.	5.7	Very High
3. When I take a test, I think of the consequences of failing.	5.2	High
4. I have an uneasy, upset feeling when I take a test or an exam	5.0	High
5. I feel my heart beating fast when I take an exam	5.0	High
Total Mean	5.3	High

It is crucial to acknowledge that the scoring methodology in the Motivated Strategies for Learning Questionnaire (MSLQ) involves inversion, as per the provided instructions. This means that the mean score 5.7 or very high suggests that the respondents evaluate each item independently, without considering other questions simultaneously.

The researchers' analysis observed that among the five motivational orientations assessed, the items pertaining to negative affect during testing received notable attention. These include thoughts about underperforming compared to peers, contemplating the repercussions of failure, experiencing feelings of unease or upset, and physical manifestations like a rapid heartbeat during exams.

The above responses also inverted according to the questionnaire's instructions, yielded mean scores ranging from 5.0 to 5.4, indicating a high level of agreement among respondents. This would mean that both the cognitive processes and emotional responses of the participants were addressed.

The results highlight the significant emotional impact of testing situations on foreign language students, characterized by possible heightened cognitive stress, self-evaluative thoughts, and physiological arousal. Understanding these affective components is crucial for educators and policymakers in implementing strategies to alleviate test-related anxiety and promote a supportive testing environment conducive to optimal

academic performance and well-being. Sun (2023) in [their] study reported that cognitive factors, including cognitive fluency and expression practice strategy, as well as affective factors like speaking, self-efficacy and anxiety, and sociocultural factors such as attitudes toward the target language class and culture, all played a role in influencing learners' speech performance.

*Level of the Learning Strategies of the Foreign Language Students in the Metacognitive Self-Regulation*

The results presented in Table 7 address research question number three, concerning the level of learning strategies among foreign language students in metacognitive self-regulation. The analysis of the data reveals a spectrum of engagement levels in metacognitive self-regulation among the participants, as indicated by mean scores ranging from 2.1 to 6.5. Notably, certain items received particularly high scores, reflecting strong engagement in self-regulatory practices. For instance, participants demonstrated a proactive approach to learning by actively addressing confusion, critically analyzing topics, and identifying areas for further study, as evidenced by mean scores of 6.5 for these items.

TABLE 7. The Level of Learning Strategies of Foreign Language Students in the Metacognitive Self-Regulation

Items	Mean	Description
1. During class time, I often miss important points because I'm thinking of other things.	3.2	Low
2. When reading for the FL course, I make up questions to help focus my reading.	6.0	Very High
3. When I become confused about something I'm reading for this class, I go back and try to figure it out.	6.5	Extremely High
4. If course materials are difficult to understand, I change the way I read the material.	6.3	Very High
5. Before I study new course material thoroughly, I often skim it to see how it is organized.	6.3	Very High
6. I ask myself questions to make sure I understand the material I have been studying in this FL class.	6.4	Very High
7. I try to change the way I study in order to fit the FL course requirements and instructor's teaching style.	6.5	Extremely High
8. I often find that I have been reading for class but don't know what it was all about.	2.1	Very Low
9. I try to think through a topic and decide what I am supposed to learn from it rather than just reading it over when studying.	6.4	Very High
10. When studying for an FL course, I try to determine which concepts I don't understand well.	6.4	Very High
11. When I study for FL class, I set goals for myself in order to direct my activities in each study period.	6.5	Extremely High
Total Mean	5.7	Very High

Conversely, an item indicating difficulty in comprehending reading material received a notably low score of 2.1. However, upon considering the reversed nature of this statement, it becomes apparent that participants are effectively comprehending the material that they are reading.

Similarly, an item concerning distraction during class garnered a mean score of 3.2, suggesting a low level of

distraction. Yet, when reversed, this item implies that participants remain focused on key points during their Nihongo classes. Overall, these findings shed light on the participants' metacognitive strategies and their effective utilization in the context of Nihongo language learning.

Concurrently, the study of Hamzah, Mohd, and Zulkifli (2023) posits that incorporating metacognitive elements into self-regulated learning can enhance students' cognitive abilities, improve pedagogical knowledge, and enhance teaching efficiency. In addition, Morshedian (2023) reported that self-regulation instruction based on *Think before, While, and After reading* (TWA) with Self-Regulated Strategy Development (SRS) enhances English as Foreign Language (EFL) learners' self-regulatory reading skills, indicating the potential benefits of incorporating SRS for TWA strategy in EFL reading instruction. This shed light on the findings of the current study suggesting that the foreign language students in this study, plan, monitor, self-regulate, reflect, and involve in problem-solving in their approach to learn Nihongo in FL 2 Class.

To sum up the results, on the *levels of motivational orientations of the foreign language students: intrinsic goal orientation* with mean score of 6.3 or very high; *extrinsic goal orientation* with mean score of 6.1 or very high; *task value* with mean score of 5.7 or very high; and *affective components* with mean score of 5.3 or high are reflected in Table 3, 4, 5, and 6 respectively.

Though *intrinsic goal orientation* and *extrinsic goal orientation* are extremely opposite but could be balanced. Balancing intrinsic and extrinsic motivation is crucial for predicting foreign language students' performance in Nihongo class (Cherry, 2022). Achieving this balance, as explained by Erikson's stages of development, fosters the belief that learners can act intentionally, with reason and limits. Similarly, Razem (2023) said that rapid language learning is not solely driven by practical benefits or rewards. Rather, excellence emerges from the synergy between one's innate abilities (nature) and the learning environment (culture), as proposed by Bobkina (2021).

In addition, Gan, Liu, & Nang (2023) investigated how various forms of motivation, including self-efficacy, task value, and intrinsic and extrinsic motivations, influenced student engagement with behavioral feedback in foreign language learning. The authors revealed that task value was the primary motivational factor predicting both action on teacher's feedback and feedback seeking. Additionally, intrinsic motivation can predict action on teacher feedback, while extrinsic motivation and self-efficacy can predict feedback seeking.

On the other hand, the results on *the level of learning strategies in the metacognitive self-regulation of the foreign language students* are reflected in Table 7. The mean score of 5.7 or very high, entails foreign language students' proactive learning approach in learning Nihongo involves active engagement in metacognitive processes. Hardy (2013) and Duncan (2015) maintained that students optimize learning outcomes through strategic planning, monitoring progress, and self-regulation. They set clear objectives, monitor comprehension, and adjust study methods to meet course requirements and teaching styles. This is further explained by the theory applied by Belkhir (2020) in his/her study who

maintained that attribution theory's impact on individuals' perceptions of performance outcomes. By altering explanations for successes and failures, learners can cultivate resilience and a growth-oriented mindset, enhancing self-directed learning and academic success.

In summary, the findings emphasize the significance of balancing intrinsic and extrinsic motivations in predicting foreign language performance, particularly when coupled with a strong perception of task value. This holistic approach to motivational orientations underscores the intricate relationship between individual motivations and academic success in foreign language education.

To connect the theories related to motivational orientations and strategies in learning Nihongo, it is important to consider the impact of goal-setting on the foreign language students' engagement and achievement. Teng and Wang (2023) highlight the importance of setting specific and challenging language learning objectives, asserting that these objectives significantly enhance learners' motivation and performance.

Furthermore, Zhao, Jiang, Peng & Jin's (2021) study underscores the role of absorptive capacity in mediating the relationship between knowledge sharing and innovation performance in the foreign language classroom. Their findings suggest that both inbound and outbound knowledge sharing, coupled with individual creativity, positively influence innovation performance, with absorptive capacity playing a crucial mediating role. This implies that learners with high absorptive capacity are better equipped to integrate new linguistic knowledge and cultural subtleties, thereby facilitating efficient language acquisition.

In line with the self-determination theory, which posits that individuals are intrinsically motivated to fulfill their psychological needs for autonomy, competence, and relatedness, Wei and Chen (2021) advocate for adjustments in educational regulations and teacher training initiatives. They argue that by understanding students' basic psychological needs and implementing strategies to support autonomy, competence, and relatedness, educators can foster intrinsic motivation and engagement in the language learning process.

#### Summary of Findings

The following are the findings of the study:

1. The demographic profile of foreign language students in LCUP reveals a predominance of females, constituting 66.7% of the respondents. The age distribution indicates that 33.3% fall within the 31-40 years age category. A noteworthy 19% have undergone Spanish language classes, while 100% of the participants are currently enrolled in Nihongo classes.

2. The level of motivational orientations of the foreign language students in LCUP are categorized as follows: Intrinsic Goal 6.3 or very high; Extrinsic Goal 6.1 or very high; Task Value 6.6 or extremely high; Affective Components 5.3 or high.

3. The level of learning strategies -metacognitive self-regulation- has a mean score 5.7 or very high.

#### V. CONCLUSION

Based from the gathered data presented in this study and the discussion of its result, the researchers came up with the following conclusions:

1. The predominance of female students in LCUP's foreign language course highlight a significant gender disproportion, suggesting a potential area for further investigation into enrollment patterns and educational preferences among male and female learners. Additionally, the concentration of students within the 31-40 age category underscores the importance of offering language learning opportunities to individuals across diverse age groups. Furthermore, the 100% enrollment in Nihongo classes indicates strong evidence that the respondents are very much qualified to participate in the study.

2. The La Consolacion University Philippines (LCUP's) foreign language students exhibit remarkable levels of intrinsic and extrinsic goal orientation, task value, and affective components, reflecting a strong motivation for language learning. These findings indicate effective instructional practices and a supportive learning environment that enhance students' interest in language acquisition and recognition of its practical benefits. This robust motivation is conducive to long-term engagement and success in language learning.

3. The La Consolacion University Philippines (LCUP's) foreign language students demonstrate a commendable mean score of 5.7 for metacognitive self-regulation, indicating a high proficiency in employing effective learning strategies. This reflects their strong awareness of learning goals, strategies, and progress, enabling them to adapt approaches for optimal language acquisition. Such metacognitive competence promotes autonomous learning, empowering students to take ownership of their language journey and achieve greater success.

#### Recommendations

The following recommendations are set based on the conclusion made in this study.

1. There may be consideration on the implementation of targeted recruitment strategies and promotional efforts to attract a diverse student body, especially male learners, to graduate school foreign courses/programs. This could involve outreach to dispel stereotypes about language learning and create inclusive environments. Additionally, the *institution* could offer scholarships or incentives tailored to encourage male enrollment, promoting greater balance and diversity in the language learning community.

2. There may be a need to sustain motivational levels among foreign language students, LCUP's Graduate School may prioritize engaging teaching methods that foster intrinsic interest. This includes incorporating real-world application, cultural experiences, and interactions with native speakers in the or into the curriculum. Offering extracurricular activities like language clubs and conversation groups with *industry* and or *stakeholders* can further enhance motivation. *Faculty* and staff support is also crucial in nurturing students' passion for language learning and reinforcing the practical benefits of multilingualism in today's global society.

3. There may be a need to empower *students* as effective and autonomous language learners. The *CHED* through the *institutions* can provide training in metacognitive self-regulation skills. This includes workshops on study skills, time management, and goal setting, along with integrating metacognitive strategies into the curriculum through reflective assignments and self-assessment exercise. Additionally, fostering a positive attitude towards language learning and promoting lifelong learning habits will further support students' development. By equipping students with these tools and resources. The LCUP Graduate School can enhance their proficiency and success in mastering foreign languages.

4. There may be a replication of the study on motivational orientations and strategies in learning foreign language involving multiple universities. This is to increase the diversity of the sample population as to enhance the generalizability of the results. By incorporating a wider range of institutions, the findings could offer more comprehensive insights applicable across various educational settings.

#### REFERENCES

- [1]. Abhari, K., & Vaghefi, I. (2022). Screen time and productivity: An extension of goal-setting theory to explain optimum smartphone use. *AIS Transactions on Human-Computer Interactions*, 14(3), 254-288. doi:<https://doi.org/10.17705/1thci.00169>
- [2]. Ali Gök, Eser, N., & Gülsum Gök (2023). The Effect of Flipped Classroom Model on Self-Regulation Skills of Middle School Students. *I-Manager's Journal of Educational Technology*, 20(3), 29-40. doi:<https://doi.org/10.26634/jet.20.3.20124>
- [3]. Arif, R., Frieda, R., Lord, T., Dorsey, C., Mott, B., Lester, J., & Wiebe, E. (2021). Modeling Secondary Students' Genetics Learning in a Game-Based Environment: Integrating the Expectancy-Value Theory of Achievement Motivation and Flow Theory. *Journal of Science Education and Technology*, 30(4), 511-528. doi:<https://doi.org/10.1007/s10956-020-09896-8>
- [4]. Alamer, A. (2022). Basic Psychological Needs, Motivational Orientations, Effort, And Vocabulary Knowledge: A Comprehensive Model. *Studies in Second Language Acquisition*, 44(1), 164-184. doi:<https://doi.org/10.1017/S027226312100005X>
- [5]. Arshad, P. M. A. P., Baharun, R., & Zaidin, N. (2022). Goal-Setting Theory And Gamification In Mobile Fitness App Engagement: A Pilot Study. *Academy of Marketing Studies Journal, Suppl.Special Issue 1*, 26, 1-10. Retrieved from <https://www.proquest.com/scholarly-journals/goal-setting-theory-gamification-mobile-fitness/docview/2604071895/se-2>
- [6]. Belkhir, S. (Ed.). (2020). *Cognition and language learning*. Cambridge Scholars Publisher.
- [7]. Bobkina, J., Gómez-Ortiz, M., María Cristina Núñez del Río, & Sastre-Merino, S. (2021). Why am I learning English? Spanish EFL sports science university students' motivational orientations through the prism of the L2 motivational self-system. *Studies in Second Language Learning and Teaching*, 11(4), 543-578. doi:<https://doi.org/10.14746/sslit.2021.11.4.4>
- [8]. Bonnet, A., & Siemund, P. (Eds.). (2018). *Foreign language education in multilingual classrooms*. John Benjamins Publishing Company.
- [9]. Calafato, R. (2023). Charting the motivation, self-efficacy beliefs, language learning strategies, and achievement of multilingual university students learning Arabic as a foreign language. *Asian-Pacific Journal of Second and Foreign Language Education*, 8(1), 20. doi:<https://doi.org/10.1186/s40862-023-00194-5>
- [10]. Celik, H., Nowicki, D. R., Uvet, H., Adana, S., & Cevikparmak, S. (2023). Supplier goal commitment in performance-based contracts: The lens of goal-setting theory. *International Journal of Physical Distribution & Logistics Management*, 53(10), 1158-1186. doi:<https://doi.org/10.1108/IJPDLM-07-2022-0215>
- [11]. Cherry, K. (2023). Is Democratic Leadership the Best Style of Leadership? <https://www.verywellmind.com/what-is-democratic-leadership-2795315#:~:text=Democratic%20leadership%2C%20also%20known%20as,to%20schools%20to%20the%20government>.
- [12]. ChildHope (2021). *Alternative Education: Online Learning Under the New Normal*.<https://childhope.org.ph/alternative-learning-online-education/>
- [13]. Chiang, F., Zhang, Y., Zhu, D., Shang, X., & Jiang, Z. (2022). The Influence of Online STEM Education Camps on Students' Self-Efficacy, Computational Thinking, and Task Value. *Journal of Science Education and Technology*, 31(4), 461-472. doi:<https://doi.org/10.1007/s10956-022-09967-y>
- [14]. Daw, J., & Verdery, A. M. (2023). Roles, Relationships, Resources, and Renal Exchange: Applying Social Capital Theory to Role Effects on Living Kidney Donation Behaviors. *Socius: Sociological Research for a Dynamic World*, 9. doi:<https://doi.org/10.1177/23780231231171097>
- [15]. DeHaan, C. & Ryan, R. (2014). The Self-Determination Theory Approach to Happiness and Wellness. [https://www.sciencedirect.com/topics/social-sciences/self-determination-theory#:~:text=Self%2Ddetermination%20Theory%20\(SDT\),in%20turn%20predict%20learning%2C%20performance%2C](https://www.sciencedirect.com/topics/social-sciences/self-determination-theory#:~:text=Self%2Ddetermination%20Theory%20(SDT),in%20turn%20predict%20learning%2C%20performance%2C)
- [16]. Duncan, T. (2015) [https://www.researchgate.net/publication/271429287\\_A\\_Manual\\_for\\_the\\_Use\\_of\\_the\\_Motivated\\_Strategies\\_for\\_Learning\\_Questionnaire\\_MSLQ](https://www.researchgate.net/publication/271429287_A_Manual_for_the_Use_of_the_Motivated_Strategies_for_Learning_Questionnaire_MSLQ)
- [17]. Endang, S., Puspitawati, R. P., Raharjo, & Lailiyatus, S. H. (2021). E-book of metacognitive learning strategies: design and implementation to activate student's self-regulation. *Research and Practice in Technology Enhanced Learning*, 16(1). doi:<https://doi.org/10.1186/s41039-021-00161-z>
- [18]. Galagpat, R. (2023). What did Jesus mean when He said, "When the two become one, you can ask for anything." <https://www.quora.com/What-did-Jesus-mean-when-He-said-When-the-two-become-one-you-can-ask-for-anything-You-can-tell-the-mountain-to-move-and-it-will>
- [19]. Gan, Z., Liu, F., & Nang, H. (2023). The Role of Self-Efficacy, Task Value, and Intrinsic and Extrinsic Motivations in Students' Feedback Engagement in English Learning. *Behavioral Sciences*, 13(5), 428. doi:<https://doi.org/10.3390/bs13050428>
- [20]. Glenn, T. H. (2013). The effects of motivation on student performance on science assessments. Ph. D. Thesis.
- [21]. Grossmann, J. A., Aschenbrenner, S., Teichmann, B., & Meyer, P. (2023). Foreign language learning can improve response inhibition in individuals with lower baseline cognition: Results from a randomized controlled superiority trial. *Frontiers in Aging Neuroscience*, doi:<https://doi.org/10.3389/fnagi.2023.1123185>
- [22]. Hardy, D. L. (2013). Learning strategies and motivational patterns, as measured by the motivated strategies for learning questionnaire, among students pursuing nursing and allied health careers (Order No. 3671114). Available from ProQuest Central. (1645957509). doi:<https://www.proquest.com/dissertations-theses/learning-strategies-motivational-patterns-as/docview/1645957509/se-2>
- [23]. Habók, A., & Magyar, A. (2020). The role of students' approaches in foreign language learning. *Cogent Education*, 7(1) <https://doi.org/10.1080/2331186X.2020.1770921>
- [24]. Hamzah, H., Mohd, I. H., & Zulkifli, H. (2023). Self-regulated Learning Theory in Metacognitive-Based Teaching and Learning of High-Order Thinking Skills (HOTS). *TEM Journal*, 12(4), 2530-2540. doi:<https://doi.org/10.18421/TEM124-65>
- [25]. Huang, S. (2008). Assessing Motivation And Learning Strategies Using The Motivated Strategies For Learning Questionnaire In A Foreign Language Learning Context. *Social Behavior and Personality*, 36(4), 529-534. doi:<https://doi.org/10.2224/sbp.2008.36.4.529>
- [26]. Jung-Chieh, L., & Lin, R. (2023). The continuous usage of artificial intelligence (AI)-powered mobile fitness applications: The goal-setting theory perspective. *Industrial Management & Data Systems*, 123(6), 1840-1860. doi:<https://doi.org/10.1108/IMDS-10-2022-0602>
- [27]. Kassem, H. M., & Alqahtani, D. A. (2023). Motivation, Strategy Use, and Comprehension in Foreign Language Reading: The Case of Saudi EFL Learners at the Preparatory Year. *Journal of Language Teaching and Research*, 14(5), 1290-1301. doi:<https://doi.org/10.17507/jltr.1405.17>
- [28]. Kinginger, C. (Ed.). (2013). *Social and cultural aspects of language learning in study abroad*. John Benjamins Publishing Company.
- [29]. Kline, A., Kolegraff, S., Cleary, J. (2021). Student Perspective on Hands-on Experiential Learning's Impact on Skills Development using Various Teaching Modalities. <https://files.eric.ed.gov/fulltext/ED626321.pdf>
- [30]. Krainc, A., Dance-Schissel, D. (2023). Social Role Theory | Definition, Importance and Criticisms. <https://study.com/academy/lesson/eagly-social-role-theory-of-gender-differences-definition-lesson>

- quiz.html#:~:text=Social%20role%20theory%20posits%20that,on%20behavior%20that%20they%20observe.
- [31]. Kuroda, S.Y. (2022). Whether We Agree or Not: A Comparative Syntax of English and Japanese. [https://link.springer.com/chapter/10.1007/978-94-011-2789-9\\_11](https://link.springer.com/chapter/10.1007/978-94-011-2789-9_11)
- [32]. Lasagabaster, D., Doiz, A., & Sierra, J. M. (Eds.). (2014). Motivation and foreign language learning: From theory to practice. John Benjamins Publishing Company.
- [33]. Lawson, G. (2021). How does the review related studies and literature be important in your research? <https://www.quora.com/How-does-the-review-related-studies-and-literature-be-important-in-your-research#:~:text=It%20helps%20to%20identify%20the,the%20scope%20of%20the%20study>.
- [34]. Miles, J. A. (2012). Management and organization theory: A jossey-bass reader. John Wiley & Sons, Incorporated.
- [35]. Miller, K. (2019). The Benefits of Online Learning: 7 Advantages of Online Degrees. <https://www.northeastern.edu/graduate/blog/benefits-of-online-learning/>
- [36]. Morshedian, M. (2023). The Impact of Self-Regulated Strategy Development on Intermediate EFL Learners' Capability in Self-Regulating Reading. [تأثیر رشد راهبردهای خودتنظیمی بر توانایی فراگیران زبان انگلیسی] *Journal of Language Horizons*, 7(1), 135-157. <https://doi.org/10.22051/ghor.2022.37106.1533>
- [37]. Nagle, C. (2021). Using Expectancy Value Theory to understand motivation, persistence, and achievement in university-level foreign language learning. *Foreign Language Annals*, 54(4), 1238-1256. <https://doi.org/10.1111/flan.12569>
- [38]. Nomura, O., Soma, Y., Kijima, H., & Matsuyama, Y. (2023). Adapting the Motivated Strategies for Learning Questionnaire to the Japanese Problem-Based Learning Context: A Validation Study. *Children*, 10(1), 154. <https://doi.org/10.3390/children10010154>
- [39]. Pan, C. (2023). The role of social theory work in the treatment of autism students. *CNS Spectrums*, 28, S42. <https://doi.org/10.1017/S1092852923003565>
- [40]. Payne, G., & Williams, M. (Eds.). (2011). Teaching quantitative methods: Getting the basics right. ProQuest Ebook Central <https://search.proquest.com>
- [41]. Pei, X. (2021). Language Learning Strategies Used by Higher Level Students in Target Language Environment and EFL/Foreign Language Environment (Order No. 28777253). Available from ProQuest Central. (2616916278). <https://www.proquest.com/dissertations-theses/language-learning-strategies-used-higher-level/docview/2616916278/se-2>
- [42]. Razem, R. J., & Pandor, J. (2023). The Motivational Orientations of Undergraduate Students to Learn Arabic in a Dubai Private University. *Journal of Language Teaching and Research*, 14(1), 96-107. <https://doi.org/10.17507/jltr.1401.11>
- [43]. Sabaroché, F. H. (2022). Effective Educational Leadership Styles, Capabilities, Best Practices, Capacities, and Sustainable Strategies in Caribbean Countries (Order No. 29212707). Available from ProQuest Central. (2669575894). <https://www.proquest.com/dissertations-theses/effective-educational-leadership-styles/docview/2669575894/se-2>
- [44]. Sato, M., & Ballinger, S. (Eds.). (2016). Peer interaction and second language learning: Pedagogical potential and research agenda. John Benjamins Publishing Company.
- [45]. Schmidt, G. B. (2019). The need for goal-setting theory and motivation constructs in lean management. *Industrial and Organizational Psychology*, 12(3), 251-254. <https://doi.org/10.1017/iop.2019.48>
- [46]. Sukjairungwattana, P. (2023). Enhancing Thai Learners' Listening and Speaking Skills in Chinese Language by Organizing Learning Activities. *Theory and Practice in Language Studies*, 13(10), 2681-2688. <https://doi.org/10.17507/tpls.1310.27>
- [47]. Sun, P. P. (2023). The Influence of Cognitive, Affective, and Sociocultural Individual Differences on L2 Chinese Speech Performance: A Multiple Indicators Multiple Causes Approach. *Journal of Psycholinguistic Research*, 52(1), 217-239. <https://doi.org/10.1007/s10936-022-09847-x>
- [48]. Teng, M. F., & Wang, C. (2023). Assessing academic writing self-efficacy belief and writing performance in a foreign language context. *Foreign Language Annals*, 56(1), 144-169. [doi:https://doi.org/10.1111/flan.12638](https://doi.org/10.1111/flan.12638)
- [49]. TheoryHub (2020). Absorptive Capacity Theory. <https://open.ncl.ac.uk/academic-theories/1/absorptive-capacity-theory/#:~:text=%20capacity%20is%20a,knowledge%20to%20improve%20their%20performance>.
- [50]. Trocin, W. M. K. (2020). Nonprobability Sampling. Retrieved from <https://conjointly.com/kb/nonprobability-sampling/>
- [51]. UPES Editorial Team (2022). How students benefit from conducting research at the university? <https://blog.upes.ac.in/7-ways-how-students-benefit-from-conducting-research-at-university/#:~:text=Research%20improves%20comprehension%20and%20decision%20making&text=It%20helps%20in%20upholding%20truth,improve%20your%20decision%20making%20skills>.
- [52]. Wei, M., & Chen, Y. (2022). Motivational practices in foreign language teaching: From the perspective of self-determination theory. [外语教学中的动机策略研究——基于自我决定理论] *Chinese Journal of Applied Linguistics*, 45(3), 401-415. [doi:https://doi.org/10.1515/CJAL-2022-0307](https://doi.org/10.1515/CJAL-2022-0307)
- [53]. Williams, N. (2023, Mar 02). Extempore proves proficient: Mpls. tech firm's app optimizes foreign language learning, teaching. *Star Tribune* <https://www.proquest.com/newspapers/extempore-proves-proficient/docview/2781361044/se-2>
- [54]. Xu, J. (2022). A person-centered approach to teacher motivation towards information technology: integrating achievement goals and expectancy-value perspectives. *Educational Technology Research and Development*, 70(2), 397-417. <https://doi.org/10.1007/s11423-022-10085-0>
- [55]. Zeng, J., Qin, Y., Yu, Z., & Zhao, T. (2023). The influence of learning strategies and the environment on Chinese L3 English learners' motivation to learn phonetic symbols: The mediating role of self-efficacy. *PLoS One*, 18(10) <https://doi.org/10.1371/journal.pone.0292398>
- [56]. Zhao, S., Jiang, Y., Peng, X., & Jin, H. (2021). Knowledge sharing direction and innovation performance in organizations: Do absorptive capacity and individual creativity matter? [Knowledge sharing and performance in organizations] *European Journal of Innovation Management*, 24(2), 371-394. [doi: https://doi.org/10.1108/EJIM-09-2019-0244](https://doi.org/10.1108/EJIM-09-2019-0244)
- [57]. Zulueta, M. C. E., Buno, R. M. V., Cruz, A. C. D., Sagun, A. J., Buenaventura, M. D. C. S., Talidano, A. S., Cabrera, W. C. (2021). A Comparative Case Study on the Challenges Encountered by Philippine Private and Public Educational Institutions with their Existing Management Information System. *International Journal of Multidisciplinary: Applied Business and Education Research*. 2(11), 1211 – 1217. [doi: 10.11594/ijmaber.02.11.1](https://doi.org/10.11594/ijmaber.02.11.1)