A Study on Motivation and Self-Regulated Learning Strategies among Japanese and English Learners

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ABSTRACT

The growing demand for multilingual talent highlights the importance of learning languages such as Japanese and English. In these languages, motivation drives success, and self-regulated learning strategies help students manage their own learning. As language instructors, we aim to understand how motivation and self-regulated learning strategies influence students' success in both elective Japanese and required English courses, to enhance teaching methods and support the diverse students' needs. This research examines the motivation and self-regulated strategies employed by undergraduate students learning these two languages. A quantitative survey, based on Pintrich & De Groot's (1990) framework, was conducted with 282 undergraduate students at a public university in Malaysia. The survey consisted of three sections: Section A gathered demographic information, Section B focused on motivational beliefs, and Section C covered self-regulated learning strategies. The findings revealed that students exhibited high self-efficacy and intrinsic motivation, but test anxiety hindered performance. Although students used effective cognitive strategies, they struggled to identify key concepts in reading comprehension. A positive correlation ($r = 0.717$) was found between motivation and self-control, suggesting that highly motivated students are more likely to use better self-control strategies. Educators should focus on promoting effective cognitive strategies while also working to improve self-efficacy, motivation, and reducing test anxiety. Future research could explore the influence of demographic factors and language ability on beliefs about motivation and self-control.

Keywords: Motivation, self-regulated learning strategies, Japanese language learning, English language learning

INTRODUCTION

Background of Study

Motivation and self-regulated learning strategies are widely recognized as critical components in language learning, significantly influencing learners' success and academic outcomes. The study on the motivational beliefs and learning strategies involved in self-regulated learning among students in Malaysia provides valuable insights into key factors that influence their academic involvement and achievement [16]. In language learning, students' motivation and self-regulation play a key role in shaping how they learn and what they achieve.

Motivation, whether intrinsic or extrinsic, directly affects how students engage with their studies. Self-regulated learning strategies, which include planning, checking, and reflecting on their progress [10], help students become more independent and actively involved in learning languages.

This factor becomes even more important when learning languages such as Japanese and English. Each language has its own challenges in structure, culture, and usage that shape how students learn. Japanese has a complex writing system and rich cultural nuances, which may require learners to use different motivation and

self-management strategies. English is widely spoken, but it has a different grammar, which also affects how students approach learning.

By exploring these factors in learners of both languages, this research aims to gain insights into how motivation and self-regulated learning strategies interact and how they vary between learners of Japanese and English.

This topic draws particular interest because learners of different languages often encounter unique challenges and are driven by varying motivational factors. One of the central questions guiding this research is whether students learning Japanese and English approach their studies differently. Even though there's growing interest in how students learn languages, one thing still seems underexplored, i.e., how self-regulated learning relates to motivation, and how the two influence each other. It's a relationship that deserves more attention, especially if we want to understand what really drives learners.

Motivation plays a central role in the learning process. It provides the necessary impetus to continue learning, even when difficult situations arise. As noted by [16], motivation provides psychological support and helps students remain committed to achieving their goals. In language education, motivation and self-regulated learning strategies often go hand in hand. Some students are driven by personal interest or the joy of learning, while others respond to external cues such as grades or recognition. By effectively utilizing motivational strategies, students can remain focused, think more critically, and engage with the material in a more meaningful way [16]. This is why paying attention to what motivates students is important and can make a big difference in how they approach their studies.

Self-regulated learning is equally important. Self-regulated learning is the process by which students manage their own learning, including setting goals, managing their time effectively, utilizing available resources, and tracking their progress. When students actively use these strategies, they often feel more in control, which in turn increases their motivation. Interestingly, motivation also leads to better self-regulation, a particularly noticeable effect in foreign language learning [12].

Thus, this study investigated how Japanese language learners and English language learners utilize motivational and self-regulatory strategies. By comparing the two groups, we hope to clarify the characteristics of each group's learning experience. Ultimately, we aim to understand how motivation and self-regulation work together to shape how learners interact with the language they are studying.

Statement of Problem

Being able to manage one's own learning is a powerful skill that helps students take control of their own progress and take responsibility for their development [16]. At the same time, what students believe about their own motivation can shape the goals they set for themselves, even influencing their future career paths [15]. Ideally, learners of Japanese and English would benefit from using self-regulated strategies while also building a strong sense of inner motivation. When both elements are present, students are more likely to take the initiative and overcome the challenges they face.

But in reality, many students find it hard to reach their full potential. This often happens when motivation is low or when they're unsure how to apply self-regulated learning techniques. There's still a lot we don't know about how Japanese and English learners differ in their approach to motivation and learning strategies. This gap highlights the need for teaching methods that are more responsive to students' actual needs. Sometimes, students think they're using certain strategies, but in practice, their habits don't quite match their intentions [16].

This study aims to explore how motivation and self-regulated learning are related, specifically in the context of Japanese and English language learning. By carefully analyzing the unique aspects of each language learning experience, we want to provide insights that help educators design more effective teaching methods, i.e., teaching methods that truly help students progress with confidence.

Research Questions

This study was conducted to investigate learners' perceptions of motivational strategies and self-regulated learning strategies. Specifically, it is done to answer the following questions:

- How do learners of Japanese and English perceive their motivational beliefs?
- How do learners of Japanese and English perceive their self-regulated learning strategies?
- Is there a relationship between motivational beliefs and self-regulated strategies of learners learning Japanese and English?

LITERATURE REVIEW

Motivational Beliefs

From a motivational perspective, self-regulated students are believed to have self-efficacy, independence, and intrinsic motivation [19]. [10] identified self-efficacy, intrinsic value, and test anxiety as three major motivational factors that influence students' academic performance. Self-efficacy refers to students' beliefs in their own abilities, which includes their level of confidence and ability to complete academic tasks [10]. [16] defined self-efficacy as the belief in one's ability to complete a task and stated that students with high self-efficacy are more likely to grasp concepts and understand the content taught in class.

Intrinsic value, as described by [10], pertains to a student's internal interest in coursework, their perception of its importance, and their preference for challenges and mastery-oriented goals. According to [15], students are motivated to learn subjects they enjoy, consider important, or find interesting and useful. Finally, test anxiety, as outlined by [10], involves feelings of worry and mental distraction during exams. [15] argued that the strong motivation to achieve academic success can contribute to the increase in test anxiety among students.

Self-Regulated Learning Strategies

Self-regulated learning is a type of cognitive engagement and a proxy variable inferred from indicators of motivated behaviour [3]. [10] have listed metacognitive strategies, self-regulation, and cognitive strategies as important components of self-regulated learning to improve students' academic performance. According to [10], metacognitive strategies include planning, monitoring, and regulating cognitive processes. Similarly, [19] stressed that self-regulated learners use metacognitive skills to plan, manage, and reflect on their learning at different stages.

Cognitive strategies refer to techniques that learners use to learn, memorize, and understand course material ([10], [3], [19], and [20]). [19] explained that the strategy of rehearsal and memorization was the most significant predictor of academic success. In addition, by applying cognitive strategies for self-assessment, students can enhance their academic performance [5]. On the other hand, self-regulation means students can manage and control how they learn in class [10]. According to [15], it's closely linked to cognitive strategies and self-regulated learning, which help students reach their learning goals. Therefore, this study looks at how Japanese and English students understand and use these strategies.

Past Studies on Motivational Beliefs

In regard to motivational belief, previous researchers mainly focused their study on younger learners in relation to certain subjects. However, their findings revealed that there were positive relationships between the discussed subjects and motivational belief.

[9] researched how fifth-graders' self-regulated learning strategies, motivation, and feelings about math related to their school performance. [9] surveyed 204 students in Afyonkarahisar using two tools, i.e., the Motivation to Learn Questionnaire (MSLQ) and the Mathematics Attitude Scale (MTÖ). The results showed that students'

attitudes toward math were shaped by how well they managed their learning, believed in themselves, valued the task, and aimed to learn. Their academic performance was affected by their confidence and test anxiety.

[13] investigated how students' motivation strategies connected their beliefs about school and their actual engagement. [13] collected data from 3602 students aged 11 to 21 from 49 pre-vocational schools, using a translated Wolters' questionnaire, which was translated from English to Dutch. The study discovered that these strategies helped students start their work, stay focused, and keep going even when it was hard. Using them could boost effort, enjoyment, persistence, and success. Students were more likely to use these strategies when they believed the task mattered and felt confident, they could do it.

[14] reviewed 36 research articles from 2000 to 2020 to see how parents' support in STEM affected Black and Latino teens' motivation. [14] found that when parents gave STEM-specific support, teens were more likely to feel confident, interested, and see value in STEM. This helped them stay engaged and keep trying in STEM activities.

The studies discussed above discovered that a positive motivational belief could result in a positive attitude as well as achievement in a certain subject. Thus, a learner's motivational belief could be an indicator of his or her persistence, confidence, and achievement in a particular subject.

Past Studies on Self-Regulated Learning Strategies

Previous studies on self-regulated learning strategies mainly focused on their relationship with certain subjects or methods of learning. Research showed that many factors could affect how students used self-regulated learning strategies.

[9] researched how fifth-grade students' learning strategies, motivation, and feelings about math related to their academic success. They surveyed 204 students in Afyonkarahisar using the MSLQ and the MTÖ. The study found that students' learning strategies were shaped by how much they valued the task, believed in themselves, and aimed to learn. Their attitude toward math improved when they used metacognitive self-regulation.

[13] examined how students' motivation strategies connected their beliefs about schoolwork, confidence, and engagement. [13] surveyed 3602 students aged 11 to 21 from 49 pre-vocational schools using Wolters' Dutch questionnaire. The study found that self-regulated learners could set goals and plans, and adjust their motivation. These strategies worked best when students believed in themselves and valued the task. However, using motivation strategies alone did not always improve grades. Therefore, [13] recommended teaching students how to use thinking and reflection strategies first.

[2] examined how self-regulated learning strategies related to course grades in online and blended learning. [2] asked 606 university students in Melbourne from 2014 to 2016. The results showed that online students used these strategies more often than blended learners, except for peer learning and asking for help. For online learners, only time management and effort regulation helped improve their grades.

The researchers above concluded that motivation and effort determined self-regulated learning strategies within students. Strong motivational beliefs, time management, and effort indicated effective self-regulated learning strategies by students.

Conceptual Framework

The conceptual framework of this study is shown in Figure 1. This study focuses on how Japanese and English learners use motivational beliefs and self-regulated learning strategies. To stay interested in learning, students need motivation [12]. According to [10], motivational beliefs derive from factors such as self-efficacy, intrinsic value, and test anxiety. Good learners are not just motivated, but they can also plan, track, and reflect on their learning. These self-regulation skills include thinking strategies and managing their own learning [10].

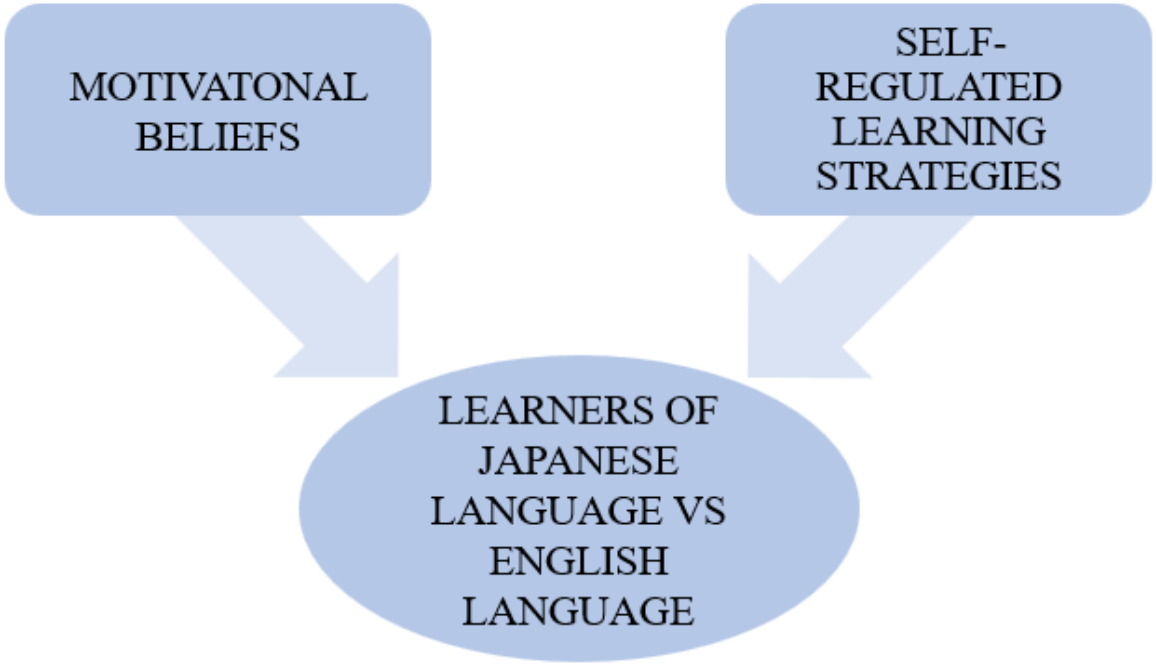

Figure 1 – Conceptual framework of the study: Motivation and self-regulated learning strategies among learners of Japanese and English

METHODOLOGY

This quantitative study assessed what motivates university students to learn. 282 students took a survey using a 5-point Likert scale based on [10] and elicited the variables shown in Table 1 below. The survey has three parts: Section A asks about demographic profiles, Section B contains 22 items related to motivational beliefs, and Section C consists of 22 items related to self-regulated learning strategies.

Table 1 Distribution Of Items In The Survey

Part	Strategy			No. of Items	Total Items	Cronbach Alpha
2	Motivational Beliefs	A	Self- Efficacy	9	22	.871
		B	Intrinsic Value	9		
		C	Test Anxiety	4		
3	Self-Regulated Learning Strategies	D	Cognitive Strategy Use	13	22	.890
		E	Self- Regulation	9		
Total No of Items					44	.929

Table 1 presents that the survey was reliable. The scores were 0.871 for motivation and 0.890 for self-regulated learning strategies. Overall, the reliability was 0.929, which indicates good reliability of the selected questionnaire. Additional analyses using SPSS were done to address the study's research questions.

FINDINGS

Findings for Demographic Profile

Table 2 Percentage For Q1 - Gender

No	Item	Percentage
1	Male	35%
2	Female	65%

Table 2 denotes the percentage for gender that reflected the majority (65%) for female participants, while the remaining 35% were male participants.

Table 3 Percentage For Q2 – Faculty

No	Item	Percentage
1	Science & Technology	61%
2	Social Sciences & Humanities	39%
3	Business & Administration	7%

Table 3 depicts the percentage for the cluster of study. The majority of 60% were from Science & Technology. The Social Sciences cluster had 33% of the participants, while the least, at 7%, were from Business & Administration.

Table 4 Languages Taken By The Participants

No	Item	Percentage
1	English	26%
2	Japanese	33%
3	Both	41%

Table 4 demonstrates the languages taken by the participants. The majority (41%) took both English and Japanese. For individual languages, 33% studied Japanese, and the remaining 26% took English.

Table 5 Semester Of The Participants

No	Item	Percentage
1	Semester 1-2	33%
2	Semester 3-4	52%
3	Semester 5 and above	15%

Table 5 reveals the percentage of participants based on the semester they were in. The majority (52%) of the participants were in Semester 3-4, followed by 33% in Semester 1-2, while the lowest percentage of 15% was from Semester 5 and above.

Findings for Motivational Beliefs

This section presents data for Research Question 1: “How do learners of Japanese and English perceive their motivational beliefs?”. In this study, motivational beliefs include (i) self-efficacy, (ii) intrinsic value, and (iii) test anxiety.

Table 6 Mean For Self-Efficacy

Item		Mean
MBSEQ1	Compared with other students in this class I expect to do well.	3.4
MBSEQ2	I'm certain I can understand the ideas taught in this course.	3.9
MBSEQ3	I expect to do very well in this class.	3.9
MBSEQ4	Compared with others in this class, I think I'm a good student.	3.3
MBSEQ5	I am sure I can do an excellent job on the problems and tasks assigned for this class.	3.7
MBSEQ6	I think I will receive a good grade in this class.	3.8
MBSEQ7	My study skills are excellent compared with others in this class.	3.0
MBSEQ8	Compared with other students in this class I think I know a great deal about the subject.	3.2
MBSEQ9	I know that I will be able to learn the material for this class.	3.9

Table 6 displays that students’ self-efficacy scores ranged from 3.0 to 3.9. The highest score (3.9) came from 3 items (MBSEQ2, MBSEQ3, and MBSEQ9) where students felt sure they could understand lessons, do well in class, and learn the materials. Scores of 3.8 (MBSEQ6) and 3.7 (MBSEQ5) showed that students believed they could solve problems and get good grades. A score of 3.4 for MBSEQ1 indicated they expected to do better

than others, while 3.3 (MBSEQ4) showed they saw themselves as good students. A score of 3.2 (MBSEQ8) reflected confidence in learning the material. The lowest score (3.0) for MBSEQ7 showed that students felt their study skills were better than others'.

Table 7 Mean For Intrinsic Value

Item		Mean
MBIVQ1	I prefer class work that is challenging so I can learn new things.	3.5
MBIVQ2	It is important for me to learn what is being taught in this class.	4.3
MBIVQ3	I like what I am learning in this class.	4.3
MBIVQ4	I think I will be able to use what I learn in this class in other classes.	3.9
MBIVQ5	I often choose paper topics that I will learn something from, even if they require more work.	3.5
MBIVQ6	Even when I do poorly on a test, I try to learn from my mistakes.	4.2
MBIVQ7	I think that what I am learning in this class is useful for me to know.	4.3
MBIVQ8	I think that what we are learning in this class is interesting.	4.3
MBIVQ9	Understanding this subject is important to me.	4.4

Table 7 indicates that students' intrinsic value scores ranged from 3.5 to 4.4. The highest score of 4.4 (MBIVQ9) was for the importance of understanding the subject. Scores of 4.3 (MBIVQ2, MBIVQ3, MBIVQ7, and MBIVQ8) reflected that the student found learning important, useful, and interesting. A score of 4.2 (MBIVQ6) showed they learned from mistakes, even after doing poorly on a test. The 3.9 (MBIVQ4) score meant they saw what they learned as useful. The lowest scores of 3.5 (MBIVQ1 and MBIVQ5) were for choosing harder tasks and doing extra work to learn more.

Table 8 Mean For Test Anxiety

Item		Mean
MBTAQ1	I am so nervous during a test that I cannot remember facts I have learned.	3.2
MBTAQ2	I have an uneasy, upset feeling when I take a test.	3.1
MBTAQ3	I worry a great deal about tests.	3.5
MBTAQ4	When I take a test, I think about how poorly I am doing.	3.3

Table 8 outlines that test anxiety scores ranged from 3.1 to 3.5. The highest score of 3.5 (MBTAQ3) was for MBTAQ3, which reflected test anxiety. MBTAQ4 scored 3.3 and MBTAQ1 scored 3.2, showing that learners often worried about doing poorly and felt so nervous that they forgot what they had learned. The lowest score (3.1) was for MBTAQ2, which showed that learners felt anxious even when they were well-prepared.

Findings for Self-Regulated Strategies

This section represents data to answer Research Question 2 – "How do learners of Japanese and English perceive their self-regulated learning strategies?" In the context of this study, this refers to (i) cognitive strategy use and (ii) self-regulation.

Table 9 Mean For Cognitive Strategy Use

Item		Mean
SRLSCSUQ1	When I study for a test, I try to put together the information from class and from the book.	4.1
SRLSCSUQ2	When I do homework, I try to remember what the teacher said in class so I can answer the questions correctly.	4.2
SRLSCSUQ3	It is hard for me to decide what the main ideas are in what I read.	3.2
SRLSCSUQ4	When I study, I put important ideas into my own words.	3.9
SRLSCSUQ5	I always try to understand what the teacher is saying, even if it doesn't make sense.	3.9
SRLSCSUQ6	When I study for a test, I try to remember as many facts as I can.	4.2
SRLSCSUQ7	When studying, I copy my notes over to help me remember material.	3.9

SRLSCSUQ8	When I study for a test, I practice saying the important facts over and over to myself.	4.0
SRLSCSUQ9	I use what I have learned from old homework assignments and the textbook to do new assignments.	4.0
SRLSCSUQ10	When I am studying a topic, I try to make everything fit together.	3.9
SRLSCSUQ11	When I read material for this class, I say the words over and over to myself to help me remember.	3.9
SRLSCSUQ12	I outline the chapters in my book to help me study.	3.7
SRLSCSUQ13	When reading, I try to connect the things I am reading about with what I already know.	4.0

Table 9 illustrates the mean for cognitive study use, ranging between 3.2 to 4.2. The highest mean was at 4.2 for 2 items (SRLSCSUQ2 and SRLSCSUQ6) relating to learners recalling information when doing homework and studying for a test. Followed by the mean of 4.1 (SRLSCSUQ1), learners put together information obtained from classes and books. Three items (SRLSCSUQ8, SRLSCSUQ9, and SRLSCSUQ13) shared the mean at 4.0 for out loud practicing, using old homework as a reference, and relating to prior knowledge when reading. Five items shared the mean of 3.9, where paraphrasing was done during revision (SRLSCSUQ4), comprehending what teachers were saying even if it did not make sense (SRLSCSUQ5), copying of notes was done to help recall information (SRLSCSUQ7), making everything fit during revision (SRLSCSUQ10), and applying the repetition technique when reading materials to help in remembering (SRLSCSUQ11). At 3.7 (SRLSCSUQ12), learners outlined chapters to help with revision. The lowest mean for cognitive study use was at 3.2 (SRLSCSUQ3), indicating difficulty in identifying main ideas in readings.

Table 10 Mean For Self-Regulation

Item		**Mean**
SRLSSRQ1	I ask myself questions to make sure I know the material I have been studying.	3.8
SRLSSRQ2	When work is hard I either give up or study only the easy parts.	3.1
SRLSSRQ3	I work on practice exercises and answer end of chapter questions even when I don't have to.	3.4
SRLSSRQ4	Even when study materials are dull and uninteresting, I keep working until I finish.	3.6
SRLSSRQ5	Before I begin studying, I think about the things I will need to do to learn.	3.8
SRLSSRQ6	I often find that I have been reading for class but don't know what it is all about.	3.2
SRLSSRQ7	I find that when the teacher is talking, I think of other things and don't really listen to what is being said.	2.9
SRLSSRQ8	When I'm reading, I stop once in a while and go over what I have read.	3.7
SRLSSRQ9	I work hard to get a good grade even when I don't like a class.	4.0

Table 10 highlights the mean for self-regulation, ranging from 2.9 to 4.0. The highest mean was 4.0 (SRLSSRQ9), where efforts were put in achieving good grades, even though the class was disliked. At 3.8, two items (SRLSSRQ1 and SRLSSRQ5) reflected questioning oneself in recalling information that had been studied, as well as organizing what was required before starting to study. For the mean of 3.7 (SRLSSRQ8), learners tended to take breaks to recall what they had read. At 3.6 (SRLSSRQ4), learners still pushed through until completion even though the materials were uninteresting. For 3.4 (SRLSSRQ3), learners still did the practices even if they were not required to. For the means of 3.2 (SRLSSRQ6) and 3.1 (SRLSSRQ2), learners might not have known what they had read in class and tended to only proceed with the easy parts when some work was hard. The lowest mean was 2.9 (SRLSSRQ7), where a lack of focus occurred during the teacher's explanation.

Findings For the Relationship Between Motivational Beliefs and Self-Regulated Strategies of Learners Learning Japanese and English Language

This section presents data for Research Question 3: “Is there a relationship between motivational beliefs and self-regulated strategies of learners learning Japanese and English?” A correlation analysis using SPSS is conducted to determine if there is a significant relationship between their average scores for motivational beliefs and self-regulated learning strategies.

Table 11 Correlation Between Motivational Beliefs And Self-Regulated Strategies Of Learners Learning Japanese And English Language

Correlations

		MOTIVATIVATIONAL_BELIEFS	SELF_REGULATED_LEARNING
MOTIVATIVATIONAL_BELIEFS	Pearson Correlation	1	.717**
	Sig. (2-tailed)		.000
	N	282	282
SELF_REGULATED_LEARNING	Pearson Correlation	.717**	1
	Sig. (2-tailed)	.000	
	N	282	282

**. Correlation is significant at the 0.01 level (2-tailed).

Table 11 shows the correlation between motivational beliefs and self-regulatory strategies in Japanese and English students. The correlation score was r = .717 with p = .000, which indicated the correlation was highly significant. Based on [7], a score between 0.5 and 1.0 shows a strong positive correlation. Weak positive correlation is between 0.1 and 0.3, moderate positive correlation is between 0.3 and 0.5. Therefore, this result confirms that more motivated students also tend to use self-regulation strategies effectively.

CONCLUSION

Summary of Findings and Discussions

In answering Research Question 1: "How do learners of Japanese and English perceive their motivational beliefs?", it is discovered that learners of both Japanese and English showed high confidence in their ability to understand and succeed in language learning tasks. These results match the self-efficacy theory by [1], which suggests that people who believe in themselves are more likely to achieve their goals. A number of students shared that they genuinely enjoy learning the language, and their enthusiasm came through clearly. This reflects what [4] describes in the self-determination theory, i.e., the idea that intrinsic motivation plays a big role in keeping learners engaged over time. In line with this, [15] observed that students tend to put more effort into subjects they find meaningful and enjoyable, which reinforces the importance of nurturing that inner drive in language learning.

However, not everything was smooth sailing. Test anxiety stood out as a common concern. Several students mentioned feeling nervous and worried during assessments, which echoes what [6] found about foreign language anxiety, especially the stress tied to testing. When anxiety runs high, it can lower motivation and affect performance. That's why it's so important to design assessments that feel supportive and reduce the fear of failure.

As for the Research Question 2, "How do learners of Japanese and English perceive their self-regulated learning strategies?", the responses showed that students use a mix of techniques to help themselves learn. Many relied on cognitive strategies like summarizing, paraphrasing, and repetition to improve understanding and memory. These findings align with [17]'s work. [13] also pointed out that while motivation matters, cognitive strategies often have a stronger impact on learning outcomes. Likewise, [15] emphasized how essential these techniques are for academic success through self-regulated learning.

Beyond cognitive strategies, students also used metacognitive approaches. They organized their study materials and tried to link new information to what they already knew by showing thoughtful effort in managing their learning process. However, some students reported difficulties in identifying key ideas while reading and maintaining concentration during lessons, suggesting areas where self-regulation could be

strengthened. This is consistent with the model in [11], which highlights how combining cognitive skills and metacognitive skills helps students learn more effectively. Notably, the study also found that students who persisted in their efforts, even when faced with less engaging content, tended to perform better academically.

For Research Question 3, "Is there a relationship between motivational beliefs and self-regulated strategies of learners learning Japanese and English?", this study found a strong positive correlation (r = .717) between motivation and self-regulated learning strategies in Japanese and English students. This means that students who feel confident and motivated tend to build better study habits. It supports the idea from [7] and [18] that motivation helps activate thinking and reflection strategies, leading to better learning results.

Overall, these findings highlight the importance of building both motivation and self-regulation in language learning. Motivation helps students begin learning, while self-regulation keeps them focused and moving forward. As [15] and [13] mentioned, motivation alone is insufficient. Students also need practical tools to manage their learning. When the learning environment supports both, students can take charge of their progress and feel more confident using Japanese and English.

Pedagogical Implications and Suggestions for Future Research

To boost motivation in Japanese and English learners, educators can design lessons that connect to students' daily lives. Students feel more engaged when they see how language skills can be applied to real situations. Helping students to set goals and track their progress can build confidence and strengthen their belief in their abilities.

To help with test anxiety, educators may rethink how students are assessed. Instead of only using exams, they can introduce gentler methods like projects and group work. A calm, supportive classroom and stress management resources can help students do their best. Working together through peer mentoring and group discussions can also boost motivation and let students share their learning strategies.

Studying students in different settings, like online platforms or informal spaces, can help us understand how context shapes their learning. In addition, future research can utilize qualitative methods, for example interviews, focus groups, and classroom observations to gain more in-depth perspectives on students' motivational and cognitive experiences Comparative Analysis between Japanese and English language student can reveal how the learned language impact students' motivation and their cognitive process. The language chosen can either be electives or required course in their programs.

Factors like age, socioeconomic background, past language experience, and skill level can also give clues about how students build motivation and self-regulation. Teaching intervention studies can examine the causal impact of motivation, SRL, and test anxiety on learning outcomes. One example of teaching intervention is reading comprehension and testing its effects widen the study of motivation as well as SRL within Japanese and English language. Longitudinal studies are especially helpful for tracking how these factors influence learning progress and language skills over time. Future research can also explore how motivation and self-regulation change over time and how this affects long-term language learning. Examine mediating factors such as goal orientation or time management can also enhanced the current analysis.

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