

# From the Perspective of Learning Motivation to Talk About the Impact of Japanese Animation on Japanese Learners

Zichao Zhong

Dalian University of Foreign Languages, Dalian Liaoning Province 116000 China

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**Abstract:** The purpose of this study is to investigate the motivation level of Japanese learners who prefer Japanese anime from the perspectives of self-efficacy, attribution of success or failure and motivation decline. The results show that Japanese learners who like anime have a higher level of self-efficacy and a higher level of adaptive attribution of success or failure. But in the survey also found that with the increase of grade, the level of motivation has a declining trend. In addition, the survey shows that even among Japanese learners who like anime, nearly half of them have experienced a decline in motivation, the main reasons are the increase in learning difficulty, employment difficulties, learning content and the content of their own interest, and so on.

**Keywords:** Japanese learning motivation; Japanese animation culture

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## 1. Background

In the research so far, the interest in Japanese animation culture is always one of the motivations for Japanese learning. Kondo and Masako Murakami (2010) found that people who are enthusiastic about Japanese pop culture are more likely to be interested in learning Japanese and "Want to watch anime or Japanese drama without subtitles", "Want to be able to write anime lines or novels," "Want to understand the original comic book," the achievement goals are closely related. At the same time in the choice of Japanese majors, we can also see the impact of this trend of animation culture. In a survey on the factors that influence the major choice of Japanese majors in Ningbo, nearly 90 percent of the students said they had different degrees of liking for Japanese anime before learning Japanese, and nearly half of the students said that the major choice by the Japanese relatively large impact<sup>[1]</sup>. It can be said that animation culture and motivation to learn Japanese has a close relationship. Based on the theory of self-efficacy and attribution of success and failure, this paper explores the influence of Japanese animation culture on the level of Japanese learning motivation from a more comprehensive perspective, and investigate whether they have an incentive to decline.

## 2. The object and method of investigation

This study is based on a survey of Japanese University of Foreign Languages freshmen and seniors in Dalian, China. On the subject of investigation, I selected students who had a clear preference for anime and who currently watch it at a certain frequency by asking them "Do you like anime?" "How long have you been exposed to anime?" and "How often do you currently watch anime?"

In terms of survey methods, the questionnaire used in this paper consists of two parts: personal information and learning motivation. Personal information including grade, gender and the above about the animation of cultural preferences and experiences of the four topics. In the part of learning motivation, we set questions from the three directions of self-efficacy, achievement attribution and motivation decay, and according to Likert's five-level scale, five options were set from "Strongly disagree (1)" to "Strongly agree (5)" and scored.

## 3. Results analysis and discussion

### 3.1 Basic information of the questionnaire

This paper received 78 questionnaires through the questionnaire star platform, the effective rate of recovery is 100%. After screening, we got 54 questionnaires which accord with the research object of this paper, that is, we like animation culture and keep watching frequency. The grade composition of the respondents is as follows: 48.15% for freshmen, 24.07% for sophomores, and

27.78% for juniors. Among the data in line with the target, 88.89% of the respondents said they liked Japanese anime culture before learning Japanese, and only 11.11% of the respondents said they are in contact with Japanese after contact and like Japanese animation culture. Among the groups who were exposed to and liked Japanese before learning Japanese, 81.25% of the respondents thought that their interest in anime had different influence on their study of Japanese or their choice of Japanese majors, among them, 33.33% of the respondents think that there is a very big impact. On the experience of contact with Japanese animation culture, 42.59% of respondents said they contact Japanese animation culture for more than five years.

### 3.2 The self-efficacy of Japanese learners who prefer Japanese anime culture

Bandura (1994) points out that self-efficacy refers to people's subjective conjecture and judgment about whether they can successfully carry out some achievement behavior, which directly affects people's function in the psychological process of performing some activity. In learning, the level of personal self-efficacy has a great impact on whether they can be actively involved in learning, to complete learning tasks. Specifically, there are two aspects: first, in the choice of learning tasks, high self-efficacy learners have more confidence in themselves, more inclined to set higher learning goals for themselves, challenge learning tasks that are higher than your level. In addition, in the emotional process, the high self-efficacy learners are more interested in the completion of the learning task, will enjoy the learning task, and these will make the learners more involved in the learning task. [2] according to the total scores of 12 self-efficacy tests, the self-efficacy of the interviewees was divided into three levels: low self-efficacy (2-20), moderate self-efficacy (20-40), and high self-efficacy (40-60). However, it is found that there is no low self-efficacy among the interviewees in the actual statistics, so this paper only lists the middle self-efficacy and high self-efficacy and the grade distribution of their number.

	Self-efficacy (20-40)	Percentage in this grade	High self-efficacy (40-60)	Percentage in this grade	Number (percentage)
<i>Freshman</i>	9	34.62%	17	65.38%	
<i>Sophomore year</i>	6	46.15%	7	53.85%	
<i>Junior year</i>	10	66.67%	5	33.33%	
<i>Number (percentage)</i>	25(46.30%)		29(53.70%)		54(100%)

From Table 1, we can see that there are 25 and 29 Japanese learners who have high self-efficacy and high self-efficacy, accounting for 46.30% and 53.70% respectively, the proportion of high self-efficacy learners is higher. There are 17 freshmen with high self-efficacy (65.38%), 7 sophomores (53.85%), 9 juniors (9%), it accounted for 33.33% of the respondents in this grade. It is not difficult to see, grade and self-efficacy of a clear inverse trend, that is, with the growth of grade, high self-efficacy of the proportion of learners in this grade gradually reduced. It can be inferred that the learners who like Japanese anime culture have a sense of novelty and excitement of being closer to their favorite things when they begin to learn Japanese, while the initial knowledge of Japanese is relatively easy to grasp, so the sense of self-efficacy is higher in freshman year. But when learners are exposed to more complex grammar, more words, and more difficult tasks, they feel disconnected from the anime content, increasingly powerless, and without the support of successful experiences, the sense of self-efficacy will gradually decrease.

### 3.3 Attribution of success and failure of Japanese learners who prefer Japanese anime culture

Attribution theory explains the reasons for the success or failure of an individual's behavior. Weiner (1979) points out that there are three dimensions to which people attribute the success or failure of their actions: controllability, stability, and internality or externality. The stability factor includes the individual ability and the task difficulty, refers to whether the factor nature of the success or failure is stable. Controllability is only an attribution of effort; it is the ability to be controlled by subjectivity. Internality and externality refer to whether the attribution comes from the outside or the inside. The attribution of individual ability, effort and physical and mental condition comes from the inside, while the attribution of task difficulty, Luck and external environment comes from the outside. According to the different attribution of success or failure, the above-mentioned dimensions can be attributed to two kinds, one is adaptive attribution, the other is non-adaptive attribution. The ability attribution in success and the instability controllable attribution in failure are adaptive attribution. The former can enhance the self-confidence and motivation of learners. The latter helps learners to maintain their self-motivation and confidence even when they fail. The stable uncontrollable attribution of failure is the non-adaptive attribution, which makes it difficult to change the status quo and lose the motivation of learning. [3]

Table 2 shows the average scores of adaptive attribution and non-adaptive attribution among Japanese learners who prefer

Japanese anime culture. Each dimension is a question, the options for each question range from very inconsistent (1) to very consistent (5) setting scores.

Adaptive attribution (mean)		Non-adaptive attribution (mean)		
	Ability to attribute success	The attribution of effort when failure occurs	Task difficulty attribution when failure	Ability to attribute failure
<i>Freshman</i>	3.49	3.71	2.43	3.03
<i>Sophomore year</i>	3.45	3.73	2.50	3.05
<i>Junior year</i>	3.44	3.81	2.47	3.17
<i>Average overall score</i>	3.50	3.72	2.40	3.03

As can be seen from the table, the average scores of the two dimensions in adaptive attribution were 3.50 and 3.72, both exceeding 3 points. This could indicate that respondents were more likely to attribute good results to their own ability and failure to their own effort. In the distribution of grades, the ability to attribute success was highest among first-year college students, but then declined slightly as grades increased. In contrast, effort at the time of failure was the lowest among first-year college students and rose gradually in the second and third years of college. [4]

#### 4. Discuss

This paper investigates the motivation level of Japanese learners who prefer Japanese anime culture from three aspects: self-efficacy, attribution of success or failure and motivation decline. Generally speaking, Japanese learners who prefer Japanese animation culture have higher self-efficacy, and they prefer adaptive attribution to success or failure attribution. But as students get older, they begin to face more realistic issues, such as the difficulty of learning content, employment problems, and so on. Then the learners will find that they can not get positive feedback on their efforts to study, and then have a lower self-efficacy, and their success or failure is attributed to the tendency of non-adaptive attribution.

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