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Abstract
Students studying Japanese at the main campus of the largest public university who have accommodated to face-to-face learning had to adapt to online learning sessions after the COVID-19 phenomenon emerged in early 2020. They had to learn independently and were expected to have digital technology skills in addition to having devices required for synchronous and asynchronous learning sessions. Would this change affect their motivation to learn Japanese? The researchers were motivated to undertake this study because investigating the motivational variables of language learning in online classes has profound impacts on instructors and students, as well as teaching and learning approaches. This quantitative study was conducted to explore the motivation of students to learn Japanese online. The study used a Google Form survey and all items were measured on a 5 Likert scale. The data were organized in four sections. Section A, the demographic profile, had 5 items, Section B had 12 items on Triggered Situational Interests, Section C had 14 items on Maintained Situational Interests and Section D had 12 items of Emerging Individual Interest. The categories in the instrument were inspired from Hidi and Renniger's (2006) situational interest and then incorporated into Fowler's (2018) online motivation. 161 students from three clusters of Science and Technology, Arts and Humanities and Business and Administration taking Japanese as an elective, participated in this study. Data were analysed using SPSS frequency statistics. The findings showed that there was a significant positive correlation between respondents triggered situational interest, maintained situational interest, and emerging individual interest in learning Japanese online. Students, on average, had an internal and external motivation to learn Japanese through online platforms and personal interest influences their motivation. Some pedagogical implications such as student's performing tasks in class, the grading system, course content and the role of the

instructor can be concluded. Future research about situational interest as motivation for online learning across genders, qualitative interview methods or open-ended questions and comparison of traditional online versus hybrid learning in relation to student motivation are proposed.

Keywords: Motivation, Situational Interest, Individual Interest, Japanese Language, Online Learning

Introduction
Background of Study
Bates (2005) defined online learning as a subcategory of distance education that specifically uses the internet and the World Wide Web, while motivation is an important aspect in online teaching and learning as it can influence what we learn, how we learn and when we choose to learn (Schunk and Usher, 2012). According to Hartnett (2016), motivation is a key factor in developing and maintaining community spirit as well as learning and achievement online.

Few studies have been conducted to explore the emerging challenges in the field of education which was triggered by the Covid-19 outbreak. And as a result of the pandemic, the Japanese language education at the main campus of the largest public university in Malaysia in this study has shifted from using textbooks solely to a hybrid method that combined textbook (Marugoto) and e-learning platform (Minato) from February 2020 (Abas et al., 2021; Abas et al.2022). Accordingly, various relevant motivational theories have been explored and then applied to understand the environmental and psychological factors that influence students' motivation, engagement, and learning in order to adequately address pedagogical design so that students are actively motivated to engage in the online learning sessions.

Abas et al (2021) initiated a study about Learning Japanese Using Marugoto Japanese Online Course Site (Minato) by adopting Bandura's (1986) behaviour, situational and cognitive factors. According to the findings, out of 47 item questions; 11 items recorded the highest score which was 4.6 points mean and eight of the highest mean were items from the situational factor. In addition, Abas et al (2022) found that situational factors have a great effect on the process of learning Japanese online. Zubbir et. al (2022) then discovered that the students agreed with the choice of Telegram as an online Japanese learning platform, where the interactions between students, instructors, and contents were positive.

The level of student involvement in the online learning process depended on their level of motivation, extrinsically or intrinsically. Students' intrinsic motivation can be increased by increasing their interest in learning (Schraw and Lehman, 2001). According to Reeve (2015), motivation is an internal process which is defined as a drive or need. Motivation is a state within us that wants change, either in ourselves or the environment. When this source of energy is harnessed, motivation can provide the impetus and direction needed to engage with the environment in an adaptive, open-ended and problem-solving manner. Motivation helps students to focus their attention on a goal or achievement. Motivated students exhibit goal-oriented behaviour where they are not distracted by distractions, if any and are able to maintain attention.

Hence, there is a need to study situational interest as a motivation for online learning among students who study Japanese in this public university. It is for the improvement of the

Japanese language courses because motivation is one of the catalysts not only for the success of face-to-face education (Ramu and Mahmud, 2022), but also for learning online (Bekele, 2010).

Statement of Problem
Learning Japanese online can achieve its learning objectives if both students and instructors are motivated to deliver and play their respective roles. Thus, it is important to identify and discuss the factors that influence student engagement and motivation in online courses (Aduayi-Akue et al., 2017). However, studies that explore motivation to learn foreign languages in online contexts in higher education institutions in Malaysia are relatively limited, especially studies on situational interest as motivation to learn Japanese online.

Yean et al (2022), who explored learning Japanese online as a foreign language, mainly focused on the Three Phases of Motivation where it was discovered that students were most motivated during the pre-actional phase due to curiosity which has motivated them to learn intrinsically. Similarly, Singh et al (2021), who also examined learning Japanese online as a foreign language, namely investigated integrative and attitudinal motivational orientation and uncovered that students' levels of integrative and attitudinal motivation were equally high and slightly higher than instrumental motivation. Both researchers concluded that the interest and motivation of students to learn a foreign language were somewhat influenced by the instructors.

In addition, online learning requires more self-regulation, intrinsic motivation and independence from the learner than the traditional classroom education. This may pose some challenges that can lead to decrease in motivation, minimal participation or student withdrawal.

According to Kim and Frick (2011), student motivation in computer-based teaching and distance education settings are affected by internal, external and personal factors. Internal factors include technical difficulties and communication breakdowns, while external factors revolve around student support for technical issues, time constraints, and family issues. Personal factors then consist of students' personal variables such as learning style and media choice. Meanwhile, Gustiani (2020) reported that students participate passively in online learning due to external factors. Problems with external resources reduce trust and competence. It is argued that dissatisfaction with technology, such as electrical problems, bad signals, audio delays, and blurry images, can affect students' confidence and ability to understand the learning material presented to them. Students feel incompetent and have low self-esteem in online learning. In addition, online learning has caused students to experience some health problems such as fatigue, headache or fever because they have too many tasks to do in a short time. There are also students who suffer from vision impairment because they spend too much time looking at a computer or phone screen. Students also face financial problems because they must buy internet data.

Little attention has been paid to understand how existing motivational theories can be adapted to optimize online learning and student engagement within technology-enabled learning contexts (Chiu et al., 2021). Through the studies by Yean (2022); Singh et al (2021), it is evident that triggered situational interest which comes from the social support, i.e.,

instructor support scaffolds the students' interest and motivation to learn foreign language online. External factors, on the other hand, play a role in demotivating students to learn online. After closer inspection of the above-mentioned studies, existing research has tended to adopt a limited view of motivation for online learning. Furthermore, there is a lack of studies that have examined and acknowledged the situational and individual interest that trigger student's motivation to learn Japanese online.

To expand further on research on Malaysian students' motivation, hence, this study is done to investigate the situational interest of the students as motivation to learn Japanese online. Specifically, this study is done to answer the following questions:
- How does triggered situational interest influence motivation for online learning?
- How does maintained situational interest influence motivation for online learning?
- How does emerging individual interest influence motivation for online learning?
- Is there a relationship between variables for motivation to learn online?

Literature Review
Demotivation for Learning Online
Elmas and Öztüfekçi (2021) argued that an unmotivated learner was once motivated, however, their commitment and interest diminished as a result of certain factors. Previous studies showed that demotivation of learning online can be the result of internal and external factors. These factors could cause dissatisfaction within and outside an individual towards online learning (Pratama et al., 2022). According to Che Soh et al (2022), before the trigger of demotivation developed an internal process, it began with an external locus. This is aligned with Elmas and Öztüfekçi (2021) where their respondent's demotivation was influenced by external factors after new guidelines took place in his educational settings. Meanwhile, internal factors of demotivation could be seen focusing on the lack of interest, lack of communication and lack of/no self-regulation (Meşe and Sevilen, 2021). On the other hand, Pratama, Primary and Dewi (2022) claimed that negative habits that were the result of negative internal feeling towards online lessons caused students to be demotivated when learning online.

Motivation for Learning Online
Alizadeh (2016) explained that motivation was the amalgamation of effort, as well as needed to achieve the learning objective of the language and appropriate approaches towards learning the language. Alizadeh (2016) further discussed that there were four types of motivation which were instrumental, integrative, intrinsic, and extrinsic motivation. Meanwhile Lin et al (2017) deliberated in their research how motivation was intrinsic and/or extrinsic only. According to Lin et al (2017), students' motivation received a positive impact when learning online compared to traditional learning, thus proposing an integration of digital and traditional learning for a more holistic outcome. However, when looking into the association between motivation and learning online, there are factors that need to be considered. Tang et al (2021) argued that students' participation and technological readiness could influence students' language learning motivation. The motivation of students towards online learning were reflected upon their action of completing tasks, solving problems and voicing their opinions (Alfarimba et al., 2021).

Past Studies on Motivation for Learning Language
Many studies have been done to investigate the learning of foreign languages especially in terms of issues involving foreign language learning and non-native students' motivation. Ali and Pathan (2017) examined the reasons that demotivate and motivate Pakistani college students when learning the English language. The study was done on 150 freshmen who were taking college level English language by distributing one close-ended questionnaire on demotivation and one open-ended questionnaire on motivation. It was discovered that students were inclined to be motivated instrumentally rather than interdependently as they learn English to find good jobs and be able to read English printed materials.

Next, Yoshida et al (2014) explored how online cooperative learning affected the motivation in learning Korean as a foreign language (KFL). 24 Japanese first-year university students who were taking Korean language classes participated in an internet-based cooperative learning session with Korean university students who studied in Jeju, Korea. They were later given 24-questions-questionnaire on their motivation. The results showed a growth in intrinsic motivation in KFL among the students through cooperative communication and meaningful tasks with Korean university students.

Shaaban and Ghaith (2008) investigated how 180 university-bound Lebanese students were motivated to learn English as a foreign language (EFL). Using a modified version of the motivation scale, it was discovered that female students were more motivated to learn than their male counterparts. The students' motivation was more internal such as integrative motivation, effort, valence, expectancy, and self-estimation of ability.

Meanwhile, Bidin et al (2019) conducted a quantitative study to see the extent to which motivational factors affected the effectiveness of learning a second language in the context of learning Japanese Language Level 1. It was found that the highest contributing factor that motivates students in learning Japanese was because of the students' desire to go to Japan. While the highest factor for the attitude that helped in mastering the second language faster was to complete the exercises and assignments given.

Studies that have been discussed above revealed how students' motivation were either internal or external. However, they varied according to what variables were examined in the research. The theory of situational interest by Hidi and Renniger (2006) where interests developed through stages can be seen unrevealed in the research discussed. Despite that, these studies did not examine motivation through Hidi and Renniger's (2006) theory, which led to the significance of this study.

Past Studies on Motivation for Learning Online
Various studies have been done to investigate the motivation for learning online, especially in terms of issues regarding the sudden implementation of online learning and the comparison between two variables (e.g., gender, method teaching etc). Lin et al (2017) investigated how digital learning on learning motivation affected learning outcomes. The data were collected from 58 students who were given digital learning and 58 students who were taught traditionally. They were tested and given questionnaires to see their views on digital learning. They discovered that digital learning demonstrated better positive impacts on

learning outcomes compared to traditional teaching. In addition to that, learning motivation showed major positive effects on learning outcome.

Tang et al (2021) examined readiness of students from higher education sector for live online learning during the coronavirus (COVID-19) pandemic. Using a survey, the data collected from Hong Kong students of the sub-degree (SD), degree (UG), and postgraduate (PG) levels and were scrutinized using statistical analysis. It was revealed that PG students were more motivated to learn than UG and SD students as they had better technology readiness, learner control, and self-directed learning ability compared to SD students.

Similar to Tang et al (2021); Alfarimba et al (2021) also looked into the learning motivation due to the employment of online learning during the covid-19 pandemic, however, they focused on grade 5 students in Gondo-sari village. The study employed descriptive qualitative data where data were obtained from observation notes, interview notes, field documentations, photographs and other supporters. The study discussed how students' understanding of online learning materials significantly influenced students' motivation as can be seen through their act of completing tasks, solving problems and doing assignments.

On the other hand, Sun and Gao (2020) focused on the relationship between intrinsic motivation and the intention of students in using mobile devices when learning language. 169 survey responses were collected from English as foreign language learners in a Chinese research university. Unlike other studies that were discussed, this study concluded that there was no significant direct connection between intrinsic motivation and the usage of mobile technologies in language learning.

Hamzah et al (2019) then studied about the relationship between intrinsic and extrinsic motivation practiced by students inside and outside the classroom in a regular day high school that offers Japanese language courses. Questionnaire forms were used to obtain data related to the most dominant motivational factors and focused on numbers and percentages only. The findings of the study explained that online access and the use of mass media helped students in learning non-native languages. This factor was an intrinsic motivational factor while the extrinsic factor showed a high level of dependence on friends compared to the teacher. The study found that the overall percentage of intrinsic motivation was more influential than other results.

The results of previous studies seem varied. However, they are inclined more on how the experience of online learning directly affects their motivation. Just like in 2.3, various factors were argued to influence motivation. It is clearly seen that intrinsic and extrinsic motivation play a large role in shaping students' actions during online classes.

Conceptual Framework
The framework of this study was scaffolded from the theory of situational interest by (Hidi and Renniger, 2006). Situational interest is an immediate response to factors that stem from the learning environment. The environment plays an important role in determining the learning success (Rahmat, 2018). The four phases by Hidi and Renniger (2006) were used to scaffold the motivations to learn online by Fowler (2018) to reveal the conceptual framework presented in Figure 1. Hidi and Renniger (2006) revealed four factors in situational interest

and in the four factors; two were triggered by situational interests and two were triggered by individual interest. In the context of this study, in order to achieve the stage of well-developed individual interest, learners who wished to embark on online learning (Fowler, 2018) needed to be motivated by (A) Triggered Situational Interest and this was achieved through social support (Fowler, 2018). Next, this initial motivation needed to undergo (B) Maintained Situational Interest and this was realized by their value (Fowler, 2018). Finally, learners needed to be motivated by (C) Emerging Individual Interest and this was fulfilled through expectancy (Fowler, 2018).
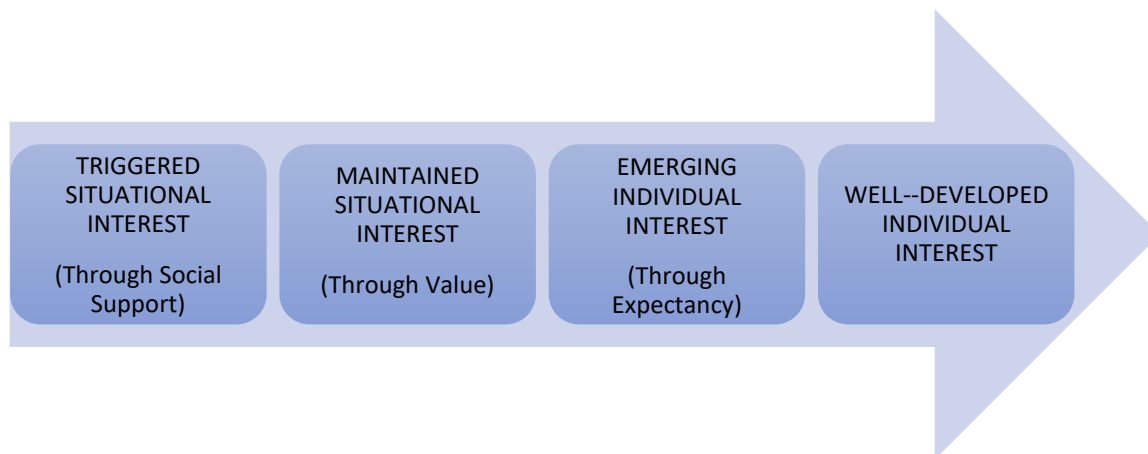

Figure 1 - Conceptual Framework of the Study - Scaffolding Situation Interest onto Online Motivation

Methodology
This quantitative study was done to investigate learners' motivation to learn online. A purposive sample of 161 participants responded to the survey. The categories in the instrument were rooted from Hidi and Renniger's (2006) situational interest. The categories of situational interest were then merged with Fowler's (2018) online motivation as presented in Table 1. The instrument used was a survey and it consisted of four sections. Section A had 5 items on the demographic profile. Section B had 12 items on triggered situational interest. Section C had 14 items on maintained situational interest. Section D had 12 items on emerging individual interest.

Table 1
Distribution of Items in the Survey

SECTION	SITUATIONAL INTEREST Hidi and Renniger (2006)	MOTIVATION (Fowler, 2018)	SUB-SCALES	NO OF ITEMS
B	Triggered Situational Interest	Social Support	Social Engagement	5
			Instructor Support	7
C	Maintained Situational Interest	Value	Intrinsic Goal Orientation	4
			Extrinsic Goal Orientation	4
			Task Value	6
D	Emerging Individual Interest	Expectancy	Self-Efficacy	8
			Control of Learning Beliefs	4
Total				38

Table 2
Reliability of Survey

Reliability Statistics

Cronbach's Alpha	N of Items
.940	38

Table 2 shows the reliability of the survey. The analysis shows a Cronbach alpha of .940; thus, revealing a good reliability of the instrument chosen/used. Further analysis using SPSS was done to present findings to answer the research questions for this study.

Findings
Findings for Demographic Profile
Q1. Gender
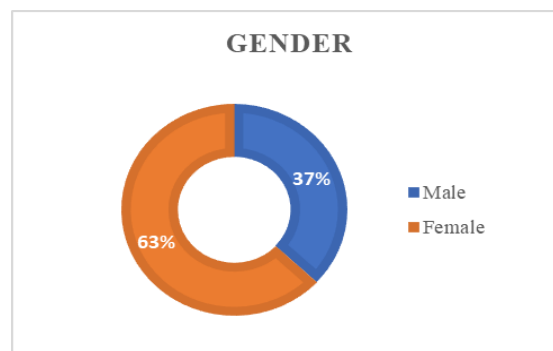
Figure 2 – Percentage for Gender
Figure 2 above delineates the percentage for gender of the 161 respondents, where 63% are female and 37% are male students.
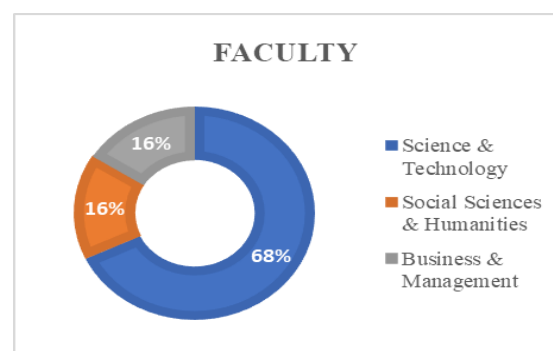
Q2. Faculty

Figure 3 - Percentage for Faculty

Based on Figure 3, the percentages of faculty shows that the majority of 68% of the respondents are from Science and Technology. The Faculty of Social Sciences and Humanities and Business and Management each share the same percentage of 16% of respondents.

Q3.   Current Semester
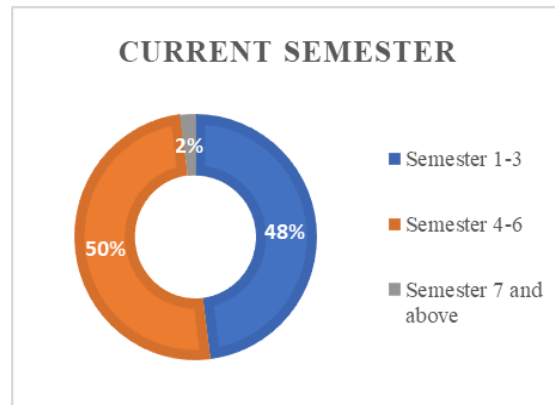
Figure 4 - Percentages for Current Semester

Figure 4 above for the percentages of the current semester illustrates that 50% respondents are from semester 4-6, 48% respondents are from Semester 1-3, and only 2% respondents are from semester 7 and above.

Q4.   Japanese Language Level
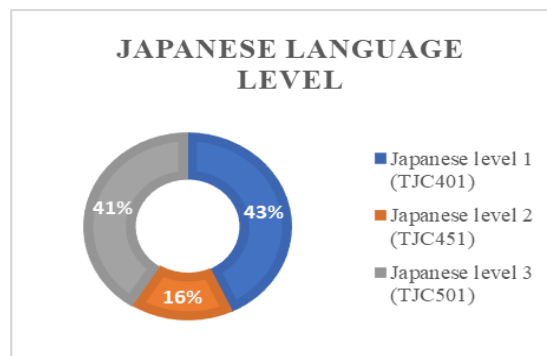
Figure 5 - Percentages for Japanese Language Level

The percentages of Japanese Language Level in Figure 5 depict 43% of the respondents are learning Introductory Japanese I (TJC 401), 41% of the respondents are learning Introductory Japanese III (TJC 501) and 16% of the respondents are learning Introductory Japanese II (TJC 451).

Q5.   Number of Years Learning Japanese

Figure 6 - Percentages for Number of Years Learning Japanese

The number of years learning Japanese as portrayed in Figure 6 above clearly reveals that 85% of students have less than 2 years of Japanese language learning experience, 11% with 3-4 years learning experience and only 4% have 5 years and above of Japanese language learning experience.

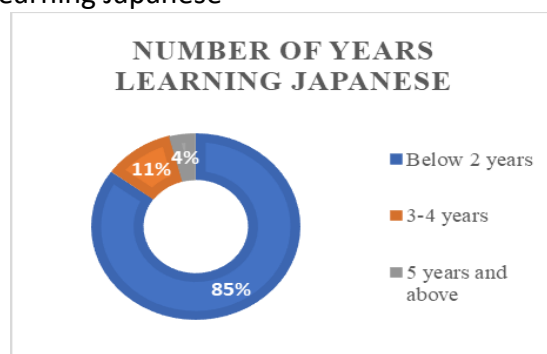**Findings for Triggered Situational Interest**
This section presents data to answer Research 1 - How does triggered situational interest influence motivation for online learning? This was measured by social support which was categorized into (i) social engagement and (ii) instructor support.

(i)   Social Engagement (SSE) – 5 items

Table 3
Mean for Social Engagement

Items		Mean
SSEQ1	I feel "disconnected" from my teacher and fellow students in classes.	2.6
SSEQ2	I pay attention in classes.	3.9
SSEQ3	I enjoy class discussions.	3.9
SSEQ4	I feel like I can freely communicate with other students in classes.	3.3
SSEQ5	I have strong relationships with fellow students in this course.	3.0

According to Table 3 above which reveals the descriptive statistics of social engagement, items SSEQ2 and SSEQ31 recorded the highest mean score of 3.9 each, followed by item SSEQ4 with a mean score of 3.3. Additionally, the other items SSEQ5 recorded a mean of 3.0, while item SSEQ1 recorded the lowest mean of 2.6.

(ii)   Instructor Support (SIS) – 7 items

Table 4
Mean for Instructor Support

Items		Mean
SISQ1	I feel like I can freely communicate with the instructor in this class.	3.9
SISQ2	The instructor responds to questions, clearly, completely, and in a timely manner.	4.3
SISQ3	The instructor's expectations for me in this class are clear.	4.1
SISQ4	The instructor provides the guidance I need to be successful in this class.	4.3
SISQ5	The instructor presents the material in a way that makes it relevant to me.	4.3
SISQ6	In this course, I have the freedom to guide my own learning.	4.1
SISQ7	The instructor provides regular feedback that helps me gauge my performance in this class.	4.1

Table 4 illustrates the descriptive statistics for instructor support as a factor for triggered situational interest. Items SISQ2, SISQ4, and SISQ5 recorded the highest mean value of 4.3 respectively, followed by items SISQ3, SISQ6, and SISQ7 with a mean score of 4.1 respectively. Item SISQ1 recorded the lowest mean value of 3.9.

Findings for Maintained Situational Interest
This section presents data to answer Research 2 - How does maintained situational interest influence motivation for online learning? This was measured by value and was categorized into (i) intrinsic goal orientation, (ii) extrinsic goal orientation and (iii) task value.

(i)   Intrinsic Goal Orientation (VI) – 4 items

Table 5
Mean for Intrinsic Goal Orientation

Items		Mean
VIQ1	I prefer material that really challenges me, so I can learn new things.	3.3
VIQ2	I prefer material that arouses my curiosity, even if it's difficult to learn.	3.5
VIQ3	The most satisfying thing for me is trying to understand the content as thoroughly as possible.	3.8
VIQ4	I choose assignments that I can learn from even if they don't guarantee a good grade.	3.6

Table 5 distributes the mean scores for intrinsic goal orientation as a factor maintained situational interest. Based on the analyses, item VIQ3 recorded the highest mean of 3.8, followed closely by item VIQ4 with a mean of 3.6. Items VIQ2 recorded 3.5 as its mean and VIQ1 recorded the lowest of 3.3.

(ii)   Extrinsic Goal Orientation (VE) – 4 items

Table 6
Mean for Extrinsic Goal Orientation

Items		Mean
VEQ1	Getting a good grade is the most satisfying thing for me.	4.5
VEQ2	The most important thing for me is to improve my overall grade point average, so my concern is getting a good grade.	4.4
VEQ3	I want to get better grades than most of the other students in my classes.	4.0
VEQ4	I want to do well in my classes because it's important to show my ability to my family, friends, employer, or others.	4.1

Table 6 displays the mean values for extrinsic goal orientation as a factor for maintained situational interest. Four items were analysed with item VEQ1 recording the highest of 4.5 followed closely by VEQ2 with 4.4. The other two items VEQ4 and VEQ3 recorded mean scores of 4.1 and 4.0 respectively.

(iii)   Task Value (VT) – 6 items

Table 7
Mean for Task Value

Items		Mean
VTQ1	I think I will be able to use what I learn in this course in other courses.	3.8
VTQ2	It is important for me to learn the course material in this class.	4.2
VTQ3	I am very interested in the content area of this course.	4.3
VTQ4	I think the course material in this class is useful for me to learn.	4.2
VTQ5	I like the subject matter of this course.	4.3
VTQ6	Understanding the subject matter of this course is very important to me.	4.2

Table 7 portrays the mean scores for task value as a factor for maintained situational interest. Based on the analyses, items VTQ3 and VTQ5 recorded the highest mean of 4.3 respectively. Following that would be items VTQ2, VTQ4 and VTQ6 with a mean value of 4.2 respectively. Item VTQ1 recorded the lowest mean of 3.8.

Findings for Emerging Individual Interest
This section presents data to answer Research 3 - How does emerging individual interest influence motivation for online learning? This was measured by expectancy and was categorized into (i) expectancy and (ii) control of learning beliefs.

(i)   Self-Efficacy (ESE) – 8 items
Table 8
Mean for Self-Efficacy

Items		Mean
ESEQ1	I believe I'll receive excellent grades in my classes.	3.6
ESEQ2	I'm certain I can understand the most difficult material presented in the readings.	3.2
ESEQ3	I'm confident I can learn the basic concepts that are being taught.	3.9
ESEQ4	I'm confident I can understand the most complex material presented by the instructor.	3.3
ESEQ5	I'm confident I can do an excellent job on assignments and tests.	3.9
ESEQ6	I expect to do well.	4.1
ESEQ7	I'm certain I can master the skills being taught.	3.5
ESEQ8	Considering the difficulty of the classes, the teachers, and my skills, I think I can do well.	3.7

Table 8 delineates mean values for self-efficacy, measuring emerging individual interest. The item that scored the highest mean was ESEQ6I with 4.1, followed by items ESEQ3 and ESEQ5 with 3.9 respectively. The other items, ESEQ8, ESEQ1, ESEQ7, ESEQ4 and ESEQ2 recorded mean values of 3.7, 3.6, 3.5, 3.4 and 3.2 respectively.

(ii)   Control of Learning Beliefs (ECB) – 4 items
Table 9
Mean for Control of Learning Beliefs

Items		Mean
ECBQ1	If I study in appropriate ways, then I'll be able to learn the material.	4.1
ECBQ2	It's my own fault if I don't learn the material taught.	4.1
ECBQ3	If I try hard enough, then I'll understand the material presented.	4.2
ECBQ4	If I don't understand the material presented, it's because I didn't try hard enough.	3.9

Table 9 shows the mean for control of learning beliefs, a factor measuring emerging individual interest. The highest mean recorded was item ECBQ3 with a mean of 4.2. This was followed closely by items ECBQ1 and ECBQ2 with a mean score of 4.1 each. Item ECBQ4 recorded the lowest mean of 3.9.

Findings for Relationship between variables for Motivation to learn online
This section presents data to answer Research 4 - Is there a relationship between variables for motivation to learn online?

To determine if there is a significant association in the mean scores between triggered situational interest, maintained situational interest and emerging individual interest, data were analysed using SPSS for correlations. Results are presented separately in table 11, 12 and 13 below.

Table 10
Correlation Triggered Situational Interest and Maintained Situational Interest

Correlations

		TOTALTRIGGEREDSITUATIONALINTEREST	TOTALMAINTAINEDSITUATIONALINTEREST
TOTALTRIGGEREDSITUATIONALINTEREST	Pearson Correlation	1	.603**
	Sig. (2-tailed)		.000
	N	161	161
TOTALMAINTAINEDSITUATIONALINTEREST	Pearson Correlation	.603**	1
	Sig. (2-tailed)	.000	
	N	161	161

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

Table 10 illustrates that there is an association between triggered situational interest and maintained situational interest. Correlation analysis shows that there is a high significant association between triggered situational interest and maintained situational interest (r=.603**) and (p=.000). According to Jackson (2015), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a strong positive relationship between triggered situational interest and maintained situational interest.

Table 11
Correlation Triggered Situational Interest and Emerging Individual Interest

Correlations

		TOTALTRIGG EREDSITUATI ONALINTERE ST	TOTALEMER GINGINDIVID UALINTERES T
TOTALTRIGGEREDSITUA TIONALINTEREST	Pearson Correlation	1	.534**
	Sig. (2–tailed)		.000
	N	161	161
TOTALEMERGINGINDIVI DUALINTEREST	Pearson Correlation	.534**	1
	Sig. (2–tailed)	.000	
	N	161	161

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

Table 11 shows there is an association between triggered situational interest and emerging individual interest. Correlation analysis shows that there is a high significant association between triggered situational interest and emerging individual interest (r=.534**) and (p=.000). According to Jackson (2015), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a strong positive relationship between triggered situational interest and emerging individual interest.

Table 12
Correlation Maintained Situational Interest and Emerging Individual Interest

Correlations

		TOTALMAINT AINEDSITUAT IONALINTERE ST	TOTALEMER GINGINDIVID UALINTERES T
TOTALMAINTAINEDSITU ATIONALINTEREST	Pearson Correlation	1	.720**
	Sig. (2–tailed)		.000
	N	161	161
TOTALEMERGINGINDIVI DUALINTEREST	Pearson Correlation	.720**	1
	Sig. (2–tailed)	.000	
	N	161	161

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

Table 12 points that there is an association between maintained situational interest and emerging individual interest. Correlation analysis shows that there is a high significant association between maintained situational interest and emerging individual interest (r=.720**) and (p=.000). According to Jackson (2015), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a strong positive relationship

between   maintained   situational   interest   and   emerging   individual   interest.

Conclusion
Summary of Findings and Discussions
Based on the findings of the study, with regards to social engagement (SSE) in measuring triggered situational interest in learning Japanese, on average the respondents are in agreement that they pay attention in classes, enjoy class discussions, be able to freely communicate and have strong relationships with the other students when it comes to learning Japanese. The respondents also on average do not feel disconnected from their language instructor in class. Additionally, for instructor support (SIS), the respondents on average indicate positive feedback. They feel that their rapport and learning experience under their Japanese language instructor are positive and the language instructor provides sufficient support for their learning. The responses for SSE and SIS here positively measure the triggered situational interest of the respondents when learning Japanese online. The findings from the current study aligns with Yoshida et al (2014) involving Japanese students learning Korean as a foreign language. Their study found that there was an increase in learning motivation via cooperative communication.

With regards to the second research question on the maintained situational interest, three factors were measured here - intrinsic goal orientation (VI), extrinsic goal orientation (VE), and task value (VT). On average, the respondents on average are intrinsically and extrinsically motivated to learn Japanese via online platforms. Furthermore, they also have a positive attitude towards the subject matter, content and the tasks assigned to them when learning. The outcome of these findings indicated that the online Japanese language learners are motivated in learning the target language. These findings co-exist with explanations by Alizadeh (2016); Lin et al (2017);Tang et al (2021) with regards to motivation to learning. Alizadeh (2016); Lin et al (2017) discussed that both intrinsic and extrinsic motivation play a vital role in motivation to learn. This correlated with the findings from the study where the students were motivated both extrinsically and intrinsically.

How does emerging individual interest influence motivation for learning Japanese online? This was measured by the students' expectancy, which was categorized into two elements - their expectancy (ESE) and their control of learning beliefs (ECB). For their self-expectancy, these learners on average have high expectations in learning as they expect themselves to do well, being confident in their abilities to do an excellent job on assignments and tests and notwithstanding the difficulty of the classes, with the assistance of the teachers and their own skills, are able to perform well in the online classes. This can further be reflected in their ECB as on average, the respondents believe that they do have control over their learning. With these two measures, it can be deduced that the online Japanese language learners possess a high emerging individual interest in influencing their motivation for learning. This is similar to the findings by Alfarimba et al (2021) where students' motivation in learning online relied upon task completion, problem solving and having their ideas heard.

In accordance with the Pearson correlation analysis, the findings indicated that there is a significantly strong positive association between triggered situational interest, maintained situational interest, and emerging individual interest. As the relationship between these variables are positive, this means that as one variable increases (ie: triggered situational

interest), the other two variables increase as well. Correlation may not imply causation, but it can be implied here that there is a significant association between the three variables.

Pedagogical Implications and Suggestions for Future Research
Several pedagogical implications can be concluded based on the findings. Instructors can utilize the significance of performing tasks in class for students' grade performance as a form of extrinsic motivation when learning Japanese as foreign language. In addition, structuring the grading system to be more in line with the objective of the course would also help in growing students' motivation. On top of that, course contents as well as materials need to be designed by instructional designers and teachers to learn independently due to how dependent online courses are towards students' determination (Meşe and Sevilen, 2021). Finally, instructors also play a major role in cultivating students' motivation consistently. It is vital for instructors to be aware that their interaction with students during online learning and their online teaching methods have effects on students' motivation.

It should be noted that this study has examined only quantitative data on motivation of students in general. Future research is suggested to explore situational interest as a motivation for online learning across genders. Different genders may have different motivations. With that, a suitable approach to increase their level of confidence in learning Japanese online can be applied. Besides that, a qualitative interview or open-ended questions also would be suggested as it is essential to explore more in-depth data in regard to how online learning is related to students' motivation, thus completing the current data. The result of this study cannot be taken as evidence for traditional and hybrid learning. It is suggested that future study also needs to look into a comparison between traditional, online and hybrid learning in regard to students' motivation using the theory of situational interest by (Hidi and Renniger, 2006).

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