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## Thai Undergraduates' Motivation in Learning Different Foreign Languages: A Dörnyei's L2MSS Perspective

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**Abstract.** Dörnyei's (2005) research radiates positivity, emphasizing the crucial role of motivation in language learning beyond traditional methods. The study investigated 261 undergraduate students in Thailand studying languages other than English (LOTEs), utilizing Dörnyei's L2 motivational self-system (L2MSS) theory. Employing a mixed-methods research approach, the study explored participants' motivational profiles through questionnaires and voluntary interviews. The findings reveal high motivation levels among LOTE students, with ideal L2 self, L2 learning experience, instrumentality-promotion, international posture, and cultural/community interest as significant predictors. Notably, L2 learning experience emerged as the most influential predictor across all LOTE groups, offering a promising avenue for educational advancements. It advocates a dynamic teaching approach, fostering positive environments, emphasizing practical benefits, integrating cultural elements, and addressing online classroom challenges. Optimistic recommendations include ongoing teacher development, collaboration among educators, and parental involvement for a vibrant and motivating educational experience. The study's upbeat tone suggests potential expansion through increased sample sizes and incorporating a diverse array of less commonly taught languages (LCTLs).

**Keywords:** foreign language education; L2 motivational self-system; languages other than English

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## 1. Introduction

Motivation relates to a person's choice to do something and how long and hard they can persist in doing such (Dörnyei, 2005). It can inspire and guide an individual's behavior toward a goal. Motivation plays a crucial part in determining the outcome of a task. According to Dörnyei and Ryan (2015), without ample motivation, even the most capable individuals cannot achieve long-term goals, and proper curriculum or good teaching alone is not enough to ensure students' success.

Since Gardner and Lambert's (1972) study on motivation has received much attention from a social-psychological point of view, the topic has gained a place of interest in second language (L2) teaching and learning. For a long time, research on motivation has focused on the dichotomy between integrative and instrumental motivation. However, with the development of L2-acquisition motivation and economic and cultural globalization, scholars have found that motivation constantly changes and that traditional theories of motivational systems must be more responsive to the changing world. For example, some L2 learners see English only as a course or tool to achieve their goals and need a community in which to integrate. Therefore, Gardner's "integrative motivation" in the social-psychosocial stage has limitations (Dörnyei, 2005).

Based on the above context, Dörnyei (2005) proposed the L2 motivational self-system or L2MSS theory (described in detail below). Since the emergence of the L2MSS theory, several empirical studies have confirmed its applicability and practicality (Ryan, 2008; Taguchi et al., 2009). The findings have also confirmed their effectiveness in explaining L2 learner motivation in different educational contexts. However, in the last two decades, most of the studies based on the L2MSS theory have focused on L2-English motivation, while little attention has been paid to the motivation for languages other than English (LOTES). This holds particularly true in the research conducted by Boo et al. (2015), who indicated that an overwhelming 73% of empirical studies conducted between 2005 and 2014 concentrated specifically on learning English as a second language (ESL). As summarized by Mendoza and Phung (2019), only about 27% of studies were dedicated to LOTES, either independently or in conjunction with English. As a result of this great language bias, many recent scholars have called for more research on the motivation for LOTES (Chanyoo, 2022; Yang & Chanyoo, 2022).

In short, since little is known about LOTE motivation, there is an urgent need for empirical research on non-English students' motivation as the linguistic and cultural diversity of today's society evolves. In addition, unlike the general consistency of L2 motivation findings, the results of LOTE studies could be more consistent across contexts. Moreover, in the last two decades, most studies have been set in the context of learning English, ignoring how motivation changes when a person learns LOTES. Based on this background, it is necessary to study the characteristics of Thai students' motivation in learning LOTES and to compare these characteristics within these LOTES to provide more possibilities for LOTE research and to fill the void in studying LOTE motivation in the Thai context.

## 2. Literature Review

### 2.1 L2MSS and Criterion Measure

The L2MSS (Dörnyei, 2005) theory was adopted as a conceptual framework for this study. With the “self” as the basic framework, L2MSS is supported by many scholars, who believe in doing away with the irrational aspects of previous L2 motivation theories. The theory is a perfect extension of traditional motivation theory. The L2MSS theory includes three components. The first is the ideal L2 self, which refers to the self that one most wants to be in response to L2 learning. For example, *I can imagine myself fluently writing e-mails/letters in the target language.* Second, the ought-to L2 self refers to the self that one becomes to meet the expectations of others or to avoid negative outcomes. The third component is the L2 learning experience, that is, the specific learning environment, experience, and atmosphere. This study added to this framework the concept of *intended effort*, as presented and discussed in Taguchi et al. (2009), or what some studies have referred to as “motivated behavior in L2 learning” as the criterion measure of motivation. Intended effort measures how much effort learners put into L2 learning, and a high intended effort is often accompanied by a strong motivation to learn a second or foreign language.

### 2.2 Criterion Measure and Other Possible Factors

In this section of the paper, we will review some of the studies on intended effort and present how the findings of these studies were used in the design of this research. This study used Taguchi’s concept of intended effort as a criterion measure to gauge students’ motivation in acquiring an L2, given that motivation is indirectly linked to learning outcomes. Studies in various contexts, such as Iran, Hungary, Japan, and Saudi Arabia, have shown a significant relationship between intended effort and the Language Learning Motivation Survey. Other factors impacting language learning motivation include instrumentality (promotion and prevention), international posture, family influence, and cultural/community interest.

Instrumentality, divided by Dörnyei into promotion and prevention, influences positive and negative outcomes related to L2 success (Huang, 2019). International posture, signifying alignment with the international community, has strongly motivated students (Kong et al., 2018). Family influence also plays a role, with expectations and background affecting motivation, as observed in Thai, English, and Chinese learners (Gu & Cheung, 2016). Finally, cultural/community interest, evident in Huang’s Taiwanese study (2019), highlights learners’ fascination with the community and associated culture of the target language (Sugita et al., 2017).

All these factors, along with the components of the L2MSS theory, were integrated into the study questionnaire for further exploration.

### 2.3 L2MSS and L2 Motivation

Based on a critical research synthesis on the motivation to learn LOTEs, Mendoza and Phung (2019) explained that not only was the applicability and implementation of the L2MSS framework evident in English research, but L2MSS was also particularly relevant to LOTEs, and most published research on LOTEs

has used the framework. Studies using L2MSS as a framework have been conducted from both anglophone (MacIntyre et al., 2017) and non-anglophone regions (Chanyoo, 2022; Huang, 2019; Siridetkoon & Dewaele, 2018; Sugita et al., 2017; Yang & Chanyoo, 2022). Moreover, it is noteworthy that Asian students might tie the L2MSS theory to other psychological constructs, including vision, culture, parental encouragement, intended effort, and international posture, to name a few.

Although there are far fewer studies on learning motivation for LOTEs than for English, some studies examining LOTEs have confirmed the applicability and practicality of the L2MSS. Of these studies, through our review of the literature, only one was set in Thailand and examined the motivation for English and LOTEs from a qualitative perspective (Mendoza & Phung, 2019; Thompson, 2017). Therefore, there needs to be more research in this area in Thailand. Among these studies examining the motivation for learning LOTEs, a small portion examined the negative and positive effects of English on the motivation to learn LOTEs and some compared the differences in motivation between English and LOTEs (Chanyoo, 2022). However, the results of these studies were inconsistent. Other studies were concerned with distinct language-specific motivation among English and LOTEs.

In addition, the similarities and differences among LOTE learning motivation have varied across studies. Among Taiwanese learners, the eight LOTE motivational characteristics were similar but slightly different compared to English language learning (Huang, 2019). However, other studies have indicated a different situation. All motivational characteristics were found in students of Japanese, and only three or four were found in students of English, French, German, and Korean (Chanyoo, 2022; Huang et al., 2015; Yang & Chanyoo, 2022). Similarly, students of both commonly taught and less commonly taught languages had different motivational profiles (Kong et al., 2018). Therefore, it is necessary to investigate whether language students have different motivations.

From the reviewed LOTE motivation research, the feasibility of the L2MSS theory in LOTE motivation was proved, and the strength of the L2MSS framework lies in the diversity of its methods. This methodological diversity can be applied to various learning environments, languages, age groups, and research purposes.

#### **2.4 LOTE Learning in Thailand**

Chinese, French, Japanese, and Korean languages were chosen as the LOTEs to be explored in this study due to their varying degrees of relevance to Thailand's educational, economic, and cultural dimensions. Thailand and China have been friendly neighbors since ancient times. Thailand has a long history of Chinese language education (Wuttiphan, 2013). The teaching of Chinese in Thailand dates back to 1782, when the first Chinese language school was established in Ayutthaya province. Nowadays, Chinese language education has covered all levels of education in Thailand. In Asia, Thailand boasts the most Chinese language students, in addition to 13 Confucius institutes and 18 Confucius classrooms (Hanban Thailand Office, 2015, as cited in Ye, 2017).

Moreover, it is worth noting that in 2018, 10.63 million foreign tourists from China, Malaysia, and South Korea visited Thailand. Chinese tourists topped the list of all foreign tourists, and Thailand was the most popular destination for Chinese (Ministry of Tourism and Sports, 2019; World Travel Online, 2017). Since Chinese people are connected to the Thai labor market, the Chinese language is important when interacting with people from all walks of life, whether it is for the tourism industry, contacting sales businesses, or establishing joint ventures with Chinese businesspeople from mainland China, Taiwan, Hong Kong, or Singapore. As a result, there is an increasing demand for Thai people who know the Chinese language (Weerasawainon, 2019).

Regarding French, it first came to Thailand in 1622 and was one of the foreign languages taught in Thailand for over 30 years. French is still a choice after English, since it is one of the three most widely spoken languages in the European Union and one of the six official working languages of the United Nations. Although French was one of the earliest languages to be taught in Thailand, it is not as popular as it used to be compared to Asian languages. However, it is also necessary to further understand the motivation of French students and their choice to study French nowadays. Eiammongkhonsakun (2017) found that Thais were motivated to learn French because they wanted to communicate in French, be employed or further their studies in French-speaking countries, and/or because of their admiration for French arts and culture.

Concerning Japan, Thailand and Japan have long enjoyed friendly relations. In recent years, the friendship between the two countries has become stronger (Embassy of Japan in Thailand, 2010). An increase in the number of Japanese businesses and manufacturers in Thailand has coincided with the two countries' tight economic cooperation. From 2015 to 2019, Japan has been Thailand's top foreign investor, followed by Singapore and China (Thailand Board of Investment, 2019). Japan has a strong foothold in Thailand's economy, tourism, pop culture, and education. Hence, Thais are enthusiastic about learning the Japanese language for various reasons. In addition, Toyoshima (2013) found that Japanese cultural products drive Thai learners of Japanese.

Tourism is one of the largest and most important sectors of the Thai economy. Thailand has profited from an increase in South Korean tourists over the previous 10 years, who in 2018 placed third in the world behind China and Malaysia regarding tourism statistics (Ministry of Tourism and Sports, 2019). The Korean wave has also been effectively introduced to the Thai market as it has in other Asian nations, particularly with the success of k-dramas and k-music, which have existed for more than a decade and are anticipated to continue growing in popularity. Korean dramas are immensely popular in Thailand, especially among women (Chomphungam, 2010), and some students of Korean are interested in Korean culture (Song & Pornsima, 2016), showing the popularity of the Korean language in Thailand.

Since Chinese, French, Japanese, and Korean are, to varying degrees, related to various aspects of Thailand, including the labor market, tourism, culture, and

investment, this study examined the motivational characteristics of language students in these languages. To fill the gap in LOTE studies in Thailand, this study aimed to investigate the motivation for learning LOTEs (Chinese, French, Japanese, and Korean) among undergraduate students in two prestigious and well-known universities in Thailand. The specific research questions are as follows:

1. What are the motivational profiles of LOTE (Chinese, French, Japanese, and Korean) students?
2. What are the correlations among the three motivational predictors and intended effort on learning LOTEs?

### 3. Methodology

The current study employed a mixed-methods design in which a questionnaire and interview were employed as research instruments.

#### 3.1 Participants

The geographical scope of this study was limited to two prestigious universities in Thailand: University A and University B (pseudonyms). The participants were undergraduate students majoring in Chinese, French, Japanese, or Korean. Since the exact population size was unknown, this study used the rule of thumb to determine the sample size. According to the rule of thumb, considering moderate to high effect sizes, 30 participants per cell should produce approximately 80% of the power (the lowest recommended power for common studies) (Cohen, 1988). Therefore, the minimum sample size chosen for the questionnaire of this study was 30 for each group in each university. The actual sample size is presented in Table 1. A total of 261 students participated in the questionnaire and 18 in interviews. Since only University B offers Korean language major, this study collected data from undergraduate students majoring in Korean only at University B. In an attempt to compare the motivational characteristics of each LOTE, LOTE students were invited to complete questionnaires and participate in follow-up interviews. All LOTE students who participated in the survey did so entirely of their own free will.

Table 1: Participants in the study

University	Language			
	Chinese	French	Japanese	Korean
A	23	18	37	0
B	48	25	51	59
Total	71	43	88	59

#### 3.2 Instruments

This study employed four parallel versions of the Motivation to Learn Questionnaire (See Appendix), one each for motivation to learn Chinese, French, Japanese, and Korean. The questionnaires are divided into two sections: The first collects background data, while the second contains items related to the nine motivational components (see Table 2). A 6-point Likert scale was employed for the items, with options ranging from *strongly disagree* (1) to *strongly agree* (6).

The questionnaires were developed based on the studies of Taguchi et al. (2009), Papi (2010), and Yashima (2009), and validated by three experts in the field of applied linguistics and foreign language teaching. Reliability was tested by a pilot study using Cronbach's alpha and attained .827. In addition to the L2MSS and the criterion measure variables, instrumentality-promotion (Huang, 2019), instrumentality-prevention (Huang, 2019), international posture (Kong et al., 2018), family influence (Gu & Cheung, 2016), and cultural/community interest (Sugita et al., 2017) were incorporated into the questionnaire because previous research has indicated that these constructs were important motivators. Each construct has four question items in the questionnaire, as summarized in Table 2.

**Table 2: Constructs of the questionnaire items**

Construct	Items	Example question
Intended effort (IE): the effort put into learning LOTEs by the student	1-4	I study Chinese/French/ Japanese/Korean because close friends of mine think it is important
Ideal L2 self (IL2S): the ideal future self-image associated with LOTEs	5-8	I can imagine myself fluently writing e-mails/letters in Chinese/French/Japanese/Korean
Ought-to L2 self (OL2S): attributes associated with obligation and responsibility toward learning LOTEs	9-12	Learning Chinese/French/ Japanese/Korean is necessary because people around me expect me to do so
L2 learning experience (L2LE): the degree to which students enjoy learning LOTEs	13-16	I really enjoy learning Chinese/ French/Japanese/Korean class
Instrumentality-promotion (IPRO): instrumental motivation associated with positive outcomes	17-20	Studying Chinese/French/ Japanese/Korean can be important to me because it will someday be useful in getting a good job
Instrumentality-prevention (IPRE): instrumental motivation associated with avoiding negative outcomes	21-24	I have to learn Chinese/French/ Japanese/Korean because I am afraid that I cannot graduate
International posture (IPOS): a gesture that is internationally relevant rather than a specific language group	25-28	I want to befriend international students studying in Thailand
Family influence (FI): the influence of family on students' learning of LOTEs	29-32	My parents encouraged me to study Chinese/French/Japanese/Korean
Cultural/community interest (CI): An interest in the target language, culture, or community	33-36	I like the cultural products of China/France/Japan/Korea (e.g., pop music, films, magazines, and TV programs)

### 3.3 Data Collection

After obtaining approval for ethical clearance from the Institutional Review Board, the pilot study was conducted before the actual data collection to ensure the reliability of the questionnaires. After modifications were made based on the pilot phase results, the questionnaires were distributed to the participants for the actual data collection in the form of quick response (QR) codes during the pandemic. It should be noted that the study information was placed on the front page of the questionnaires due to the pandemic and the fact that collecting information face to face was impossible. To ensure that students were fully

informed of the details of the study and volunteered to participate in the survey, they were asked to answer two questions before completing the questionnaire: (1) *Were you informed of the above information?* and (2) *Do you voluntarily participate in the survey?* If the student answered yes, they were invited to proceed to the questionnaire page; if they did not volunteer, they were redirected to the end page.

Regarding the qualitative interviews, the research team randomly selected participants from the questionnaire who were willing to participate in an interview and provided their contact information in the completed questionnaire. They were then interviewed via a line call and the interview was recorded with a recording device. Each interview session lasted for about 15 minutes. After analyzing the interview transcripts, those representative examples were translated into English and examined by a native Thai master's degree student in applied linguistics to ensure the accuracy of the translations.

### 3.4 Data Analysis

Descriptive statistics were used to analyze the mean and variance of the LOTE characteristics, and Pearson's correlation was used to analyze the linear relationship between predictors and criterion measures. Regarding the qualitative part, content analysis was employed to obtain the key terms, which were then summarized to support the quantitative part.

## 4. Results

### 4.1 Demographic Information of Participants

Table 3 below shows the background information of the participating students majoring in Chinese, French, Japanese, and Korean, respectively. A total of 261 language students participated in the study; 71 were Chinese, 43 French, 88 Japanese, and 59 Korean majors.

**Table 3: Demographic information of participants (N = 261)**

General information		Chinese <i>n</i> = 71		French <i>n</i> = 43		Japanese <i>n</i> = 88		Korean <i>n</i> = 59	
Gender	Male	6	8%	9	21%	16	18%	3	5%
	Female	65	92%	34	79%	72	82%	56	95%
Year	1 (first year/ freshman)	0	0	6	14%	1	1%	0	0
	2 (sophomore)	7	10%	5	12%	33	38%	0	0
	3 (junior)	30	42%	15	35%	26	30%	42	71%
	4 (senior)	34	48%	17	39%	28	32%	17	29%
Length of study	1-3 years	12	17%	12	28%	23	26%	17	29%
	3-6 years	30	42%	27	63%	57	65%	39	66%
	6-9 years	20	28%	4	9%	7	8%	3	5%
	9+ years	9	13%	0	0	1	1%	0	0



Female participants outnumbered their male counterparts in all language majors. Among all language majors, Chinese majors covered sophomore ( $n = 7$ ; 10%), junior ( $n = 30$ ; 42%), and senior ( $n = 34$ ; 48%) students; French majors covered first year ( $n = 6$ ; 14%), sophomore ( $n = 5$ ; 12%), junior ( $n = 15$ ; 35%), and senior ( $n = 17$ ; 39%) students; Japanese majors covered freshman ( $n = 1$ ; 1%), sophomore ( $n = 33$ ; 43%), junior ( $n = 26$ ; 34%), and senior ( $n = 28$ ; 22%) students; and Korean majors covered junior ( $n = 42$ ; 71%) and senior ( $n = 17$ ; 29%) students. Regarding the length of study, the majority of the participants doing Chinese major studied Chinese for between 3 and 6 years and 6 and 9 years, whereas the majority of the participants doing French, Japanese, and Korean language majors studied the language for 1 to 3 years or 3 and 6 years, with a few studying for 6 to 9 years and hardly any studying for more than 9 years.

#### 4.2 Motivational Profiles among the Participating LOTE Students

Table 4 shows descriptive statistics, including means ( $M$ ) and standard deviations ( $SD$ ). The questionnaires were administered on a Likert scale of 1 to 6 (*strongly disagree to strongly agree*). As the criterion measure of motivation and dependent variable, intended effort represents the motivational intensity. According to the 6-point Likert scale, values above 4 (*slightly agree*) were considered high, and values below 3 (*slightly disagree*) were considered low. Those means above four are underlined and those below three are italicized.

As shown in Table 4, the mean values of intended effort for the participating Chinese, French, Japanese, and Korean language students were above 4, indicating a high intensity of motivation. Regarding motivational predictors, only two predictors had values less than 3 (italicized): ought-to L2 self and family influence, of which the mean value of the predictor family influence was below 3 only for French and Korean students, while not for Chinese and Japanese students. Of all eight predictors, five had mean values higher than 4 (underlined) for all LOTEs, and they were ideal L2 self, L2 learning experience, instrumentality–promotion, international posture, and cultural/community interest, respectively.

**Table 4: Descriptive statistics of the four groups of participating LOTE students**

Construct	Chinese		French		Japanese		Korean	
	$M$	$SD$	$M$	$SD$	$M$	$SD$	$M$	$SD$
IE	<u>4.46</u>	0.91	<u>4.67</u>	0.76	<u>4.67</u>	0.81	<u>4.78</u>	0.73
IL2S	<u>4.44</u>	1.05	<u>4.80</u>	0.92	<u>4.38</u>	1.08	<u>4.44</u>	1.06
OL2S	2.71	1.26	2.19	0.93	2.55	1.16	1.63	0.83
L2LE	<u>4.18</u>	1.12	<u>4.71</u>	0.74	<u>4.43</u>	0.97	<u>4.53</u>	0.99
IPRO	<u>5.07</u>	0.84	<u>5.19</u>	0.89	<u>5.18</u>	0.80	<u>4.87</u>	0.90
IPRE	3.61	1.28	3.22	1.43	<u>4.13</u>	1.19	3.39	1.14
IPOS	<u>4.94</u>	0.70	<u>5.16</u>	0.56	<u>4.83</u>	0.88	<u>4.97</u>	0.80
FI	3.38	1.05	2.90	0.91	3.12	0.88	2.51	0.85
CI	<u>4.70</u>	0.92	<u>5.08</u>	0.56	<u>5.30</u>	0.66	<u>5.42</u>	0.57

All participants showed commonalities in instrumentality–promotion, international posture, and cultural/community interest, which scored above 4 and the highest among the eight predictors. For the Chinese and French students, the highest values were found for instrumentality–promotion ( $M = 5.07, SD = 0.84$ ;  $M = 5.19, SD = 0.89$ ), followed by international posture ( $M = 4.94, SD = 0.70$ ;  $M = 5.16, SD = 0.56$ ) and cultural/community interest ( $M = 4.70, SD = 0.92$ ;  $M = 5.08, SD = 0.56$ ). However, the reverse was observed for the Korean students, whose scores for instrumentality–promotion ( $M = 4.87, SD = 0.90$ ), international posture ( $M = 4.97, SD = 0.80$ ), and cultural/community interest ( $M = 5.42, SD = 0.57$ ) were in ascending order. Regarding the Japanese students, cultural/community interest ( $M = 5.30, SD = 0.66$ ) scored the highest, followed by instrumentality–promotion ( $M = 5.18, SD = 0.80$ ) and international posture ( $M = 4.83, SD = 0.88$ ).

### 4.3 Correlations Between Intended Effort and Motivational Predictors

A Pearson's correlation analysis revealed the relationships between intended learning effort and other variables (Table 5). It was found that all groups of participating LOTE students were positively correlated with ideal L2 self, L2 learning experience, instrumentality–promotion, and culture/community interest. The most significant correlations in all four groups were found for L2 learning experience and were higher than for the other coefficients. Furthermore, following L2 learning experience, ideal L2 self ranked second among the Chinese and French students, instrumentality–promotion ranked second among the Japanese students, and cultural/community interest ranked second among the Korean students.

For the Chinese students, intended effort showed a positive relationship with ideal L2 self ( $r = .665, p < .01$ ), L2 learning experience ( $r = .753, p < .01$ ), instrumentality–promotion ( $r = .575, p < .01$ ), and culture/community interest ( $r = .597, p < .01$ ). For the French students, intended effort showed a positive relationship with ideal L2 self ( $r = .578, p < .01$ ), L2 learning experience ( $r = .611, p < .01$ ), instrumentality–promotion ( $r = .382, p < .05$ ), and culture/community interest ( $r = .524, p < .01$ ). For the Japanese students, intended effort was positively correlated with ideal L2 self ( $r = .509, p < .01$ ), L2 learning experience ( $r = .744, p < .01$ ), instrumentality–promotion ( $r = .558, p < .01$ ), and culture/community interest ( $r = .535, p < .01$ ). Lastly, for the Korean students, there was a positive relationship between intended effort and ideal L2 self ( $r = .367, p < .01$ ), L2 learning experience ( $r = .673, p < .01$ ), instrumentality–promotion ( $r = .260, p < .05$ ), and culture/community interest ( $r = .372, p < .01$ ).

**Table 5: Correlations between criterion measure and predictors**

Chinese	a	1	2	3	4	5	6	7	8
IE (a)	-								
IL2S (1)	.665**	-							
OL2S (2)	-.204	-.247*	-						
L2LE (3)	.753**	.629**	-.129	-					
IPRO (4)	.575**	.346**	.033	.502**	-				

IPRE (5)	-.042	-.151	.554**	-.078	.214	-			
IPOS (6)	.115	-.147	.252*	.083	.339**	.286*	-		
FI (7)	-.054	-.247*	.574**	-.131	.091	.503**	.051	-	
CI (8)	.597**	.359**	-.039	.539**	.608**	.049	.336**	.032	-
<b>French</b>	A	1	2	3	4	5	6	7	8
IE (a)	-								
IL2S (1)	.578**	-							
OL2S (2)	.248	.007	-						
L2LE (3)	.661**	.442**	.143	-					
IPRO (4)	.382*	.428**	-.077	.228	-				
IPRE (5)	.203	.326*	.093	.021	.509**	-			
IPOS (6)	.238	.146	.026	.314*	.441**	.438**	-		
FI (7)	-.049	-.102	.375*	-.223	.058	-.004	.101	-	
CI (8)	.524**	.324*	.243	.409**	.537**	.441**	.448**	.041	-
<b>Japanese</b>	A	1	2	3	4	5	6	7	8
IE (a)	-								
IL2S (1)	.509**	-							
OL2S (2)	.112	.169	-						
L2LE (3)	.744**	.474**	.080	-					
IPRO (4)	.558**	.576**	.189	.484**	-				
IPRE (5)	-.025	.161	.503**	-.074	.286**	-			
IPOS (6)	.176	.225*	.075	.204	.299**	.168	-		
FI (7)	.047	-.057	.554**	.067	-.024	.359**	.033	-	
CI (8)	.535**	.465**	.164	.483**	.491**	.243*	.292**	.162	-
<b>Korean</b>	a	1	2	3	4	5	6	7	8
IE (a)	-								
IL2S (1)	.367**	-							
OL2S (2)	.144	.093	-						
L2LE (3)	.673**	.462**	-.013	-					
IPRO (4)	.260*	.506**	.123	.210	-				
IPRE (5)	-.167	-.149	.330*	-.320*	.098	-			
IPOS (6)	.084	.259*	-.263*	.164	.331*	.032	-		
FI (7)	.171	.159	.245	.078	.256	.168	.256	-	
CI (8)	.372**	.243	.175	.318*	.274*	-.150	.174	.130	-

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

\*Correlation is significant at the 0.05 level (2-tailed).

The above data show that all groups of participants were positively correlated with the four predictors mentioned above. This indicates that when these

predictors increased, students were more willing to devote their energy to learning LOTEs, implying that their motivation to learn LOTEs increased.

#### 4.4 Qualitative Supplement from Participating LOTE Students

In this section, we will present a detailed examination of the qualitative data derived from the experiences and perspectives of the participating LOTE students.

##### 4.4.1 Chinese students' motivational profiles

Analysis of the participants' interview transcripts showed consistent results with the quantitative data results. For the Chinese students, analysis showed that they were motivated by their ideal L2 self, L2 learning experience, instrumentality-promotion, and cultural/community interest.

Regarding the ideal L2 self, participants were asked: *What do you think has facilitated your Chinese language learning?* One participant mentioned that he had an image of his future self in his head, and it was this image of self that drove his motivation to learn Chinese and work toward this goal.

*"I feel that the future is a helper that promotes my learning. It is like I have planned in the future that I am going to work in the Chinese language, right? So, I think that the more it encourages me to keep learning Chinese, the more confident I am in my job, like this. Yeah."*  
(C4)

In addition, one participant expressed her desire for multilingualism and explained that she initially studied Chinese because she felt that two languages (Thai and English) were not enough for her. Thus, she chose to major in Chinese due to her love for Chinese singers, as she stated:

*"I thought learning only two languages (Thai and English) were too few, so I chose to study another additional language, and also because I like Chinese artists."* (C3)

As the strongest predictor in the Chinese students' motivational profiles and most correlated with intended effort, two participants indicated L2 learning experience in their interviews. One participant said that she initially paid little attention to Chinese but gained interest once she had studied it for a while. She explained:

*"At first, I chose to study Chinese, starting in high school. Well, at that time, I didn't have much interest in Chinese. It was just that throughout school, the Chinese language was open as a special program. So, I started studying from that time until I came to the university. Now, I think I really like Chinese, and I have a great passion for learning. I feel I'm very happy after learning Chinese. It's like every day, I can learn something new. It's like I can learn both the culture and the language. I feel like it's very interesting."* (C2)

The participant also mentioned that she now had much enthusiasm due to her desire to study in China and her experience studying in the summer program there. Another participant also felt that it was the process of learning that stimulated his desire to learn:

*"I feel that the Chinese language has quite a long history. So, it has a lot of details or details, right? It makes me think that when I know one thing, suddenly, another deeper thing will follow, like this. And then it would make me want to keep researching something like this." (C4)*

Instrumentality–promotion was also found to be a strong factor in the motivation of the Chinese students, as it surfaced in all interviews. One participant was motivated by work, but mentioned that she needed to gain knowledge of aspects other than language to better support her career and make job opportunities more widely available, and that language was just a tool. Another participant felt that Chinese was important to her because she believed it was useful for getting a job and she wanted to be a tour guide. The third participant believed that knowing a third language (a requirement by some companies) would be an advantage in getting a job offer. The last participant saw a great advantage in learning Chinese due to the Sino–Thai partnership and Chinese investments in Thailand. The participant said:

*"[The Chinese language is important] in the relationship between Thailand and China. It is like Thailand and China have a very good relationship. Nowadays, Chinese people come to Thailand to invest quite a lot in something like this. So, if I know Chinese, it's an advantage." (C4)*

Finally, in terms of cultural/community interest, as was the case with instrumentality–promotion, all four participants expressed their interest in Chinese culture and community. Three of them expressed their interest in entertainment and cultural products (i.e., songs, artists, TV series), and another addressed her interest in Chinese history.

*"Work is part of it. Then travel, entertainment, and artists. They motivate me to learn. Yeah, three things." (C1)*

*"I love studying history and am very, very interested in history and culture. I'm still studying now. Well, I took a history class. I went to study modern Chinese history and ancient Chinese history. I'm still studying now." (C2)*

In summary, the interview data support the quantitative findings indicating that the Chinese students were motivated by future self-image, multilingualism, Chinese learning experience, instrumentality–promotion, culture (such as travel, songs, and TV series), community, and Chinese history. However, although the mean value for instrumentality–prevention was above average in the quantitative data, this variable was not evident in the interview data.

#### *4.4.2 French students' motivational profiles*

For the four French language students interviewed, their motivation came mainly from the ideal L2 self, L2 learning experience, instrumentality–promotion, international posture, and cultural/community interest. When asked what motivated them to study French now, two participants cited immigration (ideal

L2 self) as a reason. One wished to emigrate to France, and the other to Belgium. For example:

*"The important thing is that I think I want to emigrate to another country ... yeah, so I can use French ... I think the country I would like to go to is Belgium."* (F1)

Regarding L2 learning experience, instrumentality-promotion, and cultural/community interest, these variables surfaced in all four participants' interviews.

*"Because French is another pretty interesting language. And every time I learn it, it's really interesting. I can see the French people through the language. I can see the culture of how they think, read, and act through the language itself, so I think French is important, and I really like it."* (F1)

This participant was motivated by the learning process. Through learning French, she was attracted to the culture. This reflects both L2 learning experience and cultural/community interest. In terms of instrumentality-promotion, the French students mentioned the instrumental nature of French in their careers, which can help them find a job later on. One participant stated:

*"I think [it's important] in terms of work, in terms of future work. I think it might be beneficial for me to learn French. Because, French, there are a lot of countries that use French, right? So, I think I might go that route. I think there might be an opportunity to work for a French-speaking company."* (F3)

In addition to work-related reasons, another two participants believed that French could also be considered as a support for learning English. For instance:

*"This means that I think French is similar to English, and I think they might be able to support each other."* (F4)

One participant noted that her motivation came from an international stance, as demonstrated by her love of European countries and her previous study of Spanish:

*"Personally, I'm a person who likes countries, like those in Europe, where French is spoken in many countries. When I'm older, I would like to work there, so I think it's important."* (F2)

Lastly, the students studying French expressed their interest in culture, including the language, French movies, and French Disneyland songs. One participant explained:

*"In fact, I think it was my interest in the language and culture that prompted me to study French, and therefore, it pushed me to choose to study French."* (F3)

Overall, the interview data support the quantitative findings showing that the French students were motivated by immigration (a motivation unique to the French students), job considerations, learning experience, mutual support with English, and cultural interests (language itself, movies, and songs).

#### 4.4.3 Japanese students' motivational profiles

From the interviews with the four participants studying Japanese, six motivational variables were identified, covering ideal L2 self, ought-to L2 self, L2 learning experience, instrumentality–promotion, instrumentality–prevention, and cultural/community interest.

Ideal L2 self and instrumentality–promotion were closely related and reflected in all participants' profiles. All four participants had a self-image of working in Japan and using the Japanese language as a ticket to working in Japanese-related companies. As one of the participants mentioned:

*"It (Japanese) is important because I started learning Japanese to make a living at work. Yeah. And I think that I can communicate with foreigners as well." (J2)*

This participant focused on her career and showed her desire to communicate with foreigners in Japanese. Similarly, another participant expressed that she chose to major in Japanese because the advantage of learning Japanese is that there was still a need for more Japanese language personnel within the Thai market.

*"I have a relative who works in the HR department and selects employees for Japanese companies. I was told that there is a shortage of such things as Japanese translators, so I think that if I go looking for a job, it should not be difficult for me compared to other languages." (J4)*

Regarding L2 learning experience, three of the participants majoring in Japanese felt that they enjoyed learning Japanese because their current learning experience was interesting to them or because they could interact with their fellow teachers in class and enjoyed the classroom atmosphere.

*"At the beginning, at first, I thought it was funny because hiragana and katakana\* were not that difficult. But when I started writing kanji and reciting kanji, I began to think it wasn't interesting. But it became interesting again when I tried harder and memorized more kanji." (J3)*

*"I like studying Japanese because I can chat with my friends, something like this, and I can ask the teacher directly, something like this, and more because of the atmosphere of the class." (J2)*

As for ought-to L2 self and instrumentality–prevention, these variables were mentioned by one participant each. When asked if they had encountered any obstacles in learning Japanese, one participant mentioned that she felt pressure from her friends around her and had to work hard to improve herself to catch up with her peers, and another said that the Japanese Language Proficiency Test (JLPT) had been a source of trouble for her.

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\* One of the Japanese syllabaries, featuring characters with a more angular and simplified appearance, primarily used for writing foreign loanwords, technical terms, and certain native Japanese words for emphasis or clarity.

† A system of logographic characters used in the Japanese writing system, where each character represents a specific word or a meaningful unit, and many of these characters are borrowed from Chinese characters.

*"I felt pressure from the environment of my classmates because everyone was so good, like, everyone had a foundation before. When I came in, I didn't think everyone would learn from the same starting point. When I came in, it proved that I had to be more active so that I could be the same as everyone else and so that I could catch up with everyone else." (J4)*

*"There have always been obstacles; the time I, let's say, I've passed the N5 level of the JLPT, right, next, I'm going to take the N4, N3, N2, N1, or some people will skip it and they'll take an exam, like the Japanese government scholarship. It's going to get harder and harder. How can I put it? It's like there are layers and layers of walls that have to be crossed step by step." (J3)*

Cultural/community interest was mentioned by all four participants. Two of the participants expressed their love for Japanese anime and that they initially chose to study Japanese because they were attracted by the anime and wanted to understand Japanese without waiting for the translated Thai subtitles. For example:

*"Because there are a lot of animations, they're not on Netflix or any legitimate network, right? Sometimes, I don't want to watch them on the web; I want to listen to the audio in Japanese without waiting for subtitles, and read manga (Japanese comic books and graphic novels) without waiting for someone to buy and translate it. Yeah, this should be like many of my friends who choose to learn Japanese." (J3)*

In short, the interview data supported the quantitative findings that the participating Japanese language students were motivated by personal desire, job considerations, classroom experience, pressures from examinations and classmates, and cultural interests. However, among these predictors, the ought-to L2 self was indicated by only one participant, and no significant correlation between intended effort and ought-to L2 self was found in the quantitative data set.

#### *4.4.4 Korean students' motivational profiles*

Five students majoring in Korean were invited to be interviewed, with the interview data showing that the motivating factors for these participants were, first, cultural/community interest, followed by ideal L2 self, instrumentality-promotion, L2 learning experience, and instrumentality-prevention.

As the most influential motivational factor, cultural/community interest was mentioned by all five participants. They all preferred the Korean language and Korean culture, songs, movies, variety shows, singers, and series. For instance:

*"Yeah, but when I watch something like Korean series and Chinese series, because usually when I... the reason I like Korean is that I watch Korean series, right? And when I watch a lot of Korean series, I also go to watch Chinese series. When I watch Chinese series, it's, like, Korean and Chinese, they're similar, and it's like it gives me more knowledge about other languages." (K4)*



Ideal L2 self and instrumentality–promotion also greatly influenced participants' motivation in learning Korean.

*"It's my fourth language. The reason I want to learn a fourth language is that I want to further study in Korean, so I chose to study Korean."* (K3)

*"Important. It's important because I am going to use it in future work, for future work. Yeah ... Oh, I want to study further as well. Work and further study."* (K1)

According to the two statements above, both participants desired to use the Korean language to further their education in Korea. Whereas the first participants also indicated her need for multilingualism, the second expressed her desire of working in Korea in the future. Therefore, these two statements highlight both ideal L2 self and instrumentality–promotion.

Three of the five participants were satisfied with their Korean language learning experience and found learning Korean fun. In addition, one of the participants had previous experience learning Korean on her own:

*"Yes, I studied Korean by myself before, and then I went straight to a high school that had a language arts field."* (K4)

Finally, instrumentality–prevention was indicated by one participant. Her initial motivation for studying Korean was the fear of failing to pass the college entrance exam. There was less competition to apply for the Korean language program than for other programs. As she stated:

*"At that time, I chose to study Korean in higher education because there were other languages, like Chinese and Japanese, but in high school, there was already a route to study Japanese and Chinese, so I felt that if I had to compete with students there, I would feel that the number of competitors would be high. However, the Korean language had fewer competitors in high school. So, I think there is more chance of me being able to pass the high school entrance exam to enter a university."* (K2)

The interview data generally aligned with the quantitative findings that the participating Korean language students were motivated by Korean cultural products, career or education development, and past or current learning experiences. Although instrumentality–prevention was not quantitatively significant and showed a low mean in the descriptive data, one of the Korean students stated that she was driven by prevention from intense competition.

## 5. Discussion

The intended effort of the participating LOTE students in this study was positively correlated with ideal L2 self, L2 learning experience, instrumentality–promotion, and culture/community interest. These predictors highly influenced participants' intended effort, as they imagined themselves as proficient users of the target language, had positive attitudes toward the teaching process, perceived the target language as useful to their future careers, and favored cultural products of the target language countries. The possible explanations for the role of these factors in participants' motivation are subsequently discussed.

The findings of this study support Dörnyei's (2005) L2MSS theory as a reliable method for assessing students' motivation to learn English and LOTE in a foreign language setting. Regardless of the studied language, the ideal L2 self and L2 learning experience were key influences on motivation in the motivational self-system of the participants, as they had been in previous studies (Chanyoo, 2022; Huang, 2019; Papi, 2010; Yang & Chanyoo, 2022). Consistent with Huang (2019) and Yang and Chanyoo (2022), these four constructs were incorporated and found to be positively related to the intended effort among students of LOTE in Taiwanese and Thai universities. Furthermore, in Huang et al.'s study (2015), the relationships between intended effort and ideal L2 self, L2 learning experiences, and cultural interest were assessed. Busse (2013) also presented a positive correlation between intended effort, ideal L2 self, and instrumental orientation.

However, ought-to L2 self and instrumentality-prevention, as external motivation, were not correlated with intended effort among participants. In this study, intended effort was found to be adversely connected with ought-to L2 self (Chinese), instrumentality-prevention (Chinese, Japanese, Korean), and family influence (Chinese, French), meaning that as these constructs increased, participants' motivation decreased. One possible explanation is that the participants in this study relied on themselves to learn and be proficient in LOTE according to their personal goals, expectations, and interests. It might be possible that the participants took the LOTE as a major by their own choice. The presence of self-choice has been affirmed in Humphreys and Spratt's (2008) study as an important motivation factor. Various studies have shown that self-choice positively affects different contexts, including education, the workplace, and health settings (Patall et al., 2008). Where students can choose the courses they want to do, this could result in a higher level of intended effort. Moreover, self-determination theory (Ryan & Deci, 2000) suggests that choice should produce positive motivational and performance outcomes. Compared to English language learning, some studies have shown that sources of motivation in English language learning were related to ought-to L2 self and instrumentality-prevention because people are expected to be proficient in English at a certain level and perceive English as having instrumental value (Chanyoo, 2022; Hong & Ganapathy, 2017; Warden & Lin, 2000).

The current finding is in line with the findings of Huang (2019), Kong et al. (2018), and Thompson (2017) in their studies of LOTE in different contexts. To be specific, students' motivation was inversely related to the ought-to L2 self (Kong et al., 2018); the ought-to L2 self of undergraduate students studying LOTE in the United States were shown to be negative (Thompson, 2017); and instrumentality-prevention was shown to be uncorrelated with intended effort among Taiwanese LOTE students (Huang, 2019). Nevertheless, ought-to L2 self was positively associated with intended effort by Dörnyei and Ryan (2015). This suggests that the weight and positive and negative effects of ought-to L2 self and instrumentality-prevention may vary in different contexts or cultural settings due to different requirements for different language students. In particular, in the Korean setting, Kong et al.'s (2018) participants were students with a mix of major and non-major LOTE; in the Chinese setting, Huang's (2019) study examined

students who took LOTEs as electives; and in the US setting (Thompson, 2017), the language taken by undergraduates was either included in a kindergarten to Grade 12 (K-12) immersion program or a government-funded incentive.

While international posture showed high value in the motivational profiles, family influence did not. Although the two variables did not have a prominent effect in terms of their correlations with intended effort, international posture showed close correlations with ideal L2 self (Japanese, Korean), ought-to L2 self (Chinese, Korean), L2 learning experience (French), instrumentality–promotion (Chinese, French, Japanese, Korean) and instrumentality–prevention (Chinese, French). The possible reason for the high correlation between international posture and the self variables may be because the desire to communicate and share ideas with foreigners can shrink the distance between the actual self and the ideal L2 self and ought-to L2 self (Ghasemi et al., 2020; Kong et al., 2018). For example, interest in integration into the target language society and enthusiasm to interact with people who share an interest in the target language culture may lead to strong motivation to learn Japanese and Korean. External pressures such as family expectations and the demand for Chinese in the corporate world may pressure Chinese language students as China’s prominence in international trade grows. The results were consistent with Siridetkoon (2015) and Kong et al. (2018). International posture strongly impacted the three components of L2MSS (Kong et al., 2018). It was correlated with ideal L2 self and ought-to L2 self for students learning Korean and with ought-to L2 self for students learning Chinese among Thai undergraduates (Chanyoo, 2022; Siridetkoon, 2015).

Family influence was also not a significant factor among the participating Thai LOTE students and was expected to be mentioned more in the interviews (Siridetkoon & Dewaele, 2018). The reason why family factors did not influence participants’ motivation may be that students learn LOTEs mostly by their own choice, and their parents’ attitudes toward them were mostly to let the students be the ones to decide.

## 6. Conclusion

Over the past two decades, most language motivation research has been on ESL, with little attention paid to LOTEs, notably in Thailand. The motivation of undergraduate students studying Chinese, French, Japanese, and Korean at two Thai universities was examined in this study using the L2MSS theoretical framework in addition to five additional factors (instrumentality–promotion, instrumentality–prevention, international posture, family influence, and cultural/community interest). According to the findings, all groups of participating LOTE students had a high level of motivation. All participants exhibited a strong presence of five motivating factors, namely ideal L2 self, L2 learning experience, instrumentality–promotion, international posture, and cultural/community interest. In addition, ideal L2 self, L2 learning experience, instrumentality–promotion, and interest in culture/community were all favorably correlated with LOTE students. L2 learning experience was found to have the strongest correlations in all four LOTEs studied, outpacing all other coefficients. Following L2 learning experience, ideal L2 self was ranked second among Chinese and French students, instrumentality–promotion was second

among Japanese students, and cultural/community interest was second among Korean students.

The study underscores the importance of elevating students' motivation to learn LOTE through a multifaceted approach. Teachers play a pivotal role in this process by cultivating a positive classroom environment that prioritizes inclusivity and encourages collaboration. Emphasizing the practical benefits of language acquisition, such as enhanced travel experiences and expanded career opportunities, is crucial in engaging students. Additionally, incorporating a rich array of cultural elements into language lessons can make the learning experience more meaningful and relevant. The study further highlights the need to address challenges inherent in online classrooms, urging teachers to actively seek solutions to issues such as limited interaction and potential feelings of isolation. To implement these findings effectively and create a comprehensive and motivating educational experience for students, recommendations include facilitating ongoing professional development for teachers, fostering collaboration among educators, and involving parents in the language learning journey.

In conclusion, a few limitations must be acknowledged. First, due to the challenges posed by the Covid-19 pandemic, which led to the closure of educational institutions, the study's sample population was restricted to just two universities, resulting in an uneven spread of numbers and genders across the four participant groups. The reliance on a limited pool of participants may have introduced potential biases, particularly regarding technology access during the pandemic, as the shift to online learning varied across regions and institutions. Additionally, obtaining cooperation from the institutions serving as the study's primary focus was challenging. Future research could enhance generalizability by replicating the study with a larger and more diverse sample size once normalcy is restored. Second, despite the study's contribution to understanding motivation among LOTE students, further research is needed to explore motivation in other languages, enriching the linguistic diversity of LOTE. The investigation into motivation in less commonly taught languages (LCTLs) is noteworthy; however, the study emphasizes the need for continued research, particularly in the context of L2 learning experiences, which emerged as a significant predictor of motivation and warrants further attention in subsequent LOTE motivation studies.

## 7. Declaration of Conflicting Interest

The authors declare that there is no conflict of interest in this work.

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**APPENDIX**  
**QUESTIONNAIRE (ENGLISH VERSION)**

**Chinese/French/Japanese/ Korean Learning Motivation Questionnaire**

Dear students. This survey is conducted to better understand the thoughts and beliefs of learners of Chinese/ French/ Japanese/ Korean. This questionnaire consists of 2 sections. Please read each instruction and write your answers. This is not a test so there are no "right" or "wrong" answers and you do not even have to write your name on it. The results of this survey will be used only for research purposes, so please give your answers sincerely. Thank you very much for your help!

**Part 1 Basic information** (Please provide the following information by ticking the box or writing your response in the space provided.)

1. Gender: ( ) Male ( ) Female
2. Nationality: ( ) Thai ( ) non-Thai
3. Age: \_\_\_\_\_
4. Year of study: ( ) 1<sup>st</sup> ( ) 2<sup>nd</sup> ( ) 3<sup>rd</sup> ( ) 4<sup>th</sup> ( ) 5<sup>th</sup>
5. Major: \_\_\_\_\_
6. How long have you been studying Chinese/ French/ Japanese/ Korean?  
\_\_\_\_\_



## Part 2 Learning Motivation Survey

Please circle the appropriate number by simply circling a number from 1 to 6 based on the questions below.

Scale:

Strongly Disagree	disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
1	2	3	4	5	6

Statement	Level of Agreement					
	1	2	3	4	5	6
1. If my teacher would give the class an optional assignment, I would certainly volunteer to do it.						
2. I would like to study Chinese/ French/ Japanese/ Korean even if I were not required.						
3. I would like to concentrate on studying Chinese/ French/ Japanese/ Korean more than any other subject.						
4. If a Chinese/ French/ Japanese/ Korean course is offered in the future, I would like to take it.						
5. I can imagine myself speaking Chinese/ French/ Japanese/ Korean as if I were a native speaker of Chinese/ French/ Japanese/ Korean.						
6. Whenever I think of my future career, I imagine myself using Chinese/ French/ Japanese/ Korean.						
7. I can imagine myself writing e-mails/letters in Chinese/ French/ Japanese/ Korean fluently.						
8. I can imagine myself visiting Chinese/ French/ Japanese/ Korean and using Chinese/ French/ Japanese/ Korean effectively for communicating with the locals.						
9. I study Chinese/ French/ Japanese/ Korean because close						

friends of mine think it is important.						
10. Learning Chinese/ French/ Japanese/ Korean is necessary because people surrounding me expect me to do so.						
11. Studying Chinese/ French/ Japanese/ Korean is important to me in order to gain the approval of my peers/teachers/family/boss.						
12. Studying Chinese/ French/ Japanese/ Korean is important to me because other people will respect me more if I have a knowledge of Chinese/ French/ Japanese/ Korean.						
13. I find learning Chinese/ French/ Japanese/ Korean really interesting.						
14. I really enjoy learning Chinese/ French/ Japanese/ Korean.						
15. I always look forward to Chinese/ French/ Japanese/ Korean classes.						
16. I think time passes faster while studying Chinese/ French/ Japanese/ Korean.						
17. Studying Chinese/ French/ Japanese/ Korean can be important to me because I think it will someday be useful in getting a good job.						
18. Studying Chinese/ French/ Japanese/ Korean is important to me because Chinese/ French/ Japanese/ Korean proficiency is necessary for promotion in the future.						
19. Studying Chinese/ French/ Japanese/ Korean can be important to me because I think I'll need it for further studies.						
20. Studying Chinese/ French/ Japanese/ Korean is important to me in order to achieve a special goal (e.g., to get a degree or to get a scholarship).						
21. I have to learn Chinese/ French/ Japanese/ Korean because I am afraid that I cannot graduate.						
22. I have to study Chinese/ French/ Japanese/ Korean; otherwise, I think I cannot be successful in my future career.						

23. Studying Chinese/ French/ Japanese/ Korean is necessary for me because I will take the language proficiency tests in the future and I don't want to get a poor score or a fail mark in the tests.						
24. Studying Chinese/ French/ Japanese/ Korean is important to me because, if I don't have knowledge of Chinese/ French/ Japanese/ Korean, I'll be considered a weak student.						
25. I want to make friends with international students studying in Thailand.						
26. I am interested in working abroad.						
27. I often read and watch news about foreign countries.						
28. I want to share my ideas with people from other parts of the world.						
29. My parents encourage me to study Chinese/ French/ Japanese/ Korean.						
30. My family put a lot of pressure on me to study Chinese/ French/ Japanese/ Korean.						
31. My parents/family believe(s) that I must study Chinese/ French/ Japanese/ Korean to be a multilingual person.						
32. Being successful in Chinese/ French/ Japanese/ Korean is important to me so that I can please my parents/relatives.						
33. I like the cultural products of China/ France/ Japan/ Korea (e.g., pop music, films, magazines, and TV programs).						
34. I would like to visit and travel in China/ France/ Japan/ Korea.						
35. I like Chinese/ French/ Japanese/ Korean people.						
36. I want to learn more about Chinese/ French/ Japanese/ Korean ways of living.						