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curriculum and good instruction. Motivation can therefore always be considered as one of the most important factors in determining an individual’s behavior.

A review of previous motivation studies indicated that most studies have focused mainly on motivation to learn English, far more than on languages other than English (LOTes), making it unprecedentedly necessary to research the motivation of LOTes learners (Boo, et al., 2015). Of all the studies currently examining LOTes learners’ motivation, according to a critical study synthesis (Mendoza & Phung, 2019), the ratio of Asian to Western studies was also greatly imbalanced between 2005-2018, with more studies examining the West than Asia. It is also due to this imbalance that we can draw inspiration from the motivational factors of Western LOTes learners that are also applicable to the study of Asian learners’ motivation. Therefore, considering the diversity of motivational factors, it is necessary to review previous Asian studies on motivation of learning LOTes in this paper to discover what their respective motivational factors for learning are, and to discuss the differences for Western and Asian learners, thereby as to provide a framework that can be included in the design of further studies.

Intended Effort and Motivational Factors

1. *Intended effort*

Intended effort is a criteria measure of motivation that evaluates how much work learners want to put into learning a foreign language. In some studies, it is also called “motivated behavior in L2 Learning”. A high level of motivation is implied by a high value of intended effort. According to Papi (2010), another measure of motivation is academic performance (language course grades, language proficiency test scores, etc.). However, academic performance is only an indirect proxy for motivation, since performance itself is determined by multiple factors, and high grades do not necessarily mean that the learner is highly motivated to learn a language. Several research (Busse, 2013; Cszér & Dörnyei, 2005; Dörnyei & Chan, 2013; Huang, 2019; Kong, et al., 2018) have found that intended effort as criteria measure is strongly connected to some motivational factors.

2. *L2 motivational self system*

Dörnyei (2005) presented the L2 motivational self system theory to explain motivation for L2 learning. According to Dörnyei (2005), the L2MSS is composed of the following. 1) *The ideal L2 self* refers to the construction of a person’s future self-image. A learner with a strong ideal L2 self is able to draw motivation from the image of the future that he or she envisions. For example, I can imagine that I will be able to speak fluent English with native speakers in the future. 2) The opposite is true for the *ought-to L2 self*, which comes from a passive sense of self-responsibility and obligation triggered by the outside world (e.g.,



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parents). Learners may learn a foreign language in order to avoid negative outcomes. For example, I learn the target language because my family wants me to learn it. 3) The last component is the *L2 learning experience*. It is related to the experience of learning, either past or present, and includes the learner's attitudes towards the learning process, the teacher, and the group with whom the learner is learning. For example, I enjoyed the classroom environment in which I learned.

In order to generate a more inclusive interpretation, the L2MSS builds on the benefits of prior theories of motivation while also compensating for their flaws. The three components of the L2MSS represent the three dimensions of language: social, individual, and educational. This is why many motivational studies of language learners, both English and LOTEs, have chosen L2MSS as the theoretical framework for their research.

3. Other specific motivational factors

L2MSS is systematic covers personal, social, and environmental motivations. However, there are no systematic specific subcategories under these three motivations. With this in mind, in order to understand the specific motivation of learners of language LOTEs, the L2MSS has also been innovatively accompanied by other specific motivational factors in most previous studies. The definition of each factor is described below.

Family influence, both positive and negative, is a key aspect in driving language learning. For example, the family encourages learning the target language, the family puts a lot of pressure on learning the target language, and the family will be disappointed with oneself if one does not learn the target language or so forth. This factor can be found in the studies of Siridetkoon and Dewaele (2018), Gu and Cheung (2016).

Another motivational factor is the *cultural/community interest*. It, unsurprisingly, refers to the learners' interest in the target language as well as the community's relevant culture. In Huang's (2019) and Gu & Cheung's (2016) investigations, this component likewise scores highly as a driver.

The concept of *international posture* was introduced by Yashima (2009) and was found to be a significant predictor of Japanese students' learning of English in her study. International posture refers to the fact that the starting point for a person learning the target language comes from an international perspective, rather than focusing on a specific language group. International posture is proportional to motivational intensity (Islam, 2013). This posture includes an interest in international relations, a willingness to work across borders, and a tendency to share one's ideas with people around the world. This posture is not only found in those learning English but also in those learning LOTEs, as in the study by Kong, et al. (2018) and Siridetkoon (2015).



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Finally, Dörnyei (2005) classified instrumentality into two types: *instrumentality-promotion* and *instrumentality-prevention*. Both are motivated by the fact that learning a language is due to its instrumental nature. To be specific, the former refers to learning a language as a tool to improve oneself, such as the desire to use the target language to achieve good professional results, whereas the latter refers to learning a language in order to avoid a negative outcome and is linked to the individual's sense of responsibility and obligation to others, such as learning to avoid failing an exam. The former is closely related with ideal L2 self and the latter is closely related with ought-to L2 self. These two types were demonstrated in the Huang's (2019) study.

Objective

The objective of this study is to review the possible motivational factors of LOTEs learners in some previous studies for analyzing motivation of Asian LOTEs learners.

Methodology

This study is a review paper that uses articles published in the last decade about motivation to learn LOTEs in Asian settings. Searches were conducted in two databases: Education Resources Information Center, and Science Direct. Key terms for selecting articles are motivation, L2MSS, and intended effort. Since this is a qualitative study, the findings are given as a descriptive analysis.

Findings and Discussion

1. LOTEs in previous studies

LOTEs is abbreviated from Languages other than English. In previous studies, there have been researches of a single LOTE, researches of multiple LOTEs, and comparative researches of English and LOTEs. The table 1 below shows the types of LOTEs in some previous studies. Studies in the table are sorted by year of publication. It should be noted that for some studies that included both English and LOTEs, English is omitted in the table to focus on LOTEs solely.



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Table 1 Table of studies on Asian LOTEs learners

NO.	Author (year)	Site	LOTE(s)	Level
1	Dörnyei & Chan (2013)	Hong Kong	Chinese	University
2	Gu & Cheung (2016)	Hong Kong	Chinese	Secondary
3	Sugita, et al. (2017)	Japan	Chinese, French, German, Japanese, Korean, Russian, Spanish, others	University
4	Kong, et al. (2018)	Korea	Chinese, Spanish, Arabic	University
5	Siridetkoon & Dewaele (2018)	Thailand	Chinese, Vietnamese, French, Japanese, Korean	University
6	Huang (2019)	Taiwan	French, German, Japanese, Korean, Malay, Spanish, Thai, Vietnamese	University
7	Wang & Zheng (2019)	China	Japanese	University

2. L2MSS and LOTEs learners

By reviewing the above seven studies on the motivation of Asian LOTEs learners, the L2MSS, a systematic motivational structure, was applied as a framework in all studies.

The first domain, the ideal L2 self in L2MSS, was found to be an important motivator in every study. Not only was it the strongest in relation to intended effort (Dörnyei & Chan, 2013; Gu & Cheung, 2016; Sugita, et al., 2017) and the second strongest motivator in the studies of Kong, et al. (2018) and Huang (2019), it was also reflected as an important factor in the motivational characteristics of students in qualitative studies (Siridetkoon & Dewaele, 2018; Wang & Zheng, 2019). That holds true for LOTEs studies in Europe within the groups of 16 to 17-year-old learners of German in Hungary (Csizér & Lukács, 2010), and of freshmen (ages 13-15) studying German in the UK (Busse, 2013).

The second domain, ought-to L2 self, was addressed in five studies. Of these studies, Dörnyei and Chan (2013) and Huang (2019) found it to be positively related to intended effort, while Kong, et al.'s results (2018) showed it to be inversely related to student motivation, meaning that as ought-to L2 self increases, student motivation decreases. Whereas in qualitative studies, this domain was also found in their students, yet its positive and negative effects on motivation have not been explored. In the context of the United States, the



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undergraduates learning LOTEs' ought-to self was showed to be negative (Thompson, 2017). Compared to the importance of the first factor, the second factor has a less role in contributing the motivation of English language learners (Papi, 2010), and strategies must be employed to cope with the resulting negative effects. Compared to the unity of motivation studies in English, this factor is indeterminate in LOTEs studies. This may be explained by the fact that the social support for global English language teaching is relatively stable, but not necessarily for LOTEs learning, that is, as LOTEs learning is influenced by the status of the target language in society and the degree of audience, external attitudes toward learners' learning of the target language vary. As Dörnyei and A.l. Hoorie (2017) suggested compared to English, the LOTEs learners' ought-to L2 selves will be more fragmented with different target languages and learning contexts.

The last domain, L2 learning experience, has generally been found to be an important factor in studies of learning English and has been least studied in relevant Asian LOTE studies, with only three studies. This may be due to the fact that it does not play a role in student motivation in the current LOTEs studies in the west. For example, in Cszér and Lukács' (2010) western students' LOTEs study, this factor did not emerge as an important potential factor influencing German learners' motivation and it has even been omitted in some studies (e.g., Cszér & Dörnyei, 2005). Although this has been little studied in Asia, L2 learning experience was shown to be an important source of motivation in all three studies. Results from structural equation modeling (SEM) show that attitudes toward LOTE learning, a factor with the same conceptualization as L2 learning experience, have a significant effect on intended effort (Sugita, et al., 2017). In Huang's (2019) regression analysis and Kong, et al.'s (2018) SEM model, its effect on intended effort even ranked first among all constructs. However, over time, Swedish pupils' attitudes toward learning LOTEs (French, German, Spanish and sign language) at school generally declined (Henry & Apelgren, 2008). The reason for the inconsistent results between the Asian and Western studies may be because in both Kong, et al. (2018) and Huang's (2019) students enrolled in LOTE courses at university based on their own choice, while for the students in the Henry and Apelgren's study (2008), taking a second foreign LOTE was mandatory, especially for those whose native language or English was relatively weak.

3. Other specific factors and LOTEs learners

In addition to Dörnyei's L2MSS, Asian LOTEs studies have novelly combined it with other factors to explore the motivation of LOTE learners, and these motivations have been shown to be vital factors in student learning motivation in these studies, respectively.

Family influence was presented as an important factor in studies of Gu and Cheung



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(2016) and Sugita, et al. (2017). Students were encouraged by their parents to influence their ideal L2 selves, either directly or indirectly (Gu & Cheung, 2016) and students, on the other hand, experience stress with parental encouragement, which indicates the importance parents place on the target language (Sugita, et al., 2017).

Four studies have highlighted the importance of cultural and community interests. Culture and community attitudes, as social dimensions, may be more determinative of an individual's learning orientation (Sugita, et al., 2017). Similarly, Thai university LOTEs learners and Hong Kong Chinese learners construct their future self-images through cultural interests (Gu & Cheung, 2016) and the ideal L2 self does not necessarily lead to positive behavior unless the student has more cultural interactions with the target language society (Siridetkoon & Dewaele, 2018). Furthermore, the cultural and community interest was highly correlated with intended effort, ranking third among all seven constructs (Huang, 2019).

Although Yashima (2002) introduced the notion of international posture to explain English learners' motivation, Siridetkoon (2015) discovered that the influence of international posture on motivation was not restricted to English; it was also related to Thai students' motivation to learn Chinese and Korean. She claimed that mastering a LOTE will enable learners to create a cross-cultural perspective and a future self-image in an envisioned global community. Her study broadens the scope of international posture to include LOTEs learners, which was proved to highly effected on intended effort in Kong et al.'s study (2018).

Last but not least, instrumental motivation had a place in students' choice to learn LOTEs. Instrumentality-promotion was closely related to intended effort while instrumentality-prevention was not (Huang, 2019), and instrumentality was present in 75% of respondents whose first language choice was not Japanese. They were transferred to a Japanese major and had to accept the transfer to avoid university rejection because their national college entrance exam scores did not meet the requirements of the major subject they applied for (Wang & Zheng, 2019).

Regarding these specific factors, they shared similarities between Asian and Western contexts. The parental encouragement and target community-related scales showed high mean values among Hungarian students studying German (Csizér & Lukács, 2010). Compared to Huang's study (2019), instrumentality was not separated as two dimensions in western LOTEs studies, yet, its importance was stressed in German learners (Busse, 2013) and Italian learners learning German (MacIntyre & Vincze, 2017). For instance, instrumentality contributes to learners' positive emotions and intended effort. Students were driven by instrumental motives as the target language provides them new views, good opportunities, and individual promotion. Therefore, further research might scrutinize each dimension of instrumentality to



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provide answers to what promotion and prevention look like for student motivation effects, respectively. In terms of international posture, it has not been employed in the study of western LOTEs. Although it is sufficiently found in English language learning motivation, its importance was also demonstrated in the two Asian LOTEs studies, suggesting that more research should be conducted to examine the role of international posture in LOTEs learners' motivation.

4. Summary

After reviewing previous research on learner motivation in Asian LOTEs, Dörnyei's L2MSS (2005) proved to be the most applied and contributed to English motivation, Asian and Western LOTEs motivation. In addition, five other factors are crucial to obtain specific characteristics of learners of LOTEs, namely family influence, cultural and community interest, international posture, instrumentality-promotion, and instrumentality-prevention. Therefore, in analyzing the motivational characteristics of LOTEs learners, we provide a framework as shown in the figure below.

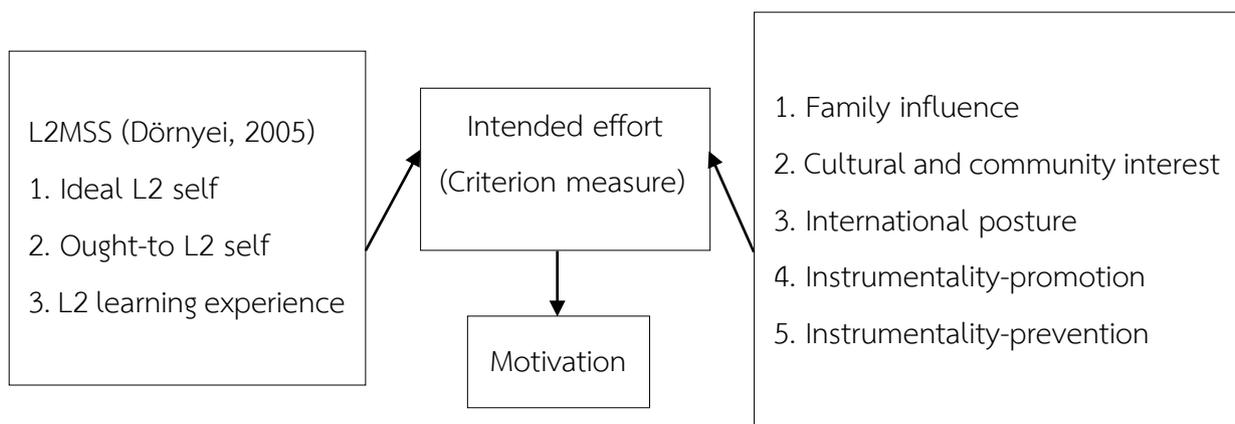


Figure 1 Framework for analyzing Asian LOTEs learners' motivation

Conclusion

Due to the diversity of motivational factors, this paper reviews previous Asian studies on LOTE motivation, discusses the respective motivational factors for learning, and the differences and possible causes between the West and Asia, thus providing a framework for future research on motivational factors for Asian LOTE learners. Upon review, Dörnyei's L2MSS theory (2005) has the greatest coverage and impact on learners as it covers three aspects of motivation: self, social, and educational. The L2MSS is usually accompanied by other factors in some studies exploring the motivation of LOTEs learners, and these factors have been



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shown to play a large role in students' motivation. They are family influence, cultural and community interest, international posture, instrumentality-promotion, and instrumentality-prevention. In hence, the framework proposed in this article is prospective to be employed in future studies of learner motivation in Asian LOTEs.

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