

*The Motivation of Chinese Students in Learning Foreign Languages  
Other Than English*

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**Abstract**

This paper investigates the motivation of Chinese university students in learning Languages other than English (LOTES) through the lens of Self-determination Theory, exploring the difference in motivational types among different subjects of 75 university students who are English, LOTE and non-language majors who took part in the questionnaire-based study. Students' motivation was measured using Noels et al.'s (2000) Language Learning Orientation Scale-Intrinsic Motivation, Extrinsic Motivation and Amotivation Subscales (LLOS-IEA). Results show that overall Chinese students are more intrinsically motivated to learn LOTE out of personal development and satisfaction. This study also assessed whether students who learn different subjects differ in motivational types. The results of the between-groups ANOVA indicated that external regulation significantly differs among individual with different majors. Tukey's HSD post hoc analysis showed that individuals who are studying English or LOTEs are more likely to have feelings of obligation to study and have external pressured contingencies than those who are studying non-language subjects. Finally, this study also empirically validates the application of SDT in China.

Keywords: Foreign Language Other Than English Learning, Self-Determination Theory, Basic Psychological Needs

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## **Introduction**

In the view of both social and political contexts, the importance of learning foreign languages other than English (LOTEs) has been recognised and emphasised by the Chinese' s government, especially after the launch of the Road and Belt Initiative in 2013. For decades, motivation has played an important role in human behaviour; for instance, why people make their decision to do something --- 'the choice of a particular action', how long people will continue to do the activity --- 'the persistence with it' and how hard they will chase for it --- 'the effort expended on it' (Dörnyei & Ushioda, 2013, p.4). A number of empirical investigations were devoted to the motivation of learning English as a target language both in Anglophone and non-Anglophone contexts (see for example Boo et al., 2015; Clément, Gardner & Smythe, 1997; Lan, 2022). However, the research attention on the motivation of learning LOTEs in China has so far remained elusive. This project provides an important opportunity to advance cross-cultural understanding of the motivation of LOTE learning so that it would offer some useful advice to educators. In addition, this study will be one of the foremost works that employs SDT in LOTE learning in the Chinese context. It is hoped that these findings will have practical and theoretical implications for the broader area of second language acquisition in higher education, particularly in the understudied field of Chinese educational experiences. Firstly, the study aims to fill the research gap by examining the motivational orientations of university-level students in learning LOTEs from self dynamic perspective through the lens of Self-determined theory in China. Secondly, the study identifies the relationship between SDT orientations (external regulation, introjected regulation, identified regulation and intrinsic motivation) and basic psychological needs (autonomy, competence and relatedness). Three questions are specifically addressed: (1) What is the motivational orientation and how do learners differ in learning LOTEs across different subjects (English, LOTEs and non-language majors)? (2) How do learners differ in basic psychological need satisfaction and instrumentality in LOTE learning across different subjects (English, LOTEs and non-language majors)? (3) To what extent do basic psychological needs and instrumentality predict autonomous motivation?

### **A Self- determination theory to motivation**

The initial motivational theory in the second language is seen to be established by Robert Gardner (1959). Gardner's socio-educational model lays a substantial foundation for further developing motivational theories. The original categorization of motivation illustrates instrumental motivation and integrative motivation. Instrumentality is a salient driven force in Gardner and Lambert's (Gardner, 1985; Tremblay & Gardner, 1995; Dörnyei, 1990) influential conceptualization of L2 motivation besides 'integrativeness', reflecting the perceived pragmatic incentives and recognition that the usefulness of mastering a foreign language. The other key component is integrative motivation, reflecting the extent of being a part of their community in which the target language is spoken in order to master the language. There are two types of instrumentality on the basis of Higgins's (1998) distinction: promotion and prevention-focused. To be more specific, the former regulates personal goals and hopes in order to achieve positive outcomes to become successful and professional such as going abroad to study and getting a better-paid job. The latter regulates the duties and obligations in order to avoid negative outcomes such as passing an examination in order to graduate on time. However, it has been found that the same perceived instrumentality could be different depending on the context (Taguchi et al., 2009). For instance, it would be promotional for those who desire to go abroad to work or study to learn LOTEs while it also might be preventional for those who will be sent to work abroad by a corporation.

The original dichotomy of motivation named integrative and instrumental is not always mutually exclusive. This is the point made by Spolsky (1989); that some people feel motivated if they are integratively oriented or instrumental incentives while some might be driven by both. Previous studies have not identified a clear-cut factor for instrumentality (Gardner & MacIntyre, 1991) due to the lack of straightforward relevance of language learning to job desire and career aspiration for the younger generation (Dornyei, 1994; Dornyei & Csizer, 2002). A few empirical studies have connected 'instrumentality' to academic achievement (Rostami et al., 2011), self-regulation strategies (Tabachnick et al., 2008), motivational variables (Csizer & Lukacs, 2010), self-esteem (Streck et al., 2022), intended effort (Gao et al, 2022; Huang, 2019) and learners' choice to LOTEs (Chen et al., 2021).

Although the influential concept of 'integrativeness' or integrative motivation introduced by Gardner and Lambert (1959) was the center of L2 motivational research in the past almost 6 decades in the Anglophone context, it generated a heated discussion with regard to growing dissatisfaction with integrativeness. Dornyei (2006) points out that the definition of 'integrative' did not make much sense in terms of many language learning environments and the concept is comparatively limited. A growing number of studies have been conducted in China, Iran and Japan where people have limited opportunities to engage with communities which speak LOTEs. It might be challenging for them to generate the idea of integration with these communities. Therefore, it is essential to select the appropriate framework when measuring language learning motivation in the Chinese context.

### **Motivational orientation**

SDT is a robust theory for the explanation of human motivation along with the development of functioning of personality under a social context. In SDT, three general types of motivation reside along a continuum of self-determination with amotivation (lack of self-determined motivation) and intrinsic motivation (the most self-determined form) at the ends and extrinsic motivation (a more self-determined form) in the middle (Ryan & Deci, 2000; see Fig.1). Amotivation refers to the lack of intention and enthusiasm to act while intrinsic motivation refers to the feeling of enjoyment and satisfaction arising from engaging in an activity. Extrinsic motivation has been classified into four types of regulation on the basis of the degree of internalisation of self-concept, that is external regulation (stimulated by external reward or punishment contingencies), introjected regulation (stimulated by pressure or an external approval), identified regulation (stimulated by personal recognised value) and integrated regulation (stimulated by assimilated other values to the self). Integrated regulation has not been applied in the empirical research due to the similarity with identified regulation.

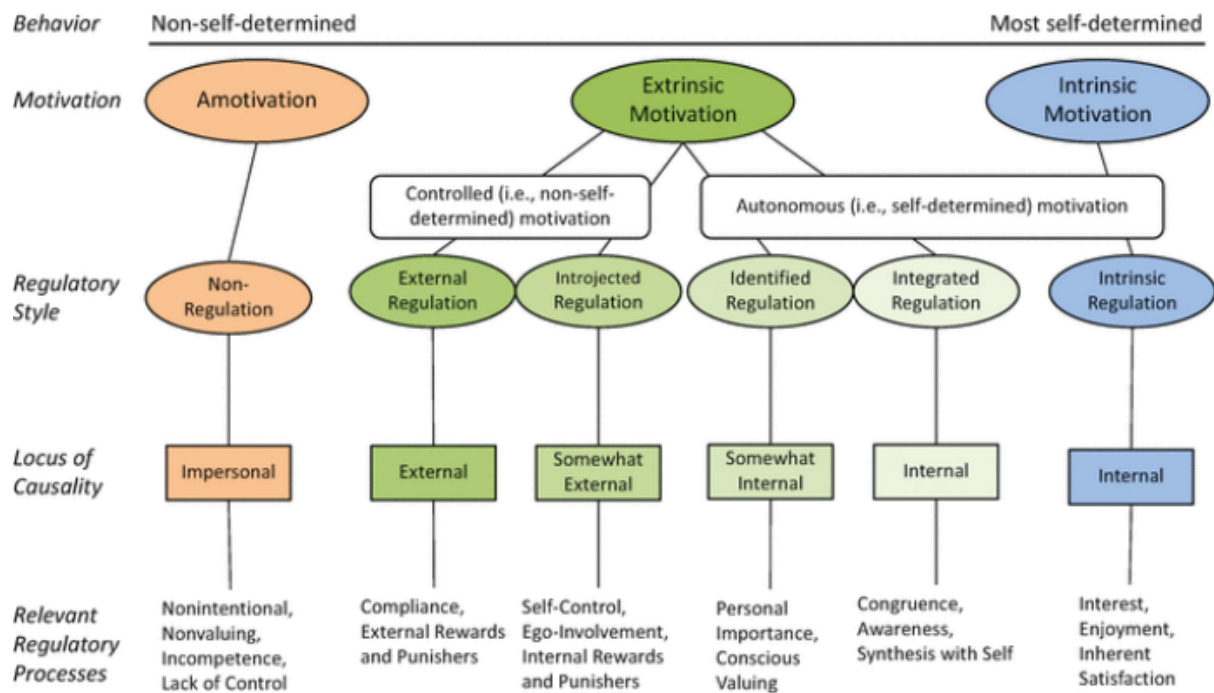


Fig 1. The self-determination continuum (Ryan & Deci, 2000, p. 72)

In previous studies, these regulations are grouped into autonomous and controlled motivation (Bureau et al., 2022; Liu, & Oga-Baldwin, 2022; Oga-Baldwin & Fryer, 2018). Autonomous motivation, in general, consists of identified, integrated and intrinsic motivation because these types of motivation all have a sense of volition that originates from a perceived locus of causality that is personal and internal. While controlled motivation is comprised of introjected and external regulation because they signify external demand arising from the external locus of causality (Deci & Ryan, 2000; Deci & Ryan, 2002). A previous study has evaluated the effectiveness of using specific orientations (the multidimensionality of external, introjected, identified and intrinsic motivations) and two general types of motivation (controlled and autonomous motivation) when in the progress of analysis (Howard et al., 2018; Alamer & Almulhim, 2021; Alamer & Lee, 2019). A number of recent studies support using two general types of motivation rather than four specific orientations by applying the bifactor exploratory structural equation modeling (ESEM) method (Alamer & Almulhim, 2021; Alamer & Lee, 2019; Howard et al., 2018). The results elucidate a better fit than the previous confirmatory factor analysis (CFA) models. Therefore, we will analyse the difference between two general types of motivation across subjects.

### Basic psychological needs

The Fundamental Psychological Need Theory (BPNT), one of the six mini-theories within Self-Determination Theory, has contributed to a significant resurgence in the research of basic psychological needs. SDT posits three basic psychological needs must be satisfied in order to sustain inherent interest, development and wellness (Ryan & Deci, 2017). The autonomous types of motivation will be dependent on the extent of three basic psychological needs satisfaction instead of operation by itself (Ryan & Deci, 2017). Intrinsic motivation may be undermined and good functioning becomes more challenging when those needs cannot be met (Ryan & Deci, 2017). Autonomy refers to free choice and volition in regulating activity. An autonomy-supportive approach is not only beneficial to intrinsic motivation but also promotes the maximum internalisation of extrinsic motivation (Deci,

Ryan & Williams, 1996). Competence is the feeling of mastery and effectiveness. Competence can be thwarted by non-constructive feedback and the continuous challenges can overload one's ability. As presented by a meta-analysis, the role of competence is essential in the development of language learning (Zhang & Zhou, 2019). It has been found in Japan that the strongest positive predictor of autonomous motivation and negative predictor of controlled motivation was the fulfillment of the competence demand, followed by autonomy and relatedness (Bureau et al., 2022). Relatedness is the feeling of social connection and interacts with significant others with a sense of belongingness, which is often associated with the external environment for instance teachers and classmates. Instead of a repeated emphasis on autonomy support in the learning environment, Ryan and Deci (2017) proposed that beyond autonomy and competence, relatedness has a strong impact on wellness and full functioning although more research is needed in this area.

### ***Basic psychological needs and motivational orientations***

The relationship between motivational orientation and basic psychological needs has been investigated over the past ten years. The majority of studies found that need satisfaction has a positive link with introjected, identified regulation and intrinsic motivation (Chen, 2014; Gourlan et al., 2013; Ullrich-French & Cox, 2014). As Chen (2014) demonstrated, three basic psychological needs negatively impacted on external regulation and amotivation among elementary students in physical education. These studies mainly have been conducted in physical education among elementary students. It has been confirmed the speculation originating from Gardner (1985, p.6) that language motivation is distinct from other school subjects (Oga-Baldwin & Fryer, 2020). It is unknown whether these associations can be observed in a language learning settings.

### **Foreign language education in China**

The paramount importance of English in the education system around the nation has been long-established, evident by the fast expansion of privately owned language schools and private tutoring over the years (Bolton & Graddol, 2012; Yung, 2015; Yung & Yuan, 2020). There are nearly 1.75 billion English speakers around the globe, accounting for a quarter of the world's population (British Council, 2013). 400 million people in China speak English with varying levels of ability (Wang, 2015). Unexpectedly, for the reduction of both homework burdens and after-school training known as 'dual alleviation', the Chinese Ministry of Education announced the policy 'Law on the Promotion of Private Education', which banned for-profit after-class tutoring for primary and secondary students in 2021 (MoE, 2021). Thereby, the number of English training institutions have been cracked down after the rules. However, LOTEs teaching institutions are not the case. The people who are learning LOTEs are adult learners. By the launch of the 'the Road and Belt Initiative' in 2013 (referring to the Silk Road Economic Belt), the Ministry of Education (MOE) has become conscious of the importance of speaking LOTE and has been much more active in facilitating the teaching and learning LOTE in Chinese universities (Zhang, 2019; Chen, Zhao & Tao, 2020). The Chinese government has been encouraging students to learn LOTEs by investing in non-English foreign language education and expanding LOTE learning programs and courses in eight Chinese universities (Han, Gao & Xia, 2019). For instance, the number of universities that supply non-English foreign languages degree programs has increased from 33 to 98 by the end of 2000 and 2017, respectively (Shen, 2019; Han, Gao & Xia, 2019). The most recent reform announced that three more foreign languages, namely French, German, and Spanish, should be added to the National Matriculation Foreign Language Test alongside

English, Russian and Japanese (MoE, 2018). This demonstrates the aspiration of the government to extend LOTE learning from tertiary to secondary-school education.

Facing such a rapid development of non-English foreign language programs in Chinese mainland universities, it is imperative to examine university students' motivation of learning a second foreign language other than English and how their goals influence their motivation. LOTE learning has started to draw researchers' attention in China in recent years. Taking an example of learning Japanese in China, there is a growing number of studies that revealed factors that contribute to the motivation of learning Japanese. Intercultural orientation, Japan-related products and employment opportunities are principal determining factors of learning Japanese even under exposure to Japan-related affairs in the media coverage (Lv, Gao & Teo, 2017; Gao & Lv, 2018). Humphrey and Miyazoe-Wong (2007) found that the interest in Japan's unique culture (e.g., manga, samurai, anime and sadou) is becoming one of the significant reasons for learners to choose Japanese and feel motivated in Hong Kong, which echoes the findings of Northwood and Thomson's paper in 2012 that confirm Australian learners of Japanese are attracted by Manga and other Japanese popular cultural products. A further elaboration of cultural interest is given by Wang and Zheng in 2019 that Chinese people appreciate Japanese tea and calligraphy culture rather than marriage and corporate culture, which share some similarities with Chinese social culture that discourages citizens in social pressure and welfare system. Those scholars' work on motivational factors is complemented by Teo et al.'s (2019) study which shows that Chinese Japanese learners' desire for cross-cultural communication is undermined by increased media exposure to Japan-related issues, which instead promotes the approach to engaging with Japanese people (Teo, Hoi, Gao & Lv, 2019). This finding indicates that enough affordances could sustain the motivation in LOTE learning in non-LOTE speakers' contexts. To better understand the role of affordances in motivation study, Lu, He and Shen (2020) identified the resources that are applicable to LOTE learning and the perceived benefits, that is the benefits obtained from the economy, culture and society, are two prominent determinants of being motivated or demotivated learning LOTE among Chinese university students.

The motivation for learning Asian or European foreign languages in China might be driven by different reasons. Empirical research has elucidated that learners tend to have integrative motivation (because of their culture and people) for learning Asian languages (Lv et al., 2017; Humphrey & Miyazoe-Wong, 2007), represented by Japanese, whereas learners either have instrumental motivation (labour market and institutional constraints) or the desire to develop multilingual self (Zheng et al., 2020) for learning European languages, represented by Spanish ((Lv et al., 2017; Lu et al., 2019; Querol, 2014).

It is often seen that participants at a university level are chosen in all LOTE studies in China. Most of them are studying a LOTE major, with those who are studying English or non-language major rarely scrutinized. For instance, a minority of studies have examined the intertwined relationship between English and LOTE among Chinese English major students (Liu & Oga-Baldwin, 2022). Here it is worth explaining that it is compulsory for English major students to select a second foreign language, is expected to graduate with a certain proficiency level in both English and LOTE in China (Han, Gao & Xia, 2019). That is the reason why English major students were chosen for this study, however, we will not look into the details of the English intervention with LOTE.

## **Methodology and method**

### **1. Participants**

A total of 75 students (n male =20, n female = 55) at ordinary universities (non-double first-Class universities) in Southern China were included in this pilot study. Ages ranged from 18 to 55 years old (*Mean*= 24.7, *SD*= 5.27). Participants were voluntarily recruited through a random sampling technique on the Chinese social platform called Redbook. All participants were L1 Chinese learners, who were learning foreign languages other than English at the time of study grouped by English (n=17), LOTE (n=30) and non-language major (n=28). Participants were required to choose the most used foreign language other than English if they simultaneously learned more than one LOTE. Around 88% of students were learning the most common LOTEs in China (Japanese, Korean, Russian, German, French and Spanish) and nearly half of the respondents (45.3%) reported no exposure to the country where they were learning LOTEs. More than one third (37.3%) of respondents have been learning LOTEs for over four years.

### **2. Procedure**

Data used in this study as the pilot study data of a large-scale project, which compared the effectiveness of Self-determination Theory and Second Language Motivational Self System in measuring Chinese university students' motivation in LOTEs learning, which is not the focus of this paper. The questionnaire was administrated to individuals who were willing to complete it via the Qualtrics platform. All the participants were approached and informed consent was obtained individually before they started the survey. Ethics approval was obtained and the official permission to conduct the study was granted by Bishop Grosseteste University.

### **3. Measures**

The questionnaire consisted of two sections. The first section inquired about participants' background information and the second section contains 10 subscales measuring five SDT subtypes for learning LOTEs, three basic psychological needs and two goal-related scales. Each subscale was rated from 1, strongly disagree to 6, strongly agree on a Likert scale. The questionnaire was translated into Chinese and back-translated by Google translation and three people who are studying translation in Master's degree with TEM-8 certification (Test for English Majors Brand 8), regarded as the hardest test for English majors in China (Li et al, 2007, p.78). The questionnaire has been edited into a new version so as to make the language easier for participants to understand. All negative items were recoded before data analysis.

#### **3.1 Questionnaire 1: Language learning motivation**

The language learning scale was adapted from Noels et al's (2000) questionnaire in order to measure the four constructs within SDT (i.e., 3 items amotivation, 3 items external regulation, 3 items introjected regulation, 2 items identified regulation and 2 items intrinsic motivation). Integrated regulation usually will not be analysed in the empirical study due to the difficult classification of intrinsic motivation (Noels et al., 2000).

### **3.2 Questionnaire 2: Basic psychological needs**

The basic psychological needs scale was adapted from Carreira's (2012) and Hiromori's (2006) questionnaire that has been applied in the Japanese context in order to assess how much participants felt their needs were satisfied. The questionnaire contained 12 items with three scales, namely 4 items perceived autonomy (e.g., 'I am willing to participate in LOTE lessons. '), 4 items perceived competence (e.g., 'I am capable of performing well if I study LOTE hard. ') and 4 items perceived relatedness (e.g., 'Everybody in the class enjoys LOTE lessons. ').

### **3.3 Questionnaire 3: Instrumentality promotion and prevention**

Promotion-focused and prevention-focused instrumentality scales were modified from Taguchi, Magid and Papi's (2009) questionnaire in order to explore the ideal image of professional success and regulation of duties and obligations for learning LOTE. Three items assessed participants' promotion-focused instrumentality, such as learning LOTE to find a highly paid job or earn good wages, while 3 items measured participants' prevention-focused instrumentality, for instance learning LOTE to avoid getting bad marks in the examination.

## **4. Data Analysis**

The data obtained from the online questionnaire was analysed with SPSS 27. Three major approaches were used to examine the data: (1) Descriptive analysis (2) A one-way Analysis of Variance (ANOVA) to test the difference in motivational orientation, basic psychological needs and instrumentality among English, LOTE and non-language majors. (3). Regression Analysis to identify the relationship within variables and to identify the predictors.

## **Findings**

### **RQ1: Motivational orientation across subjects**

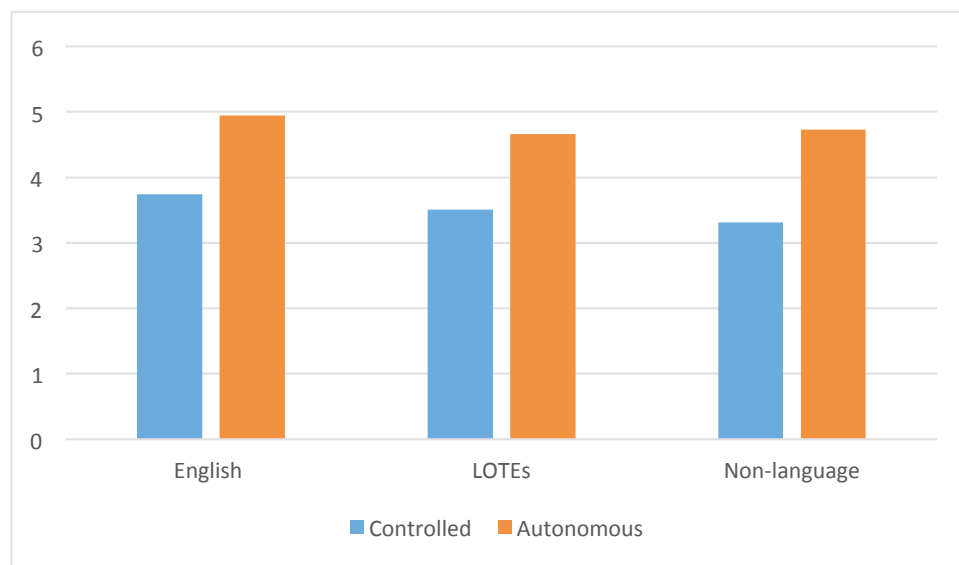
The results of RQ1 are presented in Table 1. It can be seen that Chinese university-level students studied a foreign language other than English mainly because of identified regulation (personal development, personal choice), followed by intrinsic motivation (the pleasure of understanding the targeted language and the satisfaction of accomplishing difficult challenges). This result echoes the findings of Lv et al's paper in 2017 that university students are interested the culture and society where the target language is spoken. However, this finding conflicted with a previous study carried out by Al-Nahdi and Zhao in 2022, which found that Chinese university students are more instrumental than integrative in their motivations to study Arabic. One of the possible reasons is that this research has not classified different types of a foreign language other than English, for instance Asian and European foreign languages. Further studies are needed in this direction to help us ascertain the motivating role played by different types of foreign languages other than English.



Regulation	Mean	Std. Deviation
External	3.14	1.05
Introjected	3.84	.69
Identified	4.80	1.05
Intrinsic	4.69	.885

**Table 1** Descriptive statistics (N=75)

The first research question not only investigated the common motivational orientations among university-level students but also identified how motivational orientations are different across three majors. In order to test the difference in motivational orientations across the subjects, it was hypothesised that LOTE, English and non-language major would impact varying forms of motivational regulations (autonomous and controlled motivation). To test this hypothesis, a one-way independent-samples analysis of variance (ANOVA) was conducted. Results indicated there was a significant difference in the controlled motivation,  $F(2,72)=3.79$ ,  $p < 0.05$ , across different majors while non-significant effect happens in autonomous motivation ( $p > 0.5$ ). Post hoc Tukey comparisons demonstrated significantly higher controlled motivation in English ( $M=3.75$ ,  $SD=0.38$ ) compared to non-language majors ( $M=3.31$ ,  $SD=0.65$ ;  $p=0.02$ ). Students who study English are expected to have more controlled motivation than non-language majors because they have the obligation and more external pressure in the face of passing the exam and graduation. However, what is quite interesting is that there is not a significant difference between LOTEs and non-language majors, although those who study LOTEs and English are required to pass a second foreign language test in order to successfully graduate. One of the possible reason for that is because those who study LOTEs have spent more time on LOTEs learning than those who study English, which leads to external pressure which has been internalised to some extent. Those who study LOTEs have generated a LOTE-related self-image in their future career and devote themselves to engaging in LOTEs, while those who study English major probably have more flexible choices in terms of career chosen.



**Figure 2:** Two types of motivation across different subjects

## RQ2: Difference in basic psychological needs and instrumentality across subjects

One objective of the present study was to determine how learners differed in three basic needs and instrumentality across subjects. The hypothesis was that there was a significant difference in basic psychological needs across different subjects. The main ANOVA effect demonstrates a significant effect of subjects on competence ( $F(2,72)=3.32, p < 0.05$ ). Pairwise comparisons of the means of using Tukey HSD revealed significant differences between LOTE and non-language majors ( $p < 0.05$ ). More specifically, the competence scores of LOTE major students ( $M=3.7, SD=0.42$ ) were significantly higher than non-language major students ( $M=3.42, SD=0.41$ ). There were no other significant differences in competence found between English and non-language major ( $p > 0.05$ ) and no other significant differences in autonomy and relatedness across three majors as well.

An additional hypothesis was that there would be a significant difference across the three subjects in terms of instrumentality. The ANOVA indicates that instrumentality promotion-focused scores of the groups differ significantly ( $F(2, 72)=3.3, p=0.04$ ). Pairwise comparisons of the means of using Tukey HSD revealed significant differences between English and non-language, and LOTE and non-language as well. English and LOTE major students ( $M=4.09, SD=1.05; M=3.98, SD=1.18$ ) have stronger instrumentality promotion-focused in LOTE learning compared to non-language major students ( $M=3.25, SD=1.46$ ). No significant difference is found in instrumentality prevention-focused across three subjects ( $p > 0.5$ ).

## RQ3: Interaction among basic psychological needs, instrumentality and autonomous motivation

variables	competence	relatedness	autonomy	INSP	INSV
competence	1				
relatedness	.204	1			
autonomy	.245*	-.057	1		
INSP	-.109	-.123	-.022	1	
INSV	.001	.255*	.012	.232*	1

**Table 2:** Matrix of Correlations

Note:

INSP=Instrumentality promotion-focused; INSV=Instrumentality prevention-focused.

The correlation between variables were presented in Table 2. Regression analyses were conducted to determine if basic psychological needs and instrumentality could predict autonomous motivation. It was hypothesised that autonomous motivation can be positively predicted by basic psychological needs and negatively predicted by instrumentality. Analyses show that 19.9% ( $R^2=20\%$ ) of the variance in autonomous motivation can be accounted for by the five predictors (relatedness, competence, autonomy, instrumentality-promotion focused and prevention-focused) collectively,  $F(5, 69)=3.42, p < 0.05$ . Looking at the unique individual contributions of the predictors, the results indicate that instrumentality promotion-focused ( $\beta=0.3, t=2.67, p=0.01$ ) positively predicts autonomous motivation. This result is consistent with the previous finding that although the learners don't have a clear picture of the utilization of learning German, in other words, they neither have any explicit plan for studying abroad nor a definite strategy for their future career, the participants pay attention to personal advancement (Chen et al., 2021), which verify that instrumentality

promotion focus is a motivating factor in LOTE learning. It also suggests that the three basic psychological needs did not play a role in the prediction of autonomous motivation, which is contradicted by other studies that show a positive relationship between three basic needs and autonomous motivation (Noels, 2001; Oga-Baldwin et al, 2017). However, the previous finding was concluded in the English learning context, it might be slightly different in LOTEs learning context due to enough autonomy perceived by university students. What is more, autonomy shows a negative relationship with autonomous motivation. We assume that it might be a culture issue that the research is based in China where there is social connectedness and respect for authority (Ho & Crookall, 1995; Riley, 1988). This study was consistent with Ntoumanis (2001)'s findings that perceived autonomy did not predict autonomous motivation among secondary school students in Britain. Keeping strengthening the importance of autonomy, in this case, might be not an appropriate way to promote their autonomous motivation.

## **Conclusion**

The present study not only unveils the motivational orientation of LOTE learners but also explores the difference in basic psychological need satisfaction and instrumentality within the subjects (English, LOTEs and non-language majors) at a Southern Chinese university. Drawing on Self-determination theory (SDT), we explored their motivations from the degree of their self-internalisation. Based on questionnaire results, the study revealed that participants are more likely autonomously motivated to master LOTEs across three majors. To be more specific, personal advancement and satisfaction are the main driving forces to keep them going. It is essential for language educators to help LOTE learners build up their self image for the future by involving in some job-related information, overseas study and living experiences and the culture of the target language. Thereby, one method to explore in a future study might be to use Dornyei's L2MSS. In addition, it has been discovered that learners who study LOTEs will feel more competency than those who study non-language majors. Although three basic psychological needs have been highly satisfied, no relationship has been found between basic needs and motivational orientations. Besides, English and LOTE major students have stronger instrumentality promotion-focused in LOTE learning compared to non-language major students. While instrumental promotion oriented is a strong motivator for LOTEs learners. Our findings demonstrate the utility of the self-determination theory perspective in the context of China to produce a more precise understanding of learning a foreign language other than English motivation

However, there are some limitations in the current study should be noted. First, this is pilot study data. The limited sample size is not large enough to represent all Chinese university students' motivation. Second, the study is limited by the investigation of the needs satisfaction among LOTEs learners, it would be fruitful to further explore how their learning experience has an influence in their basic needs from the meso level, for instance, teaching style of teachers. Third, in order to better understand the motivational factors of LOTEs learners, more research is needed by adding various motivational factors both from a micro and macro perspectives. As consistent policy reform toward LOTEs learning provided more foreign language options to secondary school students, further research may also shed light on motivation change over the time from pre-tertiary to tertiary students in LOTEs learning by carrying out a longitudinal study.

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## Appendices

### Questionnaire

#### Part 1: Why are you learning a LOTE?

Tick which box best describes how much you agree or disagree with the following statements:

Strongly disagree, disagree, slightly disagree, slightly agree, agree, strongly agree.

1. For the pleasure I get from being able to understand what LOTE speakers are saying.
2. In order to earn good wages in the future.
3. Because I would feel guilty if I didn't know LOTE.
4. I don't know why I am studying LOTE.
5. In order to get a good job in the future.
6. For the satisfaction I feel when I am in the process of accomplishing difficult exercises in LOTE.
7. Because I would feel ashamed if I couldn't speak to my friends from LOTE -speaking countries in LOTE.
8. I think I am wasting my time learning LOTE.
9. Because I think it is good for my personal development.
10. Because it is expected of me.
11. Because I choose to be the kind of person who can speak LOTE.
12. I don't care about studying LOTE.
13. To show that I am a good citizen because I can speak LOTE.
14. Because I would like to spend a longer period living abroad (eg. Studying and working).
15. Because I don't want to get bad marks in my exams.
16. Because I am planning to study abroad
17. In order to attain a higher social respect
18. Becau  
se I don't like to be considered a poorly educated person.

#### Part 2: Psychological needs

Tick which box best describes how much you agree or disagree with the following statements:

Strongly disagree, disagree, slightly disagree, slightly agree, agree, strongly agree.

1. I voluntarily speak during LOTE lessons.
2. I consider myself good at LOTE
3. I learn cooperatively with classmates during LOTE lessons.
4. I am not willing to participate in LOTE lessons (reversed)
5. I enjoy studying with teachers and classmates during LOTE lessons
6. LOTE lessons are well-organized and structured.
7. I don't voluntarily participate in LOTE lessons (reversed).
8. I am capable of performing well if I study LOTE hard.
9. I fully understand what I have been taught in LOTE lessons.
10. Everybody in the class enjoys LOTE lessons.
11. I often consider myself bad at LOTE (reversed).
12. I am willing to participate in LOTES lessons.

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