

**Motivation and Motivational Dynamics of Chinese
Students Learning Languages Other Than English as
College Majors**

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**Dedicated to my supervisor, mentor, and role model
Professor Zoltán Dörnyei (1960-2022)**

Abstract

The primary aim of this thesis is to contribute to our knowledge regarding the motivation to learn languages other than English (LOTEs) in the Chinese higher educational context. It works in concert with the LOTE and multilingual shift of the research scope advocated in the field of applied linguistics and L2 motivation in particular, as well as with the recent bloom of LOTE degree programmes in Chinese higher educational institutions. This thesis is comprised of two studies—the first study aims to establish a multilingual motivational self system encapsulating the motivational set-ups of Chinese students majoring in LOTEs (CMLOTEs); the second study aims to investigate the dynamic evolution of the LOTE learning motivation of CMLOTEs throughout the process of their college study.

Study I is a large-scale quantitative survey, with 1,034 participants learning 32 LOTE majors. A structural equation modelling approach was utilised to establish the multilingual motivational self system, and variance analyses (i.e., T-tests, Mann–Whitney U tests and ANOVAs) were further conducted to compare the LOTE learning motivation of participants across different genders, years of college learning, initial statuses of college enrolment, majored languages, and expectations regarding career and educational development. The results suggest that the participants' LOTE learning effort can be predicted, either directly or indirectly, by their motivational self-guides relating to English, their studied LOTE, multilingualism, and academic development, as well as their LOTE learning experience. Moreover, the intensity of those motivational self-guides/factors and the LOTE learning effort of participants were significantly varied according to the participants' years of college learning, initial statuses of college enrolment, and expectations with regard to pursuing career and educational development in their majored LOTEs.

Study II analysed the learning narratives of 23 Chinese students learning 14 LOTE majors and sheds light on the evolution of motivational self-guides and LOTE learning motivation throughout the four years of college learning. Its findings indicate that the participants were motivated by both

education-related and language-related motives to choose a LOTE major and to start learning their majored LOTE at the beginning of college study. While the turbulence of their motivation during the course of LOTE learning was mainly caused by the wax and wane of the LOTE learning self, the LOTE learning experience, and the academic self. In addition, Study II also discusses several salient issues associated with the motivational dynamics of CMLOTEs, such as the motivating impact of English on participants' decision to learn a LOTE, the sustaining of long-term motivation, and the participants' destinations of LOTE learning motivation (for example, pursuing a job or education employing their majored LOTE or switching to other disciplines with a faded LOTE learning self).

The results and findings presented in this thesis underpin the existing self-oriented L2 motivation theories and expanded our research horizon by contributing data from the Chinese LOTE and multilingual learning context. The wealth of data in this thesis is expected to be of value for both researchers of language learning motivation and practitioners of LOTE education. For these stakeholders, pedagogical implications and future research orientations are proposed at the end of this thesis.

Key words: languages other than English, LOTE learning motivation, ideal multilingual self, Multilingual Motivational Self System, LOTEs in China.

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List of Abbreviations

- ANOVA = analysis of variance
- CDST = complex and dynamic system theory
- CFA = confirmatory factor analysis
- CMLOTEs = Chinese students majoring in languages other than English
- CTL = commonly taught language
- DMC = directed motivational current
- EFA = exploratory factor analysis
- EFL = English as a foreign language
- FL2 = second foreign language
- GPA = grade point average
- L1 = first language
- L2 = second language
- L2MSS = L2 Motivational Self System
- LCTL = less commonly taught language
- LOTE = language other than English
- Lx = an additional language
- RQ = research question
- RQM = retrodictive qualitative modelling
- SEM = structural equation modelling
- SLA = second language acquisition

Chapter I Introduction

1.1 Motivation to research LOTE learning motivation—my story

To situate my motivation to get involved in the research on L2 motivation with a special focus on languages other than English (LOTES), I would like to share and reflect on my story as a Bulgarian-major learner and a postgraduate student of applied linguistics between 2014 to 2019.

In 2014, as a third-year student in senior high school, I was facing one of the most critical events in my life, that is, the college entrance examination (Gaokao). Gaokao has a significant role in China as it is the most common channel for Chinese high school graduates to pursue their higher education. In Du's (2013) words, 'it is a chance of a life time for a decent career or meritocracy' (p.13). According to the regulations, I was able to submit a list of several universities and various majors in each university outlining my preferences, and the higher educational institutions would admit Gaokao candidates based mainly on their Gaokao marks (while other factors include student recruitment plans approved by the Ministry of Education, China, preferential policies, special requirements of individual majors, etc.). I chose Beijing Foreign Studies University, one of the best foreign languages universities in China, as my most preferred institution and eight languages (including Bulgarian, Finish, Italian, Malay, Polish, Romanian, Sinhalese, and Turkish) as my preferred majors. To be frank, I had never considered learning a LOTE before the major selection stage of Gaokao. I did not have any persuasive reason for selecting these languages as my potential majors because I had almost no knowledge of them. (A piece of evidence for my ignorance in the major selection stage was that I chose Bulgarian partially because I thought it was written in the Latin alphabet which I was more familiar with. But in fact, Bulgarian is written in the Cyrillic alphabet!) I only supposed that mastering a language in addition to English could be interesting and unique. And importantly, being a student at a top university would also be a great advantage for my future education or career development. Also, learning a language major

meant that I no longer had to learn mathematics, which I really did not enjoy anymore.

I was admitted to my preferred university with Bulgarian as my major. I still remember how happy I was when I received the admission letter and how much I was looking forward to my university life in the summer of 2014. I then started learning this language which I later called ‘a language with limited ethnolinguistic vitality’ (Wang, 2021, p. 1). The concept ‘ethnolinguistic vitality’ describes the vigour of a linguistic group in terms of its development of society, economy, business, education, culture, etc, as well as its demographic conditions, such as population and birth rate (Ehala, 2015; Yagmur & Ehala, 2011). A language with limited ethnolinguistic vitality usually has restricted attraction and utility of learning this language (Wang, 2021). I gradually discovered this nature of Bulgarian during the course of my university study.

In the first two years of college learning, I learned the Bulgarian language without too many considerations about my future career or education. I only had a blurred self-image that I might continue learning this language for a master’s degree and become a Bulgarian teacher after graduation (because I had had a dream to become a teacher since I was very young). I studied in Bulgaria for one academic year as an exchange student during the second year of university, but I still had not constructed any clearer vision regarding my future after studying abroad. I just perceived that this country (in respect of, such as, infrastructure or social economy) was not as developed as China and there might not be many opportunities for me in the future.

I experienced a turning point in the third year of my college learning. At this point I had more knowledge about Bulgarian and Bulgaria as well as improved language proficiency, nevertheless, I found I did not have much interest in continuing to learn this language. There were two reasons. First, I realised it was hard to become a Bulgarian teacher as there were few vacancies available; second, I felt I was not very good at learning a new language since I had to keep learning new words over and over. I kept studying hard to learn Bulgarian because I wished to graduate with a good GPA. However, at the same

time, I started to spend more time discovering other future possibilities. This situation continued until the fourth year of my college learning. Ultimately, I decided to switch to the field of applied linguistics because I wished to achieve my dream of becoming a teacher by pursuing postgraduate education (i.e., MA and PhD) and finding an academic post after that. In 2018, I obtained my bachelor's degree in Bulgarian with a relatively good GPA, but I stopped learning Bulgarian once I graduated.

During my four years of learning Bulgarian, I found two phenomena interesting. First, when someone knew that I was learning Bulgarian as my major, they frequently asked me, 'why are you learning such a small language¹ as your college major?' This question also made me interested in why other students chose to learn a LOTE as their major. The other phenomenon was the common decline in learning enthusiasm I also perceived in those around me. In the first year, my classmates always arrived at the classroom one hour before the start of class to read textbooks or practice their language, while their enthusiasm seemed to ebb in the third and fourth years—many students arrived at the classroom exactly when the class started and abandoned this extra-curricular study. Moreover, in the end, a considerable proportion of my classmates likewise opted not to pursue postgraduate education or find a job using Bulgarian. I noticed that these two phenomena were exactly related to language learning motivation after I read my first textbook in applied linguistics, *An Introduction to Applied Linguistics* (Schmitt, 2002) in the final year of my university study. This raised my interest in motivation study, so I read more literature and found that motivation is responsible for 'why people decide to do something' (Dörnyei & Ushioda, 2021, p. 4), which is related to the first phenomenon; 'how long they are willing to sustain the activity' and 'how hard they are going to pursue it' (ibid.), which is related to the second phenomenon.

Inspired by my learning experience and growing academic interest in L2 motivation, I pursued my MA in Applied Linguistics at the University of Nottingham between 2018 and 2019. Under the supervision of Professor Zoltán

¹ This is a direct translation for the Chinese term '小语种' (*xiao yu zhong*), which refers to languages other than English or less commonly taught languages in the Chinese context.

Dörnyei, I carried out my first research project, in which I explored the dynamics of LOTE learning motivation of students learning Bulgarian as a major during a study abroad, for my MA dissertation. A part of my findings in this project has been published in the *International Journal of Multilingualism* entitled ‘The motivational dynamics of learning a foreign language of limited ethnolinguistic vitality during a study abroad’ (Wang, 2021). Those fascinating stories about LOTE learning motivation and its dynamics I gained through this project motivated me to think further—I expanded my research scope from a study-abroad period to the complete lifecycle of LOTE major learning (i.e., from the selection of LOTE majors to the learners’ destinations of LOTE learning) and from Bulgarian-major learners to learners of various LOTE majors in China. I therefore conceptualised the present thesis.

1.2 Research scope of this thesis

The motivation to learn LOTEs has attracted increasing attention of scholarship in the recent decade (Mendoza & Phung, 2019). A number of theories and empirical studies have emerged especially from a multilingual perspective, since the LOTE learners in non-Anglophone contexts (the Chinese context exactly as an example) usually learn a LOTE along with learning English as a lingua franca (Henry, 2017a; Ushioda, 2017). Taking into account the self-oriented paradigm of L2 motivation research in general and the multilingual focus of LOTE learning motivation research, I systematically reviewed relevant literature (see more details in Chapters III and IV) and argued three research gaps awaiting future endeavour, they are, a) the relationships between different motivational self-guides of LOTE learners, b) the dynamic evolution of LOTE learning motivation, and c) the influence of English on LOTE learning motivation.

The research focusing on LOTE learning motivation in the Chinese context has a similar feature. The existing studies have suggested the dynamics of LOTE learning motivation (e.g., Huang & Feng, 2019; Lu et al., 2019; Wu & Liu, 2021; Zheng et al., 2019) and the multilingual self-identification of, at least a proportion of, Chinese LOTE learners (e.g., Wang, 2021; Zheng et al.,

2019, 2020). However, little is known about the interrelationships between various motivational self-guides (e.g., English, LOTE or multilingual selves), the development of LOTE learning motivation throughout the process of language learning, or the role of English in LOTE learning motivation. This thesis aims to address the aforementioned gaps by investigating the motivation and motivational dynamics of Chinese students Majoring in LOTEs (thereafter CMLOTEs). By the end of 2017, there were 1,417 LOTE undergraduate degree programmes established in 583 universities and colleges in China (Han et al., 2019). Focusing on learners of LOTE majors echoes the proliferation of LOTE degree programmes in China in recent years; delving into the motivation and motivational dynamics of Chinese LOTE-major students can hopefully contribute to both the LOTE learning motivation theories and the LOTE education practices in the Chinese context.

This thesis contains two studies. Study I is a large-scale quantitative survey. On the basis of the existing L2 and multilingual motivation theories, such as the L2 Motivational Self System (Dörnyei, 2005, 2009a) and the ideal multilingual self (Henry, 2017a; Ushioda, 2017), as well as the existing body of empirical investigations on Chinese students and LOTE learners, I propose a multilingual motivational self system for CMLOTEs and examine it with the help of a questionnaire survey with more than a thousand participants (N=1,034) and employing structural equation modelling. The variances of the proposed system across different types/cohorts of CMLOTEs are also investigated in Study I. In contrast to the first study, Study II is a qualitative narrative inquiry. I scrutinise the evolution of LOTE learning motivation across different stages of college learning through the lens of 23 participants' learning narratives. Several salient or emerging themes relating to the development of LOTE learning motivation are discussed, including the role of English, participants' perseverance in relation to LOTE learning, participants' destinations of LOTE learning motivation, the dynamics of a multilingual identity, and the impacts of the Covid-19 pandemic. These two studies shed light on LOTE learning motivation at both a macro-level and a micro-level. Together, the findings of these two studies illuminate an area of study not only of great theoretical importance but with findings rooted in a context where the learning LOTEs has

been the focus of little previous study.

1.3 Structure of this thesis

This thesis includes eight chapters. Following this introductory chapter, Chapter II traces the history of LOTE education in China and summarises the primary features of LOTE-major education in Chinese higher educational institutions. Chapter III reviews key theories related to L2 motivation with a special focus on the L2 Motivational Self System (Dörnyei, 2005, 2009a), motivational dynamics, and the non-language-specific motives of Chinese learners documented in previous literature. Building on Chapter III, Chapter IV pays attention to LOTE learning motivation from a multilingual perspective, since CMLOTEs always learn both English and a LOTE simultaneously. By critically reviewing existing studies related to LOTE and multilingual learning motivation, I position self-oriented L2 motivation research in a multilingual context and propose a framework elucidating the potential motivational set-ups of CMLOTEs in accordance with the review of the literature. Two main research questions are also presented in this chapter. Chapter V goes on to elaborate on the research design and methods for this thesis, outlining the participants, instruments, procedures of data collection and data analysis of the two studies respectively. The analyses and discussions of the results of the quantitative survey (Study I) are demonstrated in Chapter VI, while the findings of the qualitative inquiry (Study II) are shown in Chapter VII. Finally, I conclude this thesis in Chapter VIII, synthesising the research findings and discussing the overall features of findings, implications, limitations, and future research orientations.

Chapter II Background: Education of LOTEs in China

This research focuses on the motivation of Chinese students majoring in LOTEs (CMLOTEs) and English as a foreign language concurrently in China. Compared with their counterparts majoring in English or non-English majors, CMLOTEs usually have to achieve relatively high proficiency in both languages due to the requirements of their degree programmes (mainly for the majored LOTE) as well as the job market in China (mainly for English) (Lu & Shen, 2021). Though quite a number of studies have examined the motivation to learn English in the Chinese context (see more details in Section 3.4), LOTE learning motivation in the Chinese higher educational context is still a less charted territory. This chapter starts with a review of the history of Chinese foreign language education in Section 2.1, which could help to understand the changing practices of LOTE education in China. The second section looks at the rapid development of LOTE education in Chinese higher educational institutions (HEIs) over the past decade. The recent popularity of LOTEs in China highlights the significance of researching LOTE teaching and learning, which is exactly the purpose of this thesis. In addition, two types of LOTE courses, i.e., LOTE major and LOTE as a second language, are also distinguished in the second section. The final section sheds light on three outstanding features of the research targets of this thesis, that is, the LOTE-major students in China.

2.1 History and development of foreign language education in China

Foreign language education in New China² started in 1949 when the People's Republic of China was founded (C. Li, 2009). From 1949 to 1964, foreign language education in China primarily focused on the teaching of Russian due to the close connection between China and the former Soviet Union (Han et al., 2019). From 1953 to 1956, 12,477 students were admitted into Russian language schools or Russian majors in universities nationwide (Fu, 1986). It is interesting to note, however, that during the same period only 2,500 students

² 'New China' is commonly used to refer to China after 1949, especially in the Chinese discursive context. If not specified, 'China' in this thesis is used to represent 'New China'.

were learning English in Chinese universities (Fu, 1986). Although Russian occupied the leading status in foreign language education, there were also other languages taught in China between 1949 and 1964. According to Fu (1986), other languages listed by the number of students from highest to lowest include English, German, French, Spanish, Polish, Czech and Romanian. There were also a small number of students studying several Asian languages, primarily at Peking University, including Korean, Japanese, Mongolian, Hindi and Siamese (ibid.). During this period, foreign language education in general aimed at training translators and interpreters for diplomatic work with the Chinese government. Therefore, the languages taught in schools and universities were mainly focused to ensure students were able to support the development of diplomatic relationships between the target countries and China (C. Li, 2009). This pragmatic arrangement fostered a considerable number of foreign language users in a short period of time, but it also resulted in chaos in foreign language education in the 1960s. By the early 1960s, the amount of Russian and some Eastern European languages (e.g., Polish and Czech) talents massively exceeded the requirements of the country and led to employment difficulties for graduates who had studied these languages (Fu, 1986; C. Li, 2009).

In 1964, marked by the announcement of the Seven-year Plan for Foreign Language Education (C. Li, 2009, pp. 114-119), China put in place its first foreign language plan at a national level. The plan defined the position of English as the first foreign language in China and sought to increase learners of LOTEs but restricted the number of Russian learners to a reasonable level (but the exact level was not specified in this document). Moreover, it initiated the teaching of new languages and suggested China should have 49 languages (whose target/speaking countries had closer diplomatic and economic connections with China) taught in schools and universities by 1970. Aside from the languages themselves, the plan also emphasised the popularisation of foreign language education in secondary schools and the importance of the cultivation of foreign language teachers. In sum, this plan comprehensively drew up a blueprint for the development of foreign language education in China.

The implementation of this plan was disrupted by the ‘cultural

revolution’, in which teaching and learning foreign languages could be suspected as having illicit relations with foreign countries. From 1966 to 1978, foreign language education was suspended and suffered significant damage (Dai, 2008). After the end of the ‘cultural revolution’, the development of foreign language education in China ushered in new opportunities. In 1978, a nationwide colloquium was held to discuss the developmental direction of Chinese foreign language education. This colloquium reviewed the development trajectory of foreign language education in China from 1949 and decided to expand foreign language pedagogy to primary schools. It also suggested that the country should construct more foreign language schools and universities for the pedagogy and research of foreign languages (C. Li, 2009). After the colloquium, a series of educational plans and policies were released concerning the teaching and learning of various languages from the primary-education level to the postgraduate level. This period, from 1978 to the end of the 20th century, was labelled as ‘the recovery and development stage’ of Chinese foreign language education by several scholars (Dai, 2008; Fu, 1986; Li, 2007).

Entering the 21st century, the role of foreign languages in China transferred from political necessity to the synthesis of cultural communication, international trade, education, etcetera. (Zhao, 2012). Learning a foreign language gradually gained popularity in Chinese society. Amongst all foreign languages, English has consolidated its primary position in Chinese foreign language education since it was linked to the ‘reform and opening up’ (which endorsed and advocated the exchange and communication between foreign countries and China), modernisation and the rapid economic development of China (Jin & Cortazzi, 2002). English is taught from primary education to higher education in both the public and private sectors (C. Li, 2009; Li, 2007; Liu, 2008). In the national survey of foreign language use, Wei and Su (2012) reported that 93.8% of Chinese people who had the experience of learning any foreign language(s) had learned English. In contrast to the widespread popularity of English, the teaching of the vast majority of LOTEs, especially less commonly taught languages (LCTLs, which in the Chinese context refers to all languages other than English, French, German, Russian, Spanish, Arabic

and Chinese), is still almost exclusively in college and university contexts (C. Li, 2009; Liu, 2008).

Separate from the marketisation of English education, the pedagogy of LOTEs remains closely related to national policies (Dai, 2008). Given the improvement of the political and economic strength of China, ‘going global’ is an inevitable step for Chinese development (Cao, 2012). During this process, language competence is critical to engaging in communication across geopolitical contexts (ibid.). Although English as a lingua franca is widely used worldwide, it still cannot replace the necessity of using one nation’s own language in formal contexts of political and business exchange (Wen & Chang, 2021). In 2007, the Ministry of Education of China promulgated its policy to promote non-English majors in universities (Han et al., 2019). In 2013, Xi Jinping, the president of China, launched the ‘Belt and Road Initiative’ (BRI), which advocates closer communication and exchange between China and the other countries in the world. With the launch of the BRI, the Chinese government began more actively supporting the pedagogy of LOTEs, and in 2014 the government decided to fund learners of LOTEs in universities for study-abroad exchange programmes (Han et al., 2019). Although China currently does not have a ‘national foreign language plan’ in place, the country’s strategies with respect to foreign languages are embodied in various national policies, including for example the BRI, China-Eastern European Countries Cooperation, China-ASEAN cooperation, amongst others (Zhao, 2012).

2.2 LOTEs teaching in Chinese HEIs

The term ‘LOTEs’ in the Chinese context encompasses six commonly taught foreign languages (i.e., Japanese, Russian, German, French, Spanish and Arabic) and all other less commonly taught languages (LCTLs). According to Han et al.’s (2019) report, by the end of 2017, there were 504 Japanese, 152 Russian, 136 French, 107 German, 71 Spanish, and 39 Arabic undergraduate degree programmes offered by Chinese HEIs. Contrastingly, languages such as Armenian, Icelandic, and Māori were only officially taught at Beijing Foreign Studies University. Also, this university is the sole provider of another 42

language degree programmes across the Chinese Mainland, revealing an imbalanced distribution of LOTE degree programmes across Chinese HEIs.

LOTE education in Chinese universities is mainly embodied in two forms: LOTE as a college major and LOTE as a second foreign language (FL2). The definition of LOTE majors is straightforward. It refers to the undergraduate degree programmes of non-English languages in universities. LOTE-major students usually spend four years learning a LOTE with English becoming their second foreign language throughout this time (C. Li, 2009). The composition of LOTE as FL2 learners is more complicated. A great majority of students learning a LOTE as a second foreign language are English majors, who must also study a second language in order to graduate successfully from these degree programmes (Dai, 2008). This period of study usually lasts one or two years, depending on universities' regulations and arrangements. In recent years, with the popularity of learning LOTEs in China, there is also a third avenue: students voluntarily learning an additional foreign language via training classes or the internet. These group of learners are more flexible in arranging their language learning. Taking advantage of the internet, they can start their learning anytime and anywhere using computers or mobile devices (Tzirides, 2020). For researchers, however, it is hard to reckon their learning situations, such as the length of learning as well as their learning achievements, due to their flexibility of learning. Since this is still an emerging group of learners, few, if not no, credible reports or statistical results are available. This thesis focuses on students learning LOTEs as college majors as targeted research participants, who are therefore learning English as a second foreign language concurrent with their primary LOTE focus.

2.3 Characteristics of LOTE majors in Chinese HEIs

The last section of this chapter sheds light on three critical aspects which are relevant to LOTE undergraduate degree programmes in the Chinese context, i.e., a) the enrolment mechanism, b) the curriculum design, and c) the employment orientation of LOTE majors. These aspects present a) the initial stage, b) the learning process, and c) the (partial) learning destinations of LOTE-major

students throughout the period of university study, respectively. Understanding these three aspects could help to draw a general skeleton for LOTE majors in China and to imply the incentives of their motivation and motivational evolution.

2.3.1 Enrolment mechanism

The first aspect is the enrolment mechanism, which determines the initial status of LOTE learners. Students in China who would like to pursue their undergraduate studies in universities or colleges have to attend the college entrance examination, which is also known as Gaokao (for discussion of the Gaokao system, see Liu & Wu, 2006; Zhu, 2014). Gaokao usually comprises six subjects, including Chinese, mathematics, English, and three subjects from social and natural sciences. Despite the proceedings of the reform of Gaokao (Liu & Wu, 2006), which endeavoured to reduce the over-reliance on Gaokao scores and take into account the comprehensive quality of candidates in enrolment, the examination's scores continue to be the most important benchmark for HEIs to select and admit students. LOTE majors, at the level of enrolment mechanism, are not different from other college majors such as business, engineering, or psychology. Most often, a more popular language or a better university usually requires higher Gaokao scores from applicants. Looking at the available information on the website³ of Beijing International Studies University, for example in 2019 in Beijing, amongst all LOTE majors, the Japanese degree programme requested the highest Gaokao scores, while Hindi and Turkish required the lowest. Under such circumstances, Tiaoji (major transfer) becomes a common path for students to enrol in LOTE programmes—the exam participants whose Gaokao scores are not high enough for them to be admitted to their preferred major can be transferred to another less popular major in the same university which requires lower Gaokao scores. In a study on Japanese-major students in a comprehensive university in Jiangsu Province, China, Hao et al. (2017) reported that nearly half of the Japanese-major students in this university were transferred from other majors, even non-language majors, based on their Gaokao scores. In a similar vein, Zheng et al.'s (2019) study on

³ Retrieved from: https://zs.bisu.edu.cn/art/2019/9/20/art_6203_230306.html 2nd Feb 2020

the Spanish learning motivation of students in a comprehensive university in Shanghai also suggested that many of their participants learned Spanish as their college major because their Gaokao marks did not enable them to choose other degree programmes.

Voluntary or involuntary language choice as a motivational variable has been interrogated by Csizér and Lukács (2010). Pupils in Hungary have to learn a foreign language as a compulsory module. However, some pupils' first choice of a foreign language cannot be accommodated, and students have to learn another language involuntarily due to restricted educational resources. In this case, Csizér and Lukács (2010) found that learners whose first choice of a foreign language was not fulfilled might more easily become demotivated in long-term learning. To the best of my knowledge, there is currently no literature providing robust evidence regarding this issue in the Chinese context. To address this gap, this thesis takes the voluntary or involuntary choice of language as a motivational variable into account.

2.3.2 Curriculum

The second aspect is the curriculum structure of LOTE major programmes, which distinguishes LOTE-major students from people learning a LOTE as a second foreign language. The curriculum design accompanies learners' whole process of learning. The undergraduate programmes of LOTEs usually last four years. In the first and second years, students are required to achieve the CEFR B1 level (or equivalent, such as N2 in the Japanese-Language Proficiency Test) of their majored LOTEs. After entering the third and fourth years, students spend more time studying translation, literature, academic writing, and the profile (e.g., history, politics, culture, economics, business, etc.) of the target country(-ies) of their majored LOTEs (Dai, 2008; C. Li, 2009). In addition to that, CMLOTEs also have to learn English as their second foreign language and pass corresponding examinations (e.g., College English Tests 4 and 6) throughout the four years of college learning to fulfil the requirements of their degree programmes (Han et al., 2019) as well as the job market in China (Lu & Shen, 2021). Consequently, CMLOTEs usually learn a LOTE as a major and

English as a second foreign language simultaneously, which leaves space for the mutual interference between English and the LOTE. Acknowledging the potential impact of one language on the other language, the discussion on LOTE learning motivation would inevitably involve the discussion of multilingual learning motivation. In Chapter IV, I explore this issue of the motivation to learn two or more languages at the same time in detail.

2.3.3 Employment

The final aspect of LOTE majors in China to be discussed in this section lies in the employment prospects of LOTE-major students. The career orientation could be seen as the destination of learners' LOTE learning motivation after four years of college study. In fact, employment is a general challenge in contemporary higher education (Sun et al., 2021). Similar to all college graduates, CMLOTEs also have to find jobs or pursue higher educational opportunities after their graduation. However, the unprecedented expansion of LOTE degree programmes in higher education in China (Gao & Zheng, 2019) has triggered a serious problem: whether the markets and industries really necessitate such a large number of LOTE talents? In his survey on the demand for foreign language graduates in China, Dai (2016) maintained that there are 21 languages that industries urgently require graduates to have competence in. Amongst them, English remains the most needed foreign language reported by companies and enterprises, underpinning its predominant position in the linguistic market (Lu & Shen, 2021). However, as I have illustrated above, Chinese HEIs have started around 100 language degree programmes and the number is still growing. What are the prospects for learners of the other 79 (or more) foreign languages? Voicing a similar concern, Han (2019) warned that the over-rapid development of LOTE undergraduate programmes in China has led to a low rate of relevant employment (i.e., using college majors for work) amongst LOTE graduates. The motivational capacity of career opportunities has been underlined by Takahashi's (2019) survey conducted with Japanese college students. She proposed that the learner's self-image of professional development is positively related to the learner's ideal self-image of language learning (also see discussion in Section 3.3.1). China, to some extent, shares a

similar social reality as Japan, that is, people have limited opportunities to use foreign languages and learning foreign languages is usually for career development purposes (Takahashi, 2019). Therefore, it is reasonable to speculate that CMLOTEs' perception of career development by using their major is another vital variable of their LOTE learning motivation. This is also an aspect of the investigation in this thesis.

In sum, this review indicates that LOTE education has a long history in China. However, before the 21st century, it had primarily aimed at cultivating LOTE talents for the political and diplomatic necessities of China. After entering the 21st century, LOTE education proliferates, especially in Chinese higher educational institutions. The review of the history and status quo of LOTE education in the Chinese context establishes the contextual background of this research. Amongst all Chinese LOTE learners, a significant group of learners are students learning LOTE as their college majors, i.e., CMLOTEs. And they are exactly the research target of this thesis. Given the nature of Chinese higher education, the enrolment mechanism and career prospects are social factors that might impact the LOTE learning motivation of CMLOTEs. When it comes to the language-specific factors, a special characteristic of CMLOTEs lies in the fact that these learners have learned English for several years before entering university, and during their university learning, CMLOTEs have to learn a LOTE as a major as well as English as a second foreign language simultaneously. As a result, it follows that the motivation of CMLOTEs should be researched not only from the perspective of L2 motivation in general but also from a multilingual perspective. In the following chapters, I first review key theories and empirical findings to date relevant to L2 motivation with a special focus on Chinese learners in Chapter III and then concentrate on the literature related to LOTE and multilingual learning motivation in Chapter IV.

Chapter III Language Learning Motivation: Theoretical Foundations and Empirical Evidence

3.1 Chronological review of L2 motivation research

From Gardner's seminal 1959 work to date, L2 motivation has welcomed its sixtieth anniversary. In the past sixty years, numerous theories and frameworks regarding motivation in L2 learning have been established (Dörnyei & Ushioda, 2021), and there are already several recent and notable systematic reviews in this area (e.g., Al-Hoorie & MacIntyre, 2019; Al-Hoorie, 2017; Dörnyei, 2005; Dörnyei & Ushioda, 2009). In light of the previous literature, a brief chronological introduction is offered in this section in order to contour the developmental trajectory of L2 motivation theories and serve for the further discussion on L2 motivation in this chapter.

Dörnyei and Ryan (2015) divided the studies on L2 motivation into three periods (with the approximate periods of time in brackets), i.e., a) the social-psychological period (1959-1990), b) the cognitive-situated period (during the 1990s), and c) the social-dynamic period (it was named as the *process-oriented period* in Dörnyei's original 2005 book) (from the turn of the 21st century to the present day) (pp. 74-84). When celebrating the six decades of endeavour of L2 motivation research, Al-Hoorie (2017) reinforced this trichotomy of the history of L2 motivation research. However, he relabelled the *social-dynamics period* as the *current period* because the recent development of L2 motivation studies was 'the case of various diverse concerns emerging at a similar time' (Dörnyei & Ryan, 2015, p. 80). It is hard to name such a period in continuous development after 'a single monolithic title' (Al-Hoorie, 2017, p. 3). In this section, I follow Al-Hoorie's (2017) suggestion and review these three periods as follows.

3.1.1 Social psychological period (1959-1990)

This period is spearheaded and represented by Gardner and his colleagues' initiative on integrativeness (Al-Hoorie, 2017). Gardner and Lambert are

pioneers who have helped to distinguish L2 motivation from mainstream psychology and educational psychology. They started their exploration of L2 motivation in Montreal, where both French-as-L1 and English-as-L1 communities co-exist and both languages are the mediation of communication between two ethnolinguistic groups (Gardner & Lambert, 1959, 1972). As their seminal work pointed out, learning a foreign language, unlike learning other subject matters, means ‘adopt[ing] certain behavior patterns which are characteristic of another cultural group’ (Gardner & Lambert, 1959, p. 267). Learners’ attitudes towards the target linguistic group or community using the target language become a prominent factor which, at least to some extent, can determine their achievement in learning the language (Gardner & Lambert, 1959). They further argued that learning a foreign language can be influenced by a series of sociocultural factors including learners’ attitudes, stereotypes or even geographical and political considerations concerning the target language community (Gardner & Lambert, 1972).

Gardner and Lambert’s proposal of the schematic of L2 motivation was later reduced and misinterpreted as integrative motivation and instrumental motivation (Csizér & Dörnyei, 2005; Dörnyei, 2005), which, in fact, respectively correspond to an integrative orientation, ‘reflecting a sincere and personal interest in the people and culture represented by the other group’ (Gardner & Lambert, 1972, pp. 14-15) and an instrumental orientation, ‘reflecting the practical value and advantages of learning a new language’ (ibid.), in Gardner and his colleagues’ original works. Despite the misinterpretation, the integrative and instrumental dichotomy is still regarded by many as a representative theory of L2 motivation during the social psychological period of research; Gardner and Lambert’s (1959) model, as well as its reductive instrumental/integrative dichotomy, remains popular in academia up to the present day (Al-Hoorie & MacIntyre, 2020; Boo et al., 2015).

Apart from Gardner’s theory, which is arguably the core of this period, other theoretical frameworks emerged as well (Al-Hoorie, 2017; You, 2015). For example, one noted theory is linguistic self-confidence (Clément, 1980; Clément & Kruidenier, 1985), in which Clément suggested that learners’

impetus to learn an additional language in a multicultural context is primarily influenced by their belief in their own ability to accomplish communicative goals or tasks. Other theories in this period include Giles and Byrne's (1982) intergroup model of second language acquisition, which emphasises learners' evaluation of the ethnolinguistic vitality of an L2; and, similarly, the acculturation model by Schumann (1978, 1986), who argued that L2 learning is driven by learners' perceptions of the social and psychological distance between their own ethnic group and the target language's group. As Dörnyei and Ryan (2015) maintained, the L2 motivation studies in the social psychological period mainly focused on the 'macro-level analysis of interrelationships between social groups and contextual variables' (p. 77), but little attention was placed on the individual learners and their learning contexts.

3.1.2 Cognitive-situated period (in the 1990s)

Despite the chronological order between the social psychological period and the cognitive-situated period, the latter period should not be regarded as the successor of the former, but as a brand-new paradigm of L2 motivation research. The cognitive-situated period has two salient characteristics: a) researchers introduced motivation theories, especially motivation theories from a cognitive perspective, from mainstream psychology into the research on L2 motivation; and b) researchers tried to narrow down the scope of L2 motivation from the macro-level (i.e., the social context) to the micro-level (i.e., learners and classroom context) (Dörnyei & Ryan, 2015). During this period, scholars started investigating learners' language learning motivation beyond the 'interrelationship between social groups and contextual variables' (Dörnyei & Ryan, 2015, p. 77). More attention was focused on the self-cognition of L2 learners, putting language learners at the centre of L2 motivation research.

In the light of mainstream motivational psychology, self-determination theory (Deci & Ryan, 1985), attribution theory (Kelley, 1967; Weiner, 1986), task motivation theory (e.g., Dörnyei, 2002; Locke, 1968), self-efficacy theory (see the review by Mills, 2014) and others were incorporated into the research on L2 motivation. In addition, the cognitive-situated period also witnessed the

‘educational turn’ of L2 motivation research (Dörnyei, 2001a; Dörnyei & Ushioda, 2021), represented by Dörnyei’s (1994) three-level framework of motivation. Dörnyei’s 1994 framework comprises a) the language level corresponding to Gardner’s (1985) integrative and instrumental motivation sub-systems; b) the learner’s level adapted from Clément’s (1980) linguistic self-confidence theory; and c) the learning situation level, including course-specific, teacher-specific and group/class-specific components. The educational turn opened a new area for L2 motivation research which focuses on classroom processes and teaching practices. It also laid the foundation of the creation of several motivational strategies for foreign language teachers (e.g., Dörnyei, 2001a), which demonstrates the education-friendly feature of this period.

3.1.3 Current period (after 2000)

In Dörnyei’s (2005) seminal book about L2 learner psychology, looking back to the L2 motivation research from the turn of the millennium to 2005, he labelled this period as the *process-oriented period*, because after the research lens was moved onto the educational context, an increasing number of scholars have argued that learners’ motivation is not static but changing as ‘ebb and flow’ (Dörnyei, 2001b, p. 16). During this period, researchers have proposed various frameworks and theories, aiming to do the changing nature of L2 motivation justice, such as Ushioda’s (1996, 1998) dynamic concept of L2 motivation, Dörnyei and Ottó’s (1998) process model of L2 motivation, and the L2 Motivational Self System (Dörnyei, 2005, 2009a). These theories or models are characterised by their dynamic focuses and emphasise both the micro-level (i.e., language learners) and the broader viewpoint (i.e., the social context) of L2 learning. This dynamic perspective has been consolidated by a number of scholars and studies in the next ten years (Boo et al., 2015). Therefore, in *The Psychology of the Language Learner Revisited*, Dörnyei and Ryan (2015) renamed the period from 2000 to 2015 as the ‘*socio-dynamic shift*’ (p. 84). In addition to the social-dynamic focus, L2 motivation researchers in the current period have also shed light on several emerging topics, such as the interrelationships between emotions and motivations (e.g., Geng, 2021; MacIntyre & Vincze, 2017; Saito et al., 2018; Waninge, 2015), unconscious

motivation (e.g., Al-Hoorie, 2016a, 2016b, 2021), L2 motivation and language learning mindset (e.g., Albalawi, 2018; Albalawi & Al-Hoorie, 2021; Lou & Noels, 2019), long-term motivation (see a review in Section 3.4), and motivation to learn languages other than English. I return to review the literature in relation to LOTE learning motivation in Chapter IV.

As admitted by Dörnyei and Ryan (2015), the unimaginable bloom of researchers' interests in L2 motivation and their productive outputs have changed the face of L2 motivation research. Innovations and new challenges are emerging along the lines of it (Dörnyei, 2020). For example, from the perspective of the complex dynamic system theory (Cameron & Larsen-Freeman, 2007; Dörnyei, MacIntyre, et al., 2015b; Larsen-Freeman, 2011), learners' motivation should not be simply understood in a linear and cause-effect approach; moreover, current motivational theories have been primarily developed in English-as-L2 learning contexts, but whether they are compatible with LOTE learning situations has been debated (Al-Hoorie, 2017; Ushioda & Dörnyei, 2017). I further discuss these emerging issues in L2 motivation research in the following sections.

3.2 Development of the L2 Motivational Self System

L2 Motivational Self System (L2MSS) is one of the most frequently referenced theories in the field of L2 motivation in the past decade (Boo et al., 2015). One reason for the popularity of the L2MSS may stem from its inclusiveness of other motivation theories. According to Dörnyei's (2005, 2009a) rationale, in order to introduce the L2MSS theory, he reconceptualised Gardner's integrative and instrumental dichotomy from the social psychological period and drew on the self-oriented as well as education-friendly spirits from the cognitive-situated period. This section reviews the development of the L2MSS. By revealing the current state of L2 motivation research and how scholars arrived at this stage, this section a) establishes the theoretical foundation for the present thesis and b) facilitates my being able to probe into potential motivational variables, which are significant to my research design.

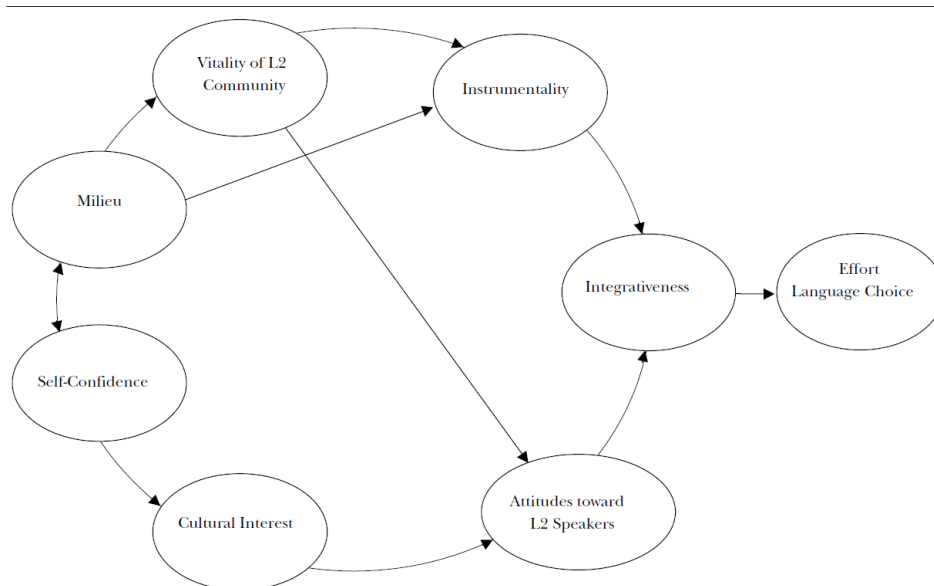
3.2.1 Reconceptualising integrativeness

Challenges have emerged with interpreting findings from research drawing on the idea of integrativeness conducted in very different contexts to that in which it was originally developed. For example, in their survey of learning motivation of five languages (i.e., English, French, German, Italian and Russian), Dörnyei and Clément (2001) found that Hungarian students demonstrated high-level integrativeness (.46 standardized β , hereinafter the same) (p.419) to English communities (UK and US in their research) under the circumstance of very limited direct contact with these communities (.06 with UK people and .01 (non-significant) with US people) (p. 418). In contrast, the participants had more direct contact with Russian people (.10) (p.418) but a lower degree of integrativeness (.42) (p.419). Why did the learners prefer to be integrated into a group of people with whom they had fewer chances of direct exchange and communication? This result has put the interpretation of integrativeness in the Hungarian context into question.

Using the same data set, Csizér and Dörnyei (2005) further examined the internal structure of Hungarian learners' language learning motivation. By conducting the structural equation modelling (SEM) procedure, their result (see Figure 3.1) showed that the criterion measures (i.e., language choice and intended effort) are directly influenced by integrativeness only. Looking at the internal structure of those motivational variables, it is not difficult to explain the impacts of attitudes toward L2 speakers, because it is in accordance with Gardner's (2001) definition of integrativeness as 'emotional identification with another cultural group' (p. 5). However, integrativeness, which refers to learners' desire to become similar or even a member of the L2 community, is also directly affected by instrumentality, which represents purely pragmatic and utilitarian learning motives. It is notable that, as Csizér and Dörnyei (2005) also claimed, SEM can solely reveal the statistical and numerical relationships between different variables, rather than proving any real relationship existing in the real world. Therefore, a reconceptualisation of Gardner's integrativeness became essential for research conducted in different environments (Dörnyei, 2005; Dörnyei & Ushioda, 2009). The outcome of the reconceptualisation finally gave

birth to the L2 Motivational Self System (Csizér & Dörnyei, 2005; Dörnyei, 2005; Dörnyei & Ushioda, 2009).

Figure 3.1 The interrelationship model of motivational variables and criterion measurements (Csizér & Dörnyei, 2005, p. 28)



Voices calling for the reconceptualisation of integrativeness (or the reductive integrative/instrumental dichotomy) became much louder when L2 motivation studies began to be more widely conducted in the Asian context. For example, in the studies of Chinese learners' English learning motivation, researchers (Chen et al., 2005; Warden & Lin, 2000) have not found evidence to support the existence or the motivating function of integrativeness; Koizumi and Matsuo (1993) also submitted that the integrative and instrumental motives are not differentiated in the perceptions of Japanese high school pupils; what is more, Lamb's (2004) survey on Indonesian learners' English learning motivation also confirmed that integrativeness and instrumentality are indistinguishable in this context. A large number of research findings have provoked the development and improvement of integrativeness in broader research contexts (Dörnyei, 2005).

3.2.2 Possible selves and self-discrepancy

The previous section has already justified the necessity of reconceptualising the

theoretical construction of integrativeness for use in some contexts. One of the most popular alternatives to date is Dörnyei's L2 Motivational Self System (L2MSS) (Boo et al., 2015). This section introduces possible selves theory and self-discrepancy theory, which can be regarded as the 'parent theories' of the L2MSS (Al-Hoorie, 2017, p. 2).

The idea of the L2MSS comes from the redefinition of integrativeness which Gardner (2001) regarded as the identification to the L2 community. However, especially in the context of English learning, there is always not such an 'English community' existing in the learners' home countries (e.g., China, Hungary, and Indonesia). As a result, how can we understand the underlying contents of integrativeness? Dörnyei (2005) suggested that it should be seen as 'some sort of a virtual or metaphorical identification with the sociocultural loading of a language' (p. 97). For instance, in the global English context, learners may have the desire to integrate into the international community by learning English as a lingua franca instead of really being a member of any L1 English-speaking society. In addition, since English has become a world language, learning English is also closely associated with some incentives, such as study abroad or travelling in many countries, which can both be regarded as the integrative orientation to the English-speaking world and the instrumental orientation for learners' own benefits (Kimura et al., 2001). The multifaceted nature of motives to learn global English may also explain the blending of integrativeness and instrumentality in the previous studies (i.e., Csizér & Dörnyei, 2005; Dörnyei, 2005). Whatever the learners are motivated by, for example, the integration to the international community, or the aspiration to study or travel abroad, learners are indeed driven by their imagination of the future when they can use English. A useful framework to discuss the relationships between people's internal perception and/or imagination and motivation, as Csizér and Dörnyei (2005) stated, is possible selves theory (Markus & Nurius, 1986).

The term 'possible selves' was first introduced to explain the relationships between human self-concepts and their goals or behaviours (Markus & Nurius, 1986). 'Self' and 'self-concept' are two terms that are

frequently referenced in personality psychology. In the *Handbook of Personality Psychology*, Baumeister (1997) defined 'self' as 'the direct feeling each person has of privileged access to his or her own thoughts and feelings and sensations' (p.681), and 'self-concept' as the entirety of 'inferences that a person has made about himself or herself, centrally focusing on personality traits and schemas, but they may also involve an understanding of one's social roles and relationships' (p.681). The construction of possible selves includes three self-concepts, i.e., a) the expected self that one 'might become', b) the ideal self that one 'would like to become', and c) the feared self that one is 'afraid of becoming' (Markus & Nurius, 1986, p. 954). Markus and Nurius also argued that possible selves 'can be viewed as cognitive bridges between the present and future' (ibid., p. 961), and motivation can be seen as the desire to reduce the gap between the current self and the positive possible selves (e.g., the ideal self) and to maintain the distance between the current self and the negative possible selves (e.g., the feared self). Markus and Nurius more in detail explained the internal structure of possible selves, which could be infinite by their very nature:

The possible selves that are hoped for might include the successful self, the creative self, the rich self, the thin self, or the loved and admired self, whereas the dreaded possible selves could be the alone self, the depressed self, the incompetent self, the alcoholic self, the unemployed self, or the bag lady self (Markus & Nurius, 1986, p. 954).

Possible selves theory identifies the relationship between individuals' self-concepts and their motivation, while self-discrepancy theory further elucidates how motivation is generated from humans' self-concepts. Drawing on the possible selves theory and other relevant literature, Higgins (1987) proposed the self-discrepancy theory which is in accordance with Markus and Nurius's (1986) argument that motivation emerges from the discrepancy between the real self and the future-oriented self-image. In his self-discrepancy theory, Higgins (1987) maintained that human self-concepts can be divided into three domains, they are, a) the actual self which is one's belief of their actual state; b) the ideal self that represents beliefs about one's 'hopes, wishes or aspirations'; and c) the

ought self which refers to beliefs about one's 'duties, responsibilities and obligations' (p. 319). In a later paper, Higgins (1996) extended his theory to take into account the self-state that one does not want to be, that is, the feared self (Markus & Nurius, 1986), as an ingredient of the ought self. Higgins and his colleagues (Higgins, 1998; Higgins et al., 1994) further postulated that despite the fact that both ideal and ought selves are related to people's desired future self-images, they are discriminated in the respect of their motivational basis. The ideal self focuses more on the individual's promotion orientation, that is, people would be motivated to do something for fulfilling their hopes or dreams that can bring them enjoyment and happiness, while the ought self is characterised by the prevention orientation, which means that people may be motivated to do something because there will possibly be negative consequences if they do not do so. In short, possible selves theory and self-discrepancy theory equip researchers with instruments to investigate people's motivated behaviours from a future self-guides perspective (Dörnyei & Ushioda, 2009). Now it is time to go back to L2 motivation research, with the contributions of mainstream motivational psychology kept in mind.

3.2.3 L2 Motivational Self System

Drawing on possible selves theory (Markus & Nurius, 1986) and self-discrepancy theory (Higgins, 1987, 1996), Dörnyei (2005) suggested that from a self-oriented perspective, integrativeness 'can be conceived of as the L2-specific facet of one's ideal self' (p. 102). He reinterpreted the integrative orientation in L2 learning as the self-imagination of becoming proficient in the L2. His reinterpretation is compatible with the direct impact of 'attitude toward L2 speaker' on 'integrativeness' in Figure 3.1. It is not unreasonable that being proficient in an L2 is attractive to those who have positive attitudes to the speakers of the L2. On the other hand, instrumentality can be divided into two types, they are, internalised instrumental motives and noninternalised instrumental motives (Csizér & Dörnyei, 2005). Internalised instrumental motives, e.g., learning an L2 for job promotion, are also associated with the ideal L2 self, because it is also one's own desire or hope of mastering a language. While the noninternalised instrumental motives, e.g., parents' pressures, are

associated with the ought-to L2 self, which refers to the learner's external pressures or obligations to learn a language (Csizér & Dörnyei, 2005; Dörnyei, 2005). Their reconceptualisation of instrumentality is compatible with the significant influence of instrumentality on integrativeness in Figure 3.1 as well because instrumentality inherently has an ingredient that can be regarded as the ideal L2 self (integrativeness in Gardner's theory). Gardner's theory, prominent in guiding the direction of motivation research up until this point, has been adapted to a new self-guided motivational framework—L2 Motivational Self System. In this system, apart from the aforementioned ideal L2 self and ought-to L2 self, Dörnyei (2005, 2009a) also introduced a third dimension into this system, which is the L2 learning experience (see more details in Section 3.3.2), corresponding to the motivational factor 'positive learning experience' proposed by Ushioda (2001). The overall configuration of the L2 Motivational Self System is outlined as follows:

- 1) ideal L2 self, referring to the L2-specific facet of one's ideal self: If the person we would like to become speaks an L2, the ideal L2 self can be a powerful motivator to learn the L2 because of the desire to reduce the discrepancy between our actual and ideal selves.
- 2) ought-to L2 self, referring to the attributes that one believes one ought to possess (i.e., various duties, obligations, or responsibilities) in order to avoid possible negative outcomes.
- 3) L2 learning experience, which concerns situation-specific motives related to the immediate learning environment and experience (Dörnyei, 2005, pp. 105-106).

The validity and explanatory power of the L2 Motivational Self System have been supported by empirical research a) in various countries, such as China (Islam et al., 2013; Xu, 2015; You & Dörnyei, 2016), Hungary (Csizér & Lukács, 2010), Iran (Taguchi et al., 2009), Japan (Ryan, 2009; Taguchi et al., 2009; Ueki & Takeuchi, 2013; Yang & Kim, 2011), Korea (Yang & Kim, 2011), Pakistan (Islam et al., 2013) and Saudi Arabia (Moskovsky et al., 2016); b) in different

levels of education, including primary schools (Henry, 2009), secondary schools (Azarnoosh & Birjandi, 2012; Dörnyei & Chan, 2013; Kim & Kim, 2012), tertiary schools (Islam et al., 2013; Moskovsky et al., 2016; You & Dörnyei, 2016) and even adult learners outside the school context (Taguchi et al., 2009); and c) in the context of learning different languages, for instance, Chinese (Xie, 2014), English (Islam et al., 2013; Kim & Kim, 2012; Ueki & Takeuchi, 2013; Yang & Kim, 2011), German (Busse, 2017; Busse & Williams, 2010), and Spanish (Busse, 2017).

The introduction of the self-oriented motivational system has benefited L2 motivation studies in several respects. First, the L2MSS is more education-friendly. The social psychological model emphasises the impact of a language community on a learner's motivation. Since the language community is a largely fixed concept (MacIntyre et al., 2009) in Gardner's framework, language teachers seemingly have limited things they are able to do to improve learners' motivation (Crookes & Schmidt, 1991). In contrast, the three components of the L2MSS directly relate to learners' self-identifications with language learning and evaluations towards their learning environment, which offers teachers chances to interject and develop learners' motivation. The second merit of the self-oriented approach in L2 motivation research lies in the fact that it is successfully compatible with more language learning contexts outside Canada. One salient criticism of the integrativeness model is that it is not suitable to explain learners' English motivation in the global context (Dörnyei, 2005). As having been mentioned above, it is risky to claim that learners who would like to learn English are motivated by their wishes to integrate to the anglophone cultures and communities, given English is already the gate pass to the global cultures and global communities (McArthur, 2001). In this case, possible selves theory encapsulates the desires, hopes or even fears of L2 speakers in general instead of towards any specific nation or community, which sidesteps the difficulties in defining any linguistic-specific group (MacIntyre et al., 2009) and makes the L2MSS more applicable to the worldwide context. The third strength of the self-oriented approach is its ability to deal with multiple motives. In practice, a learner's motivation is multifaceted, involving both collaboration and competition of various motivational forces (MacIntyre et al., 2009). For

instance, a Japanese learner may be motivated by their interest in Japanese cultural productions but demotivated by the unsatisfying language teaching in class simultaneously. In this situation, the ideal L2 self and the L2 learning experience can contain these two opposite motivational forces respectively, and then the learner's motivated behaviour can be investigated from a multiple perspective in the L2MSS (Dörnyei, 2005). An example can be found in my study on Bulgarian learning motivation during a study abroad (Wang, 2021). Some participants in this study had both a positive ideal L2 self (e.g., an imagined career or education prospect related to the Bulgarian language) and a negative L2 learning experience (e.g., led by the discouraging study-abroad environment) concurrently. In this case, their language learning behaviours were inclined to be driven by the negotiation of these different dispositions of self-guides.

The broad and successful employment of the L2MSS in a variety of contexts has justified the popularity of this self-oriented construction of L2 motivation. However, not different from other theories or frameworks, the L2MSS is not flawless, and some cautions of it should be noticed (Al-Hoorie, 2018). Challenges and potential risks of the L2MSS in current practices are discussed in Section 3.3.

3.3 L2 Motivational Self System revisited

3.3.1 Self-guides

Self-guides are the most salient components of the L2MSS (Dörnyei, 2009a; Dörnyei & Ryan, 2015). In the past 15 years, the predictive power of the ideal L2 self on learners' motivated behaviour (in most cases, intended effort) has been supported by a great number of studies (e.g., Azarnoosh & Birjandi, 2012; Magid, 2009; Ryan, 2009; Taguchi et al., 2009; Yang & Kim, 2011). In a meta-analysis of more than 30 papers employing the L2MSS as the research guide, Al-Hoorie (2018) suggested that the ideal L2 self accounts for approximately 37.2% of the variance in learner's motivated behaviour (p. 735), which coincides with Dörnyei's (2009a) postulation that the ideal L2 self has the

strongest influence on learners' intended effort to learn a language. Contrasted to the predictive effect of the ideal L2 self, the ought-to L2 self has a much weaker motivating influence (Al-Hoorie, 2018) or even no impact on the learners' intended effort in the existing literature (Kormos et al., 2011). Al-Hoorie (2018) argued that the weaker position of the ought-to L2 self could be a result of its less internalised nature. Language learners may be liable to be affected by their internal aspirations rather than the imposed perceptions and expectations of other people (Markus & Nurius, 1986). Confusions resulting from the 'asymmetric relationships between L2 self-guides and motivational measures' (Papi et al., 2019, p. 20) inspired an attempt to revise the conceptualisation of these two selves in the L2MSS. Known as the 2×2 model of L2 self-guides, Papi et al. (2019) suggested that the ideal L2 self and the ought-to L2 self should be 'bifurcated into two constructs with different standpoints: own and other' (p. 3). They tested this 2×2 model amongst international students learning English as an L2 in North America and found that the own-standpoint ought-to L2 self (i.e., the L2 attributes one believes that they should possess in order to avoid harmful consequences) acted as the strongest predictor of the learners' English learning behaviour. Moreover, Kormos et al. (2011) suggested that the significance of the ought-to L2 self varies by the social-educational situations in different research contexts. They argued that students in Chile are unlikely to be influenced by external pressures but learners in China and Japan who are in highly exam-oriented contexts might take other people's expectations or requirements more seriously (Kormos et al., 2011). The empirical evidence from the Asian context, however, is more complicated than emerged in Kormos et al.'s findings. The study conducted by Huang et al. (2015) showed that the ought-to L2 self was the most powerful predictor of Chinese learners' intended effort in language learning. Yet, there are also studies focusing on Chinese L2 learners (e.g., Dörnyei & Chan, 2013; You & Dörnyei, 2016) which saw the ideal L2 self emerged as the primary factor explaining the intended effort of Chinese learners. These mixed results have raised the need for a more in-depth investigation into these two self-guides in the L2MSS in different research contexts, including the Chinese context (see more discussion in Section 4.2.1).

Apart from the controversy in terms of whether the ideal L2 self or the ought-to L2 self has a more significant influence on learners' motivated behaviour, Al-Hoorie (2018) argued that 'the proliferation of "selves"' (p. 738) should also be carefully considered because the overproduction of 'selves' might not help the comprehension of motivation but lead to more confusion in the exchange and communication amongst academics (Al-Hoorie, 2018). The derivation of self-guides is especially obvious in the research on LOTE learning motivation. In a study examining Canadian musicians' motivation to learn Gaelic, MacIntyre et al. (2017) proposed that those musicians in Cape Breton were not motivated by integrativeness or the ideal Gaelic self but a 'rooted self' which refers to an inherent self-guide coming from the shared cultural, historical and geographical practices (in this case are Gaelic dance and music). A similar motive has also been reported in other studies (e.g., Thompson & Vásquez, 2015; Xie, 2014) focusing on heritage language learning motivation, although it was not explicitly labelled as the 'rooted self'. The findings of these studies indicate that heritage learners are likely to be motivated to learn their heritage languages because the language is seen as the tie linking the learners and their ancestral cultures and communities.

In addition to the 'rooted self', the 'anti-ought-to self' which uncovers the motivational capacity of psychological inversion also necessitates attention. Dörnyei and Al - Hoorie (2017) explained this 'self' by referencing the Broadway musical *The Fantasticks*. In this musical, two fathers wish to make their daughter and son fall in love. Instead of directly persuading, two fathers construct fences between their houses, which their children perceive as a barrier strangling their freedom to see each other. In order to protect their sense of autonomy, the two youths, by all means, try to meet up with each other. And finally, they fall in love. Looking back to language learning motivation, for example, Alex, an American Chinese learner, in Thompson and Vásquez's (2015) survey, maintained that he tried his best to learn Chinese well because he hoped to prove that his first Chinese teacher who said Alex was not able to learn Chinese well was wrong. And in his interview, Alex explicitly pointed out that his Chinese teacher's doubt de facto motivated him in learning Chinese,

which underpins the motivational capacity of a ‘psychological reactance’ (ibid., p. 168). In Thompson’s (2017b) following large-scale survey, the anti-ought-to self was evidenced as a vital resource for American learners’ motivation to learn LOTEs, because, as Thompson reasoned, the English native speakers wish to resist the monolingual stereotype imposed on them.

The ideal multilingual self is another significant self-guide for LOTE motivation research (Ushioda, 2017). Henry (2017a) and Ushioda (2017) posited that people learn multiple languages because they have a future self-image as a multilingual speaker, instead of a speaker of any specific language. Moreover, the concept ‘ideal multilingual self’ does not focus on the pragmatic objectives of learning a specific language but focuses on learners’ interest in developing multilingual competence. To a certain degree, the ideal multilingual self shares similar characteristics with international posture in English-as-L2 motivation research (Yashima, 2009). International posture also refers to a general inclination to a globalised and international sense rather than the interest in any specific English-speaking community. The working mechanism of the ideal multilingual self was first discussed in Dörnyei, Csizér, and Németh’s (2006) Hungarian study (even before the term ‘ideal multilingual self’ was developed), where researchers found that the cosmopolitan interest in foreign languages, in general, appears to facilitate a more stable and established ideal L2 self. By conducting a rigorous structural equation modelling test, Henry and Thorsen (2018) validated the explanatory power of the ideal multilingual self in a Swedish multilingual learning context. Their result showed that the ideal multilingual self could have a direct influence on learners’ ideal L2-specific self and an indirect influence on intended effort via the ideal L2 self, reinforcing Dörnyei et al.’s postulation in 2006. The ideal multilingual self has demonstrated its potential in accommodating multiple self-systems of language learners who are learning multiple languages simultaneously. Further discussion and evaluation of it can be seen in Section 4.2.1.

The last ‘self’ to be reviewed is the ideal professional self (Takahashi, 2019). By interviewing two Japanese college students learning multiple foreign languages, Takahashi suggested that learners’ ideal L2/L3/multilingual self is

closely related to their ideal professional self. As Takahashi (2019) explicated, people in Japan have restricted channels to use foreign languages aside from work, therefore, the potential benefit for career development from learning a foreign language could be an important incentive for learners' L2 motivation. In other words, the learners whose vision of their future career includes L2 components are more likely to expend more effort in L2 learning, but the learners who cannot visualise the utility of L2 for their professional development are prone to get demotivated in language learning.

The proliferation of self-guides (see Table 3.1 for a summary) has enriched the connotations of possible selves theory (Markus & Nurius, 1986) in L2 learning motivation research. However, it has also sparked criticisms on its over-extension of self-concepts. In their discussion of L2 motivation theories, MacIntyre et al. (2009) argued that 'the multitude of overlapping concepts in the literature on the self is more confusing than integrativeness ever could be' (p. 54). Also, some scholars have criticised that the multiple self-guides are no more than metaphors, which may elicit confusion in naming and conceptualisation (Al-Hoorie, 2018). In sum, the refinement of self-guides appears to be a double-edged sword. To do these self-guides justice, a more discreet research instrument that can fairly investigate learners' self-guides in certain contexts of L2 learning is imperative.

Table 3.1 Summary of the proliferation of ‘selves’ in the L2 motivational research

Term	Provenance	Definition
Ideal (L2) self	Dörnyei (2005)	An imagined self-concept as a proficient L2 speaker.
Ought-to (L2) self	Dörnyei (2005)	The attributes of an L2 speaker that one believes s/he ought to possess in order to avoid possible negative outcomes.
Rooted self	MacIntyre et al. (2017)	An inherent self-concept original from the shared culture, history, or geographical relationship.
Anti-ought-to self	Dörnyei and Al-Hoorie (2017)	A self-concept original from psychological inversion.
(Ideal) Multilingual self	Henry (2017a); Ushioda (2017)	An imagined self-concept as a speaker of multiple languages.
Ideal professional self	Takahashi (2019)	A vision of future professional development including L2 components.

3.3.2 L2 learning experience

Since the introduction of the L2MSS in 2005, two self-guides (i.e., the ideal L2 self and the ought-to L2 self) have been dominating the lens of researchers (Dörnyei, 2019). Unlike the prosperity in examining the relationships between the two self-oriented dimensions in the L2MSS and learners’ motivated behaviour or other motivational variables, however, the L2 learning experience is often tested as a subcomponent of the L2MSS. Few studies have shed light upon how learners’ L2 learning experience affects their learning effort and how it changes and develops over time (Dörnyei, 2019). The L2 learning experience, therefore, has been metaphorised as Cinderella in the L2MSS by Dörnyei (ibid.) because it is seemingly neglected by academia.

Different from the ideal L2 self and the ought-to L2 self, which are developed from possible selves theory (Markus & Nurius, 1986) and self-discrepancy theory (Higgins, 1987; Higgins et al., 1994) in mainstream psychology, the L2 learning experience is rooted in the investigation on the L2 learning situation (Csizér & Dörnyei, 2005) in response to the educational shift of L2 motivation research from the 1990s (Dörnyei & Ryan, 2015). In his rationale for adding L2 learning experience into the construction of the L2MSS, Dörnyei (2009a) explained:

I also felt that we needed to add a third major constituent, which is associated with the direct impact of the students' learning environment. After all, one of the main achievements of the new wave of motivational studies in the 1990s was to recognize the motivational impact of the main components of the classroom learning situation, such as the teacher, the curriculum and the learner group. For some language learners the initial motivation to learn a language does not come from internally or externally generated self-images but rather from successful engagement with the actual language learning process (e.g., because they discover that they are good at it) (p.29).

As Dörnyei and Ryan (2015) further argued, the inclusion of the L2 learning experience in the L2MSS has counterbalanced the otherwise solely future orientation of the L2MSS and taken the situated educational milieu into account. In addition to this theoretical proposal, empirical results have also revealed that the L2 learning experience has a significant predictive ability on learners' intended effort or learning achievement (e.g., Islam et al., 2013; Taguchi et al., 2009; You & Dörnyei, 2016). In You and Dörnyei's (2016) survey on Chinese English learners, for example, the L2 learning experience was the most powerful predictor of learners' intended effort, exceeding the impacts of the ideal L2 self and the ought-to L2 self.

Now that the explanatory power of the L2 learning experience has been

evidenced in the existing literature, why it has not been as widely discussed as the other two self-guides in L2 motivation research? In his reflection on the role of the L2 learning experience in the L2MSS, Dörnyei (2019) posited that the disadvantaged status of the L2 learning experience appears to result from its ‘undertheorized nature’ (p. 22). In Dörnyei’s (2005, 2009a) definition, the L2 learning experience refers to the immediate attitude to the present learning environment. Utilising the over-general and unspecific concept ‘attitude’ to define the L2 learning experience leads to vagueness in the measuring instrument. For instance, in You and Dörnyei’s (2016) questionnaire, the two scholars evaluated the participants’ L2 learning experience through five questions, including ‘I find learning English really interesting’, and ‘I always look forward to English classes’ (See Appendix A in You’s (2015) thesis). However, the enjoyment of learning English is not necessarily equal to a pleasant classroom learning experience, because a student could inherently enjoy learning an L2 but feel unsatisfied with an unqualified L2 teacher, insufficient teaching facilities or an uncomfortable classroom environment. Therefore, what exactly the ‘attitude’ measured in their questionnaire was could be arguable. As Dörnyei (2009a) himself defined, the learning experience is the ‘engagement with the actual language learning process’ (p. 29). It is not only the learners’ attitude to the immediate learning environment but also their reflective perceptions to their history and reality of language learning. This thesis investigates the L2 learning experience as both the language learning attitude of learners in Study I and the learners’ stories regarding L2 learning and the learners’ self-evaluations, perceptions or reflections of their engagement with language learning (Csizér & Kálmán, 2019) in Study II.

The lack of awareness of the L2 learning experience might also be led by an over-reliance on quantitative research methods, frequently used in L2 motivation research (Boo et al., 2015), because researchers have tended to be keen on unearthing the cause-effect relationships between different variables (Dörnyei, 2007). Nevertheless, a quantitative approach is inherently incapable of being able to deal with the multifold, interactive and dynamic relations between learners and the learning context (Ushioda, 2009). Corresponding to the initiatives of researching the active interaction between learners’ motivation

and their learning milieu (MacIntyre et al., 2009; Ushioda, 2009), a qualitative narrative approach is employed in this thesis to complement the insufficiency of quantitative methods in terms of discovering the motivational impact of the language learning experience on individual LOTE learners. I return to the methodological issues of this thesis in more detail in Sections 5.2 and 5.3.

Contrasted to the other two selves in the L2MSS, as reviewed above, the L2 learning experience has a different theoretical origin. Whether the L2 learning experience (or attitude) can statistically stand apart from the ideal L2 self and the ought-to L2 self is not unquestionable. The lack of internal validity of the scale 'L2 learning experience' in existing studies has also been suspected by Al-Hoorie (2018). He argued that researchers as well as journal editors and reviewers, to date, are satisfied with using the Cronbach's Alpha coefficient to demonstrate the internal reliability of the scale 'L2 learning experience' in their research instruments (Al-Hoorie, 2018). However, the Cronbach's Alpha coefficient does not make any sense until the scale is proved to be unidimensional (Al-Hoorie & Vitta, 2019). The neglect of the significance of checking the factorial structure of variables in quantitative questionnaires could lead to an 'artificially inflated' reliability and validity of research instruments (Al-Hoorie, 2018, p. 739), which cannot genuinely represent the concept that researchers initially would like to detect (Al-Hoorie, 2018; Al-Hoorie & Vitta, 2019). That is to say, more rigorous testing procedures in statistics (e.g., an exploratory factor analysis and a confirmatory factor analysis) have to be employed in order to examine whether the L2 learning experience can be discriminated from the other self-guides of L2 learners when researching all the three components in the L2MSS.

3.3.3 Criterion measure of motivated learning behaviour

In the research on L2 motivation, especially in quantitative surveys, motivational variables in the L2MSS (i.e., the ideal L2 self, the ought-to L2 self and the L2 learning experience) are usually regarded as independent variables, while motivated behaviour is deemed to be the dependent variable. According to Al-Hoorie's (2018) meta-analysis, intended effort is the most frequent

measurement of learners' motivational performance. The popularity of intended effort as a criterion measure is seemingly becoming a default in motivational questionnaire design but also has attracted questions on it. For instance, Al-Hoorie (2018) argued that items measuring the intended effort scale in questionnaires usually tend to be vague and general (e.g., I would like to learn this language harder), which is hard to be interpreted as real learning behaviour. Gardner (2010) also questioned the reliability and objectivity of using intended effort to represent learners' motivated behaviour. He submitted that the comparison between motivational variables and intended effort links 'one measure based on verbal report to another measure based on verbal report' (p. 73). Moreover, using 'intended effort' to represent 'behaviour' seems to result in logical confusion in the practice of research. In Dörnyei's 2005 work, he proposed that the mechanism of motivation is embodied in a 'motivation → behaviour → outcome' chain (p. 73). Because 'intended effort' is measured by items in future-oriented rhetoric, for example, I would like to spend more time in learning X language, while 'outcome' is usually measured by learning achievement (e.g., test grades) at present (see Dörnyei & Chan, 2013 as an instance), it is inconsequential to claim that the grades of an already completed examination can be 'predicted' by the learner's future learning effort (let alone the discrepancy between intended effort and real effort). It is not unwarranted to say that it is time to find a more credible criterion measure for motivated behaviour in L2 motivation research.

If intended effort is not the most appropriate variable to be used as a criterion measure of learners' motivated behaviour, what can we rely on to measure the outcomes of learners' motivation? A potential answer is 'engagement' (Al-Hoorie, 2018; Dörnyei, 2020), which by definition refers to people's 'participation and involvement in certain behaviors' (Dörnyei, 2019, p. 24). As discussed above, the critique of intended effort concentrates on the inconsistency between learners' intention of learning and the implementation of their intention. It is not uncommon to see this scenario: you make a thorough and ambitious learning plan for the day when you get up, but finally you spend the whole day in watching TV, chatting online and playing video games only because you check your messages on your mobile phone before starting your

work. The reason why your intended learning schedule is not eventually transferred into real learning behaviour is that your motivated impetus is not strong enough to overcome the distractions of your learning (Dörnyei, 2020). The salient impact of distractions should be especially highlighted nowadays in school contexts where students are facing multi-dimensional interference factors (Mercer & Dörnyei, 2020). It is becoming increasingly risky to continue employing intended effort as the only criterion measure of motivated behaviour since the correlation between intended effort and implemented effort appears to be weak (Al-Hoorie, 2018). Engagement is arguably a way out. Dörnyei (2020) suggested that engagement is a combination of motivation and implementation. He further explained that becoming engaged means that the ‘motivational drive has succeeded in cutting through the surrounding multitude of distractions, temptations and alternatives’ (Dörnyei, 2020, p. 58). As a result, turning the research lens from intended effort to learners’ engagement might bridge the gap between learners’ emotional aspiration and their actual effort and could be a potential way forwards for a more robust criterion measure of motivated behaviour in L2 motivation research.

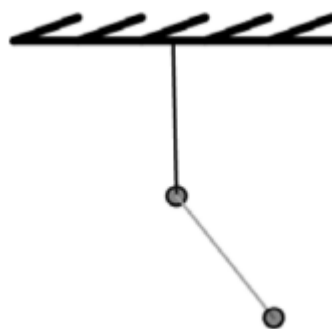
3.4 L2 motivational dynamics and long-term motivation

3.4.1 L2 motivation as a complex and dynamic system

Complex and dynamic systems theory (CDST), as well as a series of rubrics such as chaos theory (Larsen-Freeman, 1997), emergentism (Ellis, 1998; Ellis & Larsen-Freeman, 2006), dynamic systems theory (de Bot et al., 2007), and complexity theory (Larsen-Freeman, 2011, 2013), have been becoming increasingly popular in the studies of social sciences in general (Byrne, 1998) and of applied linguistics and second language acquisition (SLA) (Hiver et al., 2021), in particular after the seminal work of Larsen-Freeman (1997). Amongst these five theories, complexity theory and CDST have the broadest scopes, while the other three theories can be regarded as ‘loosely related strands’ (Dörnyei, 2009b, p. 99). In this section, I employ the term CDST in the discussion of motivational complexity and dynamics.

By definition, a complex dynamic system consists of two or more components that are interconnected with each other but, importantly, also change independently over time (Dörnyei, 2014, 2020). The ‘double pendulum’ (Shinbrot et al., 1992), which is a simple system per se, is frequently used to describe the highly complicated nature of complex dynamic systems. As shown in Figure 3.2, if any one of the two arms (i.e., the upper arm or the lower arm) starts moving, the other arm will also move since they are interlinked; however, the interconnection between the two arms will also ‘interfere with their movement and make the pendulum’s overall behaviour seemingly bizarre and unpredictable’ (Dörnyei, 2020, p. 42).

Figure 3.2 The double pendulum (adapted from Dörnyei, 2014, p. 81)



This dynamic picture can also be observed in the field of applied linguistics and SLA. For instance, in her investigation of five Chinese learners’ English learning development, Larsen-Freeman (2006) reported that learners’ language proficiency did not improve in a linear manner but exhibited ebb and flow as their learning progressed, and each learner had a unique developmental trajectory in their process of learning. The more conventional reductionist perspective is seemingly not able to deal with the complex and dynamic nature of language development fully. So, Larsen-Freeman (2006) called for a more dynamic perspective in the research of SLA. Her initiative has been well received by academia in the first decade of the 21st century and has elicited many theoretical discussions and empirical studies in applied linguistics and SLA (Hiver et al., 2021; Larsen-Freeman, 2014). In line with the general popularity of complexity and dynamics theories in second language acquisition,

a ‘dynamic shift’ also has happened in L2 motivation research (Dörnyei & Ryan, 2015), as researchers have argued that L2 motivation is also constantly changing instead of remaining in status (Dörnyei, MacIntyre, et al., 2015a).

Apart from the general acknowledgement of the complexity of SLA and L2 motivation in particular, Dörnyei (2009b, pp. 104-108) argued that there are six main features of complex dynamic systems, providing more insights into the application of CDST in language research. These six main features and their implications on L2 motivation research are reviewed as follows.

Sensitive dependence on initial conditions

A dynamic system sensitively depends on its initial states. A typical example is known as the butterfly effect (Hilborn, 2004)—in a dynamic system, any small variance in the initial stage might result in significantly different developmental trajectories and thereafter divergent outcomes at the end (Larsen-Freeman, 2014). However, it is noteworthy that the ‘sensitive dependence on initial condition’ does not mean that a dynamic system is only sensitive to its initial states. Since the whole system is always in constant change, a dynamic system is also ‘sensitive to specific input at a given point in time and some other input at another point in time’ (de Bot et al., 2007, p. 8). In other words, minor perturbations at any point in the developmental trajectory of a dynamic system have the potential to induce it to varied directions as well (Larsen-Freeman, 2014).

The importance of initial conditions has also been observed in L2 motivation studies. For instance, Csizér and Lukács (2010) found in their Hungarian survey that the initial condition of language learning, that is, whether the students’ first language preference (English or German) was accommodated when they were offered the opportunity to choose a foreign language to learn, would saliently impact the students’ motivational profiles in the long run. Similarly, Gregersen and MacIntyre (2015) researched the motivational selves of in-service English as a foreign language (EFL) teacher trainees and suggested that the initial states of confidence and resiliency were vital preconditions to

exert an influence on the self-growth of EFL teacher trainees.

Non-linear nature of development

Non-linearity is a salient characteristic of complex dynamic systems (de Bot et al., 2007), which means that a system's behaviour is not proportionate and will have a non-linear developmental curve (Evans, 2007). A minor change to one factor might have a dramatic impact on the whole system, whereas a seemingly powerful impact might only have a limited effect (Vallacher & Nowak, 1999). In terms of language learning motivation research, for example, the relationship between motivation and language proficiency has been demonstrated to be non-linear. According to Dunn and Iwaniec (2021), the relationships between the intensity of L2 motivation and L2 proficiency are likely to be varied by the motivational profiles of learners—the 'aspirational' learners may be highly motivated but have relatively low proficiency, while the 'uninvested' learners could be successful L2 learners with modest levels of motivation (p.23).

The non-linearity of complex dynamic systems is problematic for researchers because a) the behaviour of the systems is unpredictable (Dörnyei, 2014), and therefore b) the traditional cause-effect models can only provide a partial account of the complex reality and might not be able to do it justice (Dörnyei & Ushioda, 2021). Fortunately, non-linearity does not necessarily make dynamic systems one-hundred per cent non-researchable. In order to research complex dynamic systems more effectively, it is necessary to pay attention to the other features of dynamics systems, i.e., self-organisation and attractor states.

Self-organisation

The self-organisation of dynamic systems refers to 'the spontaneous emergence of more complex forms of behavior due to the cooperation of the multiple heterogeneous parts of the system that produce coherent complex patterned behavior' (Evans, 2007, p. 132). A vivid representation of self-organisation is the ecosystem in our natural world (Dörnyei, 2009b). Despite the emergence

and extinction of organisms, the whole ecosystem remains in a dynamic equilibrium and has its own spontaneous evolutionary trajectory that is not directed by any external power. Therefore, any results or patterns emerging from a complex dynamic system should be regarded as the outcomes of a complicated self-organisation process rather than merely a sum of every element in the system led by any central control (Mitchell, 2009).

The self-organising capacity of complex dynamic systems offers chances to researchers because it can ‘increase the orderly nature of the initially transient, fluid and nonlinear system behaviour’ (Dörnyei, 2014, p. 84), and it is thereby feasible to track a few typical patterns, rather than the unlimited and varied outcomes of the system (ibid.). In light of this self-organising capacity, Dörnyei (2014) suggested that complex and dynamic systems can be properly researched by a ‘retrodictive qualitative modelling’ (RQM) approach. Rather than aiming to predict the final outcome state of dynamic systems, RQM proposes that by ‘identifying the main emerging system prototypes we can work “backwards” and pinpoint the principal factors that have led to the specific settled states’ (Dörnyei, 2014, p. 85). By establishing those prototypes and portraying their evolutionary trajectories, researchers can recall the reasons why a dynamic system has ended up with a certain outcome status (ibid.). In addition to these conceptualisations, Dörnyei (2014, pp. 86-87) provides a three-step template for researching the motivational dynamics within a classroom context, they are:

- 1) step 1: Identifying salient student types in the classroom;
- 2) step 2: Identifying students who are typical of the established prototypes and conducting interviews with them;
- 3) step 3: Identifying the most salient system components and the signature dynamic of each system.

The practicality and feasibility of this three-step research template have been preliminarily examined and validated by Chan et al. (2015). Drawing on the principles of RQM, Wang (2021) explored the motivational dynamics of Chinese student sojourners learning Bulgarian in Bulgaria. Wang’s (2021)

findings reveal that even if the students had heterogeneous language learning experiences, there were still discrete motivational patterns emerging from the students' learning stories, making their L2 learning motivation, which is a complex and dynamic system, relatively researchable.

Attractor states

An attractor state by definition is 'a critical value, pattern, solution or outcome towards which a system settles down or approaches over time' (Hiver, 2015, p. 21). Conversely, a repeller state refers to those states that a system will never approach or settle into. Attractor states describe the moments when the ever-changing system self-organises to a comparably stable state, in which all elements of the system are in harmony (Dörnyei, 2009b). However, attractor states are not necessarily the final state of dynamic systems. Once the perturbations generated by internal and/or external forces are sufficiently robust, this harmony can be disrupted, once again leading the systems to a chaotic situation (Hiver, 2015).

The implications of attractor states have also been found in the realm of L2 motivation studies. By researching the L2 learning experience of EFL learners, Waninge (2015) found that the students' L2 learning experience can be narrowed down to four main attractor states, namely, 'interest, boredom, neutral attention and anxiety' (p.211), which are usually deemed as individual differences rather than dynamic complexities. In another study, You and Chan (2015) examined the dynamic influence of L2 imagery on L2 motivational self-guides. Their findings suggest that the future self-guides, such as the ideal L2 self, the ought-to L2 self, and the feared L2 self, are all salient attractor states for the learners' L2 motivation, and the learners can shift from one state to another during the process of language learning.

Co-adaptation

Another outstanding feature of complex and dynamic systems is that the subsystems within a dynamic system always interact and negotiate with each

other over time, and have the tendency to ‘gradually get aligned with each other’ (Dörnyei, 2009b, p. 107). Larsen-Freeman and Cameron (2008) describe this process as ‘co-adaptation’ which refers to ‘a kind of mutual causality, in which change in one system leads to change in another system connected to it, and this mutual influencing continues over time’ (p.202).

‘Noise’ is important

Given the non-linear and emerging nature of complex and dynamic systems, it is arguable that the developmental trajectories in complex and dynamic systems are rather individualistic. Therefore, more conventional quantitative methods, which primarily rely on the means to represent homogeneous characteristics of a group of people and to eliminate idiosyncrasies (which are often seen as ‘noises’ in statistical analyses), are not sufficiently appropriate to be employed in dynamic systems research (Dörnyei, 2009b). When it comes to language learning research, as de Bot et al. (2007) cautioned, the developmental trajectories of individual language learners are in fact very likely to be different from what researchers have inferred from the ‘grand sweep of things’ (p.19). In order to better cope with the nonneglected ‘noises’, more qualitative and mixed-method studies are of significance (Ushioda, 2019), and research methods such as RQM, Q methodology, and narrative approach are believed promising from a CDST perspective (Hiver & Al-Hoorie, 2016, 2019; Ushioda, 2019).

3.4.2 Long-term motivation

Given the complex and dynamic nature of L2 motivation, it is not difficult to imagine that L2 motivation will fluctuate, with ebb and flow, in response to the internal and external environments during the process of language learning (Ryan & Dörnyei, 2013). Even an L2 learner who is highly motivated at the beginning of learning a language can become burned out over time. As a consequence, it is of significance and interest to explore the maintaining of L2 motivation in the long run of language learning (Nomura & Yuan, 2019), namely, long-term motivation.

One of the earliest models tackling the dynamics of L2 motivation over time is the ‘Process Model of L2 Motivation’ proposed by Dörnyei and Ottó (1998). Drawing on the theory of action control (Heckhausen & Kuhl, 1985), the two scholars suggested that from a temporal perspective motivated L2 learning behaviour can be accounted for by three distinct and sequential phases, i.e., the ‘preactional phase, actional phase and postactional phase’ (Dörnyei & Ottó, 1998, p. 47). Within each phase, there are two dimensions, i.e., Motivational Influences and Action Sequence. The former refers to the energy sources and the motivational forces stimulating the behavioural process, while the latter characterises ‘the behavioural process whereby initial wishes, hopes and desires are first transformed into goals, then into intentions’ (in the preactional phase), ‘leading eventually to action and, hopefully, to the accomplishment of the goals’ (in the actional phase), ‘after which the process is submitted to final evaluation’ (in the postactional phase) (Dörnyei & Ushioda, 2021, p. 52). Although the Process Model of L2 Motivation can depict an individual’s motivational trajectory over time from goal setting to execution and then to reflection, it is not unproblematic because this model assumes that a) an L2 learner has only a single goal at one time, and b) the behavioural sequences in the process of language learning are straightforward and linear rather than complex (Dörnyei & Henry, 2022).

After this pioneering attempt to explore motivational evolution over time, scholarship in the field of L2 motivation has progressed in two directions, i.e., a) to understand L2 motivation as a complex and dynamic system (see Section 3.4.1), and b) to explore the salient motivational factors that have the potential to outweigh the micro-level wax and wane of L2 motivation and thereby sustain the ‘relatively stable and enduring motivational trajectory’ in the long run (i.e., long-term motivation), which is believed to be a vital feature of successful L2 learners (Dörnyei & Henry, 2022, p. 14).

A rather recent breakthrough exploring long-term motivational evolution is known as directed motivational currents (DMCs; Dörnyei, Ibrahim, et al., 2015; Dörnyei et al., 2014; Muir & Dörnyei, 2013), which can be defined as ‘a brief surge directed toward a certain goal’ (Jahedizadeh & Al-Hoorie, 2021,

p. 518). An example of a DMC in daily life is that if someone who wishes to lose weight is driven by a DMC, they are likely to be motivated ‘over and above their normal levels of motivation’ (Muir & Dörnyei, 2013, p. 364) and thereby keep to a strict diet and daily routine of work-out unchangeably and have more positive perceptions and evaluations towards the effort expended across a specific period of time.

Dörnyei, Ibrahim, et al. (2015) elaborated on three main features of DMCs, namely, a) a goal/vision, b) a salient and facilitative structure, and c) positive emotionality. First, goal/vision is seen as the prerequisite for the coming-into-being of DMCs (Dörnyei et al., 2014). It refers to a goal that is accompanied by a strong and clear sensory experience of achieving this goal (ibid.). Besides, Muir (2016, 2020) maintained that the successful functioning of goals in DMCs requires the goal to a) be self-concordant (see also Henry, 2021b for a discussion), namely be in harmony with the deeply rooted values, beliefs or identities of individuals, and b) be complemented with a series of proximal subgoals on the way of goal realisation.

In addition to a goal/vision, a salient and facilitative structure is believed to be a critical condition to maintain the motivational current (Dörnyei et al., 2016). This structure includes ‘automatised behavioural routines’ which are unconsciously self-regulated, ‘subgoals and progress checks’ throughout the process of goal achievement, and ‘affirmative feedback’ which is generated by the success in attaining subgoals and could lead to a sense of satisfaction (Dörnyei & Henry, 2022; Jahedizadeh & Al-Hoorie, 2021; Muir, 2020, pp. 42-43). As Dörnyei, Ibrahim, et al. (2015) argued, this salient and facilitative structure is a vital feature of DMCs, representing ‘a marked difference from most motivational concepts described in the literature’ (p. 100).

The last feature of the construct of DMCs is positive emotional loading. Unlike the intrinsic pleasure brought by any enjoyable activity itself, it is a sense of contentedness and self-fulfilment that results from the approach to one’s ideal self-guide, the attainment of self-concordant goals, or the actualisation of one’s potential and authenticity (Dörnyei et al., 2014; Muir, 2020; see also Waterman,

1993, 2008). The proposal of DMCs, in the last half-decade, has attracted great interest from academia. A hundred and twenty papers focusing on DMCs, either conceptual or empirical, were identified in a systematic review by Jahedizadeh and Al-Hoorie (2021). Given their inclusion criteria, it is arguable that there may be even more research outputs, for example, published in languages other than English, engaging with the investigation and discussion on DMCs.

Table 3.2 Summary of the framework for long-term motivation (Dörnyei & Henry, 2022)

Characteristics of long-term motivation	Roles in a car-journey metaphor	Explanations
Self-concordant vision	High-octane fuel	The goals which are in consistent with one's personality, values, beliefs, and identity.
Habitual actions and behavioural routines	Fuel economy	The behavioural patterns that are somewhat automatic and unconscious, and not initiated by volitional decisions.
Progress checks and affirmative feedback	Fuel-regeneration	The achievement of proximal subgoals and thereafter the positive feedback gained from it, which generates motivational energy.
Positive emotional loading and passion	Additional fuel	The sense of contentedness and self-fulfilment brought by the attainment of self-concordant goals, the experiencing of self-related mental imagery, and the approach of highly valued goals (e.g., the ideal self).
Self-control capacity and skills	Motivational breakdown cover	The capacity to resist or overcome the negative impacts of disturbing or discouraging impulses.

DMCs are relevant to the exploration of long-term motivation because they share the same motivational factors, and they can represent 'the optimal form of engagement with an extended project' (Dörnyei et al., 2016, p. 33). Building on this theoretical foundation, a novel framework for long-term motivation has

been proposed by Dörnyei (2020) and Dörnyei and Henry (2022). Table 3.2 summarises the five main components of the framework as well as the explanations of each component. As can be seen from the table, the first four components of the framework for long-term motivation are in fact the succession of the three main features of DMCs, all of which focus on the ‘internal combustion system’ of a vehicle if drawing on the car-journey metaphor proposed by Dörnyei (2020). In addition to that, the framework moreover includes the self-control capacity and skills, which is metaphorised as the ‘breakdown cover’, as a key to sustaining long-term motivation against discouragement. In contrast to the first four components, which are relevant to specific goals or activities one is engaging in, the final component is a general, non-goal-oriented human capacity that has been conceptualised as buoyancy, conscientiousness, grit, perseverance, etcetera. (Dörnyei & Henry, 2022). The framework for long-term motivation has outlined the essentials for long-term motivation in an arguably comprehensive way. It is, however, admitted that those proposed components within this framework still necessitate more empirical investigations before being established. A critical and open mind is required when applying this framework.

3.4.3 Demotivation

Although L2 researchers and teachers have invested great efforts in increasing or maintaining L2 learners’ motivation, a cruel situation highlighted by Thorsen et al. (2020), and documented in diverse contexts (e.g., in the Swedish context: Henry, 2009; Henry & Apelgren, 2008; and in the Indonesian context: Lamb, 2007), is that L2 learners’ motivation is usually inclined to decrease during the process of their language learning. This finding foregrounds the importance of shedding light on the ‘dark side’ (Dörnyei & Ushioda, 2021, p. 138) of L2 motivation, namely demotivation, when researching L2 motivational dynamics as well as long-term motivation. According to Dörnyei and Ushioda (2021), a working definition of demotivation is ‘a negative process that reduces or diminishes a person’s motivation in relation to a behavioural intention or an ongoing action’ (p.140). Compared to the second edition of their monograph *Teaching and Researching: Motivation* (Dörnyei & Ushioda, 2011), in the latest

edition of this monograph, Dörnyei and Ushioda rephrased ‘specific external forces’ (Dörnyei & Ushioda, 2011, p. 139) as ‘a negative process’ (Dörnyei & Ushioda, 2021, p. 140). This change emphasises a conceptual turn of demotivation, that is, demotivation can be caused by both internal (e.g., a lack of L2 confidence, or a negative L2 attitude) and external (e.g., teachers or classroom environment) forces (Kikuchi, 2015).

Research on L2 demotivation has been widely carried out in various research contexts, such as in China (Hu, 2011; Li & Zhou, 2017), Iran (Ghadirzadeh et al., 2012; Jahedizadeh et al., 2016), Japan (Kikuchi, 2019; Kikuchi & Sakai, 2009), Korea (Kim & Seo, 2012; Song & Kim, 2017), Pakistan (Ali & Pathan, 2017; Krishnan & Pathan, 2013), Saudi (Al-Khairi, 2013; Albalawi & Al-Hoorie, 2021), and Turkey (Akay, 2017). Looking at the existing body of literature, a shared research focus of most studies is the incentives for learners’ demotivation or, in another word, demotivators (Dörnyei & Ushioda, 2021). Interestingly, the identified demotivators in different study contexts significantly overlap. For instance, Dörnyei (2001b) proposed from his survey in Hungary nine demotivators for Hungarian students as follows:

- 1) Teachers’ personalities, professionalism, dedication, and methods of teaching.
- 2) Unsatisfactory learning facilities, such as large class sizes or frequent switch of L2 teachers.
- 3) Impaired self-confidence because of the failure in L2 learning or lack of success.
- 4) Negative attitude toward the L2.
- 5) Compulsory nature of L2 learning.
- 6) Negative interference of other foreign languages learned simultaneously.
- 7) Negative attitude toward the L2 community.
- 8) Negative attitude toward peers.
- 9) Inadequate L2 textbooks.

In a similar vein, Sakai and Kikuchi (2009, p. 61) analysed the existing literature

concentrating on L2 demotivation of Japanese learners and identified six demotivators, including:

- 1) Teachers: for example, teachers' attitude, teaching competence, language proficiency, personality, and teaching style.
- 2) Characteristics of classes: for example, course content and pace, monotonous and boring lessons, a focus on university entrance exams.
- 3) Experiences of failure: for example, unideal test scores, lack of acceptance by teachers and peers, inability to memorise lexicons and idioms.
- 4) Class environment: for example, attitudes towards peers and friends, compulsory nature of English as a subject matter, unsuitable level of the lessons.
- 5) Class materials: for example, boring teaching materials.
- 6) Lack of interest: for example, feeling English learned at school is not practical or unnecessary, lack of appreciation of English speakers.

In a more comprehensive review of L2 demotivation, Albalawi (2018) synthesised various demotivators into four main categories, which are a) teacher-related (e.g., teaching methods or poor instructions), b) learner-related (e.g., poor academic performance or lack of self-confidence), c) learning context-related (e.g., exam-oriented language learning or lack of communicative opportunities), and d) subject-related (e.g., inadequate course books or irrelevant class activities). Despite the variances of classification by different scholars in different studies, a consensus is that the demotivation of L2 learning is a complex process involving interactions between teachers, learners, learning materials and the learning environment/context. It is also noted that although the research on L2 demotivation has proliferated in recent decades, it is not devoid of the 'English bias' (Boo et al., 2015) observed in L2 motivation research in general. Questions as to whether learners of LOTEs would be demotivated by comparable influencing factors as in English learning and whether English as a lingua franca would be the 'shadow' demotivating LOTE learning still await investigations. More insights are necessitated into the ebb of LOTE learning motivation.

3.5 L2 motivation in the Chinese context: findings and lessons from EFL studies

The previous sections have reviewed key theories of L2 motivation that inform this thesis. This section reviews L2 motivation research in the Chinese higher educational context with English as the target L2. The review of findings and lessons emerging from EFL motivation research in the Chinese context could potentially be used as a reference for the further investigation into LOTEs which are also foreign languages in China.

Research on the English learning motivation of students in Chinese HEIs began in the 1980s (You & Dörnyei, 2016), following the social psychological dichotomy, that is, integrativeness and instrumentality adapted from Gardner and Lambert (1972). For instance, Gui (1986) examined the English learning motivation of 868 college students and suggested that Chinese college students were mainly motivated by their aspiration of achievement in learning and instrumental motivation (i.e., getting a good job). There was no evidence supporting the integrative orientation amongst Chinese learners. It is noted that Gui's 1986 study should be understood from a certain historical perspective, because Chinese people's interests in alien cultures were severely restricted due to the political influences before the 1980s (Shu & Zhuang, 1996). Thus, instrumental motivation, e.g., learning English for career development and serving the needs of the country, was a salient motivator of English learners during the 1980s (Gui, 1986). Over the next decades, instrumentality maintained its predominant position in the motivation profiles of Chinese university students learning English.

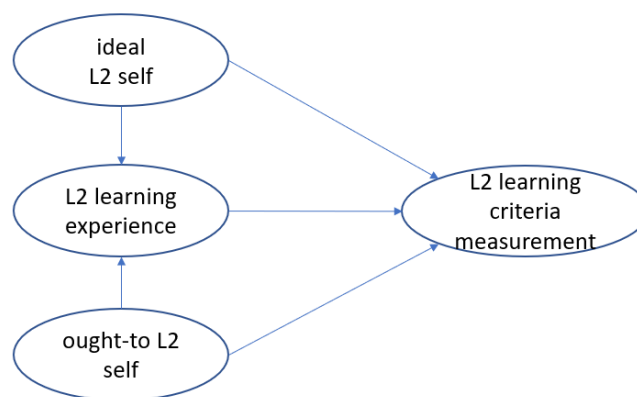
According to her comparison of English motivation between Chinese college learners and American non-native English speakers, Hua (1998) proposed that Chinese college students were prone to be motivated by instrumental motives and were strongly learning-for-certificate oriented, which means that the primary utility of learning English for Chinese learners was to receive English proficiency certificates. Hua's (1998) postulation has been supported by Shi (2000). Shi surveyed 78 college English learners and found

that 84.6% of her participants attributed their English learning motivation to obtaining college diplomas and English certificates. The salient role of a learning-for-certificate orientation should also be comprehended in a certain historical context. Due to the reform and generalisation of English education in the 1990s, a series of English tests, such as Public English Test System (PETS), College English Test (CET) and Test for English Majors (TEM), became increasingly popular amongst Chinese college students and were widely accepted as the measurements of learners' English proficiency in China (Zheng & Cheng, 2008). When it came to the 21st century, especially after China entered the World Trade Organization, the rapidly growing communication between China and the world stimulated 'a shift of weight on general English to ESP courses at the tertiary level' (Pang et al., 2002, p. 213) and made English a bridge to self-fulfilment and better career development for Chinese people (Jin & Cortazzi, 2002). As a result, Chinese college students' English learning motivation also shifted from what had been documented to be primarily instrumentally oriented to a more diversified and complex motivational system (Xu, 2015; You, 2015).

In the light of Dörnyei's (2005, 2009a) L2MSS theory, researchers have examined the compatibility of it amongst Chinese learners. One of the largest surveys was conducted by You (2015) and her colleagues (You & Dörnyei, 2016; You et al., 2016). Through investigating over 10,000 English learners from different regions of China and educational institutions at different levels (i.e., secondary and tertiary), these scholars claimed that the overall structure of Chinese learners' motivational self system is compatible with the L2MSS and is not different from Western learners. Figure 3.3 presents the relationships between the three components of the L2MSS and the criterion measure proposed by You (2015). In addition, You and her colleagues also suggested that Chinese students, from various geographic and educational backgrounds, have overall high-level English motivation and stand ready to invest effort in learning English. They are primarily motivated by their ideal English self and vision of being a proficient English speaker. Moreover, You and Dörnyei (2016) argued that no evidence was found to support the existence of the Chinese imperative which posits that learners from Confucian cultures are more likely to be

motivated to learn English to satisfy the parental, educational and social expectations for learning achievement (Chen et al., 2005).

Figure 3.3 The relationships between the L2MSS and criterion measure of L2 learning (adapted from You, 2015, p. 178)



In more recent decades, L2 motivation researchers focusing on the Chinese context have also expanded their research scope to the dynamics of L2 motivation over college learning (e.g., Chang, 2017; Xu & Gao, 2011; Zhou & Gao, 2009; Zhou et al., 2011). For example, Zhou and Gao (2009) and Zhou et al. (2011) conducted a longitudinal survey on more than 1,300 college English learners for four years and found that the general intensity of learners' English motivation significantly decreased during their first-year learning and then remained comparably stable over the next three years. When looking at the micro-level of motivational factors, their research findings are more complex. Firstly, instrumental motivation, including learning English for self-development and information acquisition, was the most predominant incentive for English learning. Secondly, learners in higher grades were more sensitive to the learning experience, which means that they have higher requirements for their English teachers, textbooks, courses, etcetera. Thirdly, junior and senior students had a higher level of intrinsic interest in English as well as motivation to learn English for study abroad. Finally, Zhou et al. (2011) reported that there were junior and senior students encountering stagnation in English learning

because they could not find any clear goal for learning English after passing the CET exams. These findings indicate that the motivational development of Chinese foreign language learners in HEIs is complicated and dynamic by nature; the students at different stages of learning (e.g., in different years of college learning or when facing different external challenges) may be primarily motivated by diverse motives.

Given the fact that Chinese learners' motivation is fluctuating rather than static, empirical studies have also been conducted to explore the aspect of demotivation. Li and Zhou (2013) examined the demotivators of 97 Chinese college learners and suggested that inadequate learning facilities, negative attitude to the target language and culture, lack of learning strategies, unqualified teachers, diffidence, and a test-oriented learning environment are underlying demotivators for Chinese college EFL learners. A similar result is reported by Li and Zhou (2017). These demotivators of Chinese students are overall in line with the demotivators identified in other research contexts (see Section 3.4.3). In addition to synthesising demotivators, Li and Zhou (2013) further argued that the external factors, including teachers, curriculum and learning facilities and environment, explain more variance than internal factors, i.e., intrinsic interests, failure experience, diffidence, and unclear learning goals.

Although research on English learning motivation is still in progress, several noteworthy lessons have emerged over the thirty-year practice in China. First, motivation studies in the Chinese context reinforce the explanatory power of the L2MSS and uncover that compared with their Western counterparts, Chinese English learners are generally homogeneous in terms of their motivational set-ups (You & Dörnyei, 2016). Besides, it is necessary to take the social, cultural and educational conditions of research contexts into account because they are also motivational variables. For example, learning-for-certificate motivation is salient amongst Chinese college English learners. However, its motivational capacity might be insignificant in societies where certificates are not as highly valued as in China. Moreover, since L2 motivation is closely related to the learning environment (Ushioda, 2009) and is dynamically changing (Larsen-Freeman, 2014), merely focusing on the

classifications of motivators is not adequate (Xu, 2015). The series of studies (Xu & Gao, 2011; Zhou & Gao, 2009; Zhou et al., 2011) focusing on learners' motivational development across four years of college study have preliminarily demonstrated the significance of researching motivational change over time.

Although this section focuses on research outcomes from EFL motivation studies, the characteristics of Chinese students' language learning motivation could also be informative for understanding the LOTE learning motivation in the same educational context. Corresponding discussions related to LOTE learning motivation and the research gaps to be addressed by this thesis are presented in Sections 4.2 and 4.3.

3.6 L2 motivation in the Chinese context: non-language-specific motivation

Section 3.5 has demonstrated that the motivational set-ups of Chinese college learners, by and large, are not incompatible with the motivational theories and frameworks developed in Northern American and European contexts. There are also several non-language-specific factors (e.g., learning for certificate or graduation), however, which have manifested their motivational impact on Chinese college students' L2 learning. This section puts the review scope on the non-language dimension of Chinese L2 learners' motivation.

The non-language-specific motives of language learners in China have been referred to in several studies, such as Confucian heritage (e.g., Dörnyei & Chan, 2013; Huang et al., 2015; Huang, 2019), a Chinese Imperative (Chen et al., 2005) or Chinese students' culture of learning (Shi, 2006). In a study on the motivational dynamics of Chinese college learners majoring in Japanese, Huang and Feng (2019) proposed that most of the Year 1 students were motivated by their enthusiasm for Japanese popular culture and the sense of freshness brought by a new language. When it comes to the Year 2 students, negative attitudes appeared since some students felt lost and perceived learning Japanese as frustrating. The learners' motivation seemingly more or less recovered in the third year. Year 3 students were more likely to compare learning Japanese to learning another skill or to the investment in learning. They were largely

motivated by the pragmatic benefits of studying their college major well, such as finding good jobs or pursuing master's degrees, which are non-Japanese-specific self-guides. For example, one participant of their research explicitly said that 'I find I am not interested in this language by itself' (Huang & Feng, 2019, p. 613). In this case, Japanese is no longer treated as a unique foreign language with its linguistic and cultural significance but a subject matter that a student has to learn well in order to obtain a college diploma. Despite the consistency of employing the term Confucian heritage or Chinese Imperative, its utility in maintaining L2 motivation in the circumstance of low L2 interest has not been elaborated. Few studies of Chinese learners' L2 motivation have explained the connotations and implications of it, which makes Confucian heritage seemingly an 'excuse' for Chinese students' extrinsic motivation but does not allow for a full understanding of Chinese language learners as distinctive cultural beings (Lee, 1996). Therefore, a primary focus of this thesis is to elaborate on the role of Confucian heritage, or the general motivation to learn, in LOTE-major students' motivation.

Since Confucianism is a complex system incorporating traditional and far-reaching Chinese philosophy covering a wide range of topics, e.g. politics, economics, education, culture, etcetera (Goldin, 2015), it is infeasible to introduce the whole philosophical system in this section (see Goldin, 2015; and Yao & Yao, 2000 for fuller reviews). Instead, I specifically focus on two aspects that have been involved in the previous sections, emerged as primary factors here, i.e., a) the emphasis on education and b) the achievement orientation of Chinese people and society (Lee, 1996; Salili, 1996a).

3.6.1 Emphasis on education

The emphasis on education could explain why sometimes students value the reputation of universities more than their preference of college majors (see discussion on Tiaoji in Section 2.3.1). The significance of education has been highlighted in Chinese society since Confucius raised his philosophical ideas during the Spring and Autumn period (722 B.C.-464 B.C.) (Lee, 1996). In the Han Dynasty (202 B.C.—8 A.D.), Confucianism was established as the

orthodoxy and has since enjoyed the predominant position as ‘the official philosophy of the state’ (Bond & Hwang, 1986, p. 214). Confucianism maintains that education is not only paramount for personal development but also significant for societal progress. The importance of education was further addressed in China after the 1840s when China was invaded by western countries. Officials and educators anchored their hope on education for ‘saving the country’ (Lee, 1996, p. 27) and advocated that China has to learn modern technologies from the West in order to strengthen itself. After 1949, promoting education has been regarded as the fundamental strategy of the country and the key to China’s modernisation (Zeng, 2008), and the high valuation of education has permeated throughout New China until now.

In addition to the significant influence of education on societal development, education, according to Confucian heritage, is also seen as the channel for every individual’s self-cultivation and self-realisation (Lee, 1996). As the Confucian classic *Three Character Classic* says:

“Men, one and all, in infancy are virtuous at heart.

Their natures are much the same, the practice wide apart.

Without Instruction’s aid, our instinct grew less pure.

By aiming at thoroughness only can teaching ensure.”

(translated by Lee, 1996, p. 26).

It is believed that only by receiving education from the moment of birth can people maintain their virtuous nature and foster good self-characteristics. From the perspective of Confucian education, everyone is capable of being educated regardless of their intelligence or aptitude and everyone can achieve ‘sagehood’ (perfection) through making effort in learning (Confucian thoughts and classics) (Lee, 1996). Therefore, in a society deeply influenced by Confucian heritage, people’s motivation to learn and study is generated in part from their intrinsic appreciation of education and their aspiration to reach the sagehood status which is the reward of being educated.

Except for the self-development motivation of being educated, learning

was also the most, if not the only, pragmatic approach for class mobility in ancient China (Lee, 1996). Similar to Plato's philosophy, Confucianism also proposes that only wise and educated people can govern the country. This tradition has been maintained for thousands of years until now. From the Han Dynasty on, China gradually developed its talents selection mechanism primarily based on the mastery of Confucian thoughts and Confucian classics (Bond & Hwang, 1986). In ancient China, which was an agricultural society with comparably backward productivity, passing the imperial competitive examination and becoming a government official was the most important tunnel for class mobility, and stepping into the ruling class meant living without worrying about food and clothing (Stover, 1974). The material rewards of learning well continually motivated Chinese people to study hard even under harsh living conditions. Moreover, learning Confucian ethics for imperial competitive examination reinforced the dominant status of Confucian heritage in Chinese people's minds. Even in contemporary China, passing the civil service examination and working as a civil servant is still described as an 'iron rice bowl' which stands for a stable and secure job position, although the content of examination has already transformed to include Marxist thinking and other liberal arts knowledge (Wang, 2013). In current Chinese society, becoming an official in the government is of course not the only career path for university students, yet securing employment (also see Section 2.3.3) is still seen as an important outcome of learning (Jin & Cortazzi, 2006), constantly motivating Chinese learners to invest effort in their studies.

In sum, in the Chinese context, education is tremendously emphasised because it is regarded as the way to self-realisation, pleasant working opportunities, and a happy life, triggering students' both intrinsic and extrinsic motivation to learn. This motivation can be derived from the significant status of education in Chinese society rather than the appreciation of any specific majors or areas. Therefore, when researching Chinese learner's motivation to learn foreign languages, especially learners who study foreign languages as college majors, it is not only necessary to be aware of their status as 'L2 learners' which is related to their identity concerning a second language, but also to be aware of their status as 'students', which may motivate them to learn a language

similar to learning any other subjects in school.

3.6.2 Achievement motivation of Chinese students

The valuation of education explains Chinese learners' strong willingness to pursue a better education, while on the other side of the coin, their achievement aspirations, which 'refers more specifically to motivation relevant to performance on tasks in which there are criteria to judge success or failure' (Wigfield & Cambria, 2010, p. 1), is a vital resource for Chinese learners' motivation to study hard and obtain specific evidence of achievement, such as a language certificate (see discussion on learning-for-certificate motivation in Section 3.5).

Chinese learners and their learning cultures are repeatedly marked by a tendency towards a collectivist orientation (e.g., Cortazzi & Jin, 1996; Salili, 1996a; Yang, 1986). A collectivist orientation posits that Chinese students' achievements are more likely to be a) 'described as being for the benefit of the group (e.g., family or state) rather than individual', and b) 'defined by other people rather than the individual' (Salili, 1996a, p. 88). Students' success or failure in education is not merely seen as their own affairs but also related to the 'face' (honour or disgrace) of their family, relatives or other groups. However, it is noteworthy that although the perception of achievement of Chinese learners is seemingly closer to others and an external standard or judgement, the achievement motivation of Chinese students also has an intrinsic aspect. As I have discussed in the previous sub-section, one aspect of Chinese culture emphasises the importance of hard work and learning for long-term benefits rather than immediate merits (Jin, 1992). Learners are inherently socialised into the belief that one should study hard and achieve excellence in education (Yang, 1986). Empirical evidence for this is offered by Salili and Mak (1988). Their study on Chinese secondary school students found that the students' perceptions of being successful were composed of friendship, happy family, career success and academic achievement, which reveals that Chinese students have inherent or at least an internalised will to seek superiority in their academic performance. More recently, based on a cross-cultural comparison between 764 British and

Chinese high school, university and older adults students, Salili (1996b) suggested that Chinese students have a much greater need for achievement than their British counterparts. Salili's finding reinforces the necessity of introducing the need for achievement, or achievement motivation, as a potential motivational variable to the research on LOTE learning motivation of Chinese learners.

For Chinese learners, both the external expectation of high achievement from the surrounding environment and internal willingness to achieve academic excellence can motivate them to invest more effort in learning in order to achieve better learning outcomes. When it comes to college students' motivation to learn LOTEs, Chinese learners may have the potential to feel motivated in learning a language because they wish to achieve excellence in order to prove their diligence and capability in learning instead of being motivated by influencing factors (e.g., culture, community or career opportunity) relating to the language they are learning.

3.6.3 Empirical evidence of non-language-specific motivation in L2 learning

Non-language-specific motives have been unearthed in several studies in the Chinese context. Chen et al. (2005) examined 567 EFL learners from Taiwan with respect to the relationships between English motivation and learners' expectations as well as self-evaluated language proficiency. Chen et al.'s findings uncovered that English-specific integrative motivation did not play any significant role in motivating the learners' learning efforts. While, inversely, the research participants were chiefly motivated by the pragmatic rewards (e.g., higher salary or getting promoted) and the societal requirements (e.g., school and job recruitment exams) of mastering English, which could be seen as the results of the emphasis on education.

In a similar vein, by investigating 674 college EFL learners from the Chinese Mainland, Xu (2015) suggested that the English learning possible selves of Chinese learners consisted of five factors, including 'being a confident

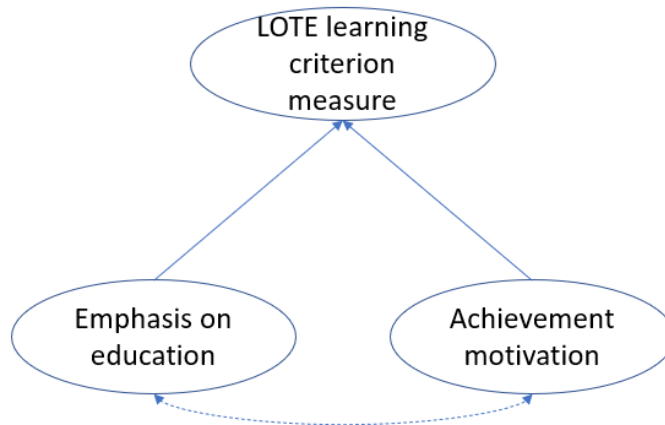
person' (factor loading .66), 'being a cross-cultural ambassador' (factor loading .49), 'being a responsible good student' (factor loading .57), 'being a proficient English speaker' (factor loading .49) and 'being a person with a high working ability' (factor loading .36) (p.61). It was seen from the result of confirmatory factor analysis that 'being a confident person' and 'being a responsible good student' contributed more to the learners' English learning possible selves than language-relevant concepts, i.e., 'being a proficient English speaker' and 'being a cross-cultural ambassador'.

When it comes to the LOTE learning motivation of Chinese learners, non-LOTE-specific components have also played a significant role. In a Q-methodology survey on more than 300 Spanish students' motivation (including Spanish as a second foreign language and Spanish-major students), Zheng et al. (2019) argued that in addition to the interest in Spanish or Latin American culture and willingness to study in Spain in the future, the students were also motivated by the attraction of a superior university, the expectation of a higher GPA, and their multilingual self (see a review on the ideal multilingual self in Section 3.3.1), which were not Spanish-specific. A similar situation was also reported by Wang and Zheng (2019). Looking at their qualitative study of 12 college Japanese-major students, Wang and Zheng proposed that even though these learners were learning Japanese as their specialisms in university, their Japanese learning motivation was influenced by their English-related self-guides as well as their ideal multilingual self because mastering English is beyond learning a language and is seen as an academic obligation for contemporary college students in Chinese society, and being multilingual is 'considered to be "cool", "fun" and "happy"', which is relevant to learners' positive emotions triggered by their learning achievement as to being multilingual (Wang & Zheng, 2019, p. 14).

These findings mentioned above in several example studies in both English and LOTE learning contexts together demonstrate the motivational impact of non-language-specific factors, such as the obligation of a good student and the sense of achievement produced by learning more knowledge. And more importantly, these findings support the proposal that Chinese language learners

should not only be understood as language learners but also be understood as learners in general. Figure 3.4 visualises the relationships between the non-language-specific motivations and LOTE learning. However, this proposal does not necessarily draw a conclusion that the emphasis on education and achievement motivation have a unique impact on the language learning motivation of Chinese learners. They should be further discussed in other linguistic and cultural contexts as well. It is also noteworthy that although Chinese learners tend to be researched overwhelmingly through the lens of Confucian heritage, Chinese learners embrace various cultures and have diversified characteristics (Jin & Cortazzi, 2006). It is important to be open to other potential motivational variables which are related to learning cultures in the process of research. Besides, with the rapid social, cultural and economic development in China in the 21st century, the characteristics of Chinese learners are not static but dynamic and are continually evolving (Shi, 2006). Moreover, as I have mentioned above, many of the existing studies have been conducted in Hong Kong or Taiwan, which have distinct social and political milieus compared to the Chinese Mainland. Therefore, the aforementioned results might not be able to be generalised to all Chinese learners. This thesis seeks to offer more empirical evidence regarding the impact of learning cultures on LOTE learning in the Chinese Mainland context.

Figure 3.4 The relationships between non-language-specific motivations and LOTE learning



* Dotted line refers to a latent correlation which has not been examined empirically.

3.7 A summary of research on L2 motivation

This chapter has reviewed theories and practices of L2 motivation research, with a special focus on the L2 Motivational Self System (Dörnyei, 2005, 2009a) and self-oriented motivation research. The review has explored evidence to support the versatility of the L2MSS in different research contexts and amongst various target languages. In addition, this chapter also has shed light on the dynamic aspects of L2 motivation, as well as on key aspects of long-term motivation. Finally, this chapter reviewed the research on L2 motivation in China, including key findings and lessons from the Chinese context. The review shows that Chinese college learners, on the one hand, have a similar motivational configuration compared to their counterparts in other contexts in the respect of language-specific motivation. On the other hand, the non-language-specific motives (i.e., emphasis on education and achievement motivation) also play a considerable role in Chinese college learners' L2 motivation.

The systematic review in this chapter highlights several key areas where further investigation is necessary in this thesis, and which this thesis directly addresses. First, the L2MSS illustrates the relationships between learning motivation and learners' self-guides and perceptions of the L2. It is necessary to pay more attention to the non-language-specific motives which

could as well influence the LOTE learning motivation of Chinese learners. Second, given the dynamic nature of L2 motivation, LOTE learners may have different motivational profiles at different stages of learning; also, the developmental trajectories of LOTE learning motivation across the four years of college learning may vary. The dynamic evolution of LOTE learning motivation should also be probed into. What is more, it is noteworthy that the main body of the L2MSS research concentrates on single language learning. Whether it is applicable to motivation studies exploring learning multiple languages (e.g., a LOTE + English) currently still has no clear answer. It is needed to adapt the current L2 Motivational Self System into a multilingual motivational self system. In the next chapter, I first review the studies exploring the motivation to learn multiple languages and identify salient research gaps in the existing literature. After that, I synthesise key arguments of the entire literature review (from Chapter II to Chapter IV) and propose the research framework and research questions for this thesis.

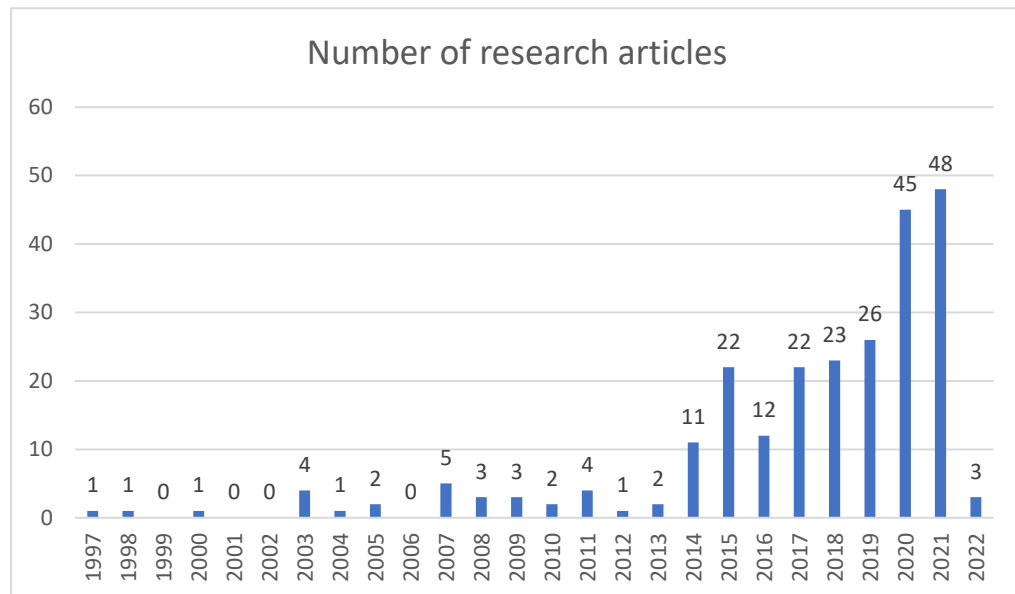
Chapter IV Towards the Multilingual Motivation Research

4.1 Introduction

The previous chapter has reviewed the literature relating to L2 motivation research with a particular focus on the L2MSS and the self-oriented research paradigm. In addition, as argued in Section 2.3.2, this thesis has to investigate the LOTE learning motivation of Chinese students from a perspective of multilingual learning motivation, because these learners are concurrently learning a LOTE as a major and English as a foreign language as required by their degree programmes. This chapter reviews the self-oriented research on multiple language learning motivation in order to have a sound understanding of its status quo and to identify the research gaps that need to be addressed by this thesis.

Although multiple language learning motivation is still a less charted territory in the whole family of L2 motivation research in the past 60 years (Al-Hoorie, 2017), a growing number of studies shedding light on this issue have been emerging in recent decades. Figure 4.1 demonstrates the publishing trends of research articles focusing on multilingual learning motivation on the Web of Science since 1997. As can be seen in this figure, there is a surge of multilingual motivation research published in recent five years, evidencing an increasing interest of scholarship in this area. The present thesis is developed in conjunction with this endeavour.

Figure 4.1 Research articles⁴ focusing on multilingual learning motivation



Looking at the research employing the L2MSS as a theoretical framework, researchers started to apply this theory to research in multilingual learning contexts soon after it was established (e.g., Csizér & Lukács, 2010; Henry, 2009, 2010; Henry & Apelgren, 2008; Henry & Cliffordson, 2013). Not different from the overall trends shown in Figure 4.1, growing effort has been expended on researching multilingual learning motivation under the umbrella of the L2MSS in more recent years (e.g., Busse, 2017; Calafato & Tang, 2019; Siridetkoon & Dewaele, 2018; Sugita McEown et al., 2017; Zheng et al., 2019). Along with the progress of this thesis (since the fall of 2019), more self-oriented studies of multilingual learning motivation have been published (e.g., Forbes et al., 2021; Hajar, 2022; Huang et al., 2021; Wang, 2021; Wang & Fisher, 2021; Wang et al., 2021).

Several key features can be observed amongst those self-oriented studies of LOTE learning motivation. First, there is arguably an imbalanced geographical distribution of LOTE motivation research. Existing literature focuses much more on the Chinese context (e.g., Dörnyei & Chan, 2013; Huang,

⁴ Using ‘multilingual’ and ‘motivation’ as keywords for ‘Topic’ and searching on Web of Science, the earliest research article was published in 1997. All data retrieved from <https://www.webofscience.com/wos/woscc/summary/ec1701de-6469-4d75-b5f3-10fbee9c6e46-2cfc95f6/relevance/1> (on March 28th 2022).

2019; Liu, 2020; Thompson & Liu, 2021; Zheng et al., 2019) and the Swedish context (e.g., Henry, 2010; Henry, 2020; Henry & Apeltgren, 2008; Henry & Thorsen, 2018) than other contexts such as in Syria (Hajar, 2022), Thailand (Siridetkoon & Dewaele, 2018), the UAE (Calafato & Tang, 2019), and other European countries (Busse, 2017; Csizér & Lukács, 2010). Second, the target LOTEs researched in existing studies, regardless of the contexts where those studies were conducted, mainly centre on French (e.g., Henry, 2010; Liu, 2020; Takahashi, 2019; Thompson & Liu, 2021), German (e.g., Csizér & Lukács, 2010; Henry & Apeltgren, 2008; Huang, 2019; Takahashi, 2019), Japanese (e.g., Huang, 2019; Siridetkoon & Dewaele, 2018; Wang & Zheng, 2019), and Spanish (e.g., Henry, 2010; Henry & Apeltgren, 2008; Sugita McEown et al., 2017; Zheng et al., 2020). These languages represent either great political power (French), advanced technological/economic level (German and Japanese), or a sizable descendant population (Spanish) (Huang, 2019). Other languages, especially those with limited ethnolinguistic vitality (e.g., Thai, Vietnamese or Greek), have only been investigated by a few scholars (e.g., Huang, 2019; Takahashi, 2019). It is noted that the imbalanced distributions of research contexts and target LOTEs could be a consequence of ‘publication bias’ (Al-Hoorie, 2018) which can likewise be found across all areas of L2 motivation research (Al-Hoorie, 2018; Boo et al., 2015). Research papers focusing on other countries or languages may employ other motivational theories and may be published in non-English languages or non-international journals that cannot be fully reviewed in this section.

In terms of their research questions and findings, those studies primarily concentrate on three salient themes, including a) the complex relationships between self-guides and motivation (e.g., Dörnyei & Chan, 2013; Hajar, 2022; Henry, 2010; Thompson & Liu, 2021), b) the dynamic development of LOTE and multilingual learning motivation (Takahashi, 2019; Wang & Zheng, 2019; Zheng et al., 2020), and c) the influence of English on LOTE learning motivation (e.g., Busse, 2017; Calafato & Tang, 2019; Csizér & Lukács, 2010; Henry, 2010). In the next section, by reviewing current studies using the L2MSS as a theoretical framework and researching multiple language learning motivation, I discuss these three salient themes related to multilingual

learning motivation in more detail and identify the research gaps to be addressed by this thesis. In the final section, I synthesise key arguments related to L2 motivation in general and multilingual learning motivation in particular. Building on this, I introduce the research framework and research questions of this thesis.

4.2 Reconceptualising self-oriented motivation research in the multilingual learning context: current research findings and the research gaps

This section focuses on three critical issues identified from the self-oriented research on the motivation to learn multiple languages (English + a LOTE/LOTES). Both current research findings and potential research gaps are discussed in this section.

4.2.1. The complex relationships between self-guides and motivation

Conventionally, the ideal L2 self is positioned as a reliable variable for predicting a learner's motivated behaviour in English-as-L2 motivation research (Dörnyei, 2009b; Dörnyei & Ryan, 2015). The picture becomes more complicated when LOTES are taken into account. The validity of the ideal L2 self has been supported by many studies on LOTE learning motivation (Csizér & Dörnyei, 2005; e.g., Dörnyei & Chan, 2013; Kong et al., 2018). Huang et al's (2015) survey, however, showed that the ought-to L2 self had a prominent role in Taiwanese learners' intended language learning effort; the ideal L2 self had no significant impact on both in-class and out-class language learning effort of them. Huang et al. explained the unexpected result with reference to a) the Confucian cultural background where students may face more pressures on learning achievement, and b) the significant social role of the languages in focus (i.e., English, Japanese and German) in Taiwan, taking into account the relatively intensive communication between these target countries and the region of Taiwan (Huang et al., 2015). Their argument raises the important issue of being cautious about the contextual role of LOTES in different societies where studies are conducted. Interestingly, in a study published later which also focused on Taiwanese learners' motivation to learn non-English languages,

Huang (2019) submitted that the ought-to L2 self could not do the prediction of the learners' motivated behaviour justice. In this instance, the L2 learning experience exerted the most significant influence on her participants' language learning motivation. The mixed results even in a same learning context demonstrates the necessity to further evaluate the relationships between the three components in the L2MSS and the criterion measures of motivation for learning different languages in different learning contexts.

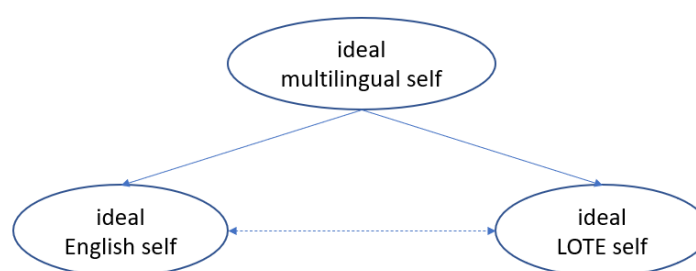
In addition to the complicated relationships between motivational selves and motivated behaviour, the complexity of the self-guides in multiple language learning contexts should be a focus of concern as well. As discussed in Chapter III, both the ideal and the ought-to L2 selves were developed from the possible selves theory (Markus & Nurius, 1986) and the self-discrepancy theory (Higgins, 1987; Higgins et al., 1994). Despite the consistency in highlighting the motivational power of idealised self-imagination, nevertheless, the possible selves theory and the self-discrepancy theory differ in their conceptualisation of the nature of 'self' (Dörnyei & Ushioda, 2009; Henry, 2012; You, 2015). From Markus and Nurius's (1986) perspective, every individual may have multiple selves original from different future visions. All self-conceptions are competing with each other, while the most salient and active one at any point will be 'the content of the working self-concept' (Markus & Nurius, 1986, p. 957). If following on Markus and Nurius's argument, in the situation of learning LOTE and English simultaneously, learners would be expected to have two distinct possible selves for each language they are learning, and the two selves may compete against each other in order to dominate the learners' working self-concept. However, on the other hand, Higgins (1987) proposed that every individual only has one ideal self and one ought self but the sole self-concept has various facets or standpoints. If accepting Higgins's idea straightforwardly, in the multi-language learning context, learners are likely to have one ideal self and one ought-to self with both English and LOTE 'facets', and meanwhile, learners' concepts of learning two different languages should be incorporated in their mind (Henry, 2012). So far, empirical evidence has been inclined to support Markus and Nurius's position, that is, learners have discrepant selves for different languages they are learning (e.g., Dörnyei & Chan, 2013; Henry,

2010; Thompson & Liu, 2021). For example, Henry's (2010) survey on Swedish pupils learning English and one LOTE (i.e., French, German or Spanish) simultaneously showcased that a) his participants had different language-specific selves at the same time; b) their English-related selves (both ideal self and ought-to self) worked as a normative referent for the learners' LOTE learning selves within the working self-concept; c) learners' English-related selves had a negative influence on their LOTE-related selves. Therefore, when researching learners who are learning multiple languages concurrently, it is necessary to acknowledge that learners might have distinct self systems for different languages. Researchers are advised to investigate and measure these selves individually.

Although current research supports a conclusion that multi-language learners appear to have separate and distinct self systems for different languages, it does not mean that their self-guides are thoroughly insulated against each other. As Henry (2017a) warned, the separated investigation of learner's selves of different L2s might provoke a 'monolingual bias', and he argued that 'when the aim of research is to understand language learners' motivation in situations where two or more languages are learned/acquired, a separationist approach does not yield adequate insights' (p. 549). In fact, the relationships of self-guides between different languages and between languages and multilingualism have been preliminarily explored in several surveys. For example, employing a qualitative approach, Zheng et al. (2019) investigated Chinese college learners learning both English and Spanish as foreign languages and suggested that there is 'a gate-keeping role of global English in non-Anglophone learners' multilingual motivational selves' (p. 602). Similarly, Wang and Zheng's (2019) study also uncovered that the Chinese learners of multiple languages do not only foster language-specific selves but also have a multilingual self. Quantitative studies have revealed their relationships as well. Based on a SEM model of Japanese multilingual learners, Sugita McEown et al. (2017) found that the Japanese learners' ideal English self was positively related to their ideal LOTE self, which means that the learner who had clear self-images as an English speaker was prone to have a clear self-image as a LOTE speaker as well.

Another study probing the interrelation between self-guides is Henry and Thorsen's (2018) examination on the validity of the ideal multilingual self (also see discussion on the ideal multilingual self in Section 3.3.1) of Swedish multilingual learners. According to their SEM model, Henry and Thorsen argued that the ideal multilingual self had a direct and positive impact on the learner's ideal LOTE self. Because the ideal multilingual self emphasises the self-image of being a multi-language speaker (including English), logically and intuitively, it is also expected to have a direct and positive impact on learners' English learning selves. An interesting analysis, which was not included in Henry and Thorsen (2018), would have been to explore the relationship between the ideal multilingual self and the ideal English self, or the relationship between the ideal English self and the ideal LOTE self. Looking at the existing empirical evidence, they present a potential triadic relationship between the ideal English self, the ideal LOTE self and the multilingual self, which coincides with Henry's (2017a) conceptualisation of the 'Multilingual Motivational Self System' demonstrated in Figure 4.2. However, the question as to whether the Multilingual Motivational Self System exists amongst Chinese learners still awaits empirical data to support, or reject, it.

Figure 4.2 Conceptualization of Multilingual Motivational Self System (after Henry, 2017a, p. 555)



* Dotted line refers to a latent correlation which has not been examined empirically.

In sum, the aforementioned arguments and empirical studies illustrate that a) learners are likely to have distinct self-guides and self systems for each language they are learning; b) learners' self-guides for one language might have

an impact on their self-guides for another language(s), and they should not be studied via a separationist approach; and c) a multilingual self might exist and can affect learners' self-guides related to each language. As a result, it will be most meaningful for this thesis to be conducted from a multilingual perspective proposed by Henry (2017a) because LOTE learners in Chinese universities have to learn both LOTE and English concurrently. The existence of a multilingual self amongst Chinese learners has been supported by Liu (2020) and Thompson and Liu (2021) in quantitative studies; the impact of the multilingual self on LOTE selves and LOTE learning motivation has been submitted by Zheng et al. (2019), Wang and Zheng (2019), Zheng et al. (2020) and Wang (2021) in qualitative studies. On this basis, this thesis presents a larger-scale quantitative survey to more comprehensively examine whether the postulation of the Multilingual Motivational Self System (Henry, 2017a) is compatible with Chinese LOTE-major learners.

4.2.2 The evolution of LOTE and multilingual motivation during the process of learning

The scope of the current literature on multilingual motivation, both in the European and Asian contexts, has mainly focused on the complex relationships between different selves (see Tables 4.1, 4.4 and Section 4.2.1). The popularity of research on the relationships between various selves has left one question relatively neglected, that is, how do learners construct their self-guides and motivation concerning learning LOTE or being multilingual? This question is especially relevant in the Eastern Asian context. Unlike the European countries where learning multiple languages is a convention and advocated by EU laws (Byram & Parmenter, 2012; Henry, 2017b), English is still the dominant foreign language in the Eastern Asian context (Takahashi, 2019; Wei & Su, 2012). Learning LOTES in addition to English, to the extent that is currently advocated, is a rather recent practice. As a result, under which circumstances the motivation for learning a LOTE and/or being multilingual emerges and how they evolve in the 'shadow' of global English (Dörnyei & Al-Hoorie, 2017) should be questioned rather than regarded as a default status of these LOTE learners. Amongst the studies on the motivational selves of multilingual learners, three

representative studies (e.g., Takahashi, 2019; Wang & Zheng, 2019; and Zheng et al., 2020) have shed light on how learners construct and develop their ideal LOTE self and/or ideal multilingual self during their process of language learning.

Takahashi (2019) investigated two Japanese college learners learning English as an L2 and LOTE(s) as L3(/Lxs). Her first participant (a male student) had learned more than six LOTEs and had successfully formed both ideal LOTE and ideal multilingual selves. His motivation to learn several foreign languages was triggered by his interest in reading because he was not satisfied with only reading the Japanese or English translations. The sprouting of his ideal LOTE selves and the multilingual self was strengthened by his enjoyable communications with foreign people and cultures by using LOTEs. Moreover, the participant regarded learning LOTEs as a way to facilitate his career planning to be a scholar because multilingual literacy could help him with reading a wider range of academic literature (Takahashi, 2019). Contrary to the first participant, the second participant (a female student) stopped studying LOTEs after she had finished her compulsory LOTE courses and had hardly constructed an ideal LOTE self or ideal multilingual self. Although she was in a similar social and educational milieu as the first participant, the second student believed that only mastering the lingua franca, namely English, was sufficient for both her current academic study and future career development. As a result, she did not persist in learning any LOTE. Takahashi's (2019) study indicates that even when in alike social and educational contexts, the development of motivational self-guides may be distinct as learners may have very different interpretations regarding the role of LOTE and multilingualism for themselves.

When it comes to the Chinese context, Wang and Zheng (2019) examined the multilingual motivation of 12 CMLOTEs learning Japanese. This study revealed a crucial fact that many of the freshman CMLOTEs had a clear ideal English self, but they did not have a clear ideal LOTE self. Investigations of junior and senior CMLOTEs showed that the students tended to have more elaborated ideal self-images related to learning a LOTE and being multilingual after engaging in the language learning for a period of time—the participants in

their fourth year of college learning seemed to have clearer ideal Japanese and ideal multilingual selves than their counterparts in first and second years. Wang and Zheng's (2019) study suggests that the LOTE and multilingual learning selves might emerge from the process of LOTE learning. However, due to the cross-sectional comparison between different students from different years of learning, this study was not able to offer insight into how the ideal LOTE self and/or ideal multilingual self of individual learners emerge and evolve from vague to clear. More details about the emergence and evolution of the ideal LOTE self and the ideal multilingual self have been traced in a study on Chinese college students learning L3 Spanish (Zheng et al., 2020). This study proposed that a multilingual posture, which is a no-language-specific orientation to multilingualism and multiculturalism, could be the initial motivation for Chinese learners to invest in LOTE learning. Multilingual posture, in the process of LOTE learning, could ultimately evolve into an ideal multilingual self and/or an ideal LOTE self, motivating learners to expend more effort in learning their LOTEs.

The three aforementioned studies have focused on the emergence and evolution of the ideal LOTE self and/or multilingual self. Their results indicate that a) LOTE learners might not have a clear ideal LOTE self and/or ideal multilingual self at the initial stage of learning (Wang & Zheng, 2019; Zheng et al., 2020) or even throughout their learning (Takahashi, 2019); and b) an ideal LOTE self and an ideal multilingual self could be gradually constructed by LOTE learners during their process of learning (Zheng et al., 2020), and could be impacted by how the learners interpret their learning experience and the role of the LOTE and multilingualism (Takahashi, 2019). These studies have paid considerable attention to learning multiple languages as a linguistic phenomenon, yet they are able to contribute relatively less to a larger picture of multilingual pedagogy. For instance, as reviewed in Chapter II and Chapter III, zooming in on Chinese learners' learning LOTEs as college majors is a more complex focus, involving the considerations of major selection, general academic pressure, the initial status of major enrolment (i.e., voluntary or involuntary choice of major), career prospect, language learning experience, etcetera. All of these matters mentioned could have an impact on the language

learning motivation of Chinese multilingual learners. To bridge the research gap between multilingual learning and the complex nature of multilingual education in the Chinese context, this thesis is also faced with answering the question as to how Chinese students learning LOTE majors construct and develop their LOTE and/or multilingual learning motivation and motivational selves in the process of receiving education.

4.2.3. Impact of English learning motivation on LOTE learning motivation

Existing literature has demonstrated the complex and intertwined relationships of the self-guides of different languages (e.g., Dörnyei & Chan, 2013; Henry, 2010), and the implication of these complicated selves for language learning motivation is drawing increasing attention (Henry, 2014). As I have reviewed above, Henry (2010) suggested that in Sweden, where English is widely used in daily communication, English is treated as a ‘normative referent’ (p. 159) in learners’ working self-concept, which means that English-related selves are constantly active in learners’ cognition, and in the process of learning two languages concurrently, learners’ LOTE selves are always in comparison with their English selves. The dominant position of English in these learners’ working self-concept makes English motivation potentially detrimental to their LOTE learning motivation (Henry, 2010, 2012). In the survey of 12 Chinese college students learning Japanese as their major, Wang and Zheng (2019) also submitted that their participants had a very clear ideal English self because English is regarded as a standard for future talents in Chinese society. However, many students seemed to have difficulties in constructing their ideal Japanese self and were primarily motivated by their ought-to Japanese self, that is, their obligations as Japanese-major students. Wang and Zheng’s (2019) outcome reveals the overwhelmingly dominant position of English even in the motivational selves of learners who learn LOTEs as college majors. It seems that English tends to occupy the learners’ working self-concept and disadvantage their LOTE-specific selves (Henry, 2014). Also, English may make learners perceive learning any LOTEs as less useful because communicating with people from other language communities by using English can sometimes be easier than by using LOTEs (Busse, 2017), which can impose

negative impact on learners' motivation to learn LOTEs.

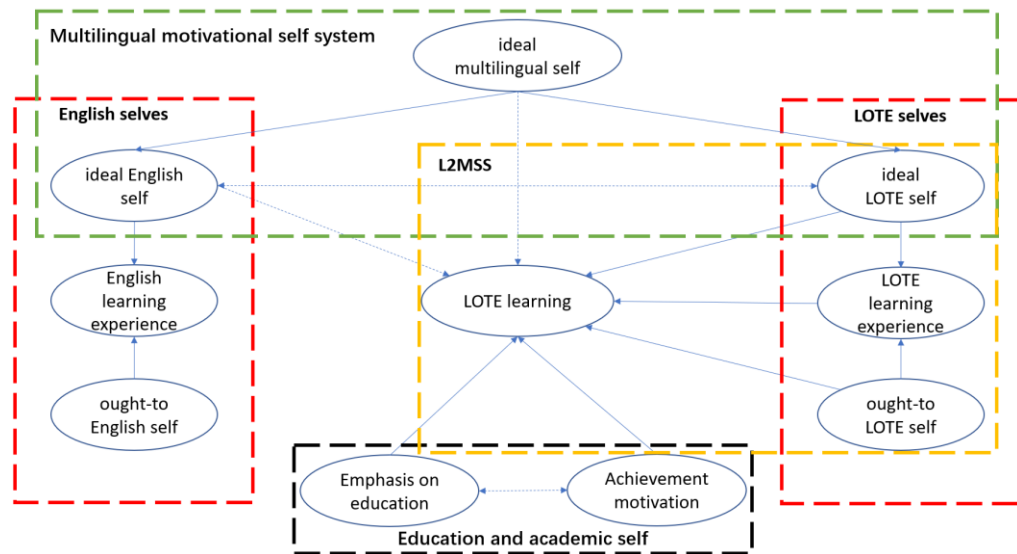
Whether English exerts only a negative influence on learners' LOTE learning motivation remains inconclusive. In the survey on Hungarian learners learning English and German simultaneously, Csizér and Lukács (2010) argued that the interference of English may vary depending on the order of language acquisition. For German as a FL2 and English as a FL3 learners, their motivated learning behaviour regarding German was negatively affected by their ideal English self. But for those who learned English as a FL2 and German as a FL3, no detrimental impact of English-relevant selves on learners' German learning was observed. Dörnyei and Chan (2013) researched secondary pupils learning English and Mandarin Chinese simultaneously and found similarly that the learners had coexisting and distinct L2-specific selves and imagery visions for both languages. However, the motivational functions of different language's self-guides were mainly implemented on their corresponding language, that is, English learning self-guides have neither positive nor negative impact on the learners' intended Mandarin learning effort or their exam grades and vice versa. Dörnyei and Chan (2013) maintained that this insignificant cross-linguistic motivational impact was due to the balanced institutional and social support for both English and Mandarin in Hong Kong, therefore, the situation may vary in contexts where two languages receive an imbalanced degree of recognition. Calafato and Tang (2019) studied 114 expatriates learning English and Arabic as foreign languages in the UAE. In a similar vein, they found that although the learners had strong English learning motivation, their English motivation did not have any negative influence on their Arabic learning motivation. In addition to the negative or neutral impact of English on LOTE learning motivation, Siridetkoon and Dewaele's (2018) study on multilingual learners in Thailand suggests that although English-related selves may occupy learners' working self-concept, it can also benefit learners' attitude to and interest in foreign languages, which can facilitate the improvement of learners' LOTE learning motivation. Furthermore, Sugita McEown et al. (2017) found likewise amongst Japanese multilingual learners that their ideal English self could be a direct and positive predictor of their ideal LOTE self, indicating a potentially motivating effect of English on LOTE learning.

Empirical data from different educational contexts reveals a variously positive, negative or neutral influence of English on LOTE learning, showing a diverse and complicated picture of the relationship between English learning motivation and LOTE learning motivation. The present thesis also aims to provide more empirical evidence regarding the role of English in LOTE learning motivation through a scrutinisation of CMLOTES.

4.3 Summary and research questions

Chapters III and IV have revisited both key theoretical foundations and the empirical evidence of research on L2 motivation and of multiple language learning motivation in particular. The gaps for research on L2 motivation in general in the Chinese context have been identified in Section 3.6, and the gaps for research on multilingual learning motivation have been identified in Section 4.2. Research on L2 motivation has shown that the L2 Motivational Self System is an effective instrument for the investigation of language learning motivation (Boo et al., 2015). Although the appropriacy of the L2MSS has been supported by a considerable number of studies, these studies have primarily been conducted in contexts where a single L2 has been in focus. It is arguable that the conventional L2MSS might not be able to do justice to the simultaneous learning of multiple languages, which is exactly the research context of this thesis. From a self-oriented perspective, it may be beneficial to develop a multilingual motivational self system in order to cope with simultaneous multilingual learning contexts (Henry, 2017a; Henry & Thorsen, 2018; Ushioda, 2019). Possible motivational variables for the new motivational self system have been identified in Chapters III and IV, including language-specific selves (see Section 3.2.3), non-language-specific selves (see Section 3.6), and the ideal multilingual self (see Sections 3.3.1 and 4.2.1). While the criterion measures of LOTE learning for the new system could be the intended effort of LOTE learning and self-reported engagement in LOTE learning (see Section 3.3.3).

Figure 4.3 Synthesis of the relationships between motivational variables and LOTE learning



* Dotted line refers to the potentially existing correlations between two variables.

Figure 4.3 demonstrates the relationships between each motivational variable and LOTE learning, derived from the review of literature in this chapter. It is noted that Figure 4.3 is the synthesis of Figures 3.4, 3.5, and 4.2 rather than the direct output of any empirical study. The components in the red squares and the yellow square are the three factors of the L2MSS plus the measurement of LOTE learning. Their interrelationships are indicated by You's (2015) large-scale study on Chinese English learners. The black square highlights two non-language-specific factors identified by the review of the motivation studies with Chinese student participants (see Section 3.6). The green square refers to the multilingual motivational self system proposed by Henry (2017a) and preliminarily validated by Henry and Thorsen (2018). However, as can be seen in the green square, Henry and Thorsen only scrutinised the relationships between the three ideal selves. The L2 learning experience and the ought-to L2 self in the L2MSS were not included in this proposal of the multilingual motivational self system. Using the ideal English self, the ideal LOTE self and LOTE learning behaviour as junctions, Figure 4.3 synthesises the multilingual motivational self system, L2 Motivational Self System, and non-language-specific factors which have been proposed as the additional motives for Chinese learners. This synthesis could offer an entry point for the investigation into the

motivational self system of CMLOTES. The real relationships between each motivational variable and between these motivational variables and LOTE learning behaviour are yet to be investigated empirically. This is the first research question of this thesis. It consists of two sub-questions:

RQ 1: What are the motivational set-ups of CMLOTES?

RQ 1-1: What are the structure and components of the multilingual motivational self system of CMLOTES?

RQ 1-2: What are the characteristics of the components in the multilingual motivational self system amongst different cohorts of CMLOTES?

RQ 1-1 seeks to examine the construct of the multilingual motivational self system of CMLOTES, that is, the motivational variables, the relationships between each motivational variable, and the relationships between motivational variables and the criterion measures of LOTE learning. Based on the outcome of RQ 1-1, RQ 1-2 aims to distinguish the characteristics of the motivation of CMLOTES across different cohorts, including genders, years of learning, voluntary or involuntary choice of major, the status of the popularity of languages, and career prospects. The review of the literature has demonstrated that even within the same group of learners (e.g., Chinese university learners), the components within the motivational self system might have different characteristics across different cohorts, for example, different years of college learning (Xu, 2015; Zhou & Gao, 2009; Zhou et al., 2011), different genders (Henry, 2009), different perspectives of career (Takahashi, 2019) and voluntary or involuntary language choice (Csizér & Lukács, 2010). The insights into the characteristics of LOTE learning motivation across different cohorts of learners could help to a) investigate the motivational development across different conditions and b) create individualised motivational strategies for each group of learners.

The outcomes of RQ 1 will assist in addressing the gaps identified in Sections 3.6, 4.2.1 and 4.2.3. However, the examination of the overall structure of the motivational self system of CMLOTES is not sufficient to bridge the gap

identified by Section 4.2.2. This is the aim of the second research question of this thesis:

RQ 2: How does the language learning motivation of CMLOTEs evolve throughout the course of their language learning?

Since few studies have shed light on the emergence and development of LOTE and/or multilingual learning motivation, this exploratory inquiry aims to offer more empirical evidence for this issue rather than drawing any definitive conclusion. Focusing on the relationship between the motivational evolution and language learning experience of LOTE learners can also be of theoretical importance. As reviewed in Section 3.3.2, the literature concerning the L2 learning experience indicated that the motivational capacity of the L2 learning experience is underestimated and that more attention should be paid to address its significance within the context of the L2MSS. In a nutshell, it is both practically and theoretically valuable for this thesis to investigate how LOTE learning motivation and multilingual learning motivation are triggered and how this motivation develops over time throughout the course of language learning.

Chapter V Research Design and Methods

5.1 Introduction

Selecting a proper research design and appropriate methods is of great significance to be able to answer the research questions of this thesis. One way to start the process of methodological selection is to briefly review the research methods that have been employed in the existing pool of literature. Both quantitative methods (e.g., Henry, 2009; Henry & Apelgren, 2008; Henry & Thorsen, 2018; Liu, 2020; Sugita McEown et al., 2017) and qualitative methods (e.g., Busse, 2017; Hajar, 2022; Takahashi, 2019; Wang, 2021; Wang & Zheng, 2019) have been utilised in the research on the motivation to learn multiple languages. Not different from their counterparts used to investigate English learning motivation (see a review by Boo et al., 2015), quantitative methods have primarily been used to detect cause-effect relationships between multilingual learning and the motivational self-guides of different languages and/or multilingualism (e.g., Dörnyei & Chan, 2013; Henry, 2010; Huang, 2019; Wu & Liu, 2021); or validating the construct of the ideal multilingual self (Henry & Thorsen, 2018) and its relationships with other psychological factors of language learning (Liu, 2020). When it comes to qualitative methods, it is arguable that qualitative studies have been becoming more dominant in the research on multilingual motivation since 2017. A growing number of qualitative studies have been conducted to explore the motivation of learners learning multiple languages (e.g., Busse, 2017; Siridetkoon & Dewaele, 2018; Zheng et al., 2019) and to investigate the emergence and dynamics of learners' multilingual and LOTE learning motivation (e.g., Hajar, 2022; Takahashi, 2019; Wang & Zheng, 2019; Zheng et al., 2020).

As I have reviewed above, quantitative methods can helpfully examine hypothetical frameworks or the relationships of various motivation-related factors, while qualitative methods are seemingly better at exploring the dynamic development of motivation. The merits of these two methods are compatible with the two main research questions of this thesis. Therefore, rather than deeming quantitative methods and qualitative methods as two mutually

exclusive paradigms, I believe that employing both research methods to answer complementary questions is promising to take advantage of both paradigms and answer the research questions from different angles (Cohen et al., 2011; Dörnyei, 2007; Ushioda, 2019). As a result of this stance, the present study employs both quantitative and qualitative methods to answer the research questions elaborated in Chapter IV. Section 5.2 explains the design, sampling, and administration of the quantitative study (Study I), designed to examine the proposed framework of a multilingual motivational self system for CMLOTEs in Figure 4.3 (RQ 1). Section 5.3 explains the design, sampling, and administration of the second-phase qualitative study (Study II), investigating the dynamic evolution of CMLOTEs' motivation throughout the course of learning (RQ 2).

5.2 Study I: A multilingual motivational self system of CMLOTEs

5.2.1 Design

The main objective of Study I is to answer RQ 1, that is, to explore the motivational set-ups and illuminate the relationships between CMLOTEs' various self-guides and their attitude to LOTE learning, and their motivated LOTE learning behaviour. As discussed in Chapters III and IV and demonstrated in Figure 4.3, several self-guides, i.e., the English-oriented selves, the LOTE-oriented selves, the ideal multilingual self, and the academic-oriented selves have been identified as latent components of the multilingual motivational self system of CMLOTEs, impacting on their language learning motivation and language learning behaviours (measured by intended effort and self-reported engagement in this study). Whether those components of the proposed system exist and are distinct from each other in practice, however, is questionable because they are primarily identified from the review of the literature and have not been empirically examined yet. Therefore, RQ 1-1 could be further divided into two sub-questions:

RQ 1-1a: What are the distinguishable motivational self-guides/factors of CMLOTEs?

RQ 1-1b: What are the relationships between the identified self-

guides/factors and CMLOTES' LOTE learning behaviour?

RQs 1-1a and 1-1b focus on the motivational set-ups of CMLOTES in general. As argued in Section 2.3, several demographic and contextual factors, such as gender, voluntary or involuntary choice of major, years of college learning, the commonly taught or less commonly taught nature of LOTES, and career or education expectations relating to LOTES, are also potentially influential for CMLOTES' language learning motivation. In other words, the components in the established multilingual motivational self system (in RQs 1-1a and 1-1b) may have heterogeneous characteristics amongst different cohorts of learners, which thereby leads to RQ 1-2:

RQ 1-2: What are the characteristics of the components in the multilingual motivational self system amongst different cohorts of CMLOTES?

A quantitative survey was designed to answer RQ 1-1a, RQ 1-1b and RQ 1-2 because these questions concentrate on the relationships between variables and aim to discover outcomes that are able to represent a certain group of people, which is a strength of quantitative surveys and statistical analyses (Dörnyei, 2007; Riazi, 2016). A large number of CMLOTES (N=1,034) learning various languages (N=32), studying in various higher educational institutions (N=6) and across all four years of college learning were recruited in this survey.

5.2.2 Participants

The participants of this survey were CMLOTES from six Chinese universities located in Beijing, Tianjin, Dalian (in Liaoning Province), Changchun (in Jilin Province), Wuhan (in Hubei Province), and Hangzhou (in Zhejiang Province). A convenience-sampling strategy (Etikan, Musa, et al., 2016) was first used to determine and approach the target HEIs. Several LOTE-major tutors in the aforementioned universities were found with the help of the personal contacts of myself and/or my supervisor. A snowball sampling approach (Etikan, Alkassim, et al., 2016) was then carried out as those LOTE-major tutors were

asked to help to disseminate the research invitation to the students in their classes and their colleagues' classes. Despite the potential limitations of non-probability sampling strategies (Emerson, 2015; Etikan, Musa, et al., 2016), the sampling of the present study was still believed appropriate because, on the one hand, convenience sampling and snowball sampling partly overcame the difficulties of finding participants, given the fact that CMLOTEs were not randomly or evenly distributed across all Chinese HEIs (Zheng et al., 2019); on the other hand, the current sample has covered CMLOTEs from both North China (Beijing, Tianjin, Dalian and Changchun) and South China (Wuhan and Hangzhou); both comprehensive university (the university in Wuhan) and foreign language universities (all other universities); a university administrated by the Ministry of Education P.R. China (MoE China) (the university in Beijing), a university administrated by both the MoE China and Provincial government (the university in Wuhan), and universities administrated by the Provincial government (all other universities); and both a privately-funded university (the university in Changchun) and public-funded universities (all other universities), sketching out a good range of LOTE-major learners in Chinese HEIs.

Table 5.1 Demographic information of the participants

	Year 1 (M/F)	Year 2 (M/F)	Year 3 (M/F)	Year 4 (M/F)	Total (M/F)
Albanian				1 (1/0)	1 (1/0)
Arabic	35 (11/24)	16 (5/11)	5(0/5)	1 (0/1)	57 (16/41)
Armenian		1 (0/1)			1 (0/1)
Bengalese			1 (1/0)		1 (1/0)
Bulgarian		8 (0/8)	15 (2/13)	9 (0/9)	32 (2/30)
Byelorussian				2 (0/2)	2 (0/2)
Cambodian		1 (0/1)			1 (0/1)
Czech	2 (0/2)	18 (2/16)		1 (0/1)	21 (2/19)
Danish				1 (0/1)	1 (0/1)
Finnish			1 (1/0)	5 (1/4)	6 (2/4)
French	32 (5/27)	46 (9/37)	22 (2/20)	23 (1/22)	123 (17/106)
German	61 (10/51)	24 (6/18)	18 (4/14)	27 (1/26)	130 (21/109)
Greek		7 (2/5)		1 (0/1)	8 (2/6)
Indonesian	1 (0/1)	7 (1/6)	18 (2/16)		26 (3/23)

	Year 1 (M/F)	Year 2 (M/F)	Year 3 (M/F)	Year 4 (M/F)	Total (M/F)
Italian	42 (6/36)	11 (1/10)	21 (2/19)	28 (5/23)	102 (14/88)
Japanese	91 (34/57)	27 (7/20)	28 (4/24)	22 (3/19)	168 (48/120)
Korean	18 (1/17)	49 (8/41)	11 (2/9)	31 (4/27)	109 (15/94)
Latvian	3 (3/0)				3 (3/0)
Mongolian	1 (1/0)	4 (0/4)		18 (1/17)	23 (2/21)
Persian		4 (1/3)	2 (0/2)		6 (5/1)
Polish	5 (0/5)	16 (4/12)	1 (0/1)		22 (4/18)
Portuguese	21 (7/14)	11 (3/8)	7 (2/5)	6 (3/3)	45 (15/30)
Romanian			1 (0/1)		1 (0/1)
Russian		22 (5/17)	1 (0/1)	11 (1/10)	34 (6/28)
Slovak			2 (0/2)	1 (0/1)	3 (0/3)
Slovenian			1 (0/1)		1 (0/1)
Spanish	22 (4/18)	19 (0/19)	19 (3/16)	16 (1/15)	76 (8/68)
Swedish				3 (1/2)	3 (1/2)
Thai	7 (1/6)				7 (1/6)
Turkish	6 (1/5)	3 (0/3)	3 (1/2)		12 (2/10)
Ukrainian		5 (2/3)		3 (3/0)	8 (5/3)
Zulu			1 (0/1)		1 (0/1)
Total	347 (84/263)	299 (56/243)	178 (26/152)	210 (26/184)	1034 (192/842)

In total, 1,188 participants' responses were obtained from the above six universities. 154 responses were discarded as the participants were not majoring in LOTE degree programmes or provided uncompleted answers to the questionnaire items. The final dataset consisted of 1,034 responses of CMLOTEs learning 32 LOTE majors, covering nearly one-third of all the LOTE undergraduate degree programmes taught in China (Han et al., 2019; Wen & Chang, 2021). The demographic information (i.e., major, gender, year of college learning) of the final dataset can be found in Table 5.1. The geographical distribution of participants across six HEIs (with the natures of each HEI included) can be found in Table 5.2.

Table 5.2 Geographical information of the participants

	Beijing	Dalian	Wuhan	Changchun	Tianjin	Hangzhou	Total
Albanian	1						1
Arabic	2			17		38	57
Armenian	1						1
Bengalese	1						1
Bulgarian	23				9		32
Byelorussian					2		2
Cambodian	1						1
Czech	1			20			21
Danish	1						1
Finnish	4				2		6
French	3		120				123
German	6			124			130
Greek	1				7		8
Indonesian				26			26
Italian	3			72	27		102
Japanese	8	64	96				168
Korean	1			108			109
Latvian	3						3
Mongolian				23			23
Persian				6			6
Polish	1			21			22
Portuguese	1		44				45
Romanian	1						1
Russian	7				27		34
Slovak	3						3
Slovenian	1						1
Spanish	6			70			76
Swedish	3						3
Thai				7			7
Turkish						12	12

	Beijing	Dalian	Wuhan	Changchun	Tianjin	Hangzhou	Total
Ukrainian					8		8
Zulu	1						1
Total	84	64	260	494	82	50	1034

Beijing: Northern China, foreign language university, administrated by MoE China, public-funded.

Dalian: Northern China, foreign language university, administrated by Provincial government, public-funded.

Wuhan: Southern China, comprehensive university, administrated by MoE China and Provincial government, public-funded.

Changchun: Northern China, foreign language university, administrated by Provincial government, privately-funded.

Tianjin: Northern China, foreign language university, administrated by Provincial government, public-funded.

Hangzhou: Southern China, foreign language university, administrated by Provincial government, public-funded.

5.2.3 Instrument

The instrument for data collection was a questionnaire specially developed for this study. Amongst the techniques for quantitative data collection, a questionnaire is one of the most prevailing instruments utilised in second language acquisition research in general (Dörnyei, 2007) and is particularly popular in research on L2 motivation. All quantitative studies that have been reviewed in Section 5.1 have employed questionnaires as the instrument for data collection, one reason for this may be that a questionnaire is able to gather a large number of participants' attitudes and opinions toward certain variables at once (Dörnyei, 2007).

The questionnaire designed for this survey consisted of two parts. The first part of this questionnaire aimed to answer RQs 1-1a and 1-1b. It investigated a) CMLOTES' attitudes to several proposed motivational self-guides/factors, i.e., the English-oriented selves, the English learning experience, the LOTE-oriented selves, the LOTE learning experience, the ideal multilingual self, and the academic selves, which potentially each impact LOTE learning motivation, and b) CMLOTES' evaluations of their motivated learning behaviours, i.e., intended effort and self-reported engagement. The questionnaire items measuring the English-oriented selves (the ideal English

self and the ought-to English self), the English learning experience, the LOTE-oriented selves (the ideal LOTE self and the ought-to LOTE self) and the LOTE learning experience were adapted from Dörnyei and Chan (2013), Henry and Thorsen (2018), and You (2015). The items for the ideal multilingual self were adapted from Henry and Thorsen (2018). Since the academic selves were conceptualised from the review on the psychology of Chinese learners in general as well as the L2 motivation studies on Chinese college learners, the items for academic selves were composed by myself with reference to Xu (2015), Zhou and Gao (2009), and Zhou et al. (2011). The items evaluating intended effort were also adapted from Dörnyei and Chan (2013) and You (2015). Engagement is a rather recent measurement involved in L2 motivation studies, and there were hardly any existing questionnaires available for research on L2 motivation or second language acquisition. Therefore, the items in this scale were adapted from the studies on engagement in psychology and education in general (Fredricks et al., 2004; Schaufeli, Martinez, et al., 2002; Schaufeli, Salanova, et al., 2002; Sun & Rueda, 2012).

The first part of the questionnaire consisted of 58 items. All items were measured by five-point Likert scales, ranging from strongly disagree (1) to strongly agree (5). In the piloting stage, each item was measured by a seven-point Likert scale in order to capture the more precise attitudes of participants (Joshi et al., 2015). Drawing on the piloting results, however, participants reported that the seven-point Likert scale made the questionnaire seemingly lengthy and complicated. Given the fact that existing L2 motivation questionnaires (e.g., Chan, 2014; Xu, 2015; You, 2015) have confirmed the effectiveness of the five-point Likert scale in researching language learners' attitudes, all items in the first part of the questionnaire were ultimately scaled across five points in the formal study. Table 5.3 presents the variables involved in the first part of the questionnaire, the number of items for each variable, and an example item (English translation) for each variable. Table 5.4 shows the Cronbach's Alpha coefficients of each variable in both the pilot study (N=54; full details of the pilot study can be found in Section 5.2.4) and the formal study (N=1,034). As can be seen, all variables had a Cronbach's Alpha coefficient higher than .70, evidencing the reliability of the research instrument.

Table 5.3 Scales, variables and items in the first part of the questionnaire

	Self-guides/factors	No. of items	Example of items
English-related selves/factors	Ideal English self	5	I can see myself using English competently in my future daily life.
	Ought-to English self	6	Learning English well can help me get a better job.
	English learning experience	5	I enjoy the process of learning English.
LOTE-related* selves/factors	Ideal LOLE self	5	I can see myself using LOTE competently in my future daily life.
	Ought-to LOTE self	6	Learning LOTE well can help me get a better job.
	LOTE learning experience	5	I enjoy the process of learning LOTE.
Multilingual self	Ideal multilingual self	6	I can imagine myself speaking several foreign languages with people from different countries in the future.
Education and academic self	Emphasis on education	5	Studying hard can help me to gain the approval of people around me.
	Achievement motivation	5	Receiving good academic results makes me feel a sense of achievement.
Measurements of LOTE learning			

Self-guides/factors	No. of items	Example of items
Intended effort	5	I will invest more energy in studying my majored LOTE than in any other subject.
Engagement	5	I take the initiative to study majored LOTE more than the minimum requirements.

The second part of the questionnaire focused on collecting demographic information, including the participants' gender, major, year of college learning, voluntary or involuntary choice of major, language learning backgrounds, and career and education expectations of their majored LOTEs. I also invited the respondents, who are interested in participating a second-phase interview study, to offer their personal contacts at the end of this part. The demographic information was used to answer RQ 1-2.

Table 5.4 Reliability of variables in pilot study and formal study

Self-guides/factors	Cronbach's Alpha (pilot)	Cronbach's Alpha (formal)
Ideal English self	.862	.888
Ought-to English self	.820	.803
English learning experience	.880	.863
Ideal LOTE self	.909	.900
Ought-to LOTE self	.781	.804
LOTE learning experience	.895	.887
Ideal multilingual self	.877	.883
Emphasis on learning	.860	.822
Achievement motivation	.734	.700
Intended effort	.724	.859
Engagement	.707	.778

All items were translated into Chinese by me and double-checked by a qualified English-Chinese translator. The translation of the corresponding aspect of the variables of different languages (e.g., the ideal English self and the ideal LOTE self) were worded in the same format with a view of being able to measure the same aspect of respondent's perceptions. Since the phrasing of items for English

and LOTE selves were completely the same except for the name of the language (see Table 5.3), the items for English and LOTE selves were juxtaposed together in order to save space in the formal questionnaire. The full questionnaire in Chinese that was used for the formal data collection and the bilingual version of it can be found in Appendix A. All questionnaire items in English can be found in Appendix B.

5.2.4 Procedures of data collection

Piloting

A pilot study was necessitated before the formal administration of the survey, aiming at checking the ‘plausibility, reliability, validity and practicality’ of the research instrument (Riazi, 2016, p. 239). An online questionnaire was used for this study. A pilot study was therefore also beneficial to evaluate and rehearse the procedures of online data collection.

After obtaining the ethical approval from the University of Nottingham, Ningbo China, fifty-four college students from three universities were recruited in the piloting stage of this research in September 2020, covering four LOTE majors—Czech (N=24), Russian (N=16), Japanese (N=13) and French (N=1). The piloting questionnaire was typed into Tencent Questionnaire and a special QR code was created and sent to the student participants. At the end of the piloting questionnaire, the participants were asked to evaluate the clarity and understandability of all questionnaire items on a 5-point Likert scale in which “1” referred to “very unclear and incomprehensible”; “5” referred to “very clear and understandable”. The mean of clarity and understandability was 4.48 (SD=.69); the items and questions in this survey were in general clear and easy for the participants to answer. Minor changes of the wording of items (in Chinese) were executed in consultation with the pilot participants as well as my PhD supervisor. Then, a reliability test was conducted in order to examine the internal consistency of each variable in this questionnaire. Results of this can be found in Table 5.4, demonstrating the research instrument was reliable. All items in the piloting questionnaire were reserved in the formal study. An open-

ended question was added to the piloting questionnaire for the students to make comments on the overall questionnaire design. Most frequently, participants argued that the seven-point Likert scale was quite redundant, making the survey seem lengthy. Drawing on the piloting feedback and several established L2 motivation scales or questionnaires (e.g., Chan, 2014; Xu, 2015; You, 2015), as mentioned in Section 5.2.3, a five-point Likert scale was employed in the formally administered survey in order to make the presentation of questionnaire appear less complex.

Formal study

The formal administration of the questionnaire and data collection started at the beginning of October 2020 and terminated by the middle of November 2020. The refined questionnaire was typed into Tencent Questionnaire again. An invitation poster including the introduction of this research project and the QR code of the online questionnaire was specially designed. The invitation poster was sent to the teaching staff of LOTE majors at the six participating universities (i.e., in Beijing, Tianjin, Dalian, Changchun, Wuhan and Hangzhou) via Email or WeChat, and then those teachers/tutors assisted in disseminating it to the students either in the classrooms or through WeChat groups of their classes during their breaks. Students who were willing to participate in this survey could scan the QR code after class.

Since the procedures had been tested in the piloting stage, the process of data collection was generally smooth, and more than one thousand questionnaire responses were gathered within one and a half months. Despite some invalid responses (e.g., non-LOTE majors or uncompleted answers), 1,034 out of 1,188 responses were valid, excluding 13% of submitted questionnaires.

5.2.5 Data analysis

All returned questionnaire data were exported in a *.sav* file and imported into SPSS 26 for data cleaning and examination of the reliability of questionnaire

items (presented in Table 5.5). The final, cleaned dataset was saved as a separate file for data analysis. The procedures of data analysis straightforwardly followed the three sub-questions of RQ 1.

An exploratory factor analysis (EFA) utilising SPSS 26 and a confirmatory factor analysis (CFA) using Amos 24 were conducted to investigate a) whether those self-guides/factors (i.e., the English-oriented selves, the English learning experience, the LOTE-oriented selves, the LOTE learning experience, the ideal multilingual self and the academic selves) existed and b) if they were conceptually distinct from each other amongst the CMLOTEs surveyed (RQ 1-1a).

RQ 1-1b focuses on the relationships between the identified self-guides/factors and motivated learning behaviour. In other words, it aims at establishing a unique motivational self system to explicate CMLOTEs' language learning motivation. It is a strength of the structural equation modelling (SEM) approach to examine the causal relationships between multiple variables (Bauldry, 2015; Xu, 2019). Consequently, an SEM test was conducted with the help of Amos 24. Before the SEM test, it is necessary to build the measurement model for each latent variable since they are not measured directly but rather by several questionnaire items (Xu, 2019). In the course of answering RQ 1-1a, the measurement models of the identified self-guides/factors were already established as a result of the CFA tests. Following the same procedure, the measurement model of the criterion measure of CMLOTEs' motivated LOTE learning behaviour was also established. After that, based on the hypothetical relationships between different motivational self-guides/factors and LOTE learning behaviour outlined in Figure 4.3, a hypothetical full structural model was drawn. In order to guarantee the stability of the structural model (Wu, 2010), the whole sample was randomly divided into two sub-samples⁵ by SPSS 26, i.e., a 'calibration sample' (N=493) and a 'validation sample' (N=541) (ibid., p. 34). The hypothetical full structural model was first examined using the calibration sample and then re-examined by

⁵ These two sub-samples were split by using 'Select Cases' - 'Random Sample' - 'Approximately 50% of all cases' in SPSS 26.

the validation sample. The structural model would be regarded as an acceptable and stable model if the indices of the goodness of fit of both samples are proper and generally consistent (Xu, 2015). Referencing the theoretical and empirical SEM literature (e.g., Byrne, 2016; Wu, 2010; Xu, 2015, 2019), CMIN/df (chi-square divided by the degrees of freedom), CFI (Comparative Fit Index), NFI (Bentler-Bonett normed fit index), RMSEA (the root mean square error of approximation) and RMR (root mean square residual) were introduced as the criteria of goodness of fit in this study.

RQ 1-2 aims to discover the characteristics of the multilingual motivational self system established in RQ 1-1b amongst different cohorts of CMLOTEs. Thus, Mann-Whitney U tests were used to probe differences between CMLOTEs with a) different genders and b) different career or education expectations related to their LOTEs; ANOVAs were employed to investigate the variances amongst CMLOTEs in a) different years of college learning and b) different status of college enrolment; a T-test was used to examine the differences between the CMLOTEs majoring in commonly taught languages and the CMLOTEs majoring in less commonly taught languages. SPSS 26 was used for all the above analyses.

5.3 Study II: The evolution of CMLOTEs' LOTE learning motivation

5.3.1 Introduction

A qualitative study was designed after the quantitative survey in order to answer RQ 2, that is, to explore the evolution of CMLOTEs' language learning motivation. As reviewed in Section 4.2, a gap in motivation research on simultaneous multiple-language learning lies in the complexity of motivation and self-guides. Current studies have tended to concentrate on the complex interrelations between self-guides, with less attention paid to the complex nature of the evolution and progression of LOTE and multilingual learning motivation. Only concentrating on the set-ups of language learners' motivational selves might lead to the risk of diminishing the contextual factors which are also influential for L2 motivation and overlooking the fact that L2 motivation will

constantly evolve in the course of the dynamic interactions between L2 learners and their particular social and educational contexts (Dörnyei & Ushioda, 2021). As advocated by Ushioda (2016), language learning motivation should also be studied more carefully through a ‘small lens’. That is to say, the research lens is suggested to be closely focused on more specific learning settings (e.g., in this thesis, Chinese students learning LOTE as college majors) and more specific motivational factors (e.g., in this thesis, the evolution of language learning self-guides in the language learning process). As a result, a qualitative survey is needed in addition to the first-phase quantitative study because numeric and statistical procedures tend to be deficient in dealing with the dynamic and non-linear progression of L2 motivation (Dörnyei, MacIntyre, et al., 2015b; Ushioda, 2019) and qualitative approaches have strengths in researching ‘the meanings, interpretations, and sense-making of complexity’ (Cortazzi & Jin, 2020b, p. 4). Thereby, it is believed that a qualitative inquiry can have merit to explore the dynamics and development of individuals’ L2 selves and motivation in the real-world learning context (Ushioda, 2019; Ushioda & Chen, 2011).

5.3.2 A narrative approach

Narrative analysis is sometimes used as a general term encompassing the research methods involving narratives. It comprises two close but distinct approaches, narrative analysis and analysis of narratives (Barkhuizen et al., 2014). Referencing the definitions from Polkinghorne (1995), researchers of narrative analysis collect data in various formats and analyse them by means of storytelling (e.g., biographic episodes). Researchers following an analysis of narratives approach collect narratives as research data and analyse the elicited stories through paradigmatic elements, such as the themes in narratives, the discourse structures of narratives, or the classifications of types of narratives (Polkinghorne, 1995). As Polkinghorne later summarised, ‘analysis of narratives moves from stories to common elements, and narrative analysis moves from elements to stories’ (ibid., p 12). The present study primarily followed the analysis-of-narrative paradigm, collecting and analysing the LOTE learning narratives of CMLOTEs to uncover their motivational patterns and answer the research question.

Narrative approaches have been widely utilised in the field of applied linguistics (Barkhuizen et al., 2014; Cortazzi, 1993, 1994), although application in the research of L2 motivation remains comparatively limited (see a review by Harvey, 2015). Albeit the fact that narrative research is not yet a prevailing method for L2 motivation studies, it has considerable potential for the exploration of language learning motivation, especially from a ‘self’ perspective (Thompson, 2017a). The rationale for employing a narrative inquiry to investigate L2 selves comes from the consistency of the definitions of ‘self’ and ‘narrative’. Psychologists regard ‘self’ as ‘an entity that is created out of the interpretation of the interaction between the society and the individual by the mind’ (Cinoğlu & Arkan, 2012, p. 1116), while the research on narratives concentrates on the stories of people (Cortazzi, 1994; Lieblich et al., 1998), and people’s ‘experience and the meanings given by them to the experience’ in the stories (Cortazzi & Jin, 2006, p. 28). Looking at the definitions, the illustration of *experience* in narrative inquiry could be seen as the *interaction* between people and the external milieu in the research on self. And the *meanings* given to the narrated *experience* can be seen as the *interpretations* which finally create or develop the *self* of people. As Linde (1993) argued, people’s narrative accounts are closely related to their self-concepts because stories can disclose peoples’ ‘sense of self, that is, who we are, how we are related to others, and how we became that person’ (p. 219).

Applying a narrative approach to the study of L2 motivation and motivational selves has the potential to address the gap between L2 motivation and the L2 learning experience, which requires more attention from researchers (Al-Hoorie & MacIntyre, 2019; Dörnyei, 2019). As Dörnyei (2019) reflected, although the L2 learning experience has been included in the L2MSS and investigated by a number of empirical inquiries, few studies have investigated its motivational capacity and the relationship between L2 motivation and the L2 learning experience specifically (see Section 3.2.2 of this thesis for a review of this research). A possible reason for the neglect of the L2 learning experience could be the difficulty in quantifying *experience*, which is a series of events and consequences. The L2 learning experience has usually been simplified as the learners’ ‘attitude’ to L2 learning, especially in quantitative studies (e.g.,

Dörnyei & Chan, 2013; You & Dörnyei, 2016). Existing literature, however, has suggested that L2 learners can develop distinct attitudes and motivational selves even based on similar learning experiences (e.g., Takahashi, 2019; Wang, 2021). It is L2 learners' contextualised interpretations of their experience, rather than the experience itself, that arguably impact learners' L2 selves and L2 motivation. This is exactly the place for a narrative inquiry. In the course of narrative elicitation, narratives or stories are co-constructed by both the interviewers (researchers) and interviewees (participants) (Thompson, 2017a). Researchers do not aim to illustrate the objective 'truth' of participants' life, but rather their 'voice', that is, their own perceptions, expressions and sense-making of their life (Talmy, 2010). A successful practice of scrutinising the complexity and dynamics of the L2 learning experience through narratives has been completed by Hiver and his associates (Hiver et al., 2019; Hiver et al., 2020). In light of the life-narrative approach (see McAdams, 2001; McAdams, 2008; McAdams, 2012), Hiver and colleagues deciphered the dynamic and intertwined development of L2 learners' identity, motivation, emotion, and cognition from learners' narrative accounts regarding their L2 learning experience.

In sum, as I have discussed above, narratives can link people's interpretations of life experiences with their construction and development of motivation and motivational selves. Therefore, it is believed that a narrative inquiry is particularly suitable for the second-phase study as it can shed light on how CMLOTES make sense of their learning experience, and how their interpretations of the language learning experience make a difference to the development of their LOTE and multilingual learning motivation (Thompson, 2017a; Thompson & Vásquez, 2015; Ushioda, 2009, 2019). The merits of a narrative approach could precisely help to answer the second research question of this thesis, that is:

RQ 2: How does the language learning motivation of CMLOTES evolve throughout the course of their language learning?

5.3.3 Instrument

Semi-structured interviews were employed in this qualitative inquiry in order to collect narrative accounts from the participants. As a pervasive method for qualitative data collection in education and applied linguistics research (Cohen et al., 2011; Creswell, 2011; Creswell & Poth, 2016; Dörnyei, 2007; Loewen & Plonsky, 2016; Riazi, 2016), the semi-structured interview provides interviewees with space and freedom to discuss various topics and themes while at the same time ‘makes data collection somewhat systematic for each respondent’ (Cohen et al., 2011, p. 413). The virtues of the semi-structured interview can also contribute to narrative inquiry, functioning as an effective way to collect oral narrative accounts (Barkhuizen et al., 2014). During the course of the interview, interviewees can think retrospectively and narrate their previous experience and make sense of their experience, and interviewers can elicit as rich data as possible by asking for more detailed explanations for the narrative accounts.

An interview protocol was prepared prior to the data collection drawing on the interview questions designed for investigating language learning histories (Coryell et al., 2010) and language learning stories (Hiver et al., 2019). The protocol concentrated on three main themes related to CMLOTES’ learning experience, a) their reason for learning a LOTE as their college major, b) their motivation to accept learning their LOTE major, especially for the students who were transferred from their preferred majors (either language or non-language majors) to their current majors, and c) the development of their LOTE learning motivation throughout the course of college learning. Besides these three LOTE-related themes, a theme related to the learning experience of the first foreign language (English in this study) was also included at the beginning of the interview protocol, functioning as a lead-in to familiarise the research participants with the procedures of narrating their language learning experience as well as exploring the potential links between English and multiple language learning. The full list of interview questions is presented in Appendix C.

Table 5.5 Components of oral narratives and eliciting questions in the interview (after Cortazzi, 1993, p. 45; Cortazzi & Jin, 2020a; Labov, 1972, p. 370)

Structure	Connotation	Questions for elicitation
Abstract	Abstract is optional. It is the summary or a general statement of the story which is going to be illustrated.	What was this about?
Orientation	It provides information concerning the time, character, place, or situation of the story. It is the background that the narrator believes vital for the listeners to understand the story.	Who, when, what, where?
Complication	It usually shows a turning-point, a crisis or problem, or a series of these. It must present an event of interest or the tension in an episode.	Then what happened?
Evaluation	It reveals why the narrator tells this story and how he or she interprets the story that has been narrated. It is arguably the most pivotal part of a narrative because it yields insider meanings from the narrator's perspective.	So what?
Resolution/Result	It shows the result of the complication and may lead to another complication and its resolution in a cycle.	What finally happened?
Coda	It is a short optional section that brings the conversation from narration to normal talk.	

In addition to the interview questions that formed the skeleton of the semi-structured interview for narrative data collection, the common components of oral narratives proposed by Labov and his associate (Labov, 1972; Labov & Waletzky, 1997) were drawn on as a technique to facilitate participants'

generation of more elaborate narrative accounts. Table 5.5 summarises the components of oral narratives and the typical questions that can be used for eliciting each narrative element in the interview. These questions for elicitation were prepared as a back-up in case the participants offered vague accounts to the interview questions or became stuck in narrating their learning experience.

5.3.4 Participants

Participants of the qualitative survey were twenty-three CMLOTEs learning various LOTE majors and from different years of college learning. In the first-phase quantitative study, respondents were invited to leave their personal contacts at the end of the questionnaire if they were interested in a following interview. Around 150 respondents provided either their email addresses, telephone numbers, or their instant messenger IDs (e.g., QQ or WeChat account), and twenty-three of them ultimately accepted the interview invitation and took part in the second-phase qualitative inquiry. Table 5.6 summarises key demographic details of these participants. Given the fact that some languages were only taught in a limited number of institutions in China (e.g., Bulgarian, Greek, or Swedish) and the comparison between different types of institutions was not the focus of Study II, the names of both research participants and their home institutions were replaced by pseudonyms in order to guarantee confidentiality and anonymity.

Table 5.6 Demographic information of 23 interviewees

Participant name (pseudonym)	Gender	University	Year of college learning	Major	Length of interview (minutes)
Foaring	Male	A	Year 1	Latvian	45
Peter	Male	A	Year 1	Latvian	43
Angelina	Female	B	Year 1	Portuguese	45
Mack	Male	B	Year 1	Portuguese	42
Anhe	Female	B	Year 1	Japanese	32
Galina	Female	B	Year 1	Japanese	38
Jenni	Female	C	Year 2	Czech	69
Bonnie	Female	C	Year 2	Czech	42
Judi	Female	C	Year 2	Italian	35
Ivy	Female	C	Year 2	Indonesian	42
Troy	Male	D	Year 2	Russian	44
Curt	Male	D	Year 2	Greek	52
Xiping	Female	A	Year 3	Spanish	48
Helen	Female	E	Year 3	Bulgarian	55
Yana	Female	B	Year 3	French	44
Zita	Female	B	Year 3	Portuguese	41
Mike	Male	D	Year 3	Bulgarian	47
Ani	Female	A	Year 4	Bulgarian	64
Vivian	Female	A	Year 4	Swedish	85
Pavia	Female	A	Year 4	Greek	50
Hachi	Female	C	Year 4	German	60
Molly	Female	C	Year 4	German	51
Betty	Female	C	Year 4	Mongolian	52

5.3.5 Procedures of data collection

The qualitative data collection was conducted between March 2021 and June 2021. On account of the travel restriction during the Covid-19 pandemic and the epidemic prevention and control measures practised by the institutions of participants, online telephone interviews were administered as an alternative to the conventional face-to-face interview. Online interviewing has become increasingly popular amongst social scientists for qualitative data collection

(Salmons, 2011, 2015). Despite the potential risk of hampering researchers' understanding of the participant's immediate reactions to and perceptions of certain situations in the process of research (Creswell, 2011), several studies have also suggested that the efficacy of online/telephone interview is comparable with the face-to-face approach, and off-site interviewing has the advantage when probing for greater nuances with regard to sensitive questions as it can better protect the anonymity of participants (Newman et al., 2002; Sturges & Hanrahan, 2004).

All participants were approached and contacted by myself via their personal contacts provided in the first-phase questionnaire survey. Prior to the formal interview, I had an informal text-based conversation with each participant where I explicated the purposes, procedures, and ethical issues of the interview study in detail and answered any questions raised by the participants. At the same time, the participants offered their available time slots and decided the exact date of the interview with me. The formal interviews were conducted via online conferencing platforms, including QQ, WeChat and Tencent Meeting. Table 5.6 shows the duration of each interview session. All interviews were conducted in Chinese and were audio-recorded by digital recording software. By the end of June 2021, a dataset with 1,126 minutes of interview recordings in total was gained.

5.3.6 Data analysis

Interview recordings were transcribed by myself and double-checked by the interviewees before entering the next stage of data analysis. Although time-consuming, transcription is an essential step of data analysis (Bailey, 2008) as it can help to establish the rapport between the researcher and their data (Dörnyei, 2007). Twenty-three interview transcripts ultimately comprised a data pool with more than 240,000 Chinese characters. All transcripts were then imported into ATLAS.ti 9 for fine-grained analysis.

Thematic analysis, as one of the most common methods for narrative data analysis (Riessman, 2008), was employed in this study. As emphasised by

Polkinghorne (1995), thematic analysis has the ‘capacity to develop general knowledge about a collection of stories’ (p. 15). Through the thematic procedures, researchers can figure out, analyse and summarise the themes, or patterns, emerging from the dataset (Braun & Clarke, 2006). Furthermore, thematic analysis especially suits the analysis of multiple cases (narratives) because ‘it opens up the possibility of comparing the narratives in a data set, of establishing shared themes, as well as highlighting individual differences’ (Barkhuizen et al., 2014, p. 77). Since a) this study involved a large number of narratives and b) the objective of this study was to explore the patterned features of CMLOTE’s LOTE learning motivation, thematic analysis was seen as an appropriate method for systematically analysing the narrative data pool.

I first meticulously went through all interview transcripts and made memos or notes during the process of reading. This preliminary analysis helped me to form a comprehensive understanding of the narrative dataset and trace the contour of CMLOTEs’ learning experiences. Since I used an interview protocol to elicit the narratives (see Section 5.3.3), the narrative accounts provided by each participant inherently covered three main themes, i.e., a) the English learning experience, b) the experience of choosing and/or being admitted onto a LOTE major, and c) the experience of the evolution of LOTE learning and multilingual learning motivation during the course of college learning. As explained in Section 5.3.3, narrating the English learning experience mainly functioned as a warm-up and lead-in for the narrative interview, thereby the analysis primarily concentrated on the narratives related to LOTE-major selection and LOTE learning. Within each main theme, the analysis was carried out in an inductive manner. Every episode related to LOTE learning motivation within the narrative accounts was identified and coded. The codes that referred to a similar aspect of language learning motivation were aggregated and coded as an aspect (e.g., career opportunity, or positive language learning attitude). Those aspects that had shared motivational functions were further coded as one sub-theme (e.g., incentive for choosing a LOTE major, or cause of the decrease of motivation). Table 5.7 demonstrates the hierarchical structure of this coding scheme and representative data extracts.

Table 5.7 Coding schema and examples of the text extract

Main theme	Sub-theme	Aspect	Example of the text extract
Choosing and/or being admitted by a LOTE-major	Reason for learning a LOTE-major	Avoidance of other disciplines	I felt learning science, say science and engineering, was very repellent. When I was in high school, when I still had to learn physics, I got 20 marks in every physics' exam. So, I consolidated the faith that I wished to learn a major of humanities and social sciences. [Helen (Year 3, Bulgarian)]
		Career opportunity	When I was in my childhood, I read a novel that motivated my aspiration to pursue my career as a simultaneous interpreter. [Galina (Year 1, Japanese)]
		Strategy for better education	I found this university is quite a good university specialising in foreign language education, and this city is also a metropolis. So, I chose all language majors available at this university in Gaokao. [Mike (Year 3, Bulgarian)]
		Curiosity of foreignness and novelty (multilingual posture)	When I noticed that the Portuguese major at this university has cooperation with Confucius Institute and students could study abroad there. This was very attractive to me. Because I think if I learn a language major, it is necessary for me to experience, to learn in a

Main theme	Sub-theme	Aspect	Example of the text extract
			foreign country for a period of time. [Angelina (Year 1, Portuguese)]
		Interest in specific LOTE	Perhaps I found the pronunciation of Japanese was very beautiful, and I was also interested in watching Japanese TV drama at the time. So, I chose Japanese as my second preferred major in Gaokao on the spur of the moment. [Galina (Year 1, Japanese)]
		Language confidence extended from successful English learning experience (multilingual posture)	That was about the experience of success. As long as I was successful in learning English as a foreign language, I thought I would be able to learn other languages successfully as well. This was a sense of self-efficacy. [Helen (Year 3, Bulgarian)]
		Improving self-esteem by learning a language	I felt that being able to speak a language, speaking a foreign language was very cool. [Troy (Year 2, Russian)]
		Being transferred	Actually, I didn't want to learn this language initially. I was transferred from other majors. [Mack (Year 1, Portuguese)]
Emotional reflection	Positive emotion		Because this was always my aspiration, and finally I was admitted

Main theme	Sub-theme	Aspect	Example of the text extract
	after admission		by this university. I was so excited at that moment, but I still pretended to be calm. [Foaring (Year 1, Latvian)]
		Negative emotion	It was already a humiliation for me to be admitted to this university. What else was I supposed to think about? [Anhe (Year 1, Japanese)]
		Sense of unexpectedness	When I saw I was admitted by the Mongolian major, I was so surprised and shocked, and I asked myself, ‘did I really choose this language major in Gaokao?’ [Betty (Year 4, Mongolian)]
	Cognitive reflection after admission	Lack of understanding of the admitted major	I had heard of Latvia before, this country. I knew where it is. But for more understandings related to this country, I was not quite different from other people. So, it’s hard to say I had any opinion on this language major at that moment. [Foaring (Year 1, Latvian)]
Experience of the evolution of LOTE motivation	Initial LOTE learning motivation	Academic pressure	I didn’t have a clear goal of learning Portuguese, but I just knew that I shouldn’t fail the exams. [Mack (Year 1, Portuguese)]
		Career perspective	I thought I learn this language major well and when I need to find a

Main theme	Sub-theme	Aspect	Example of the text extract
			job, this major may give me more career opportunities. [Angelina (Year 1, Portuguese)]
		Curiosity of learning a new language (multilingual posture)	I like learning new languages and I can learn the cultures of different countries in this process. So, how to say, I decided to learn it well and see what would happen. [Angelina (Year 1, Portuguese)]
		Family support	My family and relatives came to see me and comfort me. They said, ‘now that you have been admitted by this major, you should go on to learn it well even if it was very difficult...’. [Mack (Year 1, Portuguese)]
		Being an adaptable learner	Since I have already come to learn this language major, I just go on to learn it. [Judi (Year 2, Italian)]
		Being a responsible learner	This was a new semester, a new start, I hoped to have a good start. I shouldn’t try not to study hard at the very beginning. [Troy (Year 2, Russian)]
Increase of LOTE learning motivation		Pursuit of language proficiency	My motivation was increased because I just wanted to lay a solid foundation for learning this language. I was afraid of not being able to catch up with the learning progress.

Main theme	Sub-theme	Aspect	Example of the text extract
		Encouraging learning environment	<p>[Jenni (Year 2, Czech)]</p> <p>Online teaching and learning provided me with a relatively free environment. I was more comfortable with this kind of self-learning environment, without putting too much pressure on me.</p> <p>[Ani (Year 4, Bulgarian)]</p>
		Positive language learning attitude	<p>During the pandemic, many classmates didn't study very hard, but I did. I caught up with the learning progress and felt more comfortable with learning this language. I was so motivated.</p> <p>[Ivy (Year 2, Indonesian)]</p>
		Positive LOTE-related future self-image	<p>When I was at home, my parents told me that after learning Czech well, I would be able to find a job, a very decent job. They described a future blueprint, motivating me a lot in those days.</p> <p>[Bonnie (Year 2, Czech)]</p>
	Decrease of LOTE learning motivation	Discouraging learning environment	<p>Because of the Covid-19 pandemic, our foreign teachers can't come back to China. So, we have to learn online. I think online teaching is so ineffective and inefficient.</p> <p>[Anhe (Year 1, Japanese)]</p>
		Negative language learning attitude	<p>The moment that made me demotivated in learning was when I found the teachers' teaching was so poor. I couldn't learn anything from the</p>

Main theme	Sub-theme	Aspect	Example of the text extract
			classes, and I didn't know what I could work with and felt very perplexed (about learning this language). [Xiping (Year 3, Spanish)]
		Negative image	LOTE-related future self- At that time, I had to consider a lot of matters related to my graduation from the university, for example taking the postgraduate entrance examination or going to find a job. After careful thinking, I found the prospect of this language major was seemingly quite restricted. [Ivy (Year 2, Indonesian)]
		Academic pressure	My motivation is stable because I just want to complete all tasks arranged by the teachers and get good learning results for all modules. [Helen (Year 3, Bulgarian)]
Sustaining learning motivation	LOTE	Career expectation	It is my dream (of becoming a diplomat). If I want to be a diplomat, my language proficiency should be good enough. It's my dream that sustained my motivation to learn this major well. [Peter (Year 1, Latvian)]
		Language interest	Because I always like this language quite a lot, I should learn it harder and acquire it better.

Main theme	Sub-theme	Aspect	Example of the text extract
			[Hachi (Year 4, German)]
		Learning virtues: being adaptable	Now that you can't change anything (change major), you should adapt yourself to it. [Troy (Year 2, Russian)]
		Learning virtues: being responsible	This language is my major. Learning this language major is what I am obliged to do at this stage. [Troy (Year 2, Russian)]
		Stopping learning both the major and the language	Because you were suspicious of the prospect of the language you had been majoring in. This was the reason why I decided to give it up and to learn another professional area (for postgraduate) in Year 4. [Helen (Year 3, Bulgarian)]
Termination of LOTE learning	of major learning	Stopping learning the major but wishing to keep learning/using the language	I want to let learning Greek become a kind of habit, instead of learning it academically. Just to absorb it into my daily life, to make learning (this language) a habit. I will continue learning Greek but not as a major. I of course won't stop learning Greek. [Pavia (Year 4, Greek)]

5.4 Research ethics

Research ethics, concerning the ‘morality of research practices’ (Loewen & Plonsky, 2016, p. 167), is of paramount significance for studies involving human participants. Since both the quantitative study and the qualitative study of this thesis recruited human participants, it was necessary to be cautious about ethical issues and strive to protect the interests of all participants. The ethical considerations of this thesis can be discussed in three stages as follows.

Preparation stage

In this stage, ethical issues mainly lay in the preparation of the Information Sheet (see Appendix D for the questionnaire survey and Appendix E for the interviews), the Consent Form (see Appendix F for the questionnaire survey and Appendix G for the interviews), and the application for ethical approval. Both the information sheet and the consent form were developed based on the guidance of the University of Nottingham Ningbo China. These included the personal information of the researcher (myself) and the lead supervisor, the objectives and procedures of the research project, the rights of the participants, and the details surrounding the protection of the participants’ privacy. All ethics documents were submitted to the ethical committee of the Faculty of Humanities and Social Sciences, University of Nottingham Ningbo China, and the research project was then approved by the committee on 22nd June 2020.

Field-work stage

For the questionnaire survey, participants were recruited with the help of LOTE-major tutors who are the gatekeepers. A risk of disseminating questionnaires through teachers lies in those teachers’ potentially ‘coercive influence on the students’ (Riazi, 2016, p. 107). To minimise this risk, all gatekeepers only presented the invitation with a QR code linking to the questionnaire survey during the breaks between classes and did not request their students complete the questionnaire on-

site. This facilitated students having sufficient time to consider if they would like to participate in this study or not without any pressure. By scanning the QR code, any student could find the information sheet and the consent form of the study. No login or real name was requested in order to guarantee confidentiality. Also, the students could withdraw their participation at any time before they finally confirmed and submitted their answers.

For the interview study, all interviewees were recruited from the participants who voluntarily left their contacts (e.g., email, telephone number, QQ, or WeChat), which means that they had at least two opportunities before their participation to consider whether they would like to be interviewed or not. The information sheet, the consent form and the interview protocol were provided to the participants in electronic form before the interview. I also explained the relevant information of this study orally at the beginning of each interview session. The interviewees offered either written or oral confirmation of their participation at the beginning of each interview session. Interviewees were recommended to use nicknames instead of real names when talking about other people in order to protect the anonymity of those who did not participate in this study as well.

Writing up stage

During this stage, all raw data were stored in a password-protected device. Only I can access the raw data. All remaining sensitive information (e.g., personal contact or their university's name) was removed and only pseudonyms were used throughout the course of data analysis. In addition, the research data, especially the interview text extracts, were only presented in public (for example at annual reviews or academic presentations) when there was no risk of identifying any individual participant.

5.5 Conclusion

In this chapter, I first reviewed the methodological choices of existing studies

focusing on LOTE and multilingual learning motivation. Building on the existing literature, I introduced the research methods as well as the procedures of the two studies specially designed for this thesis. I also elucidated how these two studies can answer the research questions of this thesis respectively. At the end of this chapter, several ethical considerations were discussed, demonstrating how I strived to protect both myself and the best interest of all the research participants. In the next chapter, Chapter VI, I present and discuss the results of the quantitative study. The findings of the second-phase qualitative inquiry are elaborated on in Chapter VII.

Chapter VI Study I: A Multilingual Motivational Self System of CMLOTES

This chapter aims to answer RQ 1 through a systematic analysis of the quantitative data collected by the questionnaire survey of Study I. It was organised in accordance with the three sub-questions of RQ 1:

RQ 1-1a: What are the distinguishable motivational self-guides/factors of CMLOTES?

RQ 1-1b: What are the relationships between the identified self-guides/factors and CMLOTES' LOTE learning behaviour?

RQ 1-2: What are the characteristics of the components in the multilingual motivational self system amongst different cohorts of CMLOTES?

The first section of this chapter explores several motivational self-guides/factors existing amongst CMLOTES via exploratory factor analysis and confirmatory factor analysis. In a similar vein to Section 6.1, the second section of this chapter examines the criterion measure of motivated LOTE learning behaviour of the participants. Then, Section 6.3 analyses the relationships between each motivational self-guide/factor and how they impacted the LOTE learning motivation of CMLOTES. For this purpose, a hypothetical model, illustrating the relationships between different motivational self-guides/factors and LOTES learning behaviour, is modified on the grounds of the multilingual motivational framework proposed in Figure 4.7 in Chapter IV. The hypothetical model is then examined by a structural equation modelling approach in order to establish its validity and stability. The final output of Section 6.3 is a structural model mapping the motivational set-ups of CMLOTES, which can be considered as the multilingual motivational self system of CMLOTES. The fourth section sheds light on the dynamics of the components within the multilingual motivational self system. It investigates the characteristics of these motivational self-guides/factors and motivated learning behaviour of CMLOTES amongst different cohorts of learners,

including different a) genders, b) years of college learning, c) initial statuses of college enrolment, d) popularity of majors and e) career or education prospects related to the LOTE major. The final section concludes this chapter by summarising the results of the quantitative data analyses and suggesting the research orientations for the next-phase qualitative inquiry (Study II).

6.1 Exploring the motivational self-guides/factors of CMLOTEs

This section tries to answer RQ 1a, that is, what are the distinguishable motivational self-guides/factors existing amongst CMLOTEs. Five factors, in total, were identified in this section through the exploratory factor analysis and confirmatory factor analysis. As reviewed and discussed in Chapter III, self-oriented L2 motivation research has been increasingly pervasive in recent decades (see Sections 3.2 and 3.3). Consulting the literature and empirical studies on LOTE learning motivation, English learning motivation and the learning cultures of Chinese learners, it has been speculated that the LOTE learning motivation of CMLOTEs might be predicted by their LOTE learning selves and experience, English learning selves and experience, ideal multilingual self, and their general academic self (see Section 4.3). However, whether these self-guides/factors synthesised from the review of the literature can be discriminated amongst CMLOTEs; and whether they are conceptually distinct from each other should be examined empirically (Al-Hoorie, 2018; Al-Hoorie & Vitta, 2019). This section tackles this issue.

In the questionnaire survey, 48 items in total were designed to measure various aspects of CMLOTEs' motivational self-guides/factors with reference to the review of the literature. Factor analyses, both exploratory and confirmatory, were employed to identify clusters (i.e., factors) of those items and identify the salient self-guides/factors according to these clusters. Each cluster in factor analysis can be defined as 'a more abstract concept representing all items covered by this cluster' (Riazi, 2016, p. 118). The abstract concepts are defined according to the theoretical foundations of research (ibid.). In this study, since the items were mainly designed to probe different aspects of motivational self-guides, the identified

clusters were analysed and labelled from the perspective of motivational selves.

Exploratory factor analysis (EFA) was conducted first to examine the overall patterns of the whole sample and to understand how many factors could be distinguished. The results of EFA were then examined by a follow-up confirmatory factor analysis (CFA), aiming to testify a) the construct validity between each self-guide/factor (i.e., cluster or abstract concept) and its covered items (i.e., several aspects of the self-guide/factor), and b) the discriminant validity between each identified self-guide/factor.

6.1.1 Result of the exploratory factor analysis

All 48 items were subjected to EFA using principal component analysis, Promax rotation and an eigenvalue cut-off of 1.0. Kaiser-Meyer-Olkin measure of sampling adequacy (KMO) value was .933 and Bartlett's test of sphericity χ^2 (1128) = 37,687.09, $p < .001$, indicating that there were patterned relationships between those items, and the dataset was suitable for EFA (Yong & Pearce, 2013). Table 6.1 presents the categorisation of factors and the items belonging to each factor. The initial output of the EFA is attached in Appendix H. As can be seen in Table 6.1, the 48 items were statistically divided into nine factors. The first factor contained 12 items, measuring CMLOTEs' ideal self, ought-to self and evaluations of the learning experience (i.e., language learning attitude) of English. The second factor covered nine items pertaining to students' emphasis on learning and achievement motivation. Factor 3 included seven items measuring CMLOTEs' ideal and ought-to selves of LOTE learning. The fourth factor, consistent with the proposal of the ideal multilingual self (Henry, 2017a; Ushioda, 2017), included five items regarding learners' self-identification as multilingual speakers or users. Unlike Factor 1 which included all the three components in the L2MSS of English in one factor, it seems that the possible selves (i.e., ideal self and ought-to self) of LOTE learning were distinct from the attitudes toward the actual LOTE learning experience because the five items for LOTE attitudes were delimited as another separate factor, namely, Factor 5.

There are still several items that were categorised in Factors 6-9, including one item for the academic achievement (36. Academic_Achievement), one item for the ideal multilingual self (27.IMS) and eight items for the ought-to English and LOTE selves. These factors were excluded from the conceptualisation of the multilingual motivational self system of CMLOTEs because:

1) Item '14. O_LOTE_S' was not sorted in any factor statistically and should be discarded as it did not reach the cut-off point of .40 (Yong & Pearce, 2013, p. 94) within any factor.

2) '36. Academic_Achievement' and '27.IMS' were covered by Factor 7. However, since these two items focused on two aspects that were neither semantically nor theoretically correlated, it is believed that this factor was only a statistical result rather than a new self-guide of CMLOTEs. A possible explanation is that both '36. Academic_Achievement' and '27.IMS' were negatively worded in the original questionnaire. Although the negatively worded items intended to gather responders' opinions from more diverse angles, it seems that those items were not perceived as conceptually equal as their positively phrased counterparts. This could be a lesson for questionnaire design in the future. Using negatively worded questions is a convention in questionnaire design in order not to lead the responders to inertial thinking (Dörnyei, 2007). However, in practice, participants may have various interpretations of the negatively phrased items, thereby making them potentially inconsistent with the positively phrased items. More cautions should be paid to the negatively worded items, especially in the piloting stage, and researchers may pay more attention to how their participants interpret the negatively worded items before including them in the final questionnaire.

More in-depth discussions on the categorisation of items aiming to measure the ought-to L2 self are also necessary. In the original questionnaire, twelve items were designed to measure both the ought-to English self and the ought-to LOTE self (six for each self-guide respectively). These items concentrated on language

learners' motives to learn a certain language due to the external requirements from places such as parents, job market, teachers, universities, and society. The EFA result, however, showed a more complicated picture. Having a closer look at Table 6.1, item '8. O_Eng_S' (i.e., learning English for further education opportunity) and item '14. O_Eng_S' (i.e., learning English for completing degree programme) were clustered into a generalised English learning self. Also, item '1. O_LOTE_S' (i.e., learning a LOTE for job opportunity) and item '8. O_LOTE_S' (learning a LOTE for further education opportunity) were included in the LOTE learning self. In contrast, the other seven items presented diversified characteristics. All items except for '1. O_Eng_S' (i.e., 6. O_Eng_S, 6. O_LOTE_S, 10. O_Eng_S, 10. O_LOTE_S, 12. O_Eng_S, 12. O_LOTE_S) focused on the other's standpoints of the ought-to L2 self (Papi et al., 2019; Teimouri, 2017), including learning a language for the recognition of family members, school teachers and the whole society. However, different from these previous studies (e.g., Teimouri, 2017; You, 2015), CMLOTES' perceptions of the other-standpoint ought-to selves were not isomorphic. As shown in Table 6.1, Factor 6 (covering 6. O_Eng_S, 6. O_LOTE_S) was the teacher-standpoint ought-to self; Factor 8 (covering 12. O_Eng_S, 12. O_LOTE_S) was the family-standpoint ought-to self; while Factor 9 (covering 10. O_Eng_S, 10. O_LOTE_S) was the society-standpoint ought-to self⁶. Unlike Factors 1, 3 and 5, which show that the English-related self-guides were distinct from the LOTE-related self-guides and experience (attitude), Factors 6, 8 and 9 all included both English-related self and LOTE-related self items into one factor. It raised a question as to whether the clustering is caused by the semantically similar wording of those items. To the best of my knowledge, this result has not yet been reported in other published studies. This study excludes Factors 6, 8 and 9 because a) there is not adequate literature supporting these factors as being theoretically

⁶ Unlike '1.O_LOTE_S' which was classified with other LOTE-related items, '1.O_Eng_S' was not included with other English-related items but included in Factor 9. '1.O_Eng_S' measured learners' attitude to learn English well in order to find a better job. Finding a good job has twofold implications. On the one hand, it can be seen as a way for self-achievement. On the other hand, a good career can also help the students to gain recognition from society as discussed by Bond (1986). The result here indicates that expending effort to learn English for finding a good job is more likely to be an approach to gain social recognition while expending effort to learn LOTE for finding a good job is more likely to be associated with the self-identification with the specific LOTE (LOTE learning self).

distinct self-guides for language learners; b) a factor with only two items is not statistically sufficient to establish its validity and reliability (Yong & Pearce, 2013).

The result of EFA suggests that CMLOTEs were more likely to internalise the external requirements or expectations of language learning that could bring them more pragmatic rewards, such as better job and education opportunities or a university degree. While the recognition of teachers, parents, or society, which was less substantial and could not bring them immediate benefits, was thereby less internalised by CMLOTEs. Results also indicate that CMLOTEs had inconsistent attitudes toward those less-internalised ought-to self-guides.

Table 6.1 Categorisation of factors and items by the EFA

Factor								
1	2	3	4	5	6	7	8	9
2.Id_Eng_S	42.Academic_Achievement	3.Id_LOTE_S	29.IMS	9.LOTE_Atitude	6.O_LOTE_S	27.IMS	12.O_Eng_S	1.O_Eng_S
3.Id_Eng_S	38.Academic_Achievement	2.Id_LOTE_S	30.IMS	16.LOTE_Atitude	6.O_Eng_S	36.Academic_Achievement	12.O_LOTE_S	10.O_Eng_S
15.Id_Eng_S	39.Emphasis_Learning	1.O_LOTE_S	28.IMS	5.LOTE_Atitude				10.O_LOTE_S
13.Eng_Atitude	40.Academic_Achievement	7.Id_LOTE_S	31.IMS	4.LOTE_Atitude				
7.Id_Eng_S	41.Emphasis_Learning	8.O_LOTE_S	32.IMS	13.LOTE_Atitude				
16.Eng_Atitude	34.Emphasis_Learning	15.Id_LOTE_S						
9.Eng_Atitude	35.Academic_Achievement	11.Id_LOTE_S						
11.Id_Eng_S	33.Emphasis_Learning							
5.Eng_Atitude	37.Emphasis_Learning							

Factor								
1	2	3	4	5	6	7	8	9
4.Eng_Attitu								
de								
14.O_Eng_S								
8.O_Eng_S								

Id_Eng_S = ideal English self; O_Eng_S = ought-to English self; Eng_Attitude = English learning experience; Id_LOTE_S = ideal LOTE self; O_LOTE_S = ought-to LOTE self; IMS = ideal multilingual self; Emphasis_Learning = emphasis on learning; Academic_Achievement = achievement motivation.

After removing the items which cannot be included in the identified factors or conceptualised as novel self-guides based on the analyses above, the remaining items were again subjected to an EFA using an eigenvalue cut-off of 1.0 and factor loading cut-off of .40 (Yong & Pearce, 2013, p. 94), the items whose factor loading were lower than .40 on every factor; and/or items having factor loadings higher than .40 on two or more than two factors; and/or items falling in the factors with only two items or one item were discarded (ibid.). Thirty-four items remained and were subjected to an EFA again (KMO = .933, Bartlett's test of sphericity χ^2 (561) = 25,634.66, $p < .001$, Promax rotation). The final result of the factor classification and factor loadings within each factor are shown in Table 6.2. The result of the final EFA was consistent with the result of the initial EFA. Five motivational self-guides/factors were identified from the whole sample of CMLOTEs, explaining 65.11% of the total variance.

Table 6.2 Result of the final EFA (factor loading coefficients lower than .40 were surpassed)

	Factor				
	1	2	3	4	5
13.Eng_Attitude	.818				
7.Id_Eng_S	.793				
2.Id_Eng_S	.790				
3.Id_Eng_S	.767				
9.Eng_Attitude	.754				
15.Id_Eng_S	.727				
16.Eng_Attitude	.725				.427
11.Id_Eng_S	.721				.
8.O_Eng_S	.714				
14.O_Eng_S	.640				
35.Academic_Achievement		.866			
34.Emphasis_Learning		.793			
33.Emphasis_Learning		.751			
41.Emphasis_Learning		.726			
42.Academic_Achievement		.721			

	Factor				
	1	2	3	4	5
38.Academic_Achievement		.665			
39.Emphasis_Learning		.646			
37.Emphasis_Learning		.593			
40.Academic_Achievement		.527			
3.Id_LOTE_S			.811		
1.O_LOTE_S			.781		
2.Id_LOTE_S			.716		
8.O_LOTE_S			.684		
7.Id_LOTE_S			.594		
11.Id_LOTE_S			.456		
29.IMS				.939	
30.IMS				.867	
31.IMS				.835	
28.IMS				.833	
32.IMS				.509	
9.LOTE_Attitude					.794
16.LOTE_Attitude					.780
4.LOTE_Attitude					.687
5.LOTE_Attitude					.684

Id_Eng_S = ideal English self; O_Eng_S = ought-to English self; Eng_Attitude = English learning experience; Id_LOTE_S = ideal LOTE self; O_LOTE_S = ought-to LOTE self; IMS = ideal multilingual self; Emphasis_Learning = emphasis on learning; Academic_Achievement = achievement motivation.

Factor 1 was primarily comprised of the items measuring the ideal English self, while it also covered CMLOTEs' ought-to English self, presenting pragmatic rewards of English learning and their attitudes toward the actual English learning experience. Unlike the proposal of three distinct components in the L2MSS (Dörnyei, 2005, 2009a; Dörnyei & Ryan, 2015), the EFA result suggests that CMLOTEs had harmonious perceptions of the three different aspects of English learning, i.e., being competent English speakers in daily life (i.e., the ideal English self), pursuing future education or career by utilising their English competence (i.e.,

the self-standpoint ought-to English self) and their agentic evaluation of the process of English learning (i.e., English learning experience). Given the result that the ideal English self, the ought-to English self and the English learning experience together constituted Factor 1, this factor was therefore named as ‘English learning self’ in this study.

Factor 2 included items measuring both an emphasis on learning and achievement motivation. It is arguable that CMLOTEs’ emphasis on learning and achievement motivation might not be two independent variables but two internal aspects of one self-guide. Factor 2 implies that CMLOTEs had similar perceptions of the two aspects of education-related motivation. If a student strongly believes that they should become well educated (emphasis on learning), the student will also value the learning results a lot (i.e., achievement motivation). Since both aspects focus on the academic aspirations of CMLOTEs, it was thus named as ‘academic self’ in this study.

Factor 3 shares a similar characteristic with Factor 1. It mainly focused on the CMLOTEs’ ideal self-guide of LOTE learning but also covered the self-standpoint ought-to self of CMLOTEs presenting the pragmatic rewards of learning a LOTE. This factor indicates that both the future self-image as proficient LOTE speakers and the desire for the pragmatic rewards brought by LOTE competence were homogeneously conceptualised as one self-guide by CMLOTEs. Following a similar way of naming Factor 1, Factor 3 was labelled as ‘LOTE learning self’.

Factor 4 supports the existence of the ideal multilingual self. All items in Factor 4 were related to CMLOTEs’ future self-identification as proficient multilingual speakers. Thereby, this study kept the original name proposed by Henry (2017a) and Ushioda (2017) and labelled it as ‘ideal multilingual self’.

It is notable that a conceptual difference existed between the LOTE learning self and the English learning self. This lies in the result that the items designed for the LOTE learning experience were not integrated as an internal aspect of the LOTE

learning self, but were classified in a separate factor in EFA, that is, Factor 5. The conceptualisation of Factor 5 coincides with the proposal that the L2 learning experience is an independent component in the L2MSS (Dörnyei, 2005, 2009a), showing CMLOTEs' attitudes toward the immediate process and environment of their language learning. So, Factor 5 was directly named as LOTE learning experience. The disintegration of Factor 3 and Factor 5 indicates that CMLOTEs seemingly had inconsonant attitudes toward the LOTE learning self (which was envisioned by learners) and the LOTE learning experience (which was learners' genuine evaluation of the learning environment).

6.1.2 Result of the confirmatory factor analysis

A confirmatory factor analysis (CFA) was then conducted to further evaluate the construct validity of the five identified self-guides/factors (Wu, 2010) and to examine whether they are conceptually distinct from each other, namely, the discriminant validity (Henry & Thorsen, 2018). The result of CFA tests on each of the five identified selves/factors and the reference range of the goodness of fit of CFA (Byrne, 2016; Wu, 2010; Xu, 2019) are listed in Table 6.3. According to the results of CFA, items '3.Id_Eng_S', and '9. Eng_Attitude' for the English learning self, item '28. IMS' for the ideal multilingual self and items '39. Emphasis_Learning', '40. Academic_Achievement', and '42. Academic_Achievement' for the academic self were removed in order to improve the overall quality of their respective measurement models. Since the remaining items still cover all aspects that have been discussed in the above section (see Table 6.5), it is believed that discarding these six items improved the statistical quality without sacrificing the theoretical significance of these five identified self-guides/factors. The full measurement models of them are attached in Appendix I.

Table 6.3 Result of CFAs on five identified factors

	CMIN/df	CFI	NFI	RMSEA	RMR
Reference range	<5	>.90	>.90	<.10	<.08
English learning self (exclude '3.Id_Eng_S', '9.Eng_Attitude')	6.023	.981	.977	.070	.023
LOTE learning self	4.029	.995	.993	.054	.015
LOTE learning experience	4.089	.997	.996	.055	.017
Ideal multilingual self (exclude '28.IMS')	.148	1.00	1.00	.000	.001
Academic self (exclude '39.Emphasis_Learning', '40.Academic_Achievement', '42.Academic_Achievement')	3.502	.995	.992	.049	.012

Table 6.3 indicates that all of the five self-constructs had proper goodness of fit. Although the CMIN/df of the English learning self was slightly higher than 5, it was very close to 5 and the other four criteria were also good enough to accept the measurement model of the English learning self (Wu, 2010). In addition to the CFA examining the construct validity of the five self-guides/factors, a correlation test was conducted to further inspect the discriminant validity of them. As shown in Table 6.4, all correlation coefficients were below .70, indicating that these five self-guides/factors were conceptually distinct from each other (Henry & Thorsen, 2018).

Table 6.4 Correlations between each motivational self-guide/factor

	LOTE learning self	LOTE learning experience	Academic self	Ideal multilingual self
English learning self	.451**	.366**	.464**	.604**
LOTE learning self		.655**	.482**	.628**
LOTE learning experience			.451**	.516**
Academic self				.549**

** $p < .01$

Table 6.5 presents the final result of this section. It demonstrates the five identified self-guides/factors, the connotations of each self-guide/factor as well as the items measuring each self-guide/factor.

Table 6.5 Five identified self-guides/factors, their internal aspects, and their measured items

Self-guide/factor	Internal aspects	Measured items
English learning self	Self-image as a competent English speaker (ideal English self)	2.Id_Eng_S; 7.Id_Eng_S; 11.Id_Eng_S; 15.Id_Eng_S
	Pragmatic rewards of mastering English (self-standpoint ought-to English self)	8.O_Eng_S; 14.O_Eng_S
	Attitude to English learning (English learning experience)	13.Eng_Attitude; 16.Eng_Attitude
	Self-image as a competent LOTE speaker (ideal LOTE self)	2.Id_LOTE_S; 3.Id_LOTE_S; 7.Id_LOTE_S; 11.Id_LOTE_S
LOTE learning experience	Pragmatic rewards of mastering LOTE (self-standpoint ought-to LOTE self)	1.O_LOTE_S; 8.O_LOTE_S
	Attitude to LOTE learning	4.LOTE_Attitude; 5.LOTE_Attitude; 9.LOTE_Attitude; 16.LOTE_Attitude
Ideal multilingual self	Self-image as a competent multilingual	29.IMS; 30.IMS; 31.IMS; 32.IMS
Academic self	Emphasis on learning	33.Emphasis_Learning; 34.Emphasis_Learning; 37.Emphasis_Learning; 41.Emphasis_Learning
	Achievement motivation	35.Academic_Achievement; 38.Academic_Achievement

Id_Eng_S = ideal English self; O_Eng_S = ought-to English self; Eng_Attitude = English learning experience; Id_LOTE_S = ideal LOTE self; O_LOTE_S = ought-to LOTE self; IMS = ideal multilingual self; Emphasis_Learning = emphasis on learning; Academic_Achievement = achievement motivation.

6.2 Exploring the criterion measure of motivated LOTE learning behaviour

The previous section has distinguished the motivational self-guides/factors that potentially have an impact on CMLOTEs' LOTE learning motivation, while this section sheds light on the measurement of CMLOTEs' LOTE learning motivation. In Section 3.3.3, both engagement (i.e., to what extent a learner concentrates on their language learning) and intended effort (i.e., to what extent a learner would like to invest in their language learning) were hypothesised as the possible criterion measures of motivated LOTE learning. However, it is noted that both engagement and intended effort in the questionnaire survey were assessed by the participants themselves. The only difference between these two measurements lies in the time horizon—engagement focused on the learners' self-reported current learning effort; while intended effort focused on their self-reported future learning effort. Therefore, it is necessary to examine whether participants could really discriminate between these two temporally different criterion measures.

An EFA was conducted using principal component analysis, Promax rotation and an eigenvalue cut-off of 1.0. Kaiser-Meyer-Olkin measure of sampling adequacy (KMO) value was .921 and Bartlett's test of sphericity $\chi^2(45) = 6,688.57$, $p < .001$, indicating the dataset was suitable for EFA. The EFA turned out that except for '20. Engagement', all of the other nine items measuring both engagement and intended effort were classified as one homogeneous factor, accounting for 57.09% of the total variance. This result indicates that the participants of this survey had unified recognition with respect to engagement and intended effort. In other words, engagement and intended effort in this study were not statistically different and had to be regarded as one factor, representing the self-reported LOTE learning effort of CMLOTEs within a continuous period.

Following the EFA, a CFA was conducted to further evaluate the construct validity of the LOTE learning effort. Table 6.6 presents the goodness of fit of the measurement model of the LOTE learning effort. The full CFA model is attached in Appendix J. In order to improve the goodness of fit to an acceptable range, four

items (i.e., ‘17. Engagement’, ‘26. Engagement’, ‘18. Intended_Effort’, ‘18. Intended_Effort’) were removed. It can be seen in Table 6.6 that the remaining items still covered both engagement and intended effort in the original questionnaire design, supporting the argument that CMLOTEs had homogeneous evaluations of their immediate LOTE learning effort and prospect LOTE learning effort.

Table 6.6 Result of confirmatory factor analysis on LOTE learning effort

	CMIN/df	CFI	NFI	RMSEA	RMR
Motivated learning behaviour (21.Engagement, 22.Intended_Effort, 23.Intended_Effort, 24.Engagement, 25.Intended_Effort)	3.216	.998	.998	.046	.007

The result suggests the identical conceptualisation of CMLOTEs’ current and projected LOTE learning efforts. Motivation is believed to be triggered by the discrepancy between the future possible selves and current real selves (Higgins, 1987; Markus & Nurius, 1986), while there is seemingly not a definite starting line for the execution of motivation but a spectrum in which the motivated behaviour develops. As a result, when asked to report their current and future learning efforts, participants offered isomorphic evaluations of both engagement and intended effort potentially because both of them were the consequence of the triggered motivation. It is arguable that the present learning engagement and the intended learning effort together reflected the extent to which the participants were motivated. Given that, this study named the factor describing both engagement and intended effort as ‘LOTE learning effort’ and employed LOTE learning effort as the single criterion measure of CMLOTEs’ motivated learning behaviour.

6.3 Establishing the multilingual motivational self system of CMLOTES

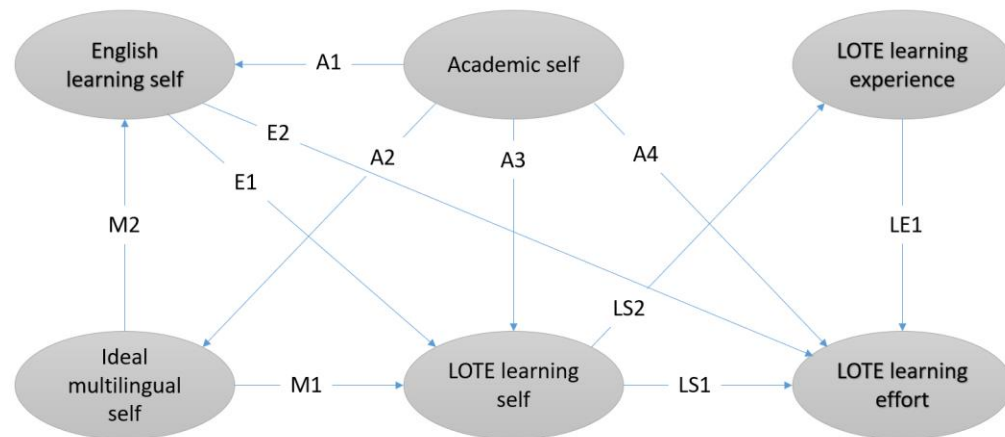
On the basis of the previous sections, this section explores a) the relationships between the identified motivational self-guides/factors and b) how those motivational self-guides/factors impacted CMLOTES' motivated behaviour. In order to illustrate these aforementioned relationships, a multilingual motivational self system of CMLOTES was established with the help of the structural equation modelling (SEM) approach. To start with, the hypothetical model for SEM (in Figure 6.1) was proposed and modified according to the synthesis of the existing literature (see Figure 4.2) and the empirical evidence in Sections 6.1 and 6.2. Then, a SEM analysis was conducted and the goodness of fit of the hypothetical model was examined. The final model presented in Figures 6.2 and 6.3 illustrates the overall structure, the included components, and the internal relationships within the multilingual motivational self system of CMLOTES.

6.3.1 Modifying the hypothetical model for structural equation modelling

In order to unearth the relationships between several motivational self-guides/factors and the LOTE learning effort, this study employed structural equation modelling (SEM). As the prerequisite of SEM, a hypothetical model should be raised based on relevant theories and hypotheses (Bauldry, 2015; Byrne, 2016; Wu, 2010; Xu, 2019). The review of the literature in Chapters III and IV, and especially the multilingual motivational framework presented in Figure 4.2, has elaborated on and demonstrated the potential relationships between several self-guides/factors and motivated language learning behaviour. The framework presented in Figure 4.2, however, was a synthesis of the previous literature instead of a model that has been empirically verified. Sections 6.1 and 6.2 explored the motivational self-guides/factors existing amongst CMLOTES and the criterion measure of CMLOTES' motivated LOTE learning behaviour. As a consequence, the framework in Figure 4.2 should be modified accordingly. Figure 6.1 presents the hypothetical model after modifications.

Comparing Figure 4.2 and Figure 6.1, it can be found that a) the ideal multilingual self remained; b) the English learning self and the LOTE learning self in Figure 6.1 were located at the same position of the ideal English self and the ideal LOTE self, respectively, in Figure 4.2 because the dominating aspects of them still represented learner’s ideal L2 self (see Table 6.5); c) the academic self in Figure 6.1 represented both the emphasis on learning and the achievement motivation in Figure 4.2; d) the LOTE learning effort is the sole criterion measure of LOTE learning behaviour in Figure 6.1, covering both engagement and intended effort in Figure 4.2. In Section 6.1, the LOTE learning experience has been classified as an independent factor from the LOTE learning self, it is thereby a novel component in the hypothetical model.

Figure 6.1 Hypothetical model of relationships between the identified motivational self-guides/factors and LOTE learning effort



Since the theoretical and empirical literature relevant to the components (before modification) within this hypothetical model has been scrutinised in Chapters III and IV, this section will not repeat the review of the literature but recap the rationales of the internal relationships shown in the hypothetical model.

The links at the bottom of Figure 6.1 (M1, M2 and LS1) followed the patterns reported by Henry and Thorsen’s (2018) study on the relationship between the ideal multilingual self, the ideal L2 self and the intended effort of L2 learning.

A slight modification was carried out as the English learning self and the LOTE learning self replaced those two ideal L2 selves. The links in the triangle at the bottom right corner (LS1, LS2 and LE1) were established based on the repeated results reported in several studies on the internal relationship between the three components of the L2MSS (e.g., Csizér & Kormos, 2009; Kormos et al., 2011; You et al., 2016). The academic self was hypothesised to have a direct impact on every language learning self-guide (A1, A2, A3) as well as the LOTE learning effort (A4) because it pertained to learning in general and was believed to have an impact on Chinese learners throughout the whole process of their learning (see more detailed review in Section 3.6). Finally, when it comes to the English learning self, E1 and E2 were assumed as two negative links on the grounds of the research speculating or arguing the negative impact of English on the ideal LOTE self as well as the LOTE learning motivation (e.g., Dörnyei & Al-Hoorie, 2017; Henry, 2010; Henry & Thorsen, 2018; Siridetkoon & Dewaele, 2018; Wang & Zheng, 2019).

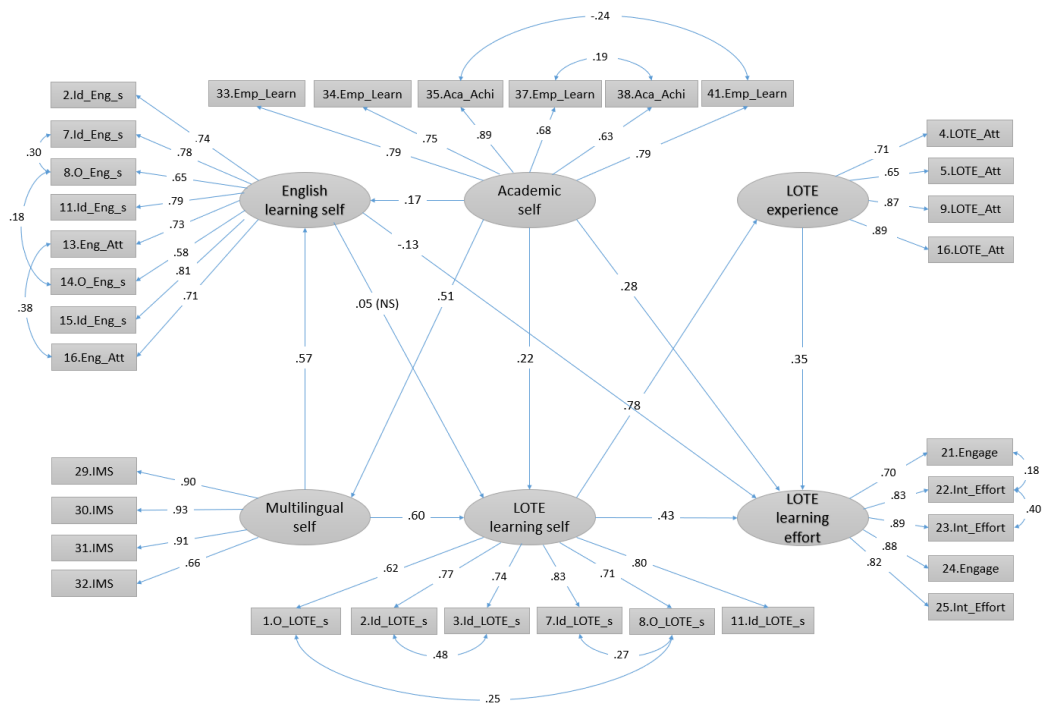
6.3.2 Result of structural equation modelling test

As explained in Section 5.2.4, the whole sample was split into two sub-samples—a calibration sample and a validation sample (Wu, 2010, p. 34). The hypothetical model was firstly examined by the calibration sample and then re-examined by the validation sample. The results of the goodness of fit of the two samples are listed in Table 6.7. It is clear that both the calibration sample (N=493) and the validation sample (N=541) had proper and coherent goodness of fit indices, indicating that the hypothetical model in Figure 6.1 is acceptable and sufficiently stable to explain the relationships between the five self-guides/factors and LOTE learning effort of CMLOTEs. Then, the model was submitted for the SEM test with the whole sample (N=1,034). The model fit indices in Table 6.7 indicate that the structural model was acceptable for the whole dataset as well. The full structural model with standardised regression weights is demonstrated in Figure 6.2.

Table 6.7 Result of SEM tests on the two sub-samples and whole sample

	CMIN/df	CFI	NFI	RMSEA	RMR
Calibration sample (N=493)	3.868	.892	.860	.076	.055
Validation sample (N=541)	4.201	.889	.859	.077	.061
Whole sample (N=1,034)	6.483	.900	.884	.073	.053

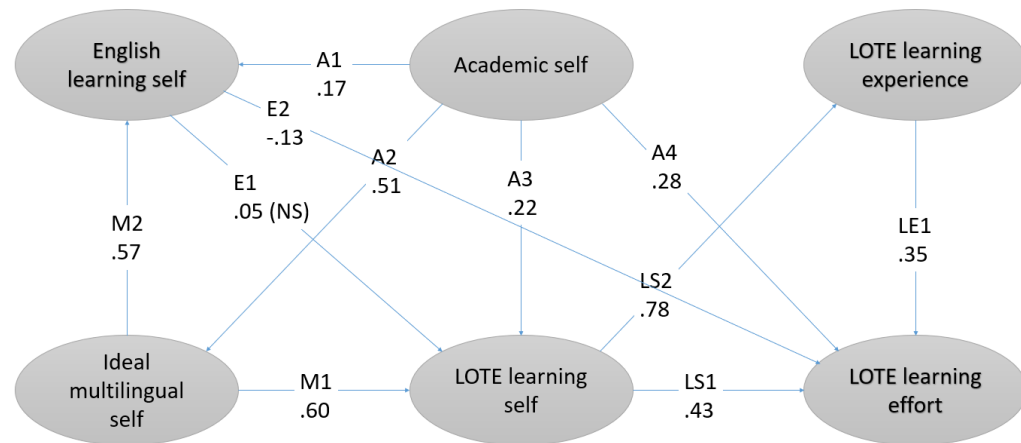
Figure 6.2 Structural model of the multilingual motivational self system of the whole sample (errors are omitted in this model)



Id_Eng_S = ideal English self; O_Eng_S = ought-to English self; Eng_Att = English learning experience; Id_LOTE_S = ideal LOTE self; O_LOTE_S = ought-to LOTE self; LOTE_Att = LOTE learning experience; IMS = ideal multilingual self; Emp_Learn = emphasis on learning; Aca_Achi = achievement motivation; Engage = engagement; Int_Effort = intended effort; NS = not significant. All regression weights (RW) are significant at .001 level, except for the one tagged by NS.

Figure 6.2 illustrates the established structural model, which can be considered as a multilingual motivational self system depicting the motivational set-ups of CMLOTES. A simplified structural model is presented in Figure 6.3.

Figure 6.3 Simplified structural model of the multilingual motivational self system of the whole sample



Note: All regression weights (RW) are significant at .001 level, except for E1.

The result of the SEM test, in general, was faithful to the hypothetical model in Figure 6.1, except for one non-significant link between the English learning self and the LOTE learning self (i.e., E1). The established model shows that the LOTE learning self, the LOTE learning experience and the academic self are three direct and positive predictors for CMLOTES' motivated learning behaviour (LS1, LE1 and A4 respectively), while the English learning self has a direct and negative effect on LOTE learning effort (E2). Furthermore, the ideal multilingual self is a direct and positive indicator for both the LOTE learning self (M1) and the English learning self (M2). The detailed features of each self-guide/factor are elaborated as follows:

Academic self

As hypothesised, the academic self exerted a significant impact on CMLOTES' English learning self (A1, RW=.17), ideal multilingual self (A2, RW=.51) and

LOTE learning self (A3, RW=.22). This means that learners who were more willing to achieve academic success were also more likely to have more intensive wishes to a) become a competent English speaker, LOTE speaker as well as multilingual speaker; and b) pursue their further career and education with the help of various and multiple foreign languages. In addition to its impact on language learning self-guides, the academic self was also a direct and positive predictor of CMLOTES' learning effort (A4, RW=.28). The students who had a strong academic self also engaged themselves in LOTE learning actively and would like to exert more effort to study their majored language in the future.

English learning self

The English learning self in the present model has shown a more complicated picture than the speculations or findings shown in the previous literature. On the one hand, the English learning self was a direct and negative predictor for the LOTE learning effort (E2, RW=-.13), indicating that the learners who had a stronger willingness to become competent English speakers were less likely to invest more effort in LOTE learning. This outcome supports the arguments that English may constrain the multilingual learners' LOTE learning (Dörnyei & Al-Hoorie, 2017; Henry, 2010; Wang & Zheng, 2019). However, the non-significant link E1, on the other hand, does not mirror the hypothesis made by Henry and Thorsen (2018) that the ideal English self will be a threat to the ideal LOTE self. This two-fold result shown in the present model points towards a conclusion that although English may have a negative impact on LOTE learning behaviour, this negative effect is less likely to be caused by hindering the multilingual learners' possible selves related to LOTE learning.

Ideal multilingual self

The multilingual motivational self system suggests that the role of the ideal multilingual self for CMLOTES was not different from its role as found in several other studies (e.g., Henry & Thorsen, 2018; Liu, 2020; Siridetkoon & Dewaele,

2018; Takahashi, 2019). It is shown that the ideal multilingual self was a significant predictor for the CMLOTEs' LOTE learning self (M1, RW=.60) and their English learning self (M2, RW=.57). This suggests that CMLOTEs' non-specific interest in learning various languages was capable of motivating them to construct a clearer future self-guide of any specific language (i.e., LOTE and English) and promote their willingness to invest in learning the LOTE via the mediation of the LOTE learning self.

LOTE learning self

The LOTE learning self in this model of the multilingual motivational self system shares a similar position as the ideal L2 self in the L2MSS (Dörnyei, 2005, 2009a; You et al., 2016). It was the strongest predictor for CMLOTEs' motivated learning behaviour (LS1, RW=.43) in this model. It is straightforward that the CMLOTEs who had a robust self-image as a speaker of their majored LOTE and who were yearning for the pragmatic rewards brought about by mastering the LOTE would pay greater effort in learning the LOTE major as a result. In addition, the predictive capacity of the LOTE learning self on the LOTE learning experience (LS2, RW=.78) is also noted. It seems that CMLOTEs' self-guide about LOTE learning in the future could affect their evaluation of the immediate learning context and environment, which is similar to the finding that the ideal English self can positively predict learners' attitudes toward English learning (You et al., 2016). In other words, the students who had a stronger LOTE learning self were also inclined to make a more positive evaluation of their LOTE learning process.

LOTE learning experience

The LOTE learning experience was the second most significant predictor for CMLOTEs' LOTE learning effort (LE1, RW=.35) in this model. The salient relationship between the LOTE learning experience and LOTE learning behaviour coincides with the results in the existing literature (e.g., Csizér & Kormos, 2009; Huang, 2019; Magid, 2009; Taguchi et al., 2009). It is not unreasonable to conclude

that students with more positive attitudes towards LOTE learning would like to be more engaged in their LOTE learning and would be more willing to invest efforts in learning the LOTE as well.

The above discussions on the features and roles of each motivational self-guide/factor within the multilingual motivational self system of CMLOTES, which has been established in this study, indicate that this model is not only statistically valid but also of theoretical significance. Therefore, it is believed that this system has the potential to do the language learning motivation of CMLOTES justice.

6.4 Stability and dynamics of the multilingual motivational self system amongst various cohorts of CMLOTES

After establishing the components in (Sections 6.1 and 6.2) and the structural model of (Section 6.3) the multilingual motivational self system of CMLOTES, this section investigates the dynamics of the five motivational self-guides/factors and the motivated LOTE learning behaviour in this system amongst different cohorts of CMLOTES. According to the review of literature in Chapter II, five influencing factors are discussed in this section, i.e., a) gender, b) year of college learning, c) voluntary or involuntary choice of major, d) commonly taught or less commonly taught nature of the LOTE, and e) willingness to use the majored language for employment/further education.

6.4.1 Analysis of gender difference of CMLOTES' motivational set-ups

Given the imbalanced distribution of male students (N=192) and female students (N=842), a Mann-Whitney U Test was employed to detect whether there was any gender difference amongst the components within the multilingual motivational self system. Unlike the T-test which is more frequently used for examining the differences between two relatively balanced groups of the sample (Dörnyei, 2007), the Mann-Whitney U Test is better at coping with small or poorly distributed samples (Nachar, 2008; Rosner & Grove, 1999). Table 6.8 presents the result of the

Mann-Whitney U Test. The result indicates that male and female participants had a similar level of language learning self-guides, LOTE learning experience, and LOTE learning effort. The only gender difference appeared in the academic self. The female CMLOTEs had a stronger willingness to achieve academic success in a general sense compared with their male counterparts (4.33 vs. 4.24). However, this difference did not result in any significant variance in language-related self-guides, LOTE learning experience, or their motivated LOTE learning behaviour, meaning that the multilingual motivational self system for CMLOTEs is relatively stable across male and female students.

Table 6.8 Mann-Whitney U Test comparing six components between male and female students

	English learning self	LOTE learning self	LOTE learning experience	Ideal multilingual self	Academic self	LOTE learning effort
Male (SD)	3.90 (.74)	4.03 (.75)	3.79 (.94)	3.98 (.88)	4.24 (.67)	4.12 (.79)
Female (SD)	3.98 (.77)	4.02 (.82)	3.88 (.89)	4.04 (.82)	4.33 (.68)	4.18 (.80)
U	75304.00	80100.50	77230.50	78024.00	72643.50	76689.00
Z-score	-1.48	-.20	-.97	-.76	-2.22	-1.12
p value	.138	.844	.332	.445	.026*	.261
Effect size ^a	.046	.006	.030	.024	.069	.035

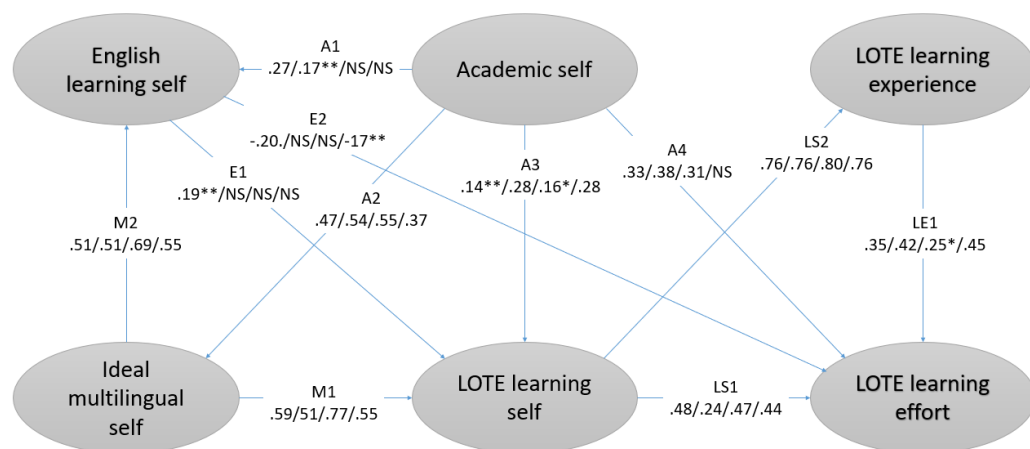
* $p < .05$; ^a $r = Z/\sqrt{N}$

6.4.2 Comparison of CMLOTEs' motivational set-ups across different years of college learning

This section presents findings as to whether students in different years of college learning had different characteristics of the six components consisting of their

multilingual motivational self system. The cross-sectional comparison of the entire multilingual motivational self system was conducted with the help of SEM, aiming at examining whether the motivational capacity of each component was changed across different years of college learning. Figure 6.4 demonstrates the standardised regression weights of all links in the model divided by years of college learning. In addition to the cross-sectional SEM tests, an ANOVA test was also carried out to examine the variance across different years of college learning. Table 6.9 presents the results of the ANOVA test.

Figure 6.4 Simplified structural models of the multilingual motivational self system across four years of college learning (Year 1, N=347/Year 2, N=299/Year 3, N=178/Year 4, N=210)



NS: not significant; * $p < .05$; ** $p < .01$; other regression weights are significant at the level of $p < .001$.

Figure 6.4 presents the results of the cross-sectional comparison of the multilingual motivational self system across Year 1 to Year 4 students. The whole sample was split into four sub-samples by the years of college learning. Each sub-sample was submitted to the SEM test, respectively. The result shows that they all had proper model fit indices and mostly consistent regression weights across the four sub-samples, reinforcing the validity and stability of the proposed multilingual motivational self system. The full structural models and the indices of their model fit are attached in Appendix K.

Special attention should be paid to one significant regression link (i.e., E1 in Year 1 model) and five non-significant regression links (i.e., E2 in Year 2 and Year 3 models, A1 in Year 3 and Year 4 models and A4 in Year 4 model). The significant link E1 shows an interesting relationship between English and LOTE learning. Although the English learning self of Year 1 CMLOTEs had a negative impact on their LOTE learning effort, it had a positive impact on the LOTE learning self. The intertwined relationships draw a complicated picture of CMLOTEs' motivation at the beginning stage of LOTE learning. More nuances regarding the complicated relationship between English and LOTE learning motivation are scrutinised in Section 7.2.1.

For E2, as discussed in Section 6.2, the English learning self has been regarded as a demotivator for CMLOTEs' language learning. A more sophisticated lens reveals that the demotivating impact of English primarily worked on the freshmen and senior students, while it was not a significant obstacle for sophomores and juniors. Since most students involved in this survey (857 out of 1,034) only had learned English as a foreign language before university, they might keep their inertia of learning English and had not adapted to their LOTE major learning in the first year of university. While for the Year 4 students, since this was almost the end of their college learning, the senior students might be keener on English learning because English, to some extent, might be of more importance for their future career and education. As a result, the English learning self might occupy more working self-concepts of the students (Siridetkoon & Dewaele, 2018) and caused them to have less willingness to engage in their LOTE major learning.

The non-significant path A1 in the Year 3 and Year 4 models suggests that the English learning self of junior and senior students was not driven by their academic self. That is to say, the students' aspiration for English proficiency seemed to be divorced from the students' general academic pursuit once they entered the upper levels of college learning. If also considering the stable relationships between the English learning self and the ideal multilingual self in the Year 3 and Year 4

models, it is arguable that English might be learned purely as a language, rather than a compulsory subject matter, by those CMLOTEs in their junior and senior years.

The non-significance of A4 in the Year 4 model also warrants further investigation. Since path A4 in the other three models had steady regression weights above .30, it is debatable whether Year 4 students' LOTE learning effort was really not affected by their academic self or whether this was a result of statistical bias. If the former, a possible account goes to the special point-in-time, that is, the final year of college learning. At this moment, whatever their attitudes to the majored LOTE were, the students had to prepare for their future career (e.g., applying for a job) or education (e.g., participating in the postgraduate entrance examination). As a result, the CMLOTEs' academic self might have less to do with their LOTE learning but be more intensively related to the success in a) finding a good job, which is a direct reward of their academic achievement, or b) being admitted by a postgraduate (degree) programme, which is the continuance of their academic pursuit.

Table 6.9 ANOVA test comparing six components on different years of college learning

	Year 1 (Y1) N=347		Year 2 (Y2) N=299		Year 3 (Y3) N=178		Year 4 (Y4) N=210		F (3, 1030)	Post Hoc (Bonferroni/ Tamhane's T2 ^a)	Effect size ^b
	Mean	SD	Mean	SD	Mean	SD	Mean	SD			
English learning self	4.27	.69	3.85	.78	3.74	.74	3.82	.72	31.10***	Y1>Y2 Y1>Y3 Y1>Y4	.083
LOTE learning self	4.30	.71	4.07	.74	3.81	.77	3.65	.90	35.35***	Y1>Y2 Y1>Y3 Y1>Y4 Y2>Y3 Y2>Y4	.098
LOTE learning experience	4.11	.87	3.87	.85	3.67	.87	3.60	.94	18.31***	Y1>Y2 Y1>Y3 Y1>Y4 Y2>Y4	.051
Ideal multilingual self	4.32	.77	3.99	.82	3.88	.75	3.72	.84	27.85***	Y1>Y2 Y1>Y3 Y1>Y4 Y2>Y4	.075
Academic self	4.50	.59	4.31	.68	4.17	.68	4.13	.72	17.84***	Y1>Y2 Y1>Y3 Y1>Y4 Y2>Y4	.049

	Year 1 (Y1)		Year 2 (Y2)		Year 3 (Y3)		Year 4 (Y4)		F (3, 1030)	Post Hoc (Bonferroni/ Tamhane's T2 ^a)	Effect size ^b
	N=347		N=299		N=178		N=210				
	Mean	SD	Mean	SD	Mean	SD	Mean	SD			
LOTE learning effort	4.43	.61	4.24	.75	4.03	.78	3.74	.93	40.28***	Y1>Y2>Y3 >Y4	.105

^a Tamhane's T2 for the LOTE learning self, the academic self and the LOTE learning effort due to their non-homogeneous variances;

^b Eta²; *** $p < .001$

Based on the examined multilingual motivational self system, Table 6.9 suggests that all of the six components varied significantly by CMLOTE's years of college learning. A consistent decline of motivational self-guides, LOTE learning experience, and motivated LOTE learning behaviour across the four years of LOTE-major study was found in the ANOVA tests. As can be seen in Table 5.11, freshmen had the highest aspiration to become good students in general (academic self=4.50), competent and successful English learners (the English learning self=4.27), LOTE-major students (the LOTE learning self=4.30) as well as multilingual speakers (the ideal multilingual self=4.32) in their upcoming four-year university study. In a similar vein, they were also the most satisfied with their LOTE learning settings (LOTE learning experience=4.11). All of these positive motivational self-ups, unsurprisingly, led to the strongest motivated LOTE learning behaviour of Year 1 students (LOTE learning effort=4.43).

With the progress of college learning, CMLOTEs' motivational self-guides and LOTE learning experience decreased dramatically. The students in Year 2, Year 3 and Year 4 had significantly weaker English learning self, LOTE learning self, LOTE learning attitude, ideal multilingual self and academic self compared to the Year 1 students. Year 3 and Year 4 CMLOTEs had even lower LOTE learning self than their Year 2 counterparts. In addition, Year 4 students had a significantly lower LOTE learning experience, ideal multilingual self and academic self than the Year 2 students.

The overall decrease of the five motivational self-guides/factors sketches out the demotivation of CMLOTEs continuously across the four-year LOTE major learning. It seems that those students gradually lost their visions of becoming competent LOTE and multilingual speakers. Their interests in the pragmatic rewards of mastering a LOTE (e.g., finding a good job or gaining the opportunity for further education) were also hindered in the course of college learning. Even in respect of academic achievement, which has been regarded as a salient feature of Chinese students (Bond, 1986; Bond & Hwang, 1986; Dörnyei & Chan, 2013; Jin, 1992), CMLOTEs also experienced a sustained weakening from the first year to the final year of university. This trend has been

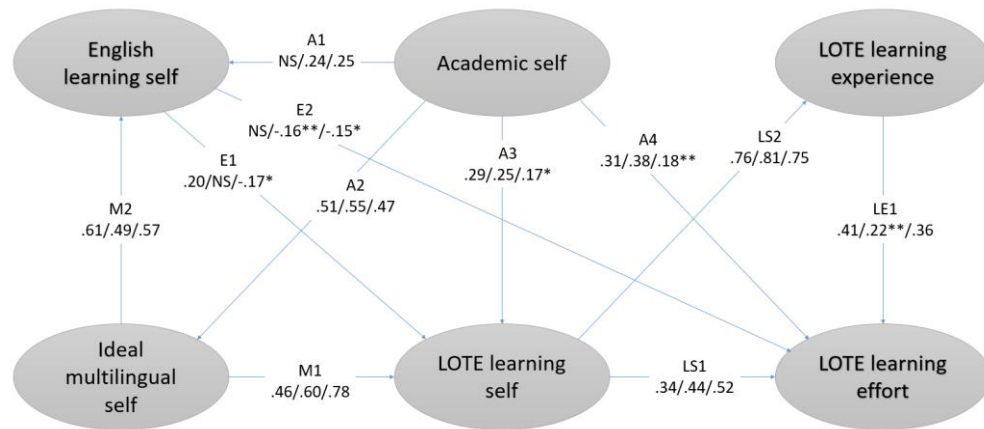
reinforced by the comparison of the LOTE learning effort across Year 1 to Year 4 students—the senior-year students had significantly less active learning engagement as well as lower willingness to invest their efforts in LOTE learning.

In sum, the cross-sectional SEM tests have revealed the stability of the motivational self system of CMLOTEs, while the cross-sectional ANOVA analysis showed its internal dynamics across different years of college learning. These analyses also indicate that CMLOTEs' motivational self-guides might evolve dramatically during college learning. More nuanced investigations are necessitated to explore how the motivation and motivational self-guides of CMLOTEs develop and evolve in real learning contexts. I delve into the motivational dynamics of CMLOTEs in greater detail in Study II.

6.4.3 Impact of the voluntary or involuntary choice of major on CMLOTEs' motivational set-ups

This section compares whether the initial statuses of college enrolment had any impact on CMLOTEs' motivational self-guides, LOTE learning experience, and their LOTE learning effort. Three subgroups were identified from the whole sample—a) students whose major was their first choice of major in Gaokao/admission examination (Major-Y/Language-Y), b) students who were transferred (Tiaoji) from another language major (either English or LOTE) to their current LOTE major (M-N/L-Y), and c) students who were transferred from non-language major to their current LOTE major (M-N/L-N). It starts with a cross-sectional comparison of the multilingual motivational self system across the three subgroups, evaluating the stability of the system in respect of the learners' initial status of college enrolment. Figure 6.5 presents the simplified structure models with standardised regression weights divided by the three statuses of college enrolment. Then, the ANOVA test was employed to examine the differences of each motivational self-guide/factor and the LOTE learning effort amongst the three subgroups. The result of the ANOVA test is shown in Table 6.10.

Figure 6.5 Simplified structural models of the multilingual motivational self system across three sub-groups of major choice (‘M-Y/L-Y’/ ‘M-N/L-Y’/ ‘M-N/L-N’)



NS: not significant; * $p < .05$; ** $p < .01$; other regression weights are significant at the level of $p < .001$.

The SEM results of each sub-group suggest that they all had proper model fit indices and mostly consistent regression weights across the three sub-groups, underpinning the overall validity and stability of the proposed multilingual motivational self system. The full structural models and the indices of their model fit are attached in Appendix L.

Despite the overall consistency, the variances of the impact of the English learning self on the LOTE learning self (E1) and on the LOTE learning effort (E2) are noteworthy. The result indicates that the students who had no interest in learning a LOTE major before college enrolment (in the sub-group ‘M-N/L-N’) were more likely to be negatively affected by their established self-guide related to English learning. This can be understood as these students might be unsatisfied with their major and had doubts about learning a LOTE as their major. While compared to LOTEs, the significance of learning English as a lingua franca was less in doubt. Thereby, once the students in the subgroup ‘M-N/L-N’ envisaged a clearer English learning self, they might be more suspicious of the necessity of learning a LOTE major, and as a result, their LOTE learning self might be hampered and their effort to learn the LOTE would also be diminished.

Contrasting to the students in the sub-group ‘M-N/L-N’, students who wished to learn a LOTE major and were admitted by their preferred majors (in the sub-group ‘M-Y/L-Y’) had an opposite characteristic. Their English learning self acted as a promoter of their LOTE learning self, whereby a stronger English learning self could also inspire a clearer self-guide of LOTE learning. In addition, their English learning self did not indicate any negative influence on their LOTE learning effort, which moreover shows the harmonious relationship between English learning and LOTE learning of the students in the subgroup ‘M-Y/L-Y’. Last but not least, the outstanding role of their English learning self was also supported by the non-significant link A1 in the ‘M-Y/L-Y’ model. It suggests that the students in this sub-group were more likely to see English as a language purely (evidenced by the link M2 between the English self and the ideal multilingual self) rather than an academic subject matter.

The students who wanted to learn a LOTE major but were not admitted to their most preferred major (in the sub-group ‘M-N/L-Y’) seemed to have a characteristic in between the other two sub-groups of students. On the one hand, similar to the students in the sub-group ‘M-N/L-N’, their English learning self was also a negative predictor of their LOTE learning effort; on the other hand, their English learning self had neither a positive nor negative impact on their LOTE learning self. That is to say, for the students who were not admitted to their most preferred language major, a strong self-identification with English learning might detract them from paying effort to learn the less preferred LOTE. However, since they wished to learn other LOTEs, it is arguable that a potentially general interest in learning languages by these students counterbalanced the potential threat of English to their LOTE learning self-guide, and thereby facilitated the amicable co-existence of the English learning self and the LOTE learning self.

Table 6.10 ANOVA comparing six components on the voluntary or involuntary choice of major

	M-Y/L-Y N=448		M-N/L-Y N=338		M-N/L-N N=248		F (2, 1031)	Post Hoc (Bonferroni/ Tamhane's T2 ^a)	Effect size ^b
	Mean	SD	Mean	SD	Mean	SD			
	English learning self	4.00	.78	4.01	.73	3.85			
LOTE learning self	4.16	.76	3.91	.86	3.82	.85	15.91***	G1>G2 G1>G3	.030
LOTE learning experience	4.02	.84	3.88	.85	3.56	.99	21.69***	G1>G3 G2>G3	.040
Ideal multilingual self	4.11	.80	4.04	.83	3.86	.85	7.80**	G1>G3 G2>G3	.015
Academic self	4.34	.65	4.33	.68	4.26	.70	1.08		.002
LOTE learning effort	4.27	.76	4.14	.81	4.02	.82	8.42**	G1>G3	.016

^a Tamhane's T2 for the LOTE learning experience due to the non-homogeneous variance;
^b Eta²; * $p < .05$; *** $p < .001$; G1 = 'M-Y/L-Y' group, G2 = 'M-N/L-Y' group, G3 = 'M-N/L-N' group.

Figure 6.5 supports the overall stability of the proposed multilingual motivational self system. From the perspective of the multilingual motivational self system, as can be seen in Table 6.10, significant variances between the three groups of CMLOTEs were found in the English learning self, the LOTE learning self, the LOTE learning experience, the ideal multilingual self, and the LOTE learning effort. No difference was found in those students' academic self. In more detail, the CMLOTEs who preferred to learn a language as their major

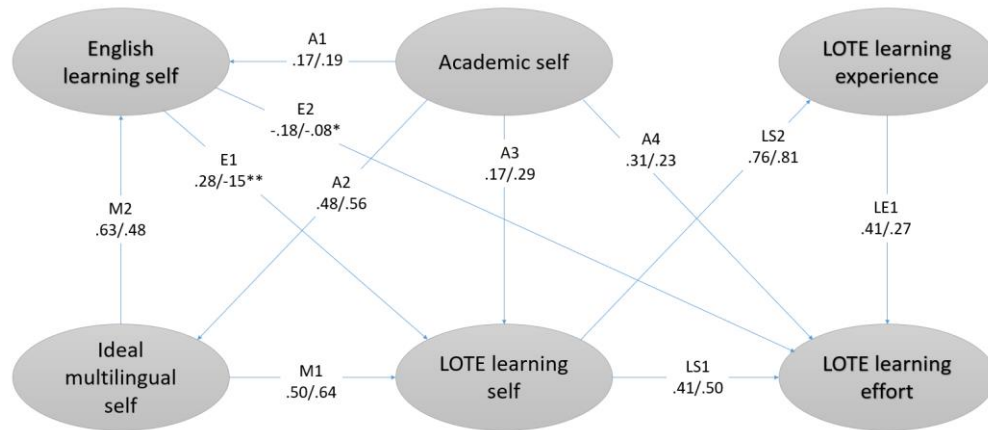
(in the subgroups ‘M-Y/L-Y’ and ‘M-N/L-Y’) had stronger self-guides regarding English learning and multilingualism and more positive evaluations of their LOTE learning environment and experience than their peers who did not wish to learn a language major initially (in the sub-group ‘M-N/L-N’). In contrast, the students whose major was the same as their preferred choice in Gaokao/admission examination (in the sub-group ‘M-Y/L-Y’) had a more vivid self-image of using their majored language in the future than those students whose preference was not satisfied (in the sub-groups ‘M-N/L-Y’ and ‘M-N/L-N’). When it comes to learning effort, the students in the sub-group ‘M-Y/L-Y’ were found to be more actively engaged in their LOTE learning than their counterparts in the sub-group ‘M-N/L-N’. The non-significant result of the academic self confirms its generalisable influence on all students as it points to the overall pursuit of academic success without emphasising any specific major or subject.

The above findings have underlined the impact of the voluntary or involuntary language choice on LOTE learning motivation submitted by Henry (2010) but depicted a more complex picture. It seems that the CMLOTEs who hoped to learn a language major, no matter whether their first choice is satisfied or not, would have stronger motivational self-guides and more positive LOTE learning attitude, and also exert more effort in LOTE learning. On the contrary, if the students were transferred from non-language majors to LOTE majors which they would not like to learn initially, they might encounter more difficulties in establishing clear future self-guides for LOTE learning and also have a less positive appraisal of their learning experience. Consequently, they were also prone to be less actively engaged in learning their majored LOTES which might finally be a source of their disadvantages in college study. These results raise the question as to how teachers or instructors of LOTE degree programmes can help those students, who are transferred from non-language majors to LOTE majors involuntarily, to envision their language learning self-guides and inspire their LOTE learning motivation. I return to discuss this question further in Section 8.4.

6.4.4 Impact of the commonly taught or less commonly taught nature of majors on CMLOTEs' motivational set-ups

Existing studies have proposed that the political, social, economic, or ethnolinguistic vitality of LOTEs can affect learners' motivation and future self-guides regarding the language (e.g., Huang, 2019; Wang, 2021). This subsection examines if there was any difference in CMLOTEs' motivation caused by their majored languages. Since LOTEs refer to all languages other than English and some LOTEs have quite a few learners both in China nationwide and in the present dataset specifically (e.g., Latvian, Slovenian or Zulu), it is not useful to compare the difference between each language, while it is more feasible to compare the characteristics of CMLOTEs' motivation between different categories of their language majors. This study followed the working classification of a) commonly taught languages (CTLs, i.e., English, Russian, German, French, Spanish, Japanese, Arabic) and b) less commonly taught languages (LCTLs, i.e., other foreign languages except for the aforementioned seven), which is arguably the most frequently cited classification when researching foreign language education in China (Dai & Hu, 2009; Dong, 2020). This classification, to some extent, elucidates the popularity of various LOTEs in the Chinese context. The two sub-groups were first submitted to the SEM in order to examine the stability of the proposed multilingual motivational self system across the two types of LOTEs. Figure 6.6 shows the simplified structural models of the SEM tests. T-test was then employed for the inter-group comparison of the five motivational self-guides/factors and the LOTE learning effort. Table 6.11 exhibits the result of the T-test.

Figure 6.6 Simplified structural models of the multilingual motivational self system across students learning CTLs and LCTLs (CTLs/LCTLs)



* $p < .05$; ** $p < .01$; other regression weights are significant at the level of $p < .001$.

The proposed motivation self system had acceptable model fit indices and generally stable regression weights across the students learning CTLs and LCTLs. The full structural models and the indices of their model fit are attached in Appendix M. The simplified models presented in Figure 6.6 share similar features to the full model in Figure 6.2, except for the relationship between the English learning self and the LOTE learning self (E1). The results suggest that the English learning self could be a positive predictor of the LOTE learning self for the students who were learning commonly taught languages, but a negative predictor for the students who were learning less commonly taught languages. For the students learning CTLs, English could work as a promoter for the learners to envisage a more vivid LOTE learning self because both English and the LOTE would be perceived as beneficial for their future development. However, for the students learning LCTLs, the English learning self might compete against their LOTE learning self because the utility of the LCTLs might be more easily doubted by the learners when in comparison with English, which has a predominant position in the linguistic market (Lu & Shen, 2021). When the students have a stronger vision of being the speakers of a lingua franca in the future, they may become less willing to identify themselves with the less popular LOTEs.

Table 6.11 T-test comparing six components on commonly taught languages (CTLs) and less commonly taught languages (LCTLs)

	CTLs		LCTLs		MD	t (df)	Effect size ^a
	N=588		N=446				
	Mean	SD	Mean	SD			
English learning self	3.99	.75	3.93	.77	.06	1.276 (1032)	.080
LOTE learning self	4.06	.79	3.91	.87	.15	2.992** (1032)	.188
LOTE learning experience	3.85	.91	3.88	.89	-.03	-.461 (1032)	.029
Ideal multilingual self	4.03	.82	4.02	.84	.01	.198 (1032)	.012
Academic self	4.32	.67	4.31	.68	.01	.162 (1032)	.010
LOTE learning effort	4.19	.76	4.14	.84	.05	.933 (1032)	.059

^a Cohen's *d*; ** $p < .01$

After examining the stability of the motivational self system, Table 5.13 presents the result of the T-test comparison between the students learning CTLs and LCTLs. Amongst all the six components within the multilingual motivational self system, only the LOTE learning self was found different between the learners majoring in CTLs and learners majoring in LCTLs. It suggests that the CMLOTEs who were learning a more popularly taught language in China were more likely to have a stronger self-identification to their majored LOTEs compared to their counterparts learning less prevalent LOTEs. This is reasonable because a more commonly taught language is often associated with more extensive social recognition and more opportunities for future use. It is, however, noted that the results of the T-tests show that there was no difference of other variables found between the two categories of majors. That is, the variance of the LOTE learning self between the two statuses of majors did not lead to any significant difference in CMLOTEs' attitudes toward LOTE learning or their LOTE learning effort; also, the students of CTLs and the students of LCTLs had comparable self-guides related to English learning,

multilingualism, and academic pursuit. This result indicates that the popularity of majors might not be a salient influencing factor for CMLOTEs' overall motivational set-ups.

6.4.5 Impact of the career and education expectation on CMLOTEs' motivational set-ups

This final section sheds light on the motivational impact of the career and education prospects of CMLOTEs, that is, whether the participants' willingness to find a job or continue their study by using their majored LOTE would result in any difference in their LOTE learning motivation. Two sub-groups were identified from the whole sample, i.e., a) students who would like to find a job or pursue further education by using their majored LOTE (Career/Education-Yes), and b) students who did not plan to rely on their majored LOTE for employment or further education (Career/Education-No). Taking into account the imbalanced sample size of these two sub-groups (i.e., the sub-group 'Career/Education-Yes', N=887; the sub-group 'Career/Education-No', N=157), Mann-Whitney U Test was utilised for this comparison.

Table 6.12 Comparison of six components on career and education perspectives

	Career/Educati		Career/Educati		U	z-score	Effect size ^a
	on-Yes		on-No				
	Mean	SD	Mean	SD			
English learning self	4.00	.75	3.79	.79	58397.00**	-3.04	.095
LOTE learning self	4.17	.69	3.18	.88	25646.00***	-12.60	.392
LOTE learning experience	4.00	.79	3.07	1.03	32944.00***	-10.47	.326
Ideal multilingual self	4.12	.78	3.51	.90	41930.50***	-7.93	.247
Academic self	4.38	.64	3.97	.76	46237.50***	-6.65	.207
LOTE learning effort	4.32	.67	3.34	.94	27528.50***	-12.14	.378

** $p < .01$; *** $p < .001$; ^a $r = Z/\sqrt{N}$

The comparison in Table 6.12 shows that the career and education perspectives of CMLOTEs had a significant impact on the motivation of CMLOTEs. The sub-group ‘Career/Education-Yes’ of CMLOTEs had a significantly higher degree of all components than their counterparts in the sub-group ‘Career/Education-No’. It is not difficult to reason that the students who had lost their interest in the pragmatic usage of their majored LOTE (therefore in the sub-group ‘Career/Education-No’) would have a weaker self-image as a successful LOTE speaker in the future (i.e., the LOTE learning self). This comparison also suggests that those students in the sub-group ‘Career/Education-No’ might even lose their interest in learning various other foreign languages (i.e., the ideal multilingual self). As a result, the weakened LOTE learning self would lead to the decrease of their LOTE learning effort. Also, it is reasonable to conclude that the students having a less positive attitude to their own majored LOTE would prefer not to continue learning this language and, on the contrary, wish to develop future careers beyond their majors.

The result that students in the sub-group ‘Career/Education-No’ had a significantly lower degree of the English learning self and the academic self is noteworthy. As demonstrated in Section 6.3 and Sections 6.4.1 to 6.4.3, the English learning self and the academic self were comparably stable amongst different cohorts of CMLOTES, but their significant variances by career and education prospects were found here. How did the career or education prospects related to a specific LOTE affect CMLOTES’ self-guides in English and general learning; or if the infirm English learning self and academic self of CMLOTES in the sub-group ‘Career/Education-No’ were actually the incentives initiating their unwillingness to work or study with their majored LOTE are questions that in the future should be further queried.

6.5 Conclusion

This chapter systematically analysed the quantitative data collected by a large-scale questionnaire survey ($N > 1,000$). It firstly examined the motivational self-guides/factors existing amongst CMLOTES. Through an exploratory factor analysis and a confirmatory factor analysis, five conceptually distinct motivational self-guides/factors of CMLOTES and one criterion measure of motivated LOTE learning were identified, they are, the English learning self, the LOTE learning self, the LOTE learning experience, the ideal multilingual self, the academic self, and LOTE learning effort. These five motivational self-guides/factors measured four important domains that are closely related to LOTE learning motivation based on the review of the literature, including English, LOTE, multilingualism and academic-related motivation. Firstly, the English learning self focused on CMLOTES’ self-images of being competent English speakers and using English for pragmatic purposes. It also covered CMLOTES’ perception of their English learning experience. Secondly, the LOTE learning self covered CMLOTES’ self-images of being proficient LOTE speakers and their eagerness for the pragmatic rewards of mastering their LOTE major. A slight difference between the LOTE learning self and the English learning self lies in the fact that learners’ attitude to their LOTE learning process (i.e., the LOTE learning experience) was clustered as an independent factor related to LOTE learning. The third domain was measured by the ideal

multilingual self. Not different from the original proposal of the ideal multilingual self in Henry (2017a) and Ushioda (2017), it concentrated on CMLOTES' willingness and self-image of becoming multilingual speakers in the future. Last but not least, the academic self was used to investigate the CMLOTES' motivation to learning in general. It covered both their emphasis on learning and their desire for better academic achievement. With respect to the criterion measure of motivated LOTE learning behaviour, the LOTE learning effort was conceptualised, illustrating both the immediate learning engagement and the projected learning effort of CMLOTES.

After identifying the motivational self-guides/factors of CMLOTES and the criterion measure of their motivated LOTE learning, a structural equation modelling (SEM) approach was employed to uncover the complex relationships between the motivational self-guides, LOTE learning experience, and the motivated LOTE learning behaviour (i.e., the LOTE learning effort). The result of SEM was a structural model of the multilingual motivational self system for CMLOTES. In this system, the LOTE learning self, the LOTE learning experience and the academic self were direct and positive predictors of LOTE learning effort. The English learning self had a negative impact on LOTE learning effort. The ideal multilingual self was the direct and positive predictor of the LOTE learning self and the English learning self. The academic self was a positive predictor of all self-guides as well as LOTE learning effort.

The stability of the established multilingual motivational self system was further examined across CMLOTES a) in the four years of college learning, b) with three different initial statuses of college enrolment, and c) learning different types of LOTES. Although there were nuanced differences regarding the internal relationships amongst the components within the structural models, the overall stability of the multilingual motivational self system across different cohorts of CMLOTES was supported.

The model of the multilingual motivational self system explicated the structure and internal relationships of the CMLOTES' motivational set-ups. The fourth section of this chapter shed light on the stability and dynamics of the

established motivational self system across different demographic cohorts. It revealed that the motivational dynamics of CMLOTEs were significantly impacted by their a) years of college learning, b) initial statuses of enrolment, and c) career or education prospects on LOTE. On the contrary, the motivational set-ups of CMLOTEs were not saliently differentiated by their genders or the commonly taught or less commonly taught nature of their majored language.

The cross-sectional comparison across the first-year to the fourth-year CMLOTEs indicated the potential dynamics of LOTE learning motivation through long-term learning. It suggested that CMLOTEs' motivational self-guides, LOTE learning experience, and their LOTE learning effort in general deteriorated and decreased across the four-year college learning.

The comparison between CMLOTEs—a) who were enrolled in their preferred major, b) who were transferred from other language majors to a LOTE major, and c) who were transferred from a non-language major to a LOTE major—suggests that students who had no intention to learn a language major to begin with would have more difficulties in constructing a vivid future self-image as LOTE speakers and would have a more negative evaluation of their LOTE learning experience. As a result, they were less likely to invest as much effort in LOTE learning as those students who chose to study a language major initially.

The comparison between the students learning CTLs and the students learning LCTLs shows that the students learning different types of LOTES had similar characteristics of their motivational selves as well as their LOTE learning effort, except for their LOTE learning self. The students learning those more popular LOTES (i.e., CTLs) had a clearer and stronger LOTE learning self than their counterparts learning those less popular LOTES (i.e., LCTLs).

In a similar vein to the voluntary or involuntary choice of major, the students who would not like to pursue further education and career development by using their majored LOTE had a significantly lower degree of all the five

motivational self-guides/factors as well as their LOTE learning effort in comparison with those who wanted to find a job or progress to higher education with the help of their majored LOTE.

The analyses of the quantitative data drew a ‘big’ picture regarding the configuration and the dynamics of CMLOTES’ LOTE learning motivation. However, they are not able to elucidate the ‘small’ picture, that is, why the participants had such characteristics of their motivation? How did their motivational self-guides evolve in the course of language learning? And whether there were any other influencing factors that were not considered by the multilingual motivational self system established in this study? All of these questions will be borne in mind and treated as directions of interest for the second-phase qualitative inquiry in the next chapter.

Chapter VII Study II: The Evolution of CMLOTEs' Language Learning Motivation

This chapter sheds light on the motivational dynamics of CMLOTEs and answers the second research question (RQ2) of this thesis—How did the LOTE learning motivation of CMLOTEs evolve in the process of their language learning? Through a qualitative research lens, a narrative inquiry with 23 CMLOTEs from across each of the four years of college learning and learning various LOTE as their majors was conducted. Based on a systematic analysis of the narrative dataset, in Section 7.1, I start by illustrating a meta-narrative that portrays the overall trajectory of the evolution of LOTE learning motivation, and then focus on the motives and influencing factors of LOTE learning motivation in three key stages identified from the students' narratives, i.e., a) the major-selection stage, b) the initial/beginning stage (after they have received their offer of study, but before they have begun their studies), and c) the LOTE learning stage. In addition to this analysis tracing the chronological development of LOTE learning motivation, in Section 7.2, I shed light on theoretically interesting aspects of the evolution of LOTE learning motivation found in the narrative dataset, including a) the role of English in relation to LOTE learning motivation, b) the maintenance of long-term LOTE learning motivation, and c) the destinations of LOTE learning motivation. Further, in Section 7.3, I analyse and discuss two additional themes emerging from the process of data collection and data analysis, which are also relevant to the dynamics of LOTE learning motivation, they are, a) the evolution of the multilingual self-identification in the course of LOTE learning, and b) the impacts of Covid-19 pandemic on LOTE learning motivation. Finally, I summarise the findings and conclude this chapter in Section 7.4.

7.1 LOTE learning motivation and its dynamics—the typical story

In this section, I construct a typical story of LOTE learning motivation based on the participants' narrative accounts. It aims at charting the commonly experienced motivational trajectories of LOTE learning which were narrated by multiple participants in the current study and are consistent with existing L2

motivation theories and empirical endeavours. As explicated in Section 5.3.6, I adopted a thematic analysis approach where the narrative dataset was scrutinised inductively, without trying to fit the data into any presupposed coding or analytical frameworks (Braun & Clarke, 2006). This section begins with a meta-narrative illustrating the overall LOTE learning trajectory of the participants (in Section 7.1.1). Then, in more detail, it investigates the motives for the participants to learn a LOTE as their major in addition to global English (in Section 7.1.2), a question which has drawn growing attention within academia in recent years (e.g., Dörnyei & Al-Hoorie, 2017; Huang, 2021; Huang et al., 2021). In Sections 7.1.3 and 7.1.4, the typical story elaborates the dynamic development of the LOTE learning motivation of the participants, which is another emerging issue of interest within the realm of LOTE learning motivation research (e.g., Wang, 2021; Wang et al., 2021; Zheng et al., 2020). The typical story of the evolution of LOTE learning motivation is expected to contribute to a more thorough understanding of LOTE learning motivation, as well as to offer important nuance to the picture described in the multilingual motivational self system established in Study I.

7.1.1 A meta-narrative of learning a LOTE as the major in China

Before going into any detail about the LOTE learning motivation of the participants, I firstly provide a meta-narrative about their LOTE learning journey. It aims to a) offer a preliminary introduction to learning a LOTE as the major in the Chinese context, and b) outline the overall trajectory of the typical story to be investigated in this section. This meta-narrative could be seen as a ‘collective story’ (Middleton et al., 2009; Richardson, 1990) which focuses on the shared themes of the participants’ narrative accounts in regard to their LOTE learning experience and LOTE learning motivation. It covers two main themes and the eight sub-themes identified through the data analysis (see Table 5.7 in Chapter V) and presents them in chronological order. A virtual protagonist, the Student (with ‘s’ written in the capital), is introduced to facilitate the telling of this meta-narrative.

The meta-narrative

The learning of a LOTE major typically starts from a major-selection stage, in which the Student, as a high school graduate, has to participate in Gaokao and choose their⁷ ideal university and major based on their own preference and Gaokao's scores. Given the fact that the selection of college and major is arguably one of the most important decisions in their life (Du, 2013; Muthanna & Sang, 2015), the Student and even their family would consider it as thoroughly as possible. Various aspects, such as the Student's intrinsic interest and willingness, the reputation and even location of a university, and the career prospect of a major could be the influencing factors for the Student's motivation to choose a specific university and major. Taking as many aspects as possible into consideration, the Student finally comes up with a list of their preferred majors in several universities. If the Gaokao's scores (or the Baosong examination's scores) of the Student match the admission requirements of their preferred major(s) in their preferred university(-ies), the Student will be admitted. Otherwise, the Student might be transferred (Tiaoji) to another major in their preferred university(-ies). As a result, the Student could start learning a LOTE as their major either voluntarily or involuntarily (also see Section 2.3.1 and Section 6.4.3).

After being admitted by a LOTE major, regardless of whether this place is taken up voluntarily or involuntarily, a fundamental goal of the Student is to complete the degree programme and to obtain a university diploma. This academic-oriented motive can be seen as their academic self. In addition, the Student would mobilise other motivational resources available to them (e.g., language interest, academic aspiration, career expectation, etc.) to stimulate their initial motivation to learn the majored LOTE. Along with the learning of the majored LOTE, the Student would familiarise themselves with the language and construct a clearer LOTE learning self and a more positive LOTE learning experience (attitude towards LOTE learning). The academic self, the LOTE learning self and the LOTE learning experience would actively interact with the

⁷ 'Their' is used as the alternative of 'his or her' as requested by APA 7th. Similarly, 'them' is used as the alternative of 'him or her'.

language learning environment (e.g., the classroom learning) as well as the social environment (e.g., the job market). During the process of interactions, the enhancement and the impairment of these aforementioned motivational self-guides/factors would, as a consequence, lead to the ebb and flow of the Student's LOTE learning motivation.

A turning point of the Student's LOTE learning usually comes when the Student starts to or has to consider their future career or higher education. Although LOTE degree programmes are increasingly popular in China, the linguistic market of China still seems to be dominated by English (Lu & Shen, 2021). If the student believes and perceives that they can find a job relating to their majored LOTE or decides to pursue a postgraduate degree in their majored LOTE, the Student's LOTE learning motivation will hopefully be sustained in the long run. On the contrary, if the Student believes or perceives the prospect of a LOTE graduate (either undergraduate or postgraduate) as restricted, their LOTE learning self and LOTE learning experience may be severely hampered. Under this circumstance, the Student might be primarily driven by their academic self and learn the majored LOTE only for obtaining a university degree.

7.1.2 Motives for CMLOTEs to choose a LOTE as the major

Looking at the meta-narrative, the major-selection stage is a somewhat default beginning of the LOTE learning journey. This sub-section, therefore, departs to analyse and discuss the motives for the participants to choose a LOTE as their college major. Amongst the 23 participants, two of them had no motivation to learn a LOTE as their major but were transferred (Tiaoji) from other majors, while the rest of the participants either chose a particular LOTE as their preferred major or chose several LOTES as their potential majors. This sub-section concentrates on the latter 21 participants and their motivation to learn either LOTE-majors in general or a particular LOTE. Although each participant had unique and personalised incentives for choosing a LOTE major, two broad orientations and six categories of motives were identified from the 21 participants' narratives. Table 7.1 presents a summary of the identified motives.

Table 7.1 Summary of the motivators for choosing a LOTE as the major

Orientations	Categories	Mentions	Description
Language orientation	Career prospect	12	Choosing a LOTE for a better career prospect.
	Multilingual posture	10	Choosing a LOTE due to an inclination toward multilingualism and multiculturalism in general.
	Self-efficacy in language learning	9	Choosing a LOTE due to confidence in language aptitude or talent.
	Interest in the specific LOTE	6	Choosing a LOTE due to an interest in the specific LOTE and/or its culture and community(-ies).
Educational orientation	Strategy for a better higher education	7	Choosing a LOTE to be enrolled in a more privileged university.
	Strategy for avoiding other disciplines	7	Choosing a LOTE because of the fear of studying other disciplines (i.e., mathematics or natural sciences).

Language-oriented motives

The participants who had language-oriented motives were motivated to learn a LOTE as their college major by their a) career prospect, b) multilingual posture, c) language learning confidence or d) interest in a specific LOTE. Amongst others, the career prospect was the most frequently highlighted motive for learning a LOTE (mentioned by 12 participants). In the Chinese higher educational context, high school students have the chance to submit their preference of universities and majors after the college entrance examination (Gaokao). Higher educational institutions will admit students mainly based on the ranking of their Gaokao scores (Liu, 2012). The selection of university and major is of paramount significance for most Chinese high school students because ‘it is a chance of a life time for a decent career or meritocracy’ (Du,

2013, p. 13). It is therefore not unexpected that the career opportunity brought by learning a LOTE was reported as the most prioritised consideration within the participants' narrative accounts, and also has been proposed as a vital motivator in several existing studies (e.g., Chen et al., 2021; Huang, 2021; Huang et al., 2021; Zheng et al., 2019).

When I was in high school, I read a book called Diplomatic Situation (*wai jiao feng yun*). It was about the story of Premier ZHOU Enlai. His demeanour and his accomplishment, at that moment, deeply touched me. Then I wanted..... My thought at that time was pure. I was just eager to participate in the practice of Chinese diplomacy. I felt that my English was quite good, and I quite enjoyed learning the language, English, so I was wondering if I could learn an additional language in university and aim at this orientation (diplomat). So, this was one reason (for choosing a LOTE major).

[*Hachi (Year 4, German)*]

Hachi's narrative account showcases an example where the student's career plan was tightly associated with learning a LOTE as her major. Hachi decided to learn a LOTE major because she was keen on being a diplomatic translator in the future. What was motivated by her career prospect was a non-specific desire to learn LOTEs in general rather than an interest in any specific language. This suggests that some high school graduates who are motivated by the career prospect of LOTEs might have an undefined LOTE learning self before they embark on learning any particular LOTE, and the undefined LOTE learning self is expected to be refined by the certain LOTE that the students are admitted to (see an example of Jenni's (Year 2, Czech) story in Section 7.1.3). Similar experiences can also be found in the accounts of other participants, such as Peter (Year 1, Latvian) '*at that time I was determined to become a diplomat. I wished to learn a language. It was about the support of my dream, and then I chose language majors*', and Curt (Year 2, Greek) '*I also thought that it's quite a good choice to learn languages other than English as my major... purely from the perspective of career and work*'.

In contrast to the non-specific LOTE learning self, there were also participants, for example, Xiping (Year 3, Spanish), who already had a clear, career-oriented LOTE learning self before university study. This could be deemed as a combination of both the ‘career prospect’ motive and the ‘interest in the specific LOTE’ motive.

I relatively preferred Japanese at that time. But why didn't I choose to learn a Japanese major? Because I probably thought that Japanese... There were too many people learning Japanese. So, there would not be in great demand of Japanese-major graduates..... (The reason to choose Spanish) was because I thought it had quite a good development prospect because Latin America was a market that our country hadn't entered deeply, and there would be more cooperation opportunities alongside the development of our country. So, I felt that Spanish majors would have a wider market and more job vacancies.

[Xiping (Year 3, Spanish)]

As Xiping maintained, she finally selected Spanish as her college major because she looked to further cooperation between China and the Spanish-speaking countries in Latin America. Different from the vague LOTE learning self of Hachi, Peter and Curt, Xiping seemed to have constructed a Spanish learning self associated with a better career opportunity before learning this language. It is also noted that the career-oriented self-guide could even transcend Xiping's personal interest in the Japanese language, further evidencing the motivational significance of the instrumental value attached to the LOTEs (Wang & Fisher, 2021).

In addition to the pragmatic rewards associated with LOTE learning, interest in a specific LOTE has also been found as a key motivator for Chinese LOTE learners in both the existing literature (e.g., Chen et al., 2021; Huang, 2021) and the present study. For instance, when reasoning her choice of Bulgarian language as a major, Ani (Year 4, Bulgarian) recounted her affection

for the Bulgarian nation triggered by her experience in high school.

In the third year of senior high school, we often watched some documentaries during the noon break. One day, it was just a documentary about Bulgaria. I knew that this nation, after a hundred-of-year arduous struggle, finally achieved its national liberation. Perhaps I did admire this characteristic of this nation, so I also learned more about the Slavic cultures. I found their cultures are quite different from the traditional Western, say, Western European cultures. I was very interested in that. I did have some impressions about this country, so I just take it as one of my preferred majors.

[Ani (Year 4, Bulgarian)]

After watching the documentary introducing the history of Bulgaria, Ani developed her emotional appreciation for the Bulgarian nation and therefore decided to choose Bulgarian as one of her preferred majors in Gaokao. Unlike English which has a relatively weak connection with a single target community (Ryan, 2006), LOTEs usually have their target countries (e.g., Bulgaria for Bulgarian) or representative countries (e.g., France for French). Given that, there is likely to be a migration of the interest from one country to its language, because learning the language is a practical way for the learners to identify themselves with the country that is intriguing to them. In addition to the admiration of the target countries/nations and thereafter their languages, there were other two participants expressing their appreciation for certain LOTEs due to their linguistic features. Galina (Year 1, Japanese) believed that a key motivator for her to select a Japanese major was because ‘*the pronunciation of Japanese is beautiful*’, and in a similar vein, Xiping (Year 3, Spanish) also pointed out that one of the motives for her to learn Spanish as her major ‘*was because its pleasant pronunciation compared with other languages. The ratio of its consonants and vowels is nearly one to one*’.

The next language-oriented motive to be discussed in this sub-section is multilingual posture, which is the second most frequently mentioned motive

reported by 10 participants. Multilingual posture refers to a relatively vague disposition and proclivity of learners ‘to get involved in the multilingual international community’ (Zheng et al., 2020, p. 784) and is argued to be the ‘antecedent to the emergence of a fullfledged ideal multilingual self’ (ibid., p. 793). The learners motivated by their multilingual posture might not yet be able to envision a clear future self-image as a multilingual speaker because they might not have sufficient prior knowledge pertaining to the languages in addition to English and their mother tongue. But, on the other hand, their developing appreciation for a cosmopolitan community mediated by multiple languages is already ample to perform its motivating effect on the learners and can motivate them to start learning a LOTE (Zheng et al., 2019). An example can be seen in Helen’s (Year 3, Bulgarian) story.

Learning one more language was like that it opened me a window to another culture. That is to say, I could learn more deeply..... I could not only learn the customs of another country and its society and culture, but I also could learn about another country.....especially after I study abroad, I would be able to know how another country perceived China. This was very important for me.

[*Helen (Year 3, Bulgarian)*]

‘Window’ is a metaphor that has been used to describe the transcultural function of language learning (Srivastava & Goldberg, 2017). It suggests that learning a foreign language can provide the learners with a chance to build up their relationships with the pluralistic world because it always involves the learning of new cultures and contact with foreign people. As Helen said, she decided to learn a LOTE because she wished to learn the customs and cultures of another (non-English-speaking) country as well as the foreigners’ viewpoints of China. In other words, it was Helen’s transcultural orientation (Ushioda, 2017) that motivated her to learn a LOTE, while what LOTE to learn was not her primary consideration. This was also the experience of the other nine participants. For example, Galina (Year 1, Japanese) attributed her motivation to learn LOTEs as she ‘*wished to see the outside world*’. Similarly, a motive for Molly (Year 4,

German) to learn a LOTE major lay in her dream to travel around the world, and thereby *'learn[ing] different cultures and customs of different countries, as well as their languages'* was a prerequisite for the realisation of her dream.

The final language-oriented motive emerged in the analysis is self-efficacy in language learning which was reported in the learning stories of nine participants. The participants who were motivated by their high self-efficacy in language learning were inclined to believe that they had strong aptitudes or talents in learning languages in general. For instance, Yana (Year 3, French) said that *'I felt I had a gift (of learning languages) ... I thought I had sufficient courage and confidence to engage in learning foreign languages.'* Moreover, Helen (Year 3, Bulgarian), who had an interest in and knowledge of psychology, explicitly explained her motive in a more theoretical manner, *'this was a kind of experience of success. As long as I could succeed in learning English, I would also be able to succeed in learning other languages. This was a sense of self-efficacy.'* The finding here suggests that, although the multilingual learners are believed to have distinct ideal self-guides for each language they are learning (Henry & Thorsen, 2018; Zheng et al., 2019), at a more abstract and cognitive level, multilingual learners possibly have a fairly unified self-concept regarding their aptitude and capacity for language learning in general (Higgins, 1987).

It is also noteworthy that Helen's (Year 3, Bulgarian) account, in addition to confirming the motivational effect of high self-efficacy in language learning, moreover indicates an important source of the learners' self-efficacy in learning various languages, that is, the successful learning experience of English. I further investigate the role of English in LOTE learning motivation in Section 7.2.1.

Education-oriented motives

Different from the language-oriented motives which have been repeatedly reported in the aforementioned studies as well as the current inquiry, the education-orientated motives identified in this study are less well charted. Unlike those studies where Chinese LOTE learners usually learn a LOTE as

only one module, either optional or compulsory, of their programme (e.g., Chen et al., 2021; Huang, 2021; Liao et al., 2020), the present inquiry focuses on the learners learning a LOTE as their college major. As seen in the meta-narrative, when deciding to learn a LOTE major, the students would have more concerns beyond the language per se but related to their overall pursuit of higher education, i.e., education-oriented motives. First and foremost, choosing a LOTE major was regarded by seven participants as a strategy for better educational opportunities.

The chance for Baosong was very valuable. Being admitted through Baosong is normally easier than being admitted through Gaokao, I think. For example, I was able to be admitted to the best major at my current university. However, if I had participated in Gaokao—in my home, I am from Shandong Province—I could only have been admitted to a secondary-level major at Shandong University. I thought this was not as good as my current university.

[*Xiping (Year 3, Spanish)*]

At the major selection stage, Xiping had both an opportunity to be directly admitted (also known as Baosong) by a foreign language university and a foreign language major, and the right to participate in Gaokao and choose any other universities and majors. She finally found learning a LOTE major was a simpler way for her to secure the opportunity to study a better major in a prestigious university, which was more attractive to her.

The reputation of a major and a university is not the only impetus. With the proliferation of LOTE degree programmes in Chinese universities (Han et al., 2019), a growing number of less privileged universities also have started up LOTE degree programmes (ibid.). As a consequence, in addition to the advantages of the institutions or majors, high school graduates might also be fascinated by the regional advantage (see more detailed discussion in Saxenian, 2007) attached to a certain university and a language major. Helen (Year 3, Bulgarian) provides an example. Although she was interested in learning one

more language in addition to English (i.e., she had a multilingual posture), she finally selected Bulgarian of which she had hardly any understanding and chose a university which is less prestigious because she '*simply aimed at going to a university in Beijing, without too many expectations of the major.*' Helen further explicated her strong willingness to study in Beijing as follows.

I had the expectation that I could be admitted to a university in Beijing. I could learn a foreign language, especially a language other than English, then I could possibly be recruited by the Ministry of Foreign Affairs.

[*Helen (Year 3, Bulgarian)*]

From the student's perspective, the geographic location of the university constituted a significant part of her ideal higher education. The appeal of a university in a cosmopolis, e.g., Beijing, in respect of her self-actualisation (i.e., being recruited by a government sector) surpassed other considerations, such as the rankings of a university or her interest in any specific language, at the stage of major selection. A similar finding was observed by Wang et al. (2021) where the international milieu and the rich linguistic sources of Shanghai promoted the students' 'agentive choice to pursue their degree' in this cosmopolitan city (p. 426). The distinction between the motive 'career opportunity' in the language orientation and the motive 'strategy for better education' in the educational orientation should be noted. Although both of them involve the aspiration of self-development of the students, the former focuses more on the pragmatic rewards brought by learning a language, while the latter emphasises more on the rewards which are closely related to the reputation and/or the socio-economic advantages of an educational institution.

The salient motivating effect of better higher education is unsurprising because the reputation and social-economic factors of a university have been agreed as a critical consideration for university selection in various educational contexts (see a review by Munisamy et al., 2014), including China. In addition to this, the final common motive for the participants to learn a LOTE major, which was also mentioned by seven participants, is their intention to avoid

learning some other disciplines. In most Chinese universities, foreign language majors do not require students to learn STEM-related disciplines, of which many students are afraid. This ‘merit’ therefore becomes a popular incentive for high school graduates to learn a LOTE as their major.

When I was in high school, I studied arts and humanities. I was not good at disciplines related to natural sciences, and I was also not good at remembering knowledge points. So, I thought learning a language major was more suitable for me.

[Galina (Year 1, Japanese)]

Galina illustrated a scenario where she was motivated to choose a LOTE major due to her fear of natural sciences instead of any ideal prospect relating to learning LOTE. In the same vein, Zita (Year 3, Portuguese) maintained that she decided to learn a language major because she ‘*didn’t want to learn (the major) which is relevant to mathematics, physics or chemistry.*’ This strategy for avoiding other disciplines was the only fear-driven motive emerging within the dataset and mentioned by around one-third of the participants. As Markus and her associates (Markus & Nurius, 1986; Oyserman & Markus, 1990) have argued, a feared self can motivate people to take action in order to ensure the fearful outcome does not happen. In the current case, learning a LOTE major was exactly the strategy adopted by these participants to ‘act to deviate from’ the things (i.e., academic disciplines) that frightened them (Carver et al., 1999, p. 785). In other words, choosing a LOTE major was arguably an escape from other academic fields and might have had little to do with its linguistic nature, reinforcing the argument that the choice of a LOTE major made by CMLOTEs can be associated with many considerations beyond learning a language per se.

7.1.3 Initial motivation to learn a LOTE as the major

Following the meta-narrative in Section 7.1.1 and the opening episode in Section 7.1.2, this sub-section aims to portray the second episode of the typical story—one that has been relatively neglected in the existing literature—the initial motivation of CMLOTEs to learn a LOTE as their major. It sheds light

on the motivational foundations of the CMLOTEs to learn their majored LOTEs after being admitted to a certain language and a certain university. In other words, the previous sub-section concentrates on the motivation to ‘choose’, while the present sub-section pays attention to the motivation to ‘embark on’. Initial motivational conditions are of great significance for L2 learning as a) they can severely impact the development trajectories of L2 motivation from a perspective of complex and dynamic system theory (de Bot et al., 2007; Hiver & Al-Hoorie, 2016; Larsen-Freeman, 2011, 2014), and b) they are important source or fuel for long-term motivation (Dörnyei, 2020; Dörnyei & Henry, 2022). Nevertheless, few studies have paid attention to how these newly admitted students adapt themselves to their new identity as LOTE-major learners, and how they construct their motivational set-ups pertaining to LOTE learning.

As shown in Table 7.2, two orientations and three primary categories of the initial motives were identified within the participants’ learning narratives, constituting the motivational foundations that energised the students to embark on the learning of their majored LOTEs.

Table 7.2 Summary of the initial motives

Orientations	Categories	Mentions	Descriptions
Language orientation	Developing LOTE-specific learning self	10	Learning the majored LOTE due to the sprouting of a self-identification with the specific LOTE
Educational orientation	Academic pressure/requirement	7	Learning the majored LOTE due to institutional obligations
	Belief about learning virtues	12	Learning the majored LOTE in order to practice the virtues of good learners

Language-oriented motive

Firstly looking at the language-oriented motive, a developing LOTE-specific learning self was found as a key stimulus for 10 participants' initial LOTE learning motivation.

I wanted to learn it (Czech) well, because I may need to use this language to seek a job in the future. My motivation was that... Though this language was very unpopular, I thought the language talents in this respect would also be quite in shortage in our country. So, at that moment, I also wished to learn this language well and to see if I could contribute to the construction of the *Belt and Road*, or to see if I could do something.

[*Jenni (Year 2, Czech)*]

Jenni's story exemplifies how a career prospect was connected with learning a certain language. Jenni attributed her initial motivation for Czech learning to her expectation of contributing to the international cooperation between China and the Czech Republic. Compared to a general aspiration of the potential merits for vocational development brought by LOTEs in the major selection stage, Jenni had constructed a more vivid self-guide where her future career was identified with her Czech proficiency exclusively. It is possible to say that the career prospect related to Czech was a motor for the development of her LOTE-specific learning self, which then energised Jenni to embark on Czech learning with a high level of motivation (as reported by herself).

In addition to career prospect, the intrinsic interest in learning a language, or the 'sense of novelty' (Zheng et al., 2020, p. 789), was also observed as a contributor to the development of a LOTE learning self. For instance, Curt (Year 2, Greek) did not have any particular interest in or disposition to language learning in the major selection stage. However, after being admitted into a Greek major (his first choice), he started to perceive learning Greek as fascinating and identify himself as a Greek learner in

particular.

Greek is my second foreign language. I wanted to learn it from the beginning. This was just like I got to learn a person, I needed to feel it (Greek), to experience it, to experience learning this language as a college major, to feel everything in the process of learning this language major. All in all, this was very fresh and very interesting. It made me look forward to it a lot.

[*Curt (Year 2, Greek)*]

As can be seen in Curt's account, he described his motivation to learn Greek at the beginning as an endeavour to learn a new person, which made him feel fresh and interesting. His positive commitment to Greek learning indicates that the student had accepted his newly admitted major and his new identity as a Greek learner. More importantly, the student expressed his anticipation for learning Greek in the coming years of college study, evidencing that a Greek-specific learning self was in embryo. This was also the experience of the other eight participants, such as Angelina (Year 1, Portuguese). Although Angelina was not very satisfied with the university she was admitted to, she started to identify as a Portuguese learner and wished to become proficient in speaking Portuguese because she '*enjoyed learning a new language*', further evidencing the constructive impact of the sense of novelty on the development of the LOTE learning self.

Education-oriented motives

In a similar vein to the motivation in the major selection stage, the participants' initial motivation to learn their majored LOTE was also driven by education-oriented impetuses, including academic pressure/requirement and a belief about learning virtues. To begin with, learning a language well in order to meet certain educational and institutional criteria was unsurprisingly a critical motive for the participants, as has been regularly found amongst language learners in school contexts (e.g., Huhtala et al., 2019; Lu et al., 2020; Wang & Fisher, 2021).

However, it is still in dispute whether this instrumental L2 motivation driven by the academic pressure/requirement should be conceptualised as an ought-to L2 (e.g., LOTE) self or an academic-oriented self-guide in a general sense (Huang, 2021). Looking at the factor analyses conducted in Study I, the items designed for measuring the ought-to L2 self failed to stand out as an individual factor. Similarly, Thompson and Liu (2021) found the ought-to English (L2) self and the ought-to LOTE (L3) self of Chinese students in their study were not distinct from each other, indicating a potentially unified ‘ought-to learning self’ that is beyond any individual language. The participants’ narratives in the present inquiry were further prone to supporting the existence of a less language-specific but more academic-oriented self-guide which could motivate the learners’ language learning.

In the beginning, I was planning to switch my major to another language major. I planned to change my major after I started my university study. I hoped to switch to the School of Japanese..... At that time, I heard that if I wanted to switch to another major, I must achieve very good learning results of my current major, otherwise, I would not be able to change my major. So, I was motivated to study Russian very hard at that time.

[Troy (Year 2, Russian)]

This somewhat contradictory scenario recounted by Troy (Year 2, Russian) provides additional evidence. The ought-to L2 self is usually linked to the relatively passive motives such as meeting others’ expectations (Dörnyei, 2009a). While in this case, Troy tried hard to learn Russian which he did not want to continue learning in order to meet the requirement to be able to transfer major. It is noted that the decision to transfer major was made by the student himself agentively, and his effort in Russian learning was associated with his eagerness for a Japanese major rather than with anything related to Russian. This cross-match of Russian learning effort and Japanese learning goal could not be satisfactorily explained by any language-specific self-guide but by a general academic self. A good Russian learning result was, in fact, an academic

‘entrance ticket’ of Japanese major for Troy, and what he committed to was not any Russian learning self-guide, neither ideal nor ought-to, but an academic self where his Russian learning result could meet a certain academic requirement and thereby guarantee him an entrance ticket to another major.

The final motive to be discussed in this sub-section is relevant to Chinese students’ beliefs about learning virtues (Li, 2001; J. Li, 2009). To be more specific, it is the students’ belief in being adaptable learners. At the beginning stage of LOTE learning, more than half of the participants maintained that they had to learn their majored LOTEs hard and well because they were obliged to adapt themselves to the new learning environment and learn whatever they majored with their full effort. Nearly half of the participants (N=10) quoted the same Chinese traditional saying ‘既来之，则安之’ (*ji lai zhi, ze an zhi*, being there, so settling there), or an equivalent paraphrase, to explicate their belief in being an adaptable learner. This proverb stems from *The Analects of Confucius*, the most important Confucian classic, and originally means that the monarch should accommodate all migrants coming to their country. The connotation of this saying in contemporary China has been transformed and gradually become a philosophy of life, meaning that one should accept their current circumstance and try to get used to the milieu around them. In this study, ‘being there, so settling there’ was the embodiment of the participants’ belief about learning, encouraging the students to be adaptable learners and construct their positive attitude toward the learning of their majored languages. Anhe (Year 1, Japanese) illustrated this as follows.

I tried to learn this language, but I didn’t have too many thoughts about it. Anyway, this is my own major—the major that I chose—so I can’t say that I was not interested in it at all. But I was really neither nervous nor careful about it. It was a sense of ‘being there, so settling there’. So, I just learned it.

[*Anhe (Year 1, Japanese)*]

Anhe (Year 1, Japanese) initially preferred to learn English as her major, but her institution did not recruit students to study English as a major when she was in

Gaokao. Driven by her vague multilingual posture, as an alternative, she chose Japanese as her major even though she did not have a particularly strong interest in the Japanese language or culture. In such a case, the student's belief of being an adaptable learner helped her to form a comparably positive attitude toward Japanese learning which then became her initial motivation to invest effort in learning this language, although Japanese was not her most preferred language.

The motivating effect of this belief was so strong that it even prompted Betty (Year 4, Mongolian), who did not like her major at all, to have a positive attitude toward her major and learn it hard at this initial stage.

At that time, I posted a message on Moment (the social media function of WeChat), reading 'being there, so settling there', and also posted the screenshot of my admission result, and that's it (...). So, as long as I have started learning Mongolian, I should learn it well.

[Betty (Year 4, Mongolian)]

Betty had a multilingual posture and was determined to learn a LOTE in the major selection stage. The far less popular nature of Mongolian, however, still frustrated her so much that she was sad enough to cry when being transferred (Tiaoji) to this major. However, she ultimately accepted this major and tried to learn it hard from the beginning of her college study. Taking a closer look at Betty's explanation, her belief about learning (i.e., being there, so settling there) worked as an acceptable excuse for the student to temporarily abandon her disappointment and negative moods related to the unsatisfying major and then encouraged the student to embark on learning Mongolian as her major. It should be noted that this putting of her disappointment on hold was only temporary. Her frustration returned when she started to consider her future career and/or higher education. I return to Betty's story in Section 7.2.3.

7.1.4 Turbulence of the LOTE learning motivation during university study

This sub-section continues to investigate the third episode of the typical story

of LOTE learning motivation, that is, its internal turbulence during the course of college learning. The research on LOTE learning motivation, similar to the trend in L2 motivation research in general (see review in Section 3.4), has performed a dynamic turn in recent years with a growing number of studies emerging (e.g., Huang & Feng, 2019; Wang, 2021; Wang & Fisher, 2021; Zheng et al., 2020). The existing literature has revealed diversified and concrete motivators or demotivators for LOTE learners. Wang and Fisher (2021), in a nutshell, suggest that these motivational dynamics could mainly be the outcomes of the evolution of both the future language learning selves and the immediate language learning experience of LOTE learners. The participants' narrative accounts in this study underpin Wang and Fisher's (2021) arguments and showcase the impacts of various self-guides and LOTE learning experience on the wax and wane of LOTE learning motivation. To be more specific, the turbulence of the LOTE learning motivation of the participants was found to be principally caused by the dynamic evolutions of their a) academic self, b) LOTE learning self, and c) LOTE learning experience in the process of language learning. Table 7.3 summarises the motivators and demotivators narrated in the participants' learning stories and the motivational self-guides/factors affected by them. After the table, several examples are demonstrated and discussed in relation to each self-guide/factor.

Table 7.3 Motivators and demotivators for the turbulence of LOTE learning motivation

Motivator or demotivator	Influencing factors	Self-guides/factors affected	Mentions	Extract examples
				I didn't have any clear learning goal, but I just knew that I shouldn't fail in the exams (of my majored LOTE). [Mack' (Year 1, Portuguese)]
	Academic pressure	Academic self	9	I think the reason for the increase in my motivation at the first stage was partly because I was concerned about my learning results. It might not be fully related to the language itself, because it was also related to my consideration of marks. I was afraid of not learning as well as other classmates. [Jenni (Year 2, Czech)]
Motivator				
	Career need	LOTE learning self	6	When my dad and mum told me about learning Czech well and finding a job, finding a very decent job, when they described the future blueprint, a very good blueprint, I might be more motivated at that time. [Bonnie (Year 2, Czech)]
				In recent, I have been working as an intern, translating documents from Bulgarian to Chinese, such as the labour law, insurance, driver insurance, the taxation form of VAT, etc, of Bulgaria. I think if I can learn Bulgarian better—to learn

Motivator or demotivator	Influencing factors	Self-guides/factors affected	Mentions	Extract examples
				<p>more Bulgarian vocabulary and more syntactic structures of Bulgarian—it perhaps will be helpful for my work. So, recently, I am more willing to learn Bulgarian than before.</p> <p>[Mike (Year 3, Bulgarian)]</p>
	Increased interest in the specific LOTE	LOTE learning self/LOTE learning experience	9	<p>Many of our teachers had studied in Russia, and they sometimes introduced the situation of Russia to us in class, what they saw and heard in Russia ... That was very interesting, and then I also had my appreciation for Russia. I hoped to see, I hope to learn Russian well and go to (Russia) to have a look.</p> <p>[Troy (Year 2, Russian)]</p> <p>Sometimes, (I felt) learning the language itself was quite interesting. For example, by remembering one word, (I) was thereafter able to remember the lexical group that is related to this word, and then to learn other lexical groups and build relationships between them. This was like matchmaking. Sometimes, I felt this was a kind of interest.</p> <p>[Curt (Year 2, Greek)]</p>

Motivator or demotivator	Influencing factors	Self-guides/factors affected	Mentions	Extract examples
				<p>During the vacation, because I listened to more recordings, I felt that the pronunciations and tones of vocabulary became easier for me. And when I did exercise, I could do better than before as well ... I felt a bit more relaxed, and my life became well.</p> <p style="text-align: right;"><i>[Galina (Year 1, Japanese)]</i></p>
	Positive feedback in LOTE learning	LOTE learning experience	13	<p>People around me were always telling me, ‘you are good at (learning languages)’; ‘it’s a right decision to learn this major’; and ‘you are learning your major very happily’. Then I got this kind of positive feedback. And including myself, I believed that I really love this language and the things related to this language. Then I looked at my major and had the cue that it deserves me to learn hard.</p> <p style="text-align: right;"><i>[Vivian (Year 4, Swedish)]</i></p>
	Encouraging learning environment	LOTE learning experience	15	<p>The final reason (for motivation increase) was I coming back to the campus and having more communication with my peers on campus. We were no longer in an enclosed environment ... it got back on track.</p> <p style="text-align: right;"><i>[Yana (Year 3, French)]</i></p> <p>I think the online teaching provided me with a freer</p>

Motivator or demotivator	Influencing factors	Self-guides/factors affected	Mentions	Extract examples
				<p>environment, and I was more adapted to this kind of self-learning environment. It wouldn't exert too much pressure on me ... I think the online-teaching mode was suitable for me.</p> <p>[Ani (Year 4, Bulgarian)]</p>
Demotivator	Unsatisfactory classroom teaching	LOTE learning experience	5	<p>Another moment that I didn't want to learn (this language) was when I felt the teachers' teaching was so poor that I couldn't learn anything from the classes. And I also didn't know where to pay more effort, so I was in a relatively confused state.</p> <p>[Xiping (Year 3, Spanish)]</p> <p>Our university was so ridiculous, really ridiculous. I didn't have a Chinese teacher in the first year. I only had one Bulgarian man, who even should not be seen as a teacher. And soon he was fired by the university after he received a court summons (...) This was a huge impairment of my motivation.</p> <p>[Helen (Year 3, Bulgarian)]</p>

Motivator or demotivator	Influencing factors	Self-guides/factors affected	Mentions	Extract examples
				<p>My motivation decreased when I noticed that I really had a great gap with others in respect of Japanese proficiency ... It was quite often that I couldn't understand the teachers in classes, or I couldn't remember those Japanese words. I felt that I was not able to do anything.</p> <p style="text-align: right;"><i>[Galina (Year 1, Japanese)]</i></p>
	Frustration of LOTE learning	LOTE learning experience	11	<p>When I learned more deeply, I found there was suddenly a lot of Russian vocabulary and grammar. At that time, I only had one grammar class per week, and every time, the grammar teacher had a lot of content to teach but couldn't finish (...) Sometimes I didn't understand grammar well, and it started to be difficult. Then my learning motivation was impaired as well.</p> <p style="text-align: right;"><i>[Troy (Year 2, Russian)]</i></p>
	Learning burnout	LOTE learning experience	5	<p>I felt it was not very fresh, but monotonous, very monotonous. Every day I recited textbooks and then did my homework and some exercises. It was just reciting textbooks and doing practice; reciting textbooks and doing practice, and then going to class.</p> <p style="text-align: right;"><i>[Mack (Year 1, Portuguese)]</i></p>

Motivator or demotivator	Influencing factors	Self-guides/factors affected	Mentions	Extract examples
				<p>As time went on, probably I gradually got used to this language. Then, the sense of freshness and novelty of learning this language also gradually decreased. From the second year of college study, until the January of this year, during this time, my attitude to Greek always vacillated between ‘I didn’t want to learn it’ and ‘I had to learn it due to academic requirement’. This means that my learning motivation was much weaker than it was at the beginning of learning.</p>
	<p>Negative attitude toward the LOTE-speaking community</p>	<p>LOTE learning self</p>	<p>2</p>	<p>Just a few days ago, when I was on my way—in Veliko Tarnovo, the university was on the top of a hill—When I was on my way from the hill to the city centre, a boy said some very bad racist words. I could pretend not to hear what he had said. But on that day, he even threw a stone at me. He threw the stone from the top of a building, a very big stone. I was so scared. Before this incident, my attitude to Bulgarian learning was already pale. It’s enough as long as I can complete my undergraduate study smoothly. The appearance of that boy made me have an even worse impression of this country (...) This incident made me not want to continue learning this</p>

[Curt (*Year 2, Greek*)]

Motivator or demotivator	Influencing factors	Self-guides/factors affected	Mentions	Extract examples
				language. [Helen (Year 3, Bulgarian)]
	Discouraging learning environment	LOTE learning experience/academic self	11	I am from Jiangsu Province, but the university is so far from my home. During the first year of college study, I changed my dormitory room because I had some conflicts with my previous roommates. Also, there were a lot of student affairs to do within the campus. I just felt that my university life was not as good as I had wished. [Judi (Year 2, Italian)] During the outbreak of the epidemic, our teachers were all Mongolian teachers who had to teach online. They did not teach via live streaming, but just sent us a PPT file and let us learn ourselves. And then we sent them back coursework or a piece of audio recording. There were not many chances to communicate with the teachers, and therefore I was not very motivated to learn this language. [Betty (Year 4, Mongolian)]
	Restricted perceived utility of the LOTE	LOTE learning self	7	In fact, I started to consider things in the future since my third year of college learning. I learned the employment situation of

Motivator or demotivator	Influencing factors	Self-guides/factors affected	Mentions	Extract examples
				<p data-bbox="1301 357 2029 687">Bulgarian majors. It could be seen as a thing that demotivated my learning initiative quite a lot (...) I asked the teacher and the teacher told me that the current employment situation was not optimistic. I also learned that many final-year students (in Bulgarian) at another university seemed to choose to pursue education or a career unrelated to their major. This demotivated me quite a lot.</p> <p data-bbox="1715 711 2029 743" style="text-align: right;"><i>[Mike (Year 3, Bulgarian)]</i></p> <p data-bbox="1301 762 2029 1046">I had to consider many other factors related to the time after I graduate from the university, such as participating in the postgraduate entrance examination or going to find a job directly. Then, having considered them carefully, (I found) this major seemed to be relatively restricted in respect of finding a career.</p> <p data-bbox="1727 1070 2029 1102" style="text-align: right;"><i>[Ivy (Year 2, Indonesian)]</i></p>

Academic self

Not very different from its role in the LOTE learners' initial motivation, an established academic self could effectively improve the participants' LOTE learning motivation once the students noticed that they had to meet a certain academic requirement.

I think the reason for the increase in my motivation at the first stage was partly because I was concerned about my learning results. It might not be fully related to the language itself, because it was also related to my consideration of marks, say, I was afraid of not learning as well as other classmates. I not only thought that I should lay a solid foundation for learning this language, but I was also afraid of not being able to catch up with others. It was a concern or awareness of the competition within the class.

[*Jenni (Year 2, Czech)*]

Jenni provided a typical example in her story, in which she actively evaluated her current LOTE learning outcome with her peers. As Jenni maintained, her increased motivation for Czech learning was not fully associated with the Czech language per se but was due to her sense of competition, which is a kind of achievement motivation for learning in general (Castenell, 1983). Since achievement motivation is a vital component for the conceptualisation of the academic self (see Chapters III and VI), it is argued that the competition within her class activated and even strengthened Jenni's academic self, which thereby became an important motivator for her Czech learning motivation.

On the demotivating side of the story, the weakening or suspension of the academic self could consequently lead the participants' LOTE learning motivation to decrease.

The reason for the decrease in my motivation was because, after all, I was at home during the vacation. In fact, I had many

other kinds of stuff to do except for my majored language (Latvian). So, I could not pay all my motivation and energy in learning this language seven days a week, as I was on campus. This had nothing to do with my thoughts regarding this language. It was mainly a status of staying at home.

[Foaring (Year 1, Latvian)]

As Foaring explicitly stated, the decrease of his motivation during the vacation was not caused by his thoughts regarding Latvian (i.e., the Latvian learning self), but simply a result of the less-supportive learning environment (i.e., being off-campus). The things unrelated to learning occupied his energy, which temporarily weakened or suspended his academic self-guide. As a result, Foaring's LOTE learning motivation declined. His motivation, as Foaring further narrated, resumed as soon as he returned to the campus because he again had a '*formal learning state*', indicating the recovery of the academic self can also lead to the recovery of the LOTE learning motivation. This was similarly experienced by other participants, such as Judi (Year 2, Italian) (see extract in Table 7.3) and Vivian (Year 4, Swedish). As Vivian said, during the outbreak of Covid-19, she '*was stuck at home and preoccupied with playing*' and thereby felt less motivated to learn Swedish. Vivian's Swedish learning motivation recovered once she was back on campus because studying on campus ensured a learning environment '*without interference*', so she could '*immerse into it and learn (Swedish) purely.*'

Jenni's (Year 2, Czech) story reveals that academic pursuit (e.g., peer competition) could encourage the establishment of a stronger academic self and thereby work as a motivator for LOTE learning motivation. While the stories of Foaring (Year 1, Latvian) and Vivian (Year 4, Swedish), on the other side of the coin, suggest that a less-supportive learning environment (e.g., studying off-campus) could threaten the academic self of the students and be a salient demotivating factor for their LOTE learning motivation.

LOTE learning self

The LOTE learning self is also a critical mediator of the participants' motivational dynamics. As a direct and positive predictor of LOTE learning behaviour, demonstrated both in this thesis and in the existing literature (e.g., Chen et al., 2021; Huang, 2019), it is reasonable to assume that the improvement of the LOTE learning self (or the ideal LOTE self) could increase the learners' LOTE learning motivation, while the impairment of it would cause the decrease of motivation. To be more specific, this study finds that a) the attitude toward the target country of the LOTE and b) the perceived career prospect related to the majored LOTE could be the most salient influencing factors for the ebb and flow of the LOTE learning self.

In terms of the attitude toward the target country, a positive attitude toward the target country of the LOTE can promote a clearer LOTE learning self, while a negative attitude can hurt, or even destroy, the students' LOTE learning self. As can be seen in Table 7.3, Troy's (Year 2, Russian) teachers' introduction about Russia increased his interest in this country and helped him to construct a clearer Russian learning self in which being proficient in Russian could help him to approach Russia more easily. A similar experience was also mentioned by Hachi (Year 4, German).

I didn't know much about German at the beginning. While after I gradually learned more about it, with the help of the teachers' explanations and also searching for more information myself, I learned many aspects related to its culture, economy, politics, etc. And then I started to feel that Germany and the German language were very attractive to me.

[Hachi (Year 4, German)]

In contrast to the increased interest towards the LOTEs and their target countries, which could promote the intensity of the LOTE learning self, on the other side of the coin, a negative and unpleasant experience with the LOTE community could severely weaken the learners' LOTE learning self. As Helen (Year 3,

Bulgarian) recounted (also in Table 7.3), the experience of being discriminated against and even attacked by a local child severely damaged her attitude toward the Bulgarians and Bulgaria. Even worse, Helen remembered that this kind of incident happened repeatedly, which thereby seriously hindered her Bulgarian learning self, making her unwilling to self-identify with the Bulgarian community. Apart from the unpleasant experience in local life, the backward development of a target country could also negatively impact the students' LOTE learning self. As Mike (Year 3, Bulgarian) said, he was shocked by the undeveloped infrastructure, '*the train was too slow ... and the infrastructure of some cities (was poor).*' The relatively backward development of Bulgaria, compared to China, resulted in his unwillingness to envision his future development in Bulgaria or related to the Bulgarian language. His weakened Bulgarian learning self, thereafter, diminished his motivation to learn Bulgarian.

In addition to attitude toward the target country, career prospect is another significant influencing factor for the LOTE learning self. An imagined optimistic career prospect could be a motivator for LOTE learning motivation by enhancing the LOTE learning self, while the frustration of finding a job or pursuing higher education relating to the LOTE would hamper the LOTE learning self and become a demotivator for LOTE learning motivation. This finding is not unexpected, because 'students attend college and select degree fields in the hope of succeeding in the labor market' (Robst, 2007, p. 397). The positive effect of an imagined career prospect on the construction of a stronger LOTE learning self has been sketched out in Sections 7.1.2 and 7.1.3. More examples can also be found in Table 7.3. In this sub-section, I primarily focus on the demotivating side of the story.

During the process of college learning, once the students had a more realistic understanding of their majored LOTEs, they might notice or be told about the relatively restricted utility of the majority of LOTEs in the Chinese job market (Lu et al., 2020; Wang et al., 2021), which would counter the learners' imagined positive LOTE learning self and exert a negative impact on it, and then become a demotivator for their LOTE learning motivation.

When I had more understanding of Latvia, I found this country had many social problems, one of which was the negative population growth. I wondered if this language would disappear one day. What is the meaning of learning a language which would possibly disappear one day in the future? Also, I had pressure from my family (...) Although I just started learning this language, I had started considering my future job seeking. To what extent this language would be necessitated? I had no idea. Perhaps there would not be a strong demand because Latvia only has around a million population, which may even be less than the population of a prefecture-level city in China, right? So, I was confused or hesitated at that time. This could negatively influence my motivation.

[*Foaring (Year 1, Latvian)*]

Although Foaring was in his first year of college learning, he was already concerned about his future career. Initially, Foaring was mainly motivated to select a LOTE major by his multilingual posture. After starting learning Latvian, a more specific Latvian learning self was developed along with a general multilingual self-guide. But different from his multilingual self, which was mostly associated with a general interest in a multilingual world, the development of his Latvian learning self-guide had a closer connection with the exact future utility of this language. When Foaring perceived the challenges of his job prospects related to Latvian, his Latvian learning self was threatened, and his Latvian learning motivation was weakened as a result.

The restricted utility of a LOTE exerted a greater negative impact on the LOTE learning self of the participants in their third or fourth year of college learning, because they were at a crucial stage in preparing for their postgraduate education or future career.

I think it (the decrease of motivation) was related to the career prospect. Because we had a WeChat group for all the fourth-

year students within our school, our student advisors shared some job recruitments within the group every day. But there was a rare chance for Bulgarian graduates. So, from my heart, I would consider what I was learning—although it was utilitarian, it was reasonable at this stage—I was suspicious of the prospect of the language I was learning.

[*Ani (Year 4, Bulgarian)*]

According to Ani's account, the restricted utility of Bulgarian was not only a demotivator for her Bulgarian learning motivation but, even worse, it also led to the amotivation of the student. In this case, as Ani had nearly completed her undergraduate study, her academic self in relation to obtaining a university degree in Bulgarian was almost achieved, thereby she was less likely to be further motivated to learn Bulgarian by her academic self. Once her Bulgarian learning self was stifled by the unideal career prospect for Bulgarian-major graduates, Ani (Year 4, Bulgarian) lost her motivation to continue learning Bulgarian in the future and decided to choose another discipline for a master's degree. More discussions on the amotivation of LOTE learning are presented in Section 7.2.3.

LOTE learning experience

The LOTE learning experience was demonstrated to be a significant, direct predictor of the LOTE learning behaviour in Study I, and in the existing literature, it has even been argued as having the 'reigning' impact on LOTE learning motivation (Huang, 2019). Following a similar trend to the LOTE learning self, the optimisation of the learners' LOTE learning experience could work as a motivator and expectedly increase their LOTE learning motivation, while the deterioration of it would become a demotivator and unsurprisingly hamper their LOTE learning motivation.

Compared to the overwhelming influence of career prospects on the LOTE learning self, the dynamics of the LOTE learning experience is seemingly much more personalised. Different participants could have

completely opposite attitudes (language learning experience) toward a similar scenario they encountered. A typical example is the impact of the Covid-19 pandemic.

During the outbreak of the epidemic, our teachers were all Mongolian teachers who had to teach online. They did not teach via live streaming, but just sent us a PPT file and let us learn ourselves. And then we sent them back coursework or a piece of audio recording. There were not many chances to communicate with the teachers, and therefore I was not very motivated to learn this language.

[*Betty (Year 4, Mongolian)*]

Representative of nine participants, Betty was discouraged by the inefficiency of online teaching and learning during the outbreak of Covid-19. This distance learning during the pandemic made communication between teachers hard and also could not provide her with a formal sense of learning. This discouraging learning environment made Betty's Mongolian learning less enjoyable and even somewhat painful, which as a result led to her demotivation. However, on the contrary, the 'study at home' during the Covid-19 pandemic was perceived as an encouraging learning environment by Judi (Year 2, Italian).

Because, to some extent, I could in anytime and anywhere ...
I mean I could get up just 20 minutes before the class, and I had time to rinse my mouth and eat the breakfast. Then, I started listening to the class at home directly. Besides, I didn't have to communicate with the teachers face to face, and I had more time at my own command. It was about the learning environment. I didn't need to have classes in person, and I didn't have to have close contact with other people.

[*Judi (Year 2, Italian)*]

This positive impact is perhaps counterintuitive as the negative implications of the Covid-19 pandemic have been submitted in many studies (e.g., Chandasiri,

2020; Marinoni et al., 2020; Rashid & Yadav, 2020). But Judi's story does confirm that studying from home is in fact enjoyed by some students. Going deeper, Judi preferred to study on her own and was uncomfortable with the in-person interactions. So, studying from home offered her a more flexible learning setting without much interference from other people. Besides Judi, Ani (Year 4, Bulgarian) and Pavia (Year 4, Greek) also enjoyed the period of studying at home and were even more motivated than when they studied on campus. As Ani narrated, '*its (studying at home) advantages outweighed its disadvantages.*' This enjoyable learning environment enhanced those students' satisfaction with their learning experience in general as well as the LOTE learning experience in particular, thereby motivating them to invest more effort in learning their majored LOTEs.

7.1.5 Summary

The typical story presented in this section depicted an overall picture of the motivation and its dynamics of the CMLOTEs based on the narrative dataset. The story covered three critical stages (episodes) of motivational development, i.e., the major selection stage, the initial/beginning stage, and the language learning stage. The findings shown in this typical story are in general consistent with the existing body of knowledge in respect of the motivation and motivational dynamics of Chinese LOTE learners, revealing the salient motivational effect of multilingual as well as LOTE-specific attitudes and self-identifications. In addition to the language-related incentives, the academic-related self-guide can also play a significant role in the motivation of CMLOTEs. It suggests that a non-language-specific self-identification with the belief of being a good learner could be a pivotal motivator at the start of the learning journey of CMLOTEs, especially for those who have been transferred to a less, or even not at all, preferred language major (e.g., Mack (Year 1, Portuguese) and Betty (Year 4, Mongolian)). The motivational self-guides/factors identified in this typical story overall echo and support the motivational set-ups of CMLOTEs (i.e., the multilingual motivational self system) proposed and verified in Study I. It however should be noted that although this section analysed the motives and motivational selves in sequence, in practice the

participants actually held different motivational self-guides, language learning attitudes, and even motives and de-motives, concurrently. The influencing factors presented in this section should be regarded as the components contributing to a complex system of LOTE learning motivation, instead of the isolated causes for motivating or demotivating the participants.

In the following section, I take a step further and turn the research scope to more detailed and theoretically interesting stories emerging within the narrative dataset, delving into the debatable role of English in LOTE learning motivation, the maintenance of long-term LOTE learning motivation, and the destinations of LOTE learning motivation.

7.2 LOTE learning motivation and its dynamics—theoretically interesting stories

This section sheds light on further stories relating to LOTE learning motivation, with a special focus on those which are theoretically more interesting or even inconsistent with the existing literature. Instead of looking at the narrative segments (as in Section 7.1), in this section, I zoom in on the learning experience of specific participants and present fuller narratives in order to elucidate the emergence, evolution or even struggles of motivation of LOTE learners in their own learning context. This section starts by analysing the motivating effect of English on starting LOTE and multilingual learning (in Section 7.2.1); then, I discuss issues surrounding long-term motivation for LOTE learning (in Section 7.2.2); finally, I shed light on the destinations of LOTE learning motivation of the final-year participants (in Section 7.2.3).

7.2.1 English as a motive to embark on studying a LOTE

This sub-section probes into the motivating effect of English on LOTE and multilingual learning motivation, which is somewhat inconsistent with several existing studies. In recent decades, the predominance of English in the education and job market has been observed globally (Duff, 2017) as well as in China specifically (Gil & Adamson, 2011; Lu & Shen, 2021). Given the role of English

as a lingua franca, it has been argued that learning LOTE is a ‘process typically take[ing] place in the shadow of Global English’ (Dörnyei & Al-Hoorie, 2017, p. 457). Some empirical studies have offered support to this viewpoint. For example, Henry (2010, 2015) suggested that in the Swedish context, English played a role as the ‘normative referent’ (Henry, 2010, p. 159) for the LOTE learning self-concept and could have a negative impact on the learners’ LOTE learning motivation. Wang and Zheng (2019) found likewise that the ideal English self constrained the ideal Japanese self of the Chinese learners learning both languages simultaneously.

Different voices, however, have also been emerging from recent studies. Siridetkoon and Dewaele (2018) argued that although English could threaten some Thai students’ LOTE learning motivation, it could also be an incentive for students to learn more LOTEs. Moreover, Huang et al. (2021) found that the Chinese college students majoring in both a LOTE and English had an even stronger ideal English self than their English-only counterparts before starting learning any language courses, indicating that English is less likely to be an obstruction for learning additional LOTEs. A similar pattern was also found in Study I of this thesis. Although the English learning self could have a slight, negative impact on the CMLOTEs’ LOTE learning effort, it did not have any negative impact on their LOTE learning self; and it was even a positive predictor for the LOTE learning self of the freshmen (see Section 6.4.2).

Within the narrative dataset of this study, 13 participants regarded English as a motivator for them to additionally learn a LOTE. Two clear and distinct pathways were found within the narrative accounts of these participants, illustrating how English became a primary fuel for them to choose to additionally study a LOTE. Foaring (Year 1, Latvian) and Betty’s (Year 4, Mongolian) experiences are used in this sub-section to expatiate these two emerging pathways—in the first pathway, a positive English learning experience fostered an international posture of the student. This international posture was thereafter expanded to a multilingual posture, motivating the student to additionally study a LOTE; in the second pathway, a positive English learning experience increased a sense of self-efficacy in English learning of the

student. This sense was thereafter expanded to a sense of self-efficacy in learning languages in general, motivating the student to additionally study a LOTE.

Foaring's (Year 1, Latvian) story

Foaring started learning English as his first foreign language in Grade 3 of primary school. At the very beginning, he approached English as a subject matter which was not different from other disciplines. His attitude toward English significantly changed in Grade 6 of primary school due to the influence of his English teacher.

What impressed me most until now is my English teacher in Grade 6. In retrospect, his influence on me was so huge (...) His class was very different. He didn't only teach the content in the textbook. Each class lasted 40 minutes in my school, but the teacher only taught for 30 minutes, then he used the last 10 minutes to introduce some extra-curricular knowledge from his perspective, such as some cutting-edge news in the areas he was interested in, especially the things in foreign countries. What impressed me a lot was that he usually introduced some experiences of living abroad, for example in Switzerland or some other developed countries (...) Because my hometown was a small place, more or less, with the help of this teacher's introduction, I generated a kind of curiosity about and desire for the exploration of the external world. Now I think back, what he taught me was not merely English, but a curiosity about the external world and external cultures.

[*Foaring (Year 1, Latvian)*]

Foaring's teacher in fact broadened his horizon to a wider world and various cultures, which could have been an incentive for the sprouting of Foaring's international posture (Yashima, 2009). Evidence can be seen in the above extract, as the teacher introduced his living experience in Switzerland which is

not an English-speaking country but a representative member of the international community. These kinds of introductions cultivated Foaring's interest in a diversified world, which was mainly accessed by learning English at that moment.

Taking English as a bridge between himself and the international world, Foaring developed his interest in English documentaries, films, and other cultural products. His international posture was gradually extended to a multilingual posture when he entered senior high school. Foaring mentioned the film *A Fistful of Dollars* when he described this change of his language attitude. From his perspective, although this film is still a cultural product under the English discourse system, the Spanish and Mexican languages and cultures in this film showed him a multilingual and multicultural world beyond English-speaking countries.

There were gradually more and more things showing you that this world does not merely have English-speaking countries, and there are diversified cultures that are unbeknown to you. This raised my curiosity, and I started to pay more attention to the civilizations or the current news of these (non-English-speaking) countries, learning and discovering them step by step.

[*Foaring (Year 1, Latvian)*]

At this point in Foaring's story, a quite mature multilingual posture has already emerged. Driven by his belief and interest in a multilingual and multicultural world, Foaring started to pay more attention to information related to various countries and cultures. In addition, he wished to be a person who can contribute to the cosmopolitan globe and play his own role on the world stage. As a consequence, before Gaokao, he had made the decision to learn a foreign language as his college major, but he had no preference for any specific language. Finally, Foaring was admitted to the Latvian major, which was his second preferred major (his initial preference being Russian). Although he had limited knowledge regarding Latvian and Latvia, Foaring accepted this place

because he had a general interest in learning languages and was very satisfied with the university he was admitted to. At the moment of the interview, Foaring's general interest in learning languages (i.e., a multilingual posture/ideal multilingual self) was still the primary motive for him to invest in Latvian learning.

Betty's (Year 4, Mongolian) story

Betty's first encounter with English was in Grade 2 of primary school when her parents enrolled her in an extra-curricular English class. Then, she formally learned English as a school subject from Grade 3, while keeping up learning English in an extra-curricular class until the end of her primary school. Learning in the extra-curricular class helped Betty establish a solid foundation of English. She had very good English learning results from primary school to senior high school. Although Betty agreed that her learning English in high school was mainly exam-oriented, she still enjoyed learning English quite a lot because she believed that her success in English was proof of her learning capacity. From Betty's perspective, her sense of self-efficacy (Bandura, 1977) in English learning was extendable to learning other languages.

Because from primary school to senior high school, I found I was very sensitive to languages. I was good at English. Sometimes, when doing exercises, my classmates asked me why I could choose the right answers but they couldn't. I said I didn't know why, and I just felt like this was the right answer. I just followed my language intuition to choose the right one. (This made me feel) I had a flair for languages.

[*Betty (Year 4, Mongolian)*]

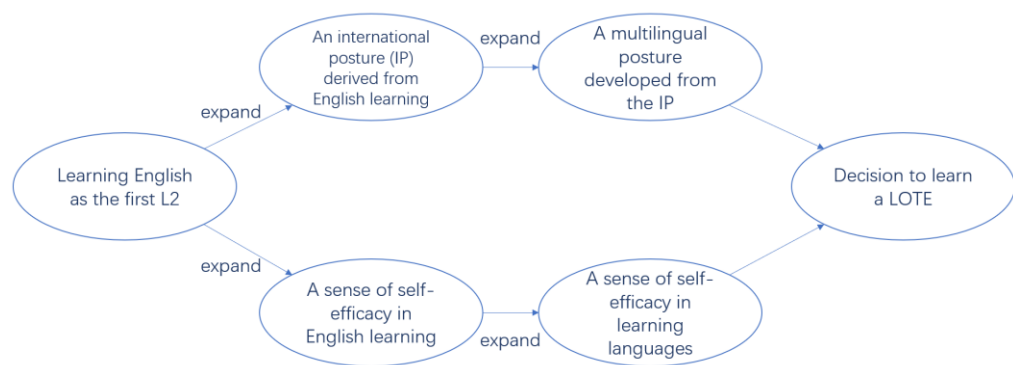
Driven by the extended sense of self-efficacy in learning languages in general, during the major selection stage of Gaokao, Betty chose several languages (e.g., Portuguese, Spanish and Italian) as her preferred majors in a foreign language university. Betty was ultimately transferred to a Mongolian major as she did not perform well in Gaokao. Betty at once felt frustrated due to the

relatively unpopular nature of the Mongolian language in China but still ultimately accepted the offer, because Betty believed that she should—and could—be an adaptable learner and adapt herself to the Mongolian major (see education-oriented motives in Section 7.1.3).

Two pathways for the motivating effect of English to choose to additionally study a LOTE

The two learning stories illustrated above present two pathways whereby English could perform a motivating effect on LOTE and multilingual learning motivation. Figure 7.1 provides a synthesis of these two pathways.

Figure 7.1 An expansion model of the motivating effect of English



As proposed in Figure 7.1, the motivating effect of English on LOTE and multilingual learning motivation is arguably achieved by an expansion of the learners’ attitudes toward English learning. For Foaring (Year 1, Latvian), he firstly expanded English from a subject matter to a bridge to the world, and then he expanded the ‘bridge’ from English-focused to multilingualism- and multiculturalism-oriented; on the other hand, for Betty (Year 4, Mongolian), she firstly expanded her satisfaction with her outstanding English learning result to a sense of self-efficacy in English learning, and then she expanded her sense of self-efficacy from English learning to languages learning in general. Having a closer look at Section 7.1.2, it can be seen that both multilingual posture and high self-efficacy in language learning are salient language-oriented motives for the participants to choose LOTE majors. The two pathways identified in this section are in harmony with the findings in Section 7.1.2. Moreover, Foaring

(Year 1, Latvian) and Betty's (Year 4, Mongolian) stories further provide insights into the possible origins of these motives and unearth a fairly positive effect of English on the decision to embark on studying a LOTE, which is seemingly inconsistent with the argument that English is a 'shadow' of learning additional LOTEs (Dörnyei & Al-Hoorie, 2017). This different outcome might be rooted in the unique context of this research. The participants of this study all learned English as their first foreign language, and the majority of them (21 out of 23) chose to learn LOTE majors voluntarily. Also, the motivating effect of English on LOTE learning was only found in the major selection stage. It is possible that the learners who were satisfied with learning English only would not like to select a LOTE major and thereby would not be the research targets of this study. As a consequence, the learning stories which potentially involve the negative impact of English on LOTE learning motivation might not be included in the narrative dataset of this study.

Although in this section I discuss these two pathways by principally zooming in on the learning stories of two participants, these were chosen because they are also representative of other participants in the dataset. For the first pathway that leads to multilingual posture, three participants in addition to Foaring (Year 1, Latvian) referred to similar scenarios in their narrative accounts. For instance, Peter (Year 1, Latvian) also attributed the beginning of his multilingual posture to his English learning experience. As Peter (Year 1, Latvian) recalled, *'learning English made me aware of the differences of English culture or Western cultures and at the same time changed my values.'* This change then made him *'want to learn languages and cultures even more'* in a broader sense. For the second pathway that leads to self-efficacy in language learning, eight participants other than Betty (Year 4, Mongolian) mentioned their confidence in learning languages in general which derived from their successful English learning experience, such as Bonnie (Year 2, Czech) *'I was quite good at English before entering the university, so, I, and my dad, thought that I had a talent in language learning and thereby specially selected LOTE majors'*, and Yana (Year 3, French) *'I had quite a good foundation of English. So, I thought I had sufficient courage and confidence to engage in learning*

foreign languages' (also see Yana's (Year 3, French) account in Section 7.1.2).

A noteworthy finding in this section lies in the fact that English, like 'the buried giant' within the narratives of all participants, was not reported as either a motivator or a demotivator for the turbulence of LOTE learning motivation. Even if when explicitly asked the question 'whether there was any impact of English on your LOTE learning', responses centred on the linguistic transfer of English in the course of L3 acquisition (Rothman et al., 2019), such as the negative transfer of the syntax from English to Japanese mentioned by Galina (Year 1, Japanese), or the positive transfer of the lexicons from English to Spanish experienced by Xiping (Year 3, Spanish). However, with respect to language learning motivation, the participants' narration and discussion of the motivational effect of English stopped at the major selection stage. This finding echoes the result of Study I in this thesis which reveals that the English learning self had no significant impact on the LOTE learning self of the second-year to the fourth-year students, suggesting that the motivating role of English might mainly centre on the preparation stage of LOTE learning in this context. A possible reason for this outcome is the imbalanced syllabi and teaching quality between LOTE and English classes. Compared with LOTE classes, which are the major courses of LOTE degree programmes, English classes might be relatively neglected. As Ivy (Year 2, Indonesian) pointed out, '*English classes in college are usually low-quality. So, I felt that English learning gradually faded out of my college life.*' The fade-out of English learning might reduce the impact or interference of English on the process of LOTE learning, and therefore might lead to a non-significant relationship between English and LOTE learning motivation. Another possible explanation for this result lies in the fact that the English proficiency of these participants was so high (most of them passed College English Test Level 4, or CET-4, in the first year of their college learning, which means that they already satisfied the English requirement of their degree programmes) that they were not thinking of improving further at this point. Therefore, LOTE learning was most prioritised by the participants, and the potential impact of English on LOTE learning motivation was covered up. Since the participants of the current study were all students majoring in LOTEs only, it is inevitable that their programmes paid

more attention to LOTE learning instead of English learning. It may be of interest to further investigate the influence of English on the motivational dynamics of learners who keep learning both English and LOTEs in tandem, such as those studying in English-LOTE bi-foreign-language programmes (Huang et al., 2021).

7.2.2 Perseverance in LOTE learning—beliefs about learning virtues

This sub-section aims to explore the maintenance of LOTE learning motivation during the long-term learning journey with examples from two participants—Xiping (Year 3, Spanish) and Hachi (Year 4, German). As having been repeatedly referred to in this thesis, one of the most important findings so far is the continuous demotivation of CMLOTEs across four years of college learning, which was demonstrated in the cross-sectional comparison in Study I (see Section 6.4.2). This chapter has portrayed a slightly different picture, as the participants did not homogeneously experience demotivation but encountered both ups and downs of LOTE learning motivation during their learning journey. This different picture is unsurprising as it is the strength of a qualitative inquiry to more fully capture the dynamic nature of the LOTE learning experience of the participants. Amongst others, notably, the learning stories of Xiping (Year 3, Spanish) and Hachi (Year 4, German) were even more special. Both of them reported consistently high-level and/or upward motivational trajectories throughout their LOTE learning history, in contrast to the turbulent or downward journey portrayed by other participants.

Xiping's (Year 3, Spanish) story

Xiping entered her university and chose to be enrolled by a Spanish major via the Baosong exam because she cherished the opportunity to study in a top-level university (rooted in her academic self) and also had an interest in learning more languages and cultures (which was reflective of a developed multilingual posture). Although Xiping preferred Japanese even more than Spanish, she ultimately selected Spanish as her major because '*Spanish has more a pleasant pronunciation*' and she perceived Spanish-major graduates have '*a better*

prospect for career development compared with their Japanese-major counterparts.

When explaining her initial motivation to learn Spanish, Xiping attributed her strong motivation to her desire to learn and explore the world.

It was more likely a kind of... greed. The whole life of a person is very short, but there are so many beautiful things in the world. I want to know more, so, I have to learn more.

[Xiping (Year 3, Spanish)]

The Spanish learning journey of Xiping was not without turbulence. She also encountered some similar scenarios relating to motivational dynamics as shown in the typical story in Section 7.1.4. On the one hand, her academic self strengthened when facing examinations and her Spanish learning self strengthened when imagining her future career or making friends with a native Spanish speaker were the motors to improve Xiping's Spanish learning motivation. On the other hand, the unsatisfactory teaching quality of the Spanish classes and the difficulties with face-to-face teaching caused by the Covid-19 pandemic negatively impacted her attitude toward Spanish learning. Despite the turbulence, Xiping maintained that *'I haven't thought about not continuing learning it or giving it up. I never had the thought that I don't want to learn it.'* Xiping further explained her perseverance of Spanish learning against any potentially demotivating factors during the three-year college journey as follows.

These difficulties would not make me feel unwilling to learn this language. It was like... I thought the process of learning a language was like you living in the world. Whatever problems won't let you give up your wish to survive. It was the same as language learning. And importantly, you don't know what you can do after giving up learning this language. How can you give it up?

[Xiping (Year 3, Spanish)]

In a similar vein to the explanation of her initial motivation, Xiping elucidated the power for her Spanish learning perseverance from a less language-related but relatively philosophical perspective, hinting at some sort of her beliefs about learning in general.

Hachi's (Year 4, German) story

Hachi was motivated to learn a LOTE as her college major because she had a fairly strong multilingual posture and a desire to become a diplomat with the help of her multilingual proficiency (which was reflective of her ideal multilingual self). Hachi selected German as her most preferred major in Gaokao, but she had nearly no knowledge about German or Germany before learning this language. Be that as it may, Hachi established her German learning self immediately after being admitted as a German major. She imagined herself, after four years of learning, as a fluent German speaker with a fund of knowledge relating to German culture, politics, economics, etcetera. In addition to the German learning self, her academic self as a good college student was also a vital source of her initial motivation. As Hachi said, *'now that I had determined that German would be my college major in the coming four years, first of all, I definitely had to get the knowledge of my major acquired within the four years.'*

Reflecting back on her experience, Hachi described her motivational trajectory of German learning as a gentle upward curve, revealing her constantly increasing German learning motivation during her four years of college learning. Measuring her motivation on a ten-point scale, Hachi submitted that her initial German learning motivation was at 7/10, and then her German learning motivation gradually increased to 9/10 and stabilised there. When explaining the constant improvement of her German learning motivation, Hachi believed that her growing interest in German and Germany, which thereafter strengthened her self-identification with German, was the main motivator.

It (motivation) was low at the beginning purely because of the fact that I didn't know much about German at the beginning.

While after I gradually learned more about it, with the help of the teachers' explanations and also searching for more information myself, I learned many aspects related to its culture, economy, politics, etc. And then I started to feel that Germany and the German language were very attractive to me.

[*Hachi (Year 4, German)*]

According to Hachi's account, her German learning motivation reached a plateau in her second year of college learning, which she then maintained at a high level (i.e., 9/10) until the time when she was interviewed (i.e., the end of the fourth year). Hachi, similar to Xiping (Year 3, Spanish), connected the long-term persistence of her German learning motivation to her broader beliefs about learning.

When all goes to all, I don't want to waste my time in the university, and I don't want to disappoint my original choice. As long as you are doing things, you should do it well. You should be dedicated to your own choice responsibly and do it well. Otherwise, to be honest, if you didn't care about your own things, you won't do anything well in the future.

[*Hachi (Year 4, German)*]

Hachi then reiterated her beliefs about learning to justify her perseverance of German learning at the final stage of university, in which other students, such as Ani (Year 4, Bulgarian) and Betty (Year 4, Mongolian), started to give up learning their majored LOTEs.

Actually, I feel I still don't want to... if my enthusiasm in German gradually declined, I would feel that I disappoint in my original choice of learning German and my learning for four years. I think I can't disappoint these four years. I think now that I chose it and I like it, I should keep learning it hard and acquire it well.

[*Hachi (Year 4, German)*]

Again, Hachi attributed her persistence of German learning motivation to her responsibility for her initial choice of major. This sense of responsibility is not language-related but linked more to a kind of belief about learning in general, because Hachi also confessed that she would have done the same even if she had been admitted to another major.

The considerable effect of the beliefs about learning virtues

As I have reviewed in Section 3.4.2, in their seminal works on long-term motivation, Dörnyei (2020) and Dörnyei and Henry (2022) have proposed a framework for long-term motivation with five main factors, i.e., a) self-concordant vision, b) habitual actions and behavioural routines, c) progress checks and affirmative feedback, d) positive emotional loading and passion, and e) self-control capacity and skills. These five factors are believed to be the essentials for long-term motivation. In terms of the current study, however, it should be acknowledged that the maintenance of high-level motivation was an emerging finding in data analysis; the interview schedule was not dedicatedly designed around those elements in the framework for long-term motivation. Therefore, the learning stories narrated by Xiping and Hachi might not cover all aspects of the framework but highlight a certain part of it. Taking a closer look at their stories, the successful long-term motivation of Xiping and Hachi can be understood from the perspective of their active and strong self-control capacity and skills. A vivid example of their self-control skills can be seen in a series of scenarios in which the negative feedback on their language proficiency motivated both students to learn their majored languages harder.

Scenario 1: last year before the pandemic, I got to know a friend from Cuba (...) I went to communicate with him. But I felt that my speaking was very poor. I had a lot of things to tell him, but due to my language, I was not able to tell him what I wanted to say. So, I felt very upset. Then, I had a very strong desire to communicate with others. That moment made me even more motivated to learn (Spanish).

Scenario 2: every time after examination ... when my real language proficiency did not match my expectation on me, I would be motivated and would learn more.

Scenario 3: in the employability competition of my university (...) they (judges) asked me a question about my expectation on this job, in Spanish, and I thought for a long time. I wished to say, 'I want to get more working experience', but I didn't know what to say (in Spanish). I attributed this to my poor language skills ... so I wished to learn harder.

[Xiping (Year 3, Spanish)]

These three scenarios listed above are all about the negative feedback on Xiping's Spanish proficiency, which, in her narratives, all became the fuel for her Spanish learning motivation. Hachi had a comparable experience.

Scenario 4: when I was in my second year of college learning, my German was not good. I was actually not satisfied with it. Perhaps I was quite self-disciplined, and I thought that I should not keep learning German poorly until the fourth year. Then, I became even more self-disciplined and very much motivated to learn it well.

[Hachi (Year 4, German)]

The motivating effect of negative feedback was also found in Muir's (2020) study on DMCs which represents an optimistic form of maintaining long-term motivation (see a review in Section 3.4.2). In her study, Muir (2020) suggested that both 'external pressure/influence' and 'a form of reactance/need to save face', both of which have negative connotations, could be triggers for DMCs (p. 106). The above scenarios are primarily associated with the latter trigger, including reactance to failures in meeting their expected language proficiency (i.e., Scenarios 2 and 4) and the need to save face when having difficulty in speaking Spanish well with a friend and in a competition (i.e., Scenarios 1 and 3). To explicate the reason why negative feedback could work as a positive

factor in maintaining or even increasing their LOTE learning motivation, Xiping (Year 3, Spanish) once again resorted to a relatively philosophical perspective.

I definitely hoped to continue working harder. Because no matter what happens, only can you work hard to change the situation. It is impossible that I just give up learning because I am not good at it.

[*Xiping (Year 3, Spanish)*]

In the same vein, Hachi also emphasised that she kept working hard and even became more motivated when she was faced with an unsatisfactory German learning result because '*I don't want to waste my time in the university, and I don't want to disappoint my original choice.*' These statements show the firm beliefs about learning of Xiping and Hachi, which can also be deemed as the embodiment of their self-control capacity and skills over their LOTE learning motivation.

Looking back on the learning stories of Xiping (Year 3, Spanish) and Hachi (Year 4, German), both of them reported their non-language-specific beliefs about learning in general as the most important engine for their long-lasting and high-level LOTE learning motivation. Their beliefs could be seen as the continuation of their beliefs about learning virtues discussed in Section 7.1.3 but demonstrate a more salient impact on long-term motivation. According to Li (2004), there are five learning virtues firmly believed by Chinese learners, including 'resolve, diligence, the endurance of hardship, perseverance, and concentration' (pp. 140-141). Chinese students believe that being dedicated to and persisting in what they were learning is the virtue of good learners. Thereby, a learner who appreciates these learning virtues would like to sustain their learning behaviours, to some extent, unconditionally throughout the process of learning and are less likely to regard the challenges and difficulties they encounter as demotivating factors. In the present study, the stories of Xiping (Year 3, Spanish) and Hachi (Year 4, German) have reflected their attachments to some learning virtues synthesised by Li (2004), such as the endurance of

hardship, concentration, and perseverance. Compared to other motivators and demotivators discussed in the typical story in Section 7.1.3, the beliefs about learning virtues illustrated in Xiping (Year 3, Spanish) and Hachi's (Year 4, German) stories are relatively stable across the process of LOTE learning, because they were consistently found within the two students' learning narratives from the beginning stage to the later stage.

The effect of the beliefs about learning virtues on maintaining LOTE learning motivation can arguably enrich the connotation of the last element, i.e., the self-control capacity and skills, in the framework for long-term motivation proposed by Dörnyei and Henry (2022). In the discussion on self-control capacity and skills, the two scholars have suggested that persistence is an important concept for learners to overcome 'unexpected setbacks' or obstacles during the long journey and sustain their learning motivation against demotivating encounters (Dörnyei, 2020, pp. 153-154). Under the umbrella term 'persistence', several overlapping theoretical constructs, such as perseverance, grit, resilience, or self-regulation, have been employed to describe individuals' personalities or cognitive capacities that contribute to long-term motivation (ibid.). They could be mobilised by learners to overcome or recover quickly from the challenges facing them (Kim & Kim, 2017). Dörnyei and Henry (2022) metaphorised those resources for resisting discouragement and maintaining long-term motivation as the 'breakdown cover' for motivation (p.27), revealing their functions of compensation and remedy. In contrast to the compensation-oriented dimension of the self-control capacity and skills in the existing literature, the beliefs about learning virtues in the current study could contribute to another dimension which is prevention-oriented. In other words, rather than being a 'breakdown cover' for learners' demotivation, the beliefs about learning virtues could be seen as a 'vaccine' which to some extent strengthens the learners' self-control capacity by boosting their immunity against the demotivating impact of the downsides encountered in the process of learning.

In a nutshell, the present findings mainly underline the role of the 'self-control capacity and skills' on the persistence of the high-level LOTE learning

motivation in the long run. It also suggests that the ‘self-control capacity and skills’ could be multifaceted and have both the compensation-oriented and prevention-oriented dimensions. Future research might be undertaken to explore the role of the other elements within the framework of Dörnyei (2020) and Dörnyei and Henry (2022) in order to gain a more comprehensive understanding of the mechanism of long-term motivation.

7.2.3 Destinations of LOTE major learning

This final sub-section sheds light on the destinations of LOTE learning motivation during college learning, which has been rarely charted before. It is useful to do this because understanding the destinations of LOTE majors can help with drawing a more comprehensive picture of the overall life cycle of CMLOTEs’ motivational development. There were in total six final-year participants in this study who were near completion and had therefore decided their next steps after graduation. Table 7.4 encapsulates the graduate destinations of these six participants.

Table 7.4 Final-year participants and their graduate destinations

Participants (pseudonyms)	Graduate destinations
Ani (Year 4, Bulgarian)	To continue postgraduate study in Media in the UK.
Vivian (Year 4, Swedish)	Already employed by the Ministry of Foreign Affairs.
Pavia (Year 4, Greek)	To continue postgraduate study in Law in China.
Hachi (Year 4, German)	To continue postgraduate study in Law in China.
Molly (Year 4, German)	To continue postgraduate study in German in China.
Betty (Year 4, Mongolian)	To continue postgraduate study in Sports Studies in China.

Table 7.4 shows that only Vivian (Year 4, Swedish) and Molly (Year 4, German) will pursue their career development or higher education fully utilising their majored LOTEs. The other four participants (i.e., Ani, Pavia, Hachi, and Molly) all turned their heads to pursue postgraduate education in non-language-related disciplines either domestically or internationally. The result shown in Table 7.4 indicates that there are at least some Chinese LOTE-major graduates who would

not like to or would be unable to pursue their career or education in relation to their majored LOTEs. The same tendency can similarly be found in Study I—only around 10% of the first-year participants (34 out of 347) reported that they would not like to pursue a career or education related to their majored LOTEs, while for the fourth-year participants the ratio increased to nearly 30% (60 out of 210). This result makes it interesting to investigate a) what caused the students' unwillingness or inability to find a job or continue higher education in relation to their majored LOTEs, and b) how the changing prospect impacted the student's LOTE learning motivation and/or engagement. To provide more insights into these questions, I primarily spotlight the latter four participants in this sub-section. Although they had similar graduation destinations, nuances exist regarding the incentives for them to choose such destinations as well as their expectations for future study.

To begin with Ani (Year 4, Bulgarian) and Betty (Year 4, Mongolian), they both had quite positive attitudes toward their majored LOTEs before they stepped into the job-hunting season which would normally start at the end of the third year of college learning. Both Ani and Betty initially wished to find jobs in relation to their majored LOTEs. The disappointing and frustrating experience of job hunting, however, was the turning point in their attitudes toward their majored LOTEs.

I studied a minor degree in media and communication since the third year. Initially, I thought about if I could combine my minor with my Bulgarian major (...) (later) I found the options were rare (...) Because we had a WeChat group for all the fourth-year students within our school, our student advisors shared some job recruitments within the group every day. But there was a rare chance for Bulgarian graduates. So, from my heart, I would consider what I was learning—although it was utilitarian, it was reasonable at this stage—I was suspicious of the prospect of the language I was learning.

[Ani (Year 4, Bulgarian)]

The above extract has already been presented in Table 7.3, showing the demotivating effect of the restricted perceived utility of the majored LOTE. In this account, Ani confessed that when she found there was almost no matched job opportunity for Bulgarian majors, her self-identification with Bulgarian was destabilised. A similar scenario was also recounted by Betty (Year 4, Mongolian).

I won't say I decided not to continue learning Mongolian. It was just... there was no postgraduate programme of Mongolian in China, so there were few opportunities to pursue higher education of Mongolian. Also, at this moment, it's not easy to study abroad (in Mongolia). So, I just don't have much interest in Mongolian. Besides, when I was finding jobs, there was almost no... let me say there was no job opportunity for Mongolian majors. I couldn't find any job relating to Mongolian. So, I just gave it up.

[Betty (Year 4, Mongolian)]

A sense of helplessness lingers in between the lines of these narrative accounts of Ani and Betty. Both of them narrated a story in which an ambitious person was finally defeated by reality. Although their initial LOTE learning self encouraged them to hunt for jobs relating to the LOTEs they majored in, the job market did not provide them with the chance to actualise their LOTE learning self. As a consequence, their self-identification with the LOTEs was severely weakened and even led to the amotivation of learning their majored LOTEs at the end stage of university study.

Unlike Ani and Betty who were to some extent forced to give up learning their majored LOTEs due to restricted job opportunities, Pavia (Year 4, Greek) and Hachi (Year 4, German) opted out voluntarily because they wished to become inter-disciplinary talents combining their majored languages with another discipline (law in their cases) instead of working with language only.

I will learn law (LLM). For example, the law of Greece.

Research on it in fact has quite a huge space to develop, quite a huge potential. If I can learn Chinese law well as well as Greek law, if I can acquire some (professional) lexicons and do some translations in Greek, I will feel quite good... I won't take Greek as an independent major further. I think at this moment I need a leap.

[*Pavia (Year 4, Greek)*]

Rather than de-identifying herself from the Greek language, Pavia constructed a more pragmatic future self-image changing from a Greek-major learner (i.e., Greek learning self) to a Greek-language user (i.e., Greek using self). In a very similar vein, Hachi also sketched out her future self as a German-language user in law studies.

Although this major sounds irrelevant to German, it is in fact relevant to German. The law of China belongs to the same legal system as Germany—the continental law system. Perhaps in the future when reading the literature of law studies, I will also use German.

[*Hachi (Year 4, German)*]

At the end stage of college learning, both Hachi and Pavia took their majored LOTE (German and Greek, respectively) as an instrument to support their upcoming postgraduate study. It is foreseeable that their German learning motivation will decline to some degree because learning German is already not their priority. However, Hachi and Pavia will arguably not be amotivated because both of them still had a relatively clear self-image which was associated with the use of German.

In sum, the analysis of the destinations of LOTE-major learning reveals three archetypes of CMLOTEs, including a) pursuing a job or education employing the majored LOTE, b) switching to other disciplines with a faded LOTE learning self, and c) switching to other disciplines with an emerged LOTE *using* self. For the latter two archetypes, the main incentive for the

students to not keep learning the LOTE as their majors lies in their changed prospects. On the one hand, if the students remove their majored LOTE from their future self-images due to some reasons (e.g., the difficulty of job hunting), continuing learning the LOTE will be no longer congruent with their own identity, and will thereby endanger the ‘initial driving force’ of their motivation (Dörnyei & Henry, 2022). In respect of their learning motivation and engagement, although the students will keep learning their majored LOTE until the completion of their degree programmes, they may only invest the minimum effort. Also, learning the LOTE for them may become less enjoyable (Pan & Zhang, 2021). On the other hand, some students will construct future self-images where their majored LOTE will mainly work as an instrument to support their new identity (e.g., a scholar in international law studies). For those students, their instrumental motivation may still support their LOTE learning, but it is expected that their LOTE learning effort will be lower because learning LOTE is already not their priority.

To the best of my knowledge, there are few, if not no, studies shedding light on the destinations of LOTE-major learners and their motivational change, especially in the Chinese context. The findings in this sub-section are believed to provide insight into the final stage of LOTE-major learning as well as LOTE learning motivation. More efforts could be invested into investigations of the motivational trajectories of CMLOTE near and after graduation in the future. Given the ‘more or less instrumentality-oriented’ nature of LOTE higher education in China (Lu & Shen, 2021, p. 15), it is necessary for stakeholders (e.g., LOTE teachers and policymakers) to have a more fine-grained understanding of the destinations of LOTE-major graduates (i.e., the instrumental learning outcomes) and the transformation of their motivation, so that these stakeholders can better satisfy the needs of LOTE learners at the micro-level and meso-level, as well as promote LOTE education in China in the macro-level (Lu & Shen, 2021). I return to discuss the pedagogical implications of these findings in Section 8.4.

7.3 LOTE learning motivation and its dynamics—emerging themes from participants’ narratives

Sections 7.1 and 7.2 investigated both the typical stories and more theoretically interesting stories narrated by the participants within the narrative data pool. These unfolding stories have shown how the participants’ LOTE learning motivation emerged, developed, was sustained, and even came to an end; and importantly, these stories have answered the research questions underpinning this study. In addition to the findings discussed above, there are also themes that emerged during the course of research which could similarly have implications for a more holistic understanding of the LOTE learning motivation of CMLOTEs. In this section, I start by discussing the evolution of multilingual identity during the process of LOTE learning. Then, I probe into the impact of the Covid-19 crisis on participants’ LOTE learning motivation.

7.3.1 Evolution of multilingual self-identification during the process of LOTE learning

The first theme that emerged is the evolution of the participants’ multilingual self-identification throughout the course of their LOTE learning. Looking at Section 7.1.2, multilingual posture or the ideal multilingual self was found to be an important motivator for the participants to choose a LOTE major. When it came to their initial motivation, the students began to develop their LOTE learning self as well as their evaluation of the LOTE learning experience. For the evolution of LOTE learning motivation, the LOTE learning self and LOTE learning experience were the factors mainly responsible for the wax and wane of motivation, but multilingual posture and the ideal multilingual self were not found as the most salient factors within the participants’ narrative accounts. In order to minimise the risk that the lack of the multilingual identity-related narratives was caused by the unintentional ignorance of the participants when narrating their learning experience, participants’ attitudes toward their multilingual identity were explicitly elicited via questions such as ‘how do you perceive yourself as a multilingual learner’. Three types of identity-related responses were gained from the participants.

My attitude toward it (learning multiple languages) is very positive. I remember that I saw a saying. It was... the God divided human beings into diversified colours and separated their languages. After learning languages, I think this experience and feeling are quite fantastic... for example, when I was walking around the campus, I could always hear people communicating in various languages... I think this (multilingualism) is a very profound learning area (...) I can come up with the story of Premier ZHOU Enlai. I think he is an awesome person. It's awesome that he can speak multiple languages.

[Ivy (Year 2, Indonesian)]

The first type, exemplified by Ivy, is a quite clear self-identification with and positive attitude to multilingualism. By quoting the story about ethnic and language diversity in the Bible, the student expressed her appreciation of the cosmopolitan and multilingual world, which she perceived as 'fantastic'. In addition, the immediate recall of her multilingual encounters in daily life and her admiration for the role model who is a successful multilingual speaker arguably reveals that the student had a clear and vivid multilingual self-guide that could be mobilised actively. There were five more participants expressing a similar self-identification as Ivy. For example, Foaring (Year 1, Latvian) cherished his multilingual identity and pointed out that being multilingual and multicultural was helpful for '*the moulding of personality*' and '*the moulding of mindset*'.

Through this instrument (learning foreign languages), I can communicate with a broader world... from the perspective of learning Greek, it refers to my understanding of Greece, this country, specifically. But from the perspective of learning English, as a global language, learning English well to some extent means that I can more easily communicate with people from around the world. It can be the communications with or without any specific orientation.

[*Curt (Year 2, Greek)*]

The responses from ten participants belonged to the second type. They were more likely to elucidate their attitudes to or experience of the specific languages they were learning, instead of their integral attitude toward being multilingual. An example was provided by Curt. When asked about his attitude to being a multilingual learner, Curt illustrated his different attitudes toward Greek (i.e., an approach to learning more about Greece) and English (i.e., an approach to connecting with the international community) individually. This something of a mismatch likely reveals that for some participants, being multilingual was only associated with the languages they were learning at present (e.g., English and the majored LOTE), while it seemed not to involve their self-identification with multilingualism in a broader sense. In other words, what the students developed is arguably a trilingual identity defined by particular languages (e.g., Chinese, English and the majored LOTE) rather than a cosmopolitan ‘ideal multilingual self’ which is not predefined by any particular L2(s) (Ushioda, 2017).

Learning foreign languages is my major, which I should do at the current stage... I don't have any special feelings. It's just like learning mathematics, physics, and chemistry in high school. I learned many subject matters—Chinese, math, English, and physics. I didn't have any feelings. They (LOTE and English) are just two subject matters. I will switch to the channel of one language when I should.

[*Troy (Year 2, Russian)*]

The last type of the participants' responses is more related to an overall learner identity, which means that becoming multilingual was possibly deemed as a side-product of being a LOTE-major student. For instance, Troy recounted his academic self-guide which had an impact on both his English learning and LOTE learning in response to the question about his multilingual learning attitude. Although the student had voiced his multilingual posture in the major selection stage, after learning a LOTE as his major for several years, it seems that Troy was inclined to identify himself with a ‘learner’ self-image purely,

instead of with the self-image as a multilingual speaker or a user of particular languages. Although the final type was only experienced by Troy within the dataset, it is still likely that during the process of LOTE learning, for some LOTE-major students, the development of an academic self might exceed the development of the language-related selves, reinforcing the prominent impact of the educational orientation on, at least some, CMLOTES.

The changing impacts of the multilingual self-guide on LOTE learning motivation in different stages, as well as the different conceptualisations of the multilingual self-identification shown in the participants' stories, have demonstrated the complex nature of multilingual identity. This result echoes the findings of Zheng et al. (2020), that is, the multilingual self-identification of multilingual learners is not static but could evolve into various directions in the process of learning. However, it additionally signals that engaging with multilingual learning might not necessarily lead to a more established multilingual self-guide or identity (see an example of Troy (Year 2, Russian)). An emphasis on the educational orientation and the pursuit of academic success in general (i.e., the academic self-guide) may surpass or even deprive the development of a multilingual identity during the process of LOTE learning. This result poses a challenge or an alternative to the educational practice of promoting a multilingual self-guide or cultivating a multilingual identity in the classroom context which has been argued as an approach to facilitate LOTE education (e.g., Forbes et al., 2021; Ushioda, 2017). I further discuss the implications of the educational or academic orientation of LOTE learning in Section 8.2.1.

The present study suggests a potential recession of the multilingual self-identification amongst, at least some, CMLOTES and provided greater insight into the complex and diversified evolution of the multilingual identity alongside the development of LOTE learning. More endeavours, importantly including longitudinal research, are necessitated to better investigate this dynamic development of the multilingual identity of LOTE learners in the future.

7.3.2 Impact of Covid-19 on LOTE learning motivation

Since the data collection of this study was carried out between March 2021 and June 2021, the Covid-19 pandemic was inevitably a theme emerging from the LOTE learning narratives of the 23 participants. Twenty participants admitted that their LOTE learning and LOTE learning motivation were either positively or negatively impacted by this health crisis, while the other three participants believed that they were not affected by the outbreak of Covid-19. Table 7.5 synthesises the impacts, both positive and negative (also see Section 7.1.4), of Covid-19 on the motivational self-guides and LOTE learning experience of the participants. It can be seen in the table that the motivational impacts of the pandemic were primarily executed by altering the LOTE learning self, the LOTE learning attitude and the academic self of LOTE learners.

Table 7.5 Summary of the impact of Covid-19 on LOTE learning motivation

Impact on motivation	Influencing factors	Self-guides/factors affected	Number of participants affected	Extract examples
Positive	Home learning environment	LOTE learning experience	3	<p>I think its (the pandemic’s) impact was not very huge, because I didn’t learn from ‘oral language corner’, or face-to-face communication ... I prefer to work behind closed doors. So, I think for me the advantages of the pandemic (study at home) outweighed the disadvantages.</p> <p style="text-align: right;"><i>[Ani (Year 4, Bulgarian)]</i></p> <p>I think (during the Covid-19 pandemic) I didn’t have to go out. Then, it was good that I could stay in my home and study quietly. I hadn’t learned Greek in this way in the first and second years. I felt that my interest in it grew up a bit. It’s quite nice that I could arrange my time and study (on my own)—quiet study and arranging my time. So, I systematically learned Greek and invested more time.</p> <p style="text-align: right;"><i>[Pavia (Year 4, Greek)]</i></p>

Impact on motivation	Influencing factors	Self-guides/factors affected	Number of participants affected	Extract examples
Negative	Online teaching approach	LOTE learning experience	9	<p>Due to the pandemic, our foreign teachers couldn't get back, so we continued to take online classes. I thought online teaching was very inefficient. The example was in every day (...) During the online classes, there was no learning atmosphere at all! I might go to do other things when looking at the computer. I answered questions when I was asked by the teacher. But when the teacher asked other peers, I might go to do other things, not being as careful as learning in the classroom.</p> <p style="text-align: right;"><i>[Anhe (Year 1, Japanese)]</i></p> <p>I felt that learning online was very tormenting, because of the network. Yes, the network was not well. And in addition, the interaction between (the teacher and us) was inconvenient, very, very inconvenient.</p> <p style="text-align: right;"><i>[Peter (Year 1, Latvian)]</i></p>
	Obstacles for studying in the target country	LOTE learning self, LOTE learning experience	5	<p>You can't go to learn about a country truly in person and to see what it's like. So, it's hard to learn it in the real sense. You may learn some things from other people, but it won't be better than you going to the country yourself. And that will be more impressive.</p> <p style="text-align: right;"><i>[Xiping (Year 3, Spanish)]</i></p> <p>It (Covid-19) definitely had an influence. If you had been to the</p>

Impact on motivation	Influencing factors	Self-guides/factors affected	Number of participants affected	Extract examples
				<p>target country and lived in their language environment in person, you would have improved your speaking and listening unconsciously. If (now) you don't go abroad, you won't achieve that level of proficiency no matter how hard you study in China. This was definitely a loss.</p> <p style="text-align: right;"><i>[Bonnie (Year 2, Czech)]</i></p>
	Off-campus learning environment	Academic self	4	<p>I was always not the one who prefers to study at home. I usually prefer to study in school and relax at home. So, during the pandemic, I was studying at home, and my learning efficiency was always not high. This had a quite huge influence on me.</p> <p style="text-align: right;"><i>[Troy (Year 2, Russian)]</i></p> <p>When you were studying at home, due to the lack of supervision, others didn't know how you were learning. The teachers also didn't check the homework seriously. So, my learning attitude during the pandemic was quite indolent. I think I need someone to supervise my learning in a real learning environment.</p> <p style="text-align: right;"><i>[Zita (Year 3, Portuguese)]</i></p>
	Lack of chance to use the LOTE in China	LOTE learning self	2	<p>Due to the pandemic, our university didn't admit foreign students. I only participated in the 'Russian Corner' twice in the first year. Then I had no opportunity. I didn't have the real chance to use the</p>

Impact on motivation	Influencing factors	Self-guides/factors affected	Number of participants affected	Extract examples
				<p>language actively. This had a quite huge influence on my learning. <i>[Troy (Year 2, Russian)]</i></p> <p>I think it (the impact of the pandemic on language learning) was the lack of an environment for language use. <i>[Jenni (Year 2, Czech)]</i></p>

Similar to the situation discussed in Section 7.3.1, the absence of the multilingual self-guide or identity was also found in this section. This result could be reasoned in two respects. On the one hand, as also can be seen in Section 7.3.1, the multilingual posture and/or the ideal multilingual self seemed to be more influential in the major selection stage but to have a relatively limited motivational impact on the *process* of LOTE learning. Therefore, when narrating the influence of Covid-19 on their LOTE learning motivation, which was also learning process-oriented, the participants might not prime their attitudes toward multilingual self-identification as well. While on the other hand, it is also possible that the multilingual identity of the participants might genuinely not be affected by the potential downsides of the pandemic, such as de-globalisation (Peng et al., 2021; Thangavel et al., 2021) or the difficulties of international communication and exchange in the field of education (Liu & Shirley, 2021; Mok et al., 2021), which may have meant that the impacts of Covid-19 on their multilingual self-guide were not saliently perceived by the students.

The discussions about the implications of Covid-19 on LOTE learning motivation are based on the emerging theme in the narrative dataset. Given the ongoing nature of this health crisis, before drawing any conclusion regarding the impact of Covid-19 on LOTE learning motivation, it is necessary for researchers to continue to track the evolution of the LOTE learning motivation and the motivational self-guides in the pandemic and post-pandemic eras.

7.4 Conclusion

By analysing the LOTE learning narratives of 23 participants learning LOTEs as their college majors, in this chapter, I investigated the dynamic evolution of the LOTE learning motivation of CMLOTEs during the course of college learning through a narrative inquiry. The meta-narrative constructed in Section 7.1 provided an overview of the motivational journey of CMLOTEs, and the typical story illustrated in this section further informed our understanding of the multilingual motivational self system proposed in Study I, evidencing the impact of the academic self, the multilingual self, the LOTE

learning self and the LOTE learning experience on the LOTE learning motivation of CMLOTES.

Section 7.2 shed light on several more theoretically interesting stories which are inconsistent with some traditional beliefs and even empirical findings about LOTE learning motivation. The findings showcase that the positive experience of, or high self-efficacy in, English learning can have a motivating impact on CMLOTES' decision to additionally learn a LOTE. In addition, it was also found that the students' beliefs about learning virtues could contribute to sustaining long-term motivation. It can strengthen the self-control capacity and skills of the LOTE learners by immunising them against those potentially demotivating encounters. Except for the motivational dynamics in the course of LOTE learning, attention was also paid to the destinations of LOTE learning motivation. This suggests that some non-language factors (e.g., the job market or the individual's personal development plan) could play a pivotal role in determining whether students would like or would be able to continue their further education or career development utilising their majored LOTES.

In the end, Section 7.3 discussed two emerging themes in this study. It first explored that the students could have different attitudes to and interpretations of being multilingual, and the engagement with LOTE learning might not necessarily establish a more stable multilingual self-identification. Second, based on the students' narratives, I argued that the motivational impacts of the pandemic were mainly realised by influencing the participants' LOTE learning self, LOTE learning attitude, and academic self.

This chapter (i.e., Study II of this thesis) answered RQ 2 through a narrative inquiry, illustrating the meta-narrative, the typical story, the theoretically more interesting stories, and the emerging themes relating to the overall life cycle of LOTE-major learning motivation. It demonstrated a more complicated picture of the motivational dynamics of CMLOTES than Study I. The findings in this study suggest that the evolution of the LOTE learning motivation of CMLOTES may be principally mediated by the evolution of the learners' self-guides and their attitude towards LOTE learning. While the

dynamics of the learners' self-guides and their language learning attitude would be the result of the complex interactions amongst the learning goals, the learning beliefs, the multilingual and LOTE self-identifications, the immediate learning environment, and the job market.

It is, to the best of my knowledge, the first study focusing on the holistic learning process of CMLOTEs from the major selection stage to the final destinations of LOTE-major learning. This study can therefore uniquely and tangibly contribute to our understanding of LOTE learning motivation based on a narrative dataset in the Chinese context, responding to the proposal for a LOTE and multilingual turn of L2 motivation research (Boo et al., 2015; Dörnyei & Al - Hoorie, 2017; Ushioda, 2017; Ushioda & Dörnyei, 2017). Also, it has deepened our knowledge with regard to the motivational dynamics in the long process of language learning which has been of concern to academia in the recent decade (Dörnyei, 2020; Dörnyei, MacIntyre, et al., 2015b). From a methodological perspective, the present inquiry, as well as several existing studies (e.g., Hiver et al., 2019; Huhtala et al., 2019; Thompson & Vásquez, 2015), has underpinned the feasibility and effectiveness of researching language learning motivation, especially the dynamic evolution of motivation and motivational selves, via the lens of language learning narratives.

In the final chapter, I summarise the results of the quantitative study (Study I) and the findings of the qualitative narrative inquiry (Study II) and discuss them primarily from the perspective of LOTE education in the Chinese context. Pedagogical implications and future research directions will also be elaborated on.

Chapter VIII Discussion and Conclusion

In the final chapter of this thesis, I first recapitulate the findings presented in Study I and Study II in Section 8.1 in order to outline an overall picture of the work I have done in this thesis. In Section 8.2, I shed light on two salient features of CMLOTEs' LOTE learning motivation found in both studies, namely, the academic orientation and the instrumental orientation. After that, I summarise the main contributions of this thesis to our existing knowledge in Section 8.3. Several pedagogical implications derived from the findings of this thesis are discussed in Section 8.4. Then, I critically review the possible limitations of this thesis in Section 8.5 and suggest several future research orientations in Section 8.6. Finally, in Section 8.7, I conclude this thesis with my personal reflections on this PhD research journey.

8.1 Summary of findings

8.1.1 Study I: A Multilingual Motivational Self System of CMLOTEs

With the aim to investigate the overall motivational set-ups of CMLOTEs, in the first study, a large-scale quantitative questionnaire survey was conducted with 1,034 participants learning 32 LOTE majors. First of all, based on the theoretical foundations of the L2 Motivational Self System (Dörnyei, 2005, 2009a), the ideal multilingual self (Henry, 2017a; Ushioda, 2017) and the non-language-specific motivation of Chinese learners (e.g., Bond, 1986; Bond & Hwang, 1986; Jin, 1992; also see a review in Section 3.6), I identified five primary motivational self-guides/factors potentially influencing the LOTE learning behaviour of CMLOTEs—a) the English learning self, covering the three components in the L2MSS; b) the LOTE learning self, covering both the ideal self and the self-standpoint ought-to self in the L2MSS; c) the LOTE learning experience, referring to learner's attitude toward the immediate learning milieu; d) the ideal multilingual self, representing learner's self-identification as a multilingual speaker; e) the academic self, referring to learners' academic pursuit and achievement motivation. In addition, LOTE learning effort, measuring the self-reported engagement and the intended effort

of learners, was used as the criterion measure of motivated LOTE learning behaviour.

After identifying the motivational self-guides/factors and criterion measure, a multilingual motivational self system was established with the help of a structural equation modelling approach. The overall structure of the multilingual motivational self system is shown in Figure 6.3. The academic self was a direct and positive predictor of the English learning self, the ideal multilingual self, the LOTE learning self and LOTE learning effort; the English learning self was a direct and negative predictor of LOTE learning effort, while it had neither positive nor negative impact on the LOTE learning self; the ideal multilingual self was a direct and positive predictor of both the English learning self and the LOTE learning self; the LOTE learning self was a direct and positive predictor of the LOTE learning experience and LOTE learning effort; last but not least, the LOTE learning experience was a direct and positive predictor of LOTE learning effort. The established multilingual motivational self system was generally consistent with the L2MSS (Dörnyei, 2005, 2009a; You & Dörnyei, 2016) and supported the existence and the motivational capacity of the ideal multilingual self (Henry, 2017a; Henry & Thorsen, 2018). Moreover, it also foregrounded the salient role of the academic-oriented self-guide in the LOTE learning motivation of Chinese students learning LOTE majors.

Taking the analysis a step further, I examined the construct of the multilingual motivational self system across different a) genders, b) years of college learning, c) initial statuses of college enrolment, d) the commonly taught or less commonly taught nature of majors, and f) expectations regarding the career and educational development of the participants. The cross-sectional comparisons supported the general stability and consistency of the established multilingual motivational self system. Significant differences between components within the system were found across the four years of college learning, three initial statuses of college enrolment and two types of expectation relating to career and educational development by utilising the LOTEs.

First, all the five motivational self-guides/factors and LOTE learning effort continuously declined during the four years of language learning. Despite nuanced variances, in general, the first-year students had the strongest motivational self-guides, the most positive LOTE learning experience, and reported the highest level of LOTE learning effort, while the motivational self-guides, the LOTE learning experience and LOTE learning effort became weaker or less positive in the second year and the third year of college learning. Finally, the fourth-year students had the weakest motivational self-guides and LOTE learning effort as well as the worst evaluation of their LOTE learning experience.

Second, in comparison with their counterparts who were majoring in their most preferred LOTE in the college entrance examination or admission examination (i.e., 'M-Y/L-Y'), the students who did not wish to learn a language major but were transferred to a LOTE major (i.e., 'M-N/L-N') had more difficulties in envisioning their future self-guides pertaining to English, the assigned LOTE, and multilingualism. Also, they had a less positive attitude toward their LOTE learning experience, and, as a result, less willingness to engage with and invest effort in learning the majored LOTE. The students who wished to learn a language major but were not majoring in their most preferred LOTE (i.e., 'M-N/L-Y') had a stronger English learning self and ideal multilingual self as well as a more positive LOTE learning experience than the students in the sub-group 'M-N/L-N', but they had weaker LOTE learning self than the students in the sub-group 'M-Y/L-Y'.

Third, career and education expectations also had a significant impact on the motivational selves, the LOTE learning experience and LOTE learning effort of CMLOTES. The students who had an intention to find a job or pursue future education by utilising their majored LOTE had stronger motivational self-guides, a more positive LOTE learning experience, and stronger LOTE learning effort than those who did not want to work and/or study with their majored LOTE in the future.

To the best of my knowledge, this study is the first large-scale survey investigating the overall motivational set-ups and internal variances of LOTE

learning motivation across different cohorts/types of Chinese students learning LOTE as their college majors (i.e., CMLOTES). The established multilingual motivational self system preliminarily overcomes the ‘monolingual bias’ (Henry, 2017a) in some existing studies of LOTE learning motivation and outlines the complex interrelationships between English, LOTE and multilingual self-identification. It provides researchers and practitioners with a theoretical framework to understand the motivation of CMLOTES from a possible selves theory (Markus & Nurius, 1986) perspective. Moreover, the cross-sectional comparisons reveal several crucial contextual factors that can impact the dynamics of LOTE learning motivation, which are also informative for a more comprehensive understanding of CMLOTES and their LOTE learning motivation.

8.1.2 Study II: The Evolution of CMLOTES’ Language Learning Motivation

In the second study of this thesis, I investigated the evolution of LOTE learning motivation during the course of LOTE-major learning via a narrative inquiry. The LOTE learning stories of 23 CMLOTES were gathered. The analyses of the learning stories uncovered that except for those students who were transferred from other majors to a LOTE major (i.e., the students in the sub-group ‘M-N/L-N’), there were two main orientations that motivated the Chinese high school graduates to learn a LOTE as their college major—a language-related orientation (including career prospect, multilingual posture, high self-efficacy in language learning, and an interest in a specific LOTE) and an education-related orientation (including strategy for better higher education and strategy for avoiding other disciplines). In a similar vein, for the initial motivation of the students to embark on learning their majored LOTES, the two orientations remained while their connotations changed. In terms of the language-related orientation, students were motivated by their developing LOTE-specific learning self; for the education-related orientation, academic pressure/requirement and belief about learning virtues became two main motives. When it comes to the motivational dynamics during the process of language learning, five motivators (i.e., academic pressure, career need, an

increased interest in the specific LOTE, progress in LOTE learning, and an encouraging learning environment) and six demotivators (i.e., unsatisfactory classroom teaching, frustration of LOTE learning, learning burnout, negative attitudes toward the LOTE-speaking community, discouraging learning environment, and restricted perceived utility of the LOTE) were found as the influencing factors of the ebb and flow of LOTE learning motivation. Despite the proliferation of motivators and demotivators, I argued that the motivating or demotivating effect of these factors was primarily experienced via the strengthening or weakening of the academic self and the LOTE learning self, and the optimising or deteriorating of the LOTE learning experience. This finding also further supported the motivational capacity of these motivational self-guides/factors illustrated in the multilingual motivational self system in Study I.

In addition to the chronological analyses, this study also shed light on a) the role of English in LOTE learning motivation, b) the maintenance of LOTE learning motivation, and c) the destinations of LOTE learning motivation. First, it was found that a positive English learning experience could prompt an international posture (Yashima, 2009) which thereafter could be expanded to a multilingual posture (Zheng et al., 2019, 2020), motivating learners to learn LOTEs in addition to English; alternatively, a positive English learning experience could trigger a sense of self-efficacy in English learning which then could be expanded to a sense of self-efficacy in learning languages in general, motivating the learners to learn LOTEs as well. Second, by analysing the learning stories of two students who maintained high levels of motivation during the course of LOTE learning, the study found that their non-language-specific belief about learning virtues was critical fuel for the maintenance of their long-term LOTE learning motivation. This could help to ‘immunise’ Chinese LOTE learners from the potentially demotivating influence of any negative encounters amid their journey of language learning, thereby keeping the learners’ LOTE learning motivation safe and sound. Finally, the investigation focused on the destinations of learners’ LOTE learning motivation in this study. Three archetypes were found, including a) pursuing a career or education development by utilising the majored LOTE, b) pursuing education

development in other disciplines but keeping using the majored LOTE, and c) pursuing education development in other disciplines and not continuing learning or using the majored LOTE. Moreover, the analyses revealed that some non-language-related factors, such as the status quo of the job market in China and the personal career planning of learners, were the main considerations of the students when deciding their destinations at the final stage of LOTE learning.

At the end of Study II, I discussed two themes related to the motivational dynamics of CMLOTEs emerging from the collected narratives. In terms of the first theme, it was found that the students had varied interpretations and attitudes toward being multilingual and that their engagement with LOTE learning would not necessarily lead to a more robust self-identification with multilingualism. The students could establish a specific trilingual self or even treat learning multiple languages simply as a part of their academic self. Regarding the second theme, I preliminarily explored the impact of the Covid-19 pandemic on the learners' LOTE learning motivation. Not very different from the other motivators or demotivators, the motivational impact of Covid-19 was also achieved by influencing the learners' LOTE learning self, LOTE learning experience, and academic self. It is, however, notable that although most participants of this study regarded Covid-19 as a demotivator, there were also participants who had a relatively optimistic attitude toward the impact of the pandemic on their learning and who even experienced an increase of LOTE learning motivation during the outbreak of Covid-19.

Given the dearth of research on the dynamic evolution of LOTE learning motivation in the Chinese context, the findings of this study can serve as a steppingstone for future research on the LOTE learning motivation of Chinese learners, especially of those who learn a LOTE as their college major. The present study is an attempt to broaden our existing knowledge with regard to LOTE and multilingual learning motivation. Nevertheless, since this research was conducted in its unique context, its findings necessitate further scrutinisation before being generalised to other research contexts. For instance, how the enrolment or admission process influences learners' motivation to learn LOTEs in other educational systems and whether the beliefs about learning

virtues can perform a motivating effect on learners in other social-cultural environments should be discussed by more empirical investigations.

8.2 Salient features of LOTE learning motivation in the Chinese context

The previous section has synthesised the main findings of both the quantitative survey and the qualitative inquiry of this thesis, and discussions on these findings have been presented in full in Chapter VI and Chapter VII respectively. In this section, from a holistic perspective, I further discuss two salient features of CMLOTES' motivation emerging in the findings of both studies, namely the academic orientation and the instrumental orientation of their LOTE learning motivation. These two orientations, to some degree, also illustrate the characteristics of LOTE education in the Chinese context.

8.2.1 The academic orientation of LOTE learning motivation

The first feature of the overall LOTE learning motivation of CMLOTES observed in this thesis is its academic orientation, represented by the pervasive impact of the academic self on LOTE learning motivation throughout the students' learning journey. As reviewed in Section 3.6, the academic self, which is non-language-specific, depicts Chinese learners' overall aspirations for and beliefs about being educated. In this thesis, the academic self has been found as a significant motivational self-guide in the proposed multilingual motivational self system in Study I. Having a closer look at Figure 6.3 in Section 6.3, the total effect of the academic self on the LOTE learning effort (i.e., .50, accounted for by the standardised regression weight) was even higher than the direct effect of either the LOTE learning self (i.e., .43) or the LOTE learning experience (i.e., .35), indicating that the motivational impact of the academic self on LOTE learning effort could be as strong as those LOTE-related motivational factors. A similar trend was also found in the qualitative inquiry (Study II). Looking at Tables 7.1 and 7.2, language-related motives were mentioned by the participants 47 times, while academic-related motives were also mentioned 33 times. Besides, in terms of the motivational dynamics during the process of LOTE learning, the strengthening or weakening of the academic self was identified as

one of the main reasons for the increase or decrease of LOTE learning motivation. More importantly, when it came to the persistence of LOTE learning motivation, the academic self (i.e., the beliefs about learning virtues) was found as the main contributor to the long-term and high-level motivation of both Xiping (Year 3, Spanish) and Hachi (Year 4, German).

The academic orientation of LOTE learning motivation observed in this thesis highlights the emphasis on education of Chinese learners (Jin & Cortazzi, 2006; Lee, 1996) as well as several typical learning beliefs of Chinese learners, such as hard work, dedication, and perseverance (Jin & Cortazzi, 2019; Li, 2004; J. Li, 2009). In addition, this result indicates that from the perspective of CMLOTES, the educational nature of LOTE learning might be as powerful as, or even more powerful than, its language nature. Although a strong academic self could contribute positively to LOTE learning motivation, the over-reliance on the education-oriented motives, however, is likely to be problematic from a perspective of long-term motivation. This potential risk could be to some extent evidenced by the fact that only two out of twenty-three participants in Study II were found highly motivated in the long run. Having a closer look at the findings pertaining to the initial motivation (in Section 7.1.3) and the maintenance of LOTE learning motivation (in Section 7.3.2), the academic self played a pivotal role in both the initial motivation and the long-term motivation of CMLOTES. This result embodies the self-control capacity of the CMLOTES on their own learning, but it also hints at an area in which the framework proposed by Dörnyei and Henry (2022) might be productively extended for research conducted in this particular context. Drawing on a traditional Chinese saying, ‘even a clever housewife cannot cook a meal without rice’, if the students do not have sufficient ‘rice’ (e.g., the self-concordant vision, the progress check and affirmative feedback and the positive emotional loading), which is also metaphorised as ‘fuel’ by Dörnyei (2020), for LOTE learning motivation, even if the students have strong self-control skills, it might still be challenging for them to keep their LOTE learning motivation in the long run. I return to discuss this issue further in Sections 8.4 and 8.6.

8.2.2 The instrumental orientation of LOTE learning motivation

As one of the earliest motives researched in the field of L2 motivation, instrumental motivation (Gardner & Lambert, 1959, 1972) was found as a crucially important factor for the LOTE learning motivation of CMLOTEs. In Study I, the students who had instrumental expectations of their majored LOTE (i.e., who wished to pursue a future career or further educational development by utilising their majored LOTE) had significantly stronger motivational self-guides, more positive attitude towards LOTE learning, and higher levels of LOTE learning effort than their counterparts who did not appreciate the instrumental values (i.e., for career and education development) of their majored language (see Section 6.4.5). In Study II, career prospects were found to be a salient motive for the students to a) choose a LOTE as their major at the major selection stage, and b) embark on learning a LOTE at the beginning stage. On the other side of the coin, the restricted utility of their majored LOTE perceived by the students was found to be a vital demotivating factor in Study II. Once the students doubted whether their majored LOTE could bring them any pragmatic rewards in the future, their LOTE learning motivation was likely to wane. Furthermore, when the students no longer appreciated or expected the instrumental values of their majored LOTE, they would stop learning the LOTE after graduation and switch to other disciplines for their future career and educational development.

Instrumental motivation is demonstrably important for language learning (e.g., Al-Hoorie & MacIntyre, 2019; Gardner, 2010; Gardner & MacIntyre, 1991) and has been reported by Chinese students as an important value attached to learning LOTEs (Wang & Fisher, 2021). Besides, looking at Chinese language policies (see Chapter II), LOTE-major education in China is inherently associated with instrumental objectives to serve the promotion of international cooperation of this country (e.g., the Belt and Road initiative) (Han et al., 2019; Lu & Shen, 2021). In addition, from a perspective of general educational psychology, Liu et al. (2020) found that instrumental motivation was especially beneficial for the students who were less intrinsically motivated to achieve better academic performance in the Confucian cultural contexts (e.g.,

China, Singapore or Japan). However, the over instrumentalisation of LOTE-major education in China has been of concern (Sun, 2019). In terms of language learning motivation, represented by the learning stories of Ani (Year 4, Bulgarian) and Betty (Year 4, Mongolian) (see Section 7.2.3), although the imagined instrumental and pragmatic values could stimulate the learners to engage with language learning at the early stage of LOTE learning, once they perceived that their majored LOTE has an inferior position in the job market, their motivation was significantly hampered. Also, the students were inclined to give up learning and/or using their majored LOTE after graduation even if they have learned the languages for years. Though it is not appropriate to describe the students who give up learning their majored LOTE or do not use their majored LOTE for work or higher education after graduation as failures of LOTE education, it is still of concern that ‘these students might waste years learning languages which have no use upon graduation’ (Han et al., 2019, p. 573).

In terms of LOTE-major education in general, the over instrumentalisation of language majors teaching and learning in Chinese higher education has also been criticised by several scholars (e.g., Sun, 2019; Zha, 2018). Zha (2018) argued that the instrumentalism of language majors ‘treats the basic skills of a major as the professional skills, treats the practical skills as the professional quality, treats the acquisition of skills as the cultivation of professional’ (p.13, translated from Chinese). As Zha (2018) further argued, the education of a language major should not only develop the students’ language proficiency but also enhance the students’ understanding and literacy in humanities in general. This argument touches on the distinction between ‘language’ education and ‘language-major’ education. Looking back to the research on LOTE learning motivation, it is necessary for future studies to discriminate the motivation to learn a LOTE as a language and the motivation to learn a LOTE as a college major and to investigate their respective impact on LOTE learning in more detail.

In sum, the instrumental orientation of LOTE learning motivation is a nature of CMLOTEs found in this thesis and is arguably a double-edged sword

for LOTE learning. It could be an important motivator for CMLOTEs to engage with and invest in LOTE learning, but it could also be a potential risk for the demotivation and amotivation of CMLOTEs, especially at the end stage of college learning. Also, the over instrumentalisation of LOTE-major learning in China may be problematic from a perspective of university education in general. I return to discuss its implications towards LOTE pedagogy and future research in Sections 8.4 and 8.6.

8.3 Contributions to knowledge

8.3.1 Self-oriented research paradigm

The findings of the present thesis support the utility of a self-oriented research paradigm and extend this paradigm into a multilingual learning context in China. In Chapter VI, I established a multilingual motivational self system in which both the language-specific selves, the LOTE learning experience and the academic self were found to be the primary predictors of the LOTE learning effort of CMLOTEs. This multilingual motivational self system is a novel framework particularly developed for investigating and understanding the motivational set-ups of LOTE and multilingual learners in the Chinese context. Based on the conceptualisation of this new system, I researched how the motivation of CMLOTEs dynamically evolved and how some critical motivators and demotivators took effect throughout the process of LOTE learning in Chapter VII.

Those findings support the utility of the possible selves theory (Markus & Nurius, 1986) and the L2 Motivational Self System (Dörnyei, 2005, 2009a) in researching the motivation to learn LOTEs. Also, these findings evidence the existence and the motivational capacity of multilingual posture (Zheng et al., 2019, 2020) and the ideal multilingual self (Henry, 2017a; Ushioda, 2017) amongst Chinese multilingual learners, showing the necessity to turn the research scope to a multilingual perspective. Moreover, the insights into the motivational dynamics of CMLOTEs reveal that the evolution of LOTE learning motivation can be experienced as the evolution of motivational self-

guides, further showing the vitality of the self-oriented research paradigm of motivation studies.

8.3.2 Complexity and dynamics of LOTE learning motivation

The complex and dynamic nature of L2 motivation has been widely acknowledged (see a review in Section 3.4). This thesis broadens our knowledge with regard to the complexity and dynamics of LOTE learning motivation in the Chinese context. In terms of the complexity of LOTE learning motivation, the LOTE learning motivation of CMLOTEs could be influenced by not only the LOTE learning self and the LOTE learning experience, but also the English learning self, the ideal multilingual self, and the academic self. In addition, contextual factors, including the voluntary or involuntary choice of major and the expectations relating to using majored LOTEs for career and educational development, could also affect the motivational conditions of CMLOTEs. When it comes to the dynamics of LOTE learning motivation, this thesis compared the motivation of CMLOTEs across four years of college learning and zoomed in on how LOTE learning motivation progressed across different stages of learning. The LOTE learning stories illustrated in Chapter VII further reinforced the dynamic nature of motivation and the motivational selves of Chinese LOTE learners. Those findings drew a more fine-grained picture of the complex and dynamic characteristics of the motivation of CMLOTEs throughout the whole process of college learning. In addition to its theoretical significance (also discussed in Section 8.3.1), this fine-grained picture is believed to be facilitative for teachers and institutions engaging with LOTE education to better understand the constantly fluctuating motivation as well as the changing needs of their students during the course of learning, and thereafter to amend the foci of teaching and curriculum accordingly and to construct a more motivating learning environment for their students. For example, LOTE teachers might inspire the multilingual self-identification of their learners by organising multilingual and multicultural workshops (specific implications in this respect are discussed in detail in Section 8.4).

8.3.3 Insights into LOTE-major education in the Chinese context

From a perspective of language learning motivation, this thesis is believed to contribute to a good understanding of LOTE-major and multilingual (English + LOTE) education taking place in China. The research on LOTE and multilingual education has attracted increasing scholarship in recent years. A special issue ‘Multilingualism and Higher Education in Greater China’ was published in the *Journal of Multilingual and Multicultural Development* in 2019, in which several scholars pioneeringly profiled a) the recent development of LOTE-major education in the Chinese Mainland (Han et al., 2019), b) the LOTE learning motivation of Chinese learners in the Chinese Mainland (Huang & Feng, 2019; Zheng et al., 2019), Hong Kong (Nomura et al., 2019), and Taiwan (Huang, 2019), and c) the professional motivation of LOTE teachers in a Chinese university (Tao et al., 2019). Since this special issue came out, a growing number of studies focusing on LOTE learning motivation in the Chinese context have been published (e.g., Liao et al., 2020; Lu et al., 2020; Wang, 2021; Wang & Fisher, 2021; Zheng et al., 2020). Despite the proliferation of LOTE-related literature focusing on the Chinese context, there remains a lack of a more in-depth study elaborating on the complete life cycle of LOTE-major learning. Questions as to why some Chinese students choose to learn a LOTE major in higher education, how their language learning experience develops during the process of learning, and why some students opt out after learning a LOTE major for years, amongst others, are awaiting answers. This thesis provided answers to the above questions based on a large-scale quantitative dataset and a fine-grained qualitative narrative dataset. In addition, as discussed in Section 8.2, this thesis submitted evidence of the academic orientation and instrumental orientation of CMLOTES, which are features in the LOTE-major learning in the Chinese context as well. In sum, the findings presented in this work can well serve the audience who are interested in LOTE education in Chinese HEIs by offering them insights into the motivation and motivational development throughout the whole life cycle of LOTE-major study. It can also act as the foundations for future explorations into LOTE and multilingual education in the Chinese context. For example, researchers might evaluate the relationships between the motivational self-guides/factors identified in the

multilingual motivational self system and some other factors relating to LOTE learning and using of Chinese learners (e.g., emotions, anxiety, or intercultural awareness); effort can also be invested in research on how policies relating to foreign language education shape the motivational set-ups of CMLOTEs.

8.3.4 Methods to research L2 motivation and motivational dynamics

In this thesis, I employed both a quantitative approach and a qualitative approach to research the LOTE learning motivation and its dynamics of CMLOTEs. Ultimately, I delineated both a macro picture via the quantitative survey, i.e., the overall set-ups and characteristics of the learning motivation of CMLOTEs, and a micro picture via the qualitative inquiry, i.e., the individualised and emerging stories pertaining to the dynamic development of LOTE learning motivation. The quantitative survey demonstrated its strengths in distinguishing multiple motivational self-guides/factors from each other and examining the interrelationships between each of them as well as the impacts of these motivational selves/factors on motivated learning behaviour. In addition, it was able to clearly describe the between-group differences of the motivational conditions of CMLOTEs. On the other side of the coin, the qualitative narrative inquiry showed its strengths in researching the nuances of motivational development (Ushioda, 2009, 2019). By analysing the participants' LOTE learning narratives, how their LOTE learning motivation evolved across different stages of language learning and what caused the evolution of their LOTE learning motivation clearly unfolded. In sum, applying both a quantitative questionnaire survey and a qualitative narrative inquiry to research different facets of motivation can take advantage of the merits, meanwhile complement the potential deficiencies, of both research paradigms, and enrich the findings of the present thesis.

8.4 Pedagogical implications

The research findings have several implications for LOTE education in China. First of all, the emerged multilingual motivational self system suggests that the LOTE learning effort of CMLOTEs can be predicted by not only their LOTE

learning self and LOTE learning attitude but also their academic self and ideal multilingual self. In addition to the focus on linguistic knowledge, teachers are therefore also advised to pay attention to the development of their students' overall academic literacy and construct a multilingual learning environment during the process of LOTE education, so that LOTE-major students can have sufficient sources to be mobilised to enhance or sustain their LOTE learning motivation and thereafter their LOTE learning effort. Teachers might be able to construct a multilingual learning environment by, for example, encouraging their students to network with those who are also learning LOTEs in the same or different universities. This would be an advantage for those universities specialising in foreign language education, while other universities might also provide their students with this kind of opportunity by establishing partnerships with foreign language universities; teachers might also regularly, for example monthly, organise multilingual and/or multicultural workshops for their students, in which successful learners or speakers of various languages will be invited to share their multilingual experience and different cultures worldwide, in order to inspire or sustain a clear multilingual self-guide of LOTE-major learners.

More attention should also be paid to the students who are transferred from a non-language major to a LOTE major involuntarily. The results of this thesis indicate that those students tend to have an overall disadvantaged motivational condition. To stimulate their initial motivation to learn and explore the assigned LOTE major, at the beginning stage of learning, teachers are suggested to provide the learners with more information regarding the new language and invite successful LOTE-major graduates, as role modelling (Dörnyei, 2001a; Muir et al., 2021), to share their learning experience and stories. Engaging with relevant role models has been demonstrated to be beneficial for the establishment and refinement of the ideal L2 self of learners (Dörnyei & Kubanyiova, 2014). It is believed to be helpful for the students who are less interested in learning a language major to visualise a tangible future self-image related to the assigned LOTE.

Another important finding of this thesis is a constant decrease of LOTE learning motivation at a macro-level, as well as a turbulence of the LOTE

learning motivation of several students at a micro-level. The overall inclination of motivational decline of CMLOTEs is not unexpected as motivation has the tendency to ebb (Thorsen et al., 2020). As a consequence, in the existing literature, a number of motivational strategies have been proposed to help the teachers to improve or sustain the L2 motivation of their students (see Dörnyei, 2001a as one of the best-selling examples). However, if looking at the demotivators identified in Study II (see Table 7.3), it is debatable that to what extent can LOTE teachers optimise their students' negative attitudes, for example, towards the LOTE-speaking community and the utility of the LOTE in career development. This is especially crucial for the educators of less commonly taught languages or the languages with limited ethnolinguistic vitality (Wang, 2021), because the undesirable conditions of the target countries and the restricted utility in the job market are, to some extent, the nature of many LOTEs. Universities and teachers of LOTE degree programmes can draw on the multilingual motivational self system in this thesis to analyse and monitor the motivational conditions of the language learners during the process of teaching. They might create motivational scales (see Table 6.5 for an example) based on this multilingual motivational self system and survey the motivational conditions of students regularly (e.g., once per semester or academic year). The motivational survey can be followed by in-depth interviews with those students who have reported very negative attitudes towards LOTE learning. If the students are found to have very weak LOTE learning motivation due to the aforementioned demotivators, they are less likely to be remotivated since the undesirable nature of some LOTEs can hardly be changed. As a result, continuing learning their majored LOTE may be foreseeably frustrated and even painful for those students. Actions are needed to mitigate the negative impact of this potentially expected drop off in motivation on LOTE learners (especially those studying LCTLs that we can anticipate they might struggle to find careers or pursue higher education in) before students are left to come to frustration on their own. For example, it may be an appropriate choice for universities to allow the students to switch to other majors or to learn additional minors (dual degree or joint honours) according to their own will, rather than 'forcing' the students to 'waste years learning languages which have no use upon graduation' (Han et

al., 2019, p. 573). In addition, given the fact that there will be quite a number of LOTE-major graduates (e.g., around 30% of all fourth-year participants of Study I) who would not like or would not be able to use their majored LOTES for work/future education, the curriculum of LOTE degree programmes might need to highlight more transferrable skills (e.g., communication skills, analytical thinking, or basic research methods in humanities and social sciences) which could continue to value highly in the career and educational development of those graduates. The findings highlighted in this thesis can also be useful for the training of LOTE teachers. It is acknowledged that not all teachers will have the skills and/or time to conduct thorough research in the ways I have suggested above. The motivational set-ups and trajectories of CMLOTES documented in this thesis can prepare the teachers to be able to look out for and recognise these issues influencing their students' LOTE learning motivation and LOTE learning in general when they arise.

The restricted utility of LOTES, which has been reported as a critical demotivator, may also be caused by a lack of long-term and high-level planning of LOTE education in China as well as an over-rapid expansion of LOTE degree programmes in Chinese higher educational institutions (Han et al., 2019). For example, in 2016, there were 11 Indonesian degree programmes, 8 Burmese (Myanmar) degree programmes and 8 Hindi degree programmes newly established in Chinese universities (Han, 2019). In contrast to the leap of opening up LOTE degree programmes, the communication and exchange between China and the target countries of these LOTES did not generate a sufficient amount of need for these languages (i.e., job opportunities) to let the LOTE learners observe the relevance of learning these languages (Han et al., 2019). As a result, 'it is unlikely that language learners will sustain their enthusiasm for learning [these specific] languages other than English, despite the favourable discourses about these languages promoted by the Chinese government' (Han et al., 2019, p. 573). It is necessary for the Chinese educational authority and policy-makers to put forward a long-term and sustainable plan for LOTE education in China and to take control of the expansion of LOTE degree programmes in some Chinese universities and colleges. This will hopefully be beneficial for the benign development of the

LOTE learning motivation of CMLOTEs, addressing some of these challenges at source.

The admission mechanism of LOTE majors in China might also be refined. As can be seen in Section 7.1.2, a vital motive for the participants to choose a LOTE major lies in their optimistic expectations of the career or education prospect of LOTE-major graduates. However, as several participants confessed, for example Foaring (Year 1, Latvian) and Ani (Year 4, Bulgarian), they had limited knowledge regarding their selected LOTE major before they really started learning the language. This phenomenon indicates that the high school graduates were not given, and for likely varied reasons (such as having limited access to the information regarding some languages, or mainly focusing on selecting universities instead of majors) did not obtain, sufficient information regarding those LOTE majors to make a proper decision and construct their LOTE-specific self-guides at the major selection stage. To address this issue, universities and colleges are advised to provide more detailed information to their candidates when recruiting students, such as an introduction to every LOTE and its target country(-ies), and possible career and education opportunities for LOTE graduates, so that the students can begin to construct their LOTE-related self-guides prior to starting to learn the language. In terms of major transfer (Tiaoji), universities have to be more cautious about transferring candidates from non-language majors to language majors. It might be better to offer these candidates more information relating to the language to transfer and allow them to decide whether they would like to learn a LOTE major, instead of transferring them into LOTE majors automatically.

8.5 Limitations

Several limitations of this thesis should be acknowledged. From a perspective of sampling strategy, given the less commonly taught nature of many LOTEs, it was not feasible to execute random sampling across the whole country. The snowball sampling strategy employed in this thesis, as a consequence, might restrict the representativeness of the findings amongst all Chinese students learning LOTEs as their college majors. In addition, since the participation of

Study I and Study II were both on a voluntary basis, it is likely that some students, such as those who were very unmotivated in learning their majored languages, might be less willing to take part in this study. This risk may limit the representativeness of this thesis amongst certain types of students, for example, those with low-level LOTE learning motivation. What is more, the participants of this thesis were CMLOTEs whose first language is Mandarin and who were studying in the inland and coastal areas of China, while there are also CMLOTEs learning in the border areas and/or minority areas of China with languages other than Mandarin as their L1(s) (Adamson & Feng, 2021; Feng & Adamson, 2019). These learners are underrepresented in this thesis.

From a methodological perspective, this thesis also has several limitations. First, the present thesis researched motivation and motivational dynamics through the lens of a cross-sectional comparison and retrospective narratives. It is admitted that a longitudinal research design might be able to capture more temporal dynamics of motivation and provide deeper insights into the motivational trajectories of CMLOTEs. In addition, in Study I, although I tried to include the measurement of real language learning behaviour, such as engagement (Mercer & Dörnyei, 2020), the learning behaviour was ultimately still measured by the participants' self-reflections. Using self-reported measurement to represent motivated language learning behaviour might be criticised as 'relate[-ing] one measure based on verbal report to another measure based on verbal report' (Gardner, 2010, p. 73). Third, the measurement of motivation based on self-reflection may also restrict its ability to discover unconscious motivation (Al-Hoorie, 2019). For example, in Study II, it is interesting to note that a self-concordant vision, which is a vital element related to long-term motivation (Dörnyei, 2020; Dörnyei & Henry, 2022), was not explicitly mentioned by the participants when narrating their LOTE learning stories. As Dörnyei (2020) suggests, 'it might be unrealistic to expect everybody to know exactly which course of action would best fit his/ her personality and growth potentials' (p.139). Given that, it is arguable that the questionnaire survey and the narrative inquiry which all focus on the conscious, subjective self-reflection of the participants might not be adequate to be able to explore all related and/or relevant research questions. Methods such as 'Implicit

Association Test’, ‘Affect Misattribution Procedure’, and ‘Evaluative Priming Task’ (Dörnyei, 2020, pp. 91-93) could be promising for the investigation of unconscious motivation. Looking at these issues in this context could further explore, for instance, the interrelationship between the implicit attitude towards LOTE speakers/community and the explicit attitude towards the LOTE learning environment (see Al-Hoorie, 2016a; 2016b as an example) or other motivational self-guides of CMLOTEs, and how they together impact learners’ LOTE and multilingual learning motivation.

8.6 Future research orientations

The established multilingual motivational self system and the motivational dynamics illustrated in this thesis can help researchers to better investigate and understand the motivation of LOTE learners. It would be fruitful to examine whether these findings are generalisable to learners in other research contexts, for example, in the border or minority areas of China where students usually speak a language other than Mandarin Chinese as their L1. Requested by the national law and educational policies, these students have to learn both Mandarin Chinese and English as their second languages in school (Adamson & Feng, 2021; Feng, 2007; Feng & Adamson, 2019). In such a case, a LOTE might be the fourth language learned by those students. Investigating their motivation to learn an additional LOTE might be valuable for a deeper and more thorough understanding of multilingual self-guide and multilingual motivation in the Chinese context. The findings can also be examined in other similar cultural and educational contexts where students are influenced by the Confucian cultural heritage and LOTEs are mainly taught as college majors, such as in some Asian countries (Liu et al., 2020).

Researchers in the future may also extend their scope to a wider range of learning settings in China. This thesis specifically focused on the students learning LOTE as their college majors. There are also a growing number of LOTE learners in China learning LOTE as voluntary elective courses (e.g., An & Zheng, 2021; Liao et al., 2020) or as the second foreign language requested by their degree programmes (e.g., Lu & Shen, 2021; Zheng et al., 2019). Besides,

the learning of LOTEs is not necessarily restricted to schools. Chinese learners also learn LOTEs by themselves via online or mobile platforms, such as Duolingo or Huijiang Class. What are the motivational constructs of those students; how do their LOTE learning motivation develop and evolve during the course of learning; and whether the academic orientation and instrumental orientation of LOTE learning motivation are also salient amongst the students in other learning settings are all questions awaiting further explorations.

The relevance of the findings presented in this thesis to contexts outside China should also be scrutinised. In this thesis, both the academic self, which was a strong, positive predictor of LOTE learning effort, and beliefs about learning virtues, which were important for participants' initial and long-term motivation, were all developed by drawing on the learning cultures of Chinese learners (see Section 3.6). However, this does not necessarily imply or restrict their motivating impact on language learners in other cultural and educational contexts. Researchers may investigate these motivational factors in contexts outside China to future evaluate their role in language learning motivation.

In this thesis, I positioned 'motivation' at the centre of my research scope. Both of the two studies in this thesis researched the LOTE learning motivation from a relatively theoretical perspective. It has to be noted that research in applied linguistics is usually expected to inform and enlighten language teaching practices (Al-Hoorie et al., 2021). Although the findings of this thesis are to some extent practical and informative for the stakeholders in relation to LOTE education in China to better understand the motivational set-ups and the motivational development of LOTE-major students, I did not touch on the relationships between the motivational factors and other factors relating to LOTE teaching and learning. It would be meaningful to research the interactions in this context between, for instance, motivation and emotion (e.g., MacIntyre & Vincze, 2017; Saito et al., 2018; Teimouri, 2017), motivation and intercultural communicative competence (e.g., Mirzaei & Forouzandeh, 2013; Oz, 2015) or learner motivation and language teacher's practices (e.g., Bernaus & Gardner, 2008; Henry, 2021a; Papi & Abdollahzadeh, 2012) in the future.

Another practical aspect that should also be further investigated is the intervention of L2 motivation, for example, via a group-level and project-based approach (see Muir, 2020 as an example) as Chinese LOTE learners usually study in a context of instructed second language acquisition. Future studies can focus more on how practitioners of LOTE education can facilitate the healthy development of LOTE learners' motivation and how to improve or maintain the LOTE learning motivation of students at different stages of learning. Such a research focus should be conducted both in the Chinese context under the microscope throughout this thesis, and in all geographical, social and other contexts in which LOTEs are taught.

Long-term LOTE learning motivation is another important area to be further researched. In Section 7.2.2, I preliminarily shed light on the perseverance of LOTE learning and found that beliefs about learning virtues were critical factors helping the participants to maintain their LOTE learning motivation despite discouraging learning encounters. I argued that this finding supplements a prevention-oriented dimension towards the 'self-control capacity and skills' in the framework for long-term motivation (Dörnyei, 2020; Dörnyei & Henry, 2022). However, as I have acknowledged, this thesis was not specially designed to examine the long-term motivation of LOTE learners. As a consequence, the data collected for this thesis cannot do the whole framework for long-term motivation justice. Future endeavours are needed to delve into the other four elements in the framework (i.e., the self-concordant vision, the habitual actions and behavioural routines, the progress checks and affirmative feedback, and the positive emotional loading and passion, Dörnyei & Henry, 2022) and to scrutinise whether there are any other salient factors contributing to long-term LOTE learning motivation particular to this context.

In addition, the current thesis researched LOTE learning motivation within the spectrum of college learning, while it would also be interesting to trace whether learners would keep learning their majored LOTEs after graduation and what are the influencing factors for their persistence or abandonment of LOTE learning after graduation. As found in this thesis, some participants such as Pavia (Year 4, Greek) and Hachi (Year 4, German) would

like to keep learning their majored LOTEs after graduation even if they were going to study other non-language disciplines for postgraduate education. Researching whether their willingness would be executed and how their motivation would develop outside the instructed language learning context would be useful for a deeper understanding of long-term language learning motivation. Such a focus would likewise be equally relevant in other contexts, such as the European, Japanese, or Southeast Asian contexts. Existing studies conducted in such contexts (e.g., Busse, 2017; Henry & Apelgren, 2008; Siridetkoon & Dewaele, 2018; Sugita McEown et al., 2017) have also mainly focused on LOTE learning motivation at the school/university level. What the incentives are for learners in these contexts to keep learning LOTEs outside classes should be further investigated and compared as well.

8.7 Reflections

As an early career researcher (if I can refer to myself, a doctoral student, in this way) who conceptualised, designed, executed, and wrote up this thesis, I have gained several lessons during the journey of conducting research. One of the initial reasons for me to embark on researching LOTE learning motivation was due to my own learning experience as a LOTE-major student (see my story in Section 1.1). My experience was a strength and allowed me to approach participants and understand the LOTE-major learning of Chinese students from an insider's stance. However, it might also have constrained my mind and limited my openness or sensitivity to those stories beyond my existing experience. Extensive reading of up-to-date literature and regular discussion with my supervisors and PhD fellows were important ways to free me from the 'trap of empiricism'.

Another lesson is associated with data collection. As an individual researcher, I learned first-hand how difficult it is to invite college students to participate in a study from which they cannot receive monetary reimbursement or course credits. This was especially a crucial fact for my interview-based Study II. There were around 150 out of 1,034 participants who voluntarily left their personal contacts in the questionnaire survey for Study I. When I tried to

liaise with each of them, however, only 23 participants ultimately agreed to be interviewed. This low participation rate may limit the representativeness of the sample as I have discussed in Section 8.4. The difficulty of participant recruitment is not unexpected, and the unwillingness or indifference of college students to take part in non-profit research has been perceived by my PhD fellows as well. This may be of concern for all researchers who need to recruit human participants, and we may need to find a useful way that can balance research ethics and the participation rate in the future. Ushioda (2020) draws on the metaphor of qualitative inquiry as a “‘wine and conversation’ approach” (p. 194). This metaphor implies the importance of rapport between researchers and participants in qualitative studies (Guillemin & Heggen, 2009). The lesson gained in this thesis suggests that building up rapport between researchers and participants can be necessary for not only interviewing but also participants recruitment. Researchers have to spend more time in establishing their relationships with any potential participants through, for example, having casual talks, joining classroom activities, or doing public workshops/lectures. Efforts like these might be able to make the potential participants believe that researchers are ‘insiders’ who really care about their voices and experiences rather than the ‘outsiders’ who only want to take advantage of them. The formal recruitment of participants should be carried out only after the rapport between researchers and potential participants is established, and thereafter the participation rate might be improved.

Despite some challenges and turbulences during this PhD journey, the outcomes are rewarding as they can hopefully contribute to existing knowledge with regard to LOTE learning motivation and its dynamics as well as make the real voices and stories of LOTE learners in China heard by a wider range of audiences in academia. This thesis is built on the shoulders of giants (i.e., the existing, considerable body of theories and empirical studies of language learning motivation). I hope the findings of this thesis can also become a steppingstone for future researchers to further advance our knowledge in terms of language learning motivation and applied linguistics in general.

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Appendices

Appendix A Screenshot of questionnaire (Chinese and bilingual versions)

Chinese version:

大学生多语言学习态度调查

尊敬的参与者，我真诚的邀请您参加本次问卷调查。本研究旨在了解中国非英语语言专业学生的语言学习自我概念。问卷填写所需时间约为5分钟。您的参与可以帮助我们更好的研究中国大学多语言教育，非常感谢您的参与！

尊敬的参与者，您好！

我是来自宁波诺丁汉大学的博士生。我真诚邀请您参与我的博士研究项目。本项目旨在探究中国非英语语言专业大学生的语言学习自我概念。我非常希望了解您的看法。问卷中的问题没有对错之分，非常感谢您可以提供最真实的感受和观点。您的所有答案均为匿名的。您提供的所有数据都将依据相关法律法规及诺丁汉大学研究伦理规范的要求得到妥善的保管。再次感谢您抽出时间填写本问卷。

如有您对本研究有任何疑问，请您通过邮件与我、我的导师或伦理委员会秘书取得联系。联系方式如下：

我（王乐凡）：Lefan.Wang@nottingham.edu.cn

我的导师（金立贤 教授）：Lixian.Jin@nottingham.edu.cn

伦理委员会秘书（Joanna Huang 女士）：Joanna.Huang@nottingham.edu.cn

本研究主要关注母语/第一语言为汉语的中国大学生多语言学习自我概念和态度，如果您的母语为其他语言，请您关闭本问卷，非常感谢您的参与！

如果您选择开始填写本问卷，我将认为您已年满16周岁，母语为汉语，您自愿提供问卷中的数据且同意本问卷中收集的数据在匿名的情况下被用于学术研究，论文写作，展示和发表。如果您不同意我使用您的数据，您可以在提交问卷前的任何时候关闭本问卷，您的数据将不会被记录。

下一页

第一部分 选择题

在这一部分，请您选择在多大程度上同意或不同意以下的陈述。其中“1”为非常不认同，“2”为有些不同意，“3”为无所谓认同或不认同，“4”为有些认同，“5”为非常认同。问题中的“专业语种”指您目前所学的专业。请您在第二部分告诉我您目前所学专业是什么语言。

示例：如果您非常喜欢吃披萨，请如下图所示，选择“5”。

我非常喜欢吃披萨。 *

非常不认同

非常认同

1

2

3

4

5

以下问题关于您的专业语种及英语学习:

* 01 学好这门语言会让我得到更好的工作机会。

非常不认同

非常认同

专业语种

1	2	3	4	5
---	---	---	---	---

英语

1	2	3	4	5
---	---	---	---	---

02 我能想到我在将来的日常生活中流利使用这门语言的场景。*

非常不认同

非常认同

专业语种

1	2	3	4	5
---	---	---	---	---

英语

1	2	3	4	5
---	---	---	---	---

03 我能想到未来我在工作场合与同事使用这门语言交谈的场景。*

非常不认同

非常认同

专业语种

1	2	3	4	5
---	---	---	---	---

英语

1	2	3	4	5
---	---	---	---	---

04 我不喜欢学习这门语言。*

非常不认同

非常认同

专业语种

1	2	3	4	5
---	---	---	---	---

英语

1	2	3	4	5
---	---	---	---	---

05 学习这门语言时，我感到时间过得很快。*

非常不认同 非常认同

专业语种

1	2	3	4	5
---	---	---	---	---

英语

1	2	3	4	5
---	---	---	---	---

06 学好这门语言能让我得到学校里老师的认可。*

非常不认同 非常认同

专业语种

1	2	3	4	5
---	---	---	---	---

英语

1	2	3	4	5
---	---	---	---	---

07 我可以想象未来的我在用这门语言学习深造的场景。*

非常不认同 非常认同

专业语种

1	2	3	4	5
---	---	---	---	---

英语

1	2	3	4	5
---	---	---	---	---

08 学好这门语言会让我得到更好的学习深造的机会。*

非常不认同 非常认同

专业语种

1	2	3	4	5
---	---	---	---	---

英语

1	2	3	4	5
---	---	---	---	---

09 我觉得这门语言学起来很有趣。*

非常不认同 非常认同

专业语种

1	2	3	4	5
---	---	---	---	---

英语

1	2	3	4	5
---	---	---	---	---

10 学好这门语言能让我成为一个对社会有用的人。*

非常不认同 非常认同

专业语种

1	2	3	4	5
---	---	---	---	---

英语

1	2	3	4	5
---	---	---	---	---

11 我可以想象自己与外国朋友使用这门语言交谈的场景。*

非常不认同 非常认同

专业语种

1	2	3	4	5
---	---	---	---	---

英语

1	2	3	4	5
---	---	---	---	---

12 学好这门语言是家人对我的期望。*

非常不认同 非常认同

专业语种

1	2	3	4	5
---	---	---	---	---

英语

1	2	3	4	5
---	---	---	---	---

13 我很积极主动地学习这门语言。*

非常不认同 非常认同

专业语种

1	2	3	4	5
---	---	---	---	---

英语

1	2	3	4	5
---	---	---	---	---

14 学好这门语言对于我完成大学学业非常重要。*

非常不认同 非常认同

专业语种

1	2	3	4	5
---	---	---	---	---

英语

1	2	3	4	5
---	---	---	---	---

15 我能想象未来的我在公众面前熟练地使用这门语言做演讲。*

非常不认同 非常认同

专业语种

1	2	3	4	5
---	---	---	---	---

英语

1	2	3	4	5
---	---	---	---	---

16 我享受学习这门语言的过程。*

非常不认同 非常认同

专业语种

1	2	3	4	5
---	---	---	---	---

英语

1	2	3	4	5
---	---	---	---	---

下一页

以下问题关于您的专业语种的学习情况

17 我积极地投入到我的专业语种学习中。 *

非常不认同 非常认同

1 2 3 4 5

18 相比我的专业语种，我将投入更多精力来学习其他科目。 *

非常不认同 非常认同

1 2 3 4 5

19 即使在专业课考试中失利，我依然会努力地学习我的专业语种。 *

非常不认同 非常认同

1 2 3 4 5

20 我学习专业语种时容易受到外界干扰（如玩手机等）。 *

非常不认同 非常认同

1 2 3 4 5

21 我积极参与专业课的课堂学习。 *

非常不认同 非常认同

1 2 3 4 5

22 我会比现在更努力地学习我的专业语种。 *

非常不认同 非常认同

1 2 3 4 5

23 我愿意花更多的时间来学习我的专业语种。 *

非常不认同 非常认同

1 2 3 4 5

24 我认为学习我的专业语种是很有意义的。 *

非常不认同 非常认同

1 2 3 4 5

25 相比其他科目，我将投入更多精力来学习我的专业语种。 *

非常不认同 非常认同

1 2 3 4 5

26 除了完成课程的最低要求，我还会主动学习更多专业语种的知识。 *

非常不认同 非常认同

1 2 3 4 5

下一页

以下问题关于您对于多语言学习（如英语+其它外语）的态度：

27 我觉得未来我只要掌握中文和英文就已经足够了。*

非常不认同 非常认同

1	2	3	4	5
---	---	---	---	---

28 将来的我会是一个可以使用多门外语的人。*

非常不认同 非常认同

1	2	3	4	5
---	---	---	---	---

29 我能想象我将来与来自不同国家的人使用不同的外语进行交流。*

非常不认同 非常认同

1	2	3	4	5
---	---	---	---	---

30 我可以想象我将来使用多门语言求学的场景。*

非常不认同 非常认同

1	2	3	4	5
---	---	---	---	---

31 我可以想象我将来使用多门语言工作的场景。*

非常不认同 非常认同

1	2	3	4	5
---	---	---	---	---

32 我希望未来的我能够掌握两门或两门以上的外语。*

非常不认同 非常认同

1	2	3	4	5
---	---	---	---	---

下一页

以下问题关于您对于学习的总体态度：

33 努力学习能让我得到他人的认可。*

非常不认同 非常认同

1	2	3	4	5
---	---	---	---	---

34 作为一名学生，我就应该努力学习。*

非常不认同 非常认同

1	2	3	4	5
---	---	---	---	---

35 取得优异的学习成绩会让我很有成就感。*

非常不认同 非常认同

1	2	3	4	5
---	---	---	---	---

36 我并不在乎我的学习成绩的好坏。*

非常不认同 非常认同

1	2	3	4	5
---	---	---	---	---

37 我期盼获得更好的求学深造的机会。*

非常不认同 非常认同

1	2	3	4	5
---	---	---	---	---

38 我为取得更好的成绩或GPA而努力学习。*

非常不认同 非常认同

1	2	3	4	5
---	---	---	---	---

39 在择校时，我很看重学校的声誉和排名。*

非常不认同 非常认同

1	2	3	4	5
---	---	---	---	---

40 我害怕在各种考试中失败。*

非常不认同 非常认同

1	2	3	4	5
---	---	---	---	---

41 努力学习会使我成为一个对社会有用的人。*

非常不认同 非常认同

1	2	3	4	5
---	---	---	---	---

42 不论学习什么学科或者专业，我都希望取得最好的学习成绩。*

非常不认同 非常认同

1	2	3	4	5
---	---	---	---	---

下一页

第二部分: 背景信息

在这一部分, 请您通过选择或填空提供一些信息。这些信息有助于我更好的理解您在第一部分中的作答。您的所有回答都是匿名和保密的。再次感谢您参与本次调查。

43 您的性别是: *

- 男性
- 女性

44 题目: 您的专业语种为 _____ 语 *

45 您目前就读的年级为 *

- 大一
- 大二
- 大三
- 大四

46 在进入大学学习以前, 您是否学习过除英语以外的外语? *

- 是
- 否

47 您目前正在学习几门外语? *

包括您的专业语种, 英语及其它外语

- 2门
- 3门
- 4门及以上

48 您目前的专业语种是您高考 (或保送考试) 时的第一志愿么? *

- 是
- 不是, 我希望学习其它语言专业
- 不是, 我希望学习人文社科类专业 (除语言专业外)
- 不是, 我希望学习理工或医学类专业
- 不是, 我希望学习商科类专业

49 您希望在未来使用您的专业语种就业 (或前往对象国深造) 么? *

- 希望
- 不希望

50 题目: 您已经学习英语 _____ 年了。 *

51 题目: 您已经学习专业语种 _____ 年了。 *

52 您是否有过在专业语种的对象国留学六个月或六个月以上的经历? *

- 有
 没有

53 当您在对象国留学时, 您对于中文, 英文及专业语种的使用频率是: *

其中"1"为最不频繁, "3"为最频繁

拖动或点击右侧的选项到左边的次序位置进行排序

1		中文	≡
2		英文	≡
3		专业语种	≡

54 【非必填】本研究的第二阶段将聚焦于您的语言学习经历。我将通过深度访谈了解您对于外语学习的态度。我非常期待可以与您进行交流, 了解您的外语学习经历。我将为您准备一份精美的礼品作为感谢!

如果您愿意参与下一阶段的研究, 请留下您的联系方式(如微信, 邮箱, QQ等): _____

感谢您的参与!

您已完成本次问卷调查的全部问题! 如果您同意提交您的回答供学术研究使用, 请点击下方按钮提交问卷。如果您希望退出本次研究, 请您关闭问卷, 您的信息将不会被记录。再次感谢您参与本次问卷调查! 祝您学业顺利, 生活愉快!

提交

52 您是否有过在专业语种的对象国留学六个月或六个月以上的经历? *

- 有
 没有

53 【非必填】本研究的第二阶段将聚焦于您的语言学习经历。我将通过深度访谈了解您对于外语学习的态度。我非常期待可以与您进行交流, 了解您的外语学习经历。我将为您准备一份精美的礼品作为感谢!

如果您愿意参与下一阶段的研究, 请留下您的联系方式(如微信, 邮箱, QQ等): _____

感谢您的参与!

您已完成本次问卷调查的全部问题! 如果您同意提交您的回答供学术研究使用, 请点击下方按钮提交问卷。如果您希望退出本次研究, 请您关闭问卷, 您的信息将不会被记录。再次感谢您参与本次问卷调查! 祝您学业顺利, 生活愉快!

提交

Bilingual version:

大学生多语言学习态度调查

尊敬的参与者，我真诚的邀请您参加本次问卷调查。本研究旨在了解中国非英语语言专业学生的语言学习自我概念。问卷填写所需时间约为5分钟。您的参与可以帮助我们更好的研究中国大学多语言教育，非常感谢您的参与！

尊敬的参与者，您好！

我是来自宁波诺丁汉大学的博士生。我真诚邀请您参与我的博士研究项目。本项目旨在探究中国非英语语言专业大学生的语言学习自我概念。我非常希望了解您的看法。问卷中的问题没有对错之分，非常感谢您可以提供最真实的感受和观点。您的所有答案均为匿名的。您提供的所有数据都将依据相关法律法规及诺丁汉大学研究伦理规范的要求得到妥善的保管。再次感谢您抽出时间填写本问卷。

如有您对本研究有任何疑问，请您通过邮件与我、我的导师或伦理委员会秘书取得联系。联系方式如下：

我（王乐凡）：Lefan.Wang@nottingham.edu.cn

我的导师（金立贤 教授）：Lixian.Jin@nottingham.edu.cn

伦理委员会秘书（Joanna Huang 女士）：Joanna.Huang@nottingham.edu.cn

本研究主要关注母语/第一语言为汉语的中国大学生多语言学习自我概念和态度，如果您的母语为其他语言，请您关闭本问卷，非常感谢您的参与！

如果您选择开始填写本问卷，我将认为您已年满16周岁，母语为汉语，您自愿提供问卷中的数据且同意本问卷中收集的数据在匿名的情况下被用于学术研究，论文写作，展示和发表。如果您不同意我使用您的数据，您可以在提交问卷前的任何时候关闭本问卷，您的数据将不会被记录。

下一页

Multiple Language Learning attitudes of College Students

Dear Participants, I warmly invite you participate in this survey. This study aims at learning the language learning self-concepts of Chinese students majoring in languages other than English. Answering this questionnaire may take you around 5 minutes. Your participations will help us better research the multilingual education in China. Thank you very much!

Dear Participant,

Thank you for agreeing to participate in this questionnaire survey in connection with my PhD thesis at the University of Nottingham Ningbo China. The project is a study of the motivation and motivational dynamics of learners learning foreign language other than English as a major in Chinese universities. Please scan the QR code below for answering the questionnaire.

Your participation in the survey is voluntary. You are able to withdraw from the survey at any time and to request that the information you have provided is not used in the project. Any information provided will be confidential. Your identity will not be disclosed in any use of the information you have supplied during the survey.

The research project has been reviewed according to the ethical review processes in place in the University of Nottingham Ningbo. These processes are governed by the University's Code of Research Conduct and Research Ethics. Should you have any question now or in the future, please contact me or my supervisor. Should you have concerns related to my conduct of the survey or research ethics, please contact my supervisor or the University's Ethics Committee.

Yours truly,
WANG Lefan

Student Researcher: WANG Lefan Lefan.Wang@nottingham.edu.cn
Supervisor: Prof. Lixian Jin Lixian.Jin@nottingham.edu.cn;
University Research Ethics Committee Coordinator, Ms. Joanna Huang
(Joanna.Huang@nottingham.edu.cn)

This research focuses on the multilingual self-concepts and attitudes of Chinese students whose first language is Chinese. If you are not a Chinese native speaker, please kindly stop answering this questionnaire. Thank you!

If you start answering this questionnaire, I will regard you are above 16 years old, a Chinese native speaker, would like to provide relevant information in this survey, and agree that the data collected in this survey can be used for academic research, paper writing, presentation and publication anonymously. If you do not want me to use your data, you can opt out at any time before submission and your data will not be recorded.

第一部分 选择题 Part One Multiple Choice

In this part, please choose how much you agree or disagree with the following statements. 1 refers to strongly disagree, 2 refers to disagree, 3 refers to neither agree or disagree, 4 refers to agree, 5 refers to strongly agree. 在这一部分, 请您选择在多大程度上同意或不同意以下的陈述。其中“1”为非常不认同, “2”为有些不认同, “3”为无所谓认同或不认同, “4”

为有些认同, “5”为非常认同。问题中的“专业语种”指您目前所学的专业。请您在第二部分告诉我您目前所学专业是什么语言。

In each statement, majored LOTE refers to the language you are learning as your college major. Please indicate your majored LOTE in the second part of this survey.

示例: 如果您非常喜欢吃披萨, 请如下图所示, 选择“5”。

Example: if you enjoy eating pizza very much, please select 5 as shown in the below figure.

我非常喜欢吃披萨。 * I like eating pizza very much.

Strongly disagree Strongly agree

非常不认同 非常认同

1 2 3 4 5

以下问题关于您的专业语种及英语学习:

The following statements are related to your learning of the majored LOTE and English:

* 01 学好这门语言会让我得到更好的工作机会。 Learning this language well can help me get a better job.

Strongly disagree
非常不认同

Strongly agree
非常认同

专业语种 Majored LOTE

1	2	3	4	5
---	---	---	---	---

英语 English

1	2	3	4	5
---	---	---	---	---

* 02 我能想到我在将来的日常生活中流利使用这门语言的场景。 I can see myself using this language competently in my future daily life.

Strongly disagree
非常不认同

Strongly agree
非常认同

专业语种 Majored LOTE

1	2	3	4	5
---	---	---	---	---

英语 English

1	2	3	4	5
---	---	---	---	---

* 03 我能想到未来我在工作场合与同事使用这门语言交谈的场景。 I can imagine myself speaking this language with colleagues in a workplace.

Strongly disagree
非常不认同

Strongly agree
非常认同

专业语种 Majored LOTE

1	2	3	4	5
---	---	---	---	---

英语 English

1	2	3	4	5
---	---	---	---	---

* 04 我不喜欢学习这门语言。 I don't like learning this language.

Strongly disagree
非常不认同

Strongly agree
非常认同

专业语种 Majored LOTE

1	2	3	4	5
---	---	---	---	---

英语 English

1	2	3	4	5
---	---	---	---	---

* 09 我觉得这门语言学起来很有趣。 Studying this language is interesting.

Strongly disagree

Strongly agree

非常不认同

非常认同

专业语种 Majored LOTE

1	2	3	4	5
---	---	---	---	---

英语 English

1	2	3	4	5
---	---	---	---	---

* 10 学好这门语言能让我成为一个对社会有用的人。 Learning this language well can help me become a useful person in society.

Strongly disagree

Strongly agree

非常不认同

非常认同

专业语种 Majored LOTE

1	2	3	4	5
---	---	---	---	---

英语 English

1	2	3	4	5
---	---	---	---	---

* 11 我可以想象自己与外国朋友使用这门语言交谈的场景。 I can imagine a future scenario where I have a discussion with foreign friends in this language.

Strongly disagree

Strongly agree

非常不认同

非常认同

专业语种 Majored LOTE

1	2	3	4	5
---	---	---	---	---

英语 English

1	2	3	4	5
---	---	---	---	---

* 12 学好这门语言是家人对我的期望。 I would like to learn this language well because my family believes that I should do so.

Strongly disagree

Strongly agree

非常不认同

非常认同

专业语种 Majored LOTE

1	2	3	4	5
---	---	---	---	---

英语 English

1	2	3	4	5
---	---	---	---	---

* 13 我很积极主动地学习这门语言。 I am actively learning this language.

Strongly disagree Strongly agree
非常不认同 非常认同

专业语种 Majored LOTE

1	2	3	4	5
---	---	---	---	---

英语 English

1	2	3	4	5
---	---	---	---	---

* 14 学好这门语言对于我完成大学学业非常重要。important for me to complete my degree programme. I would like to learn this language well because it is

Strongly disagree Strongly agree
非常不认同 非常认同

专业语种 Majored LOTE

1	2	3	4	5
---	---	---	---	---

英语 English

1	2	3	4	5
---	---	---	---	---

* 15 我能想象未来的我在公众面前熟练地使用这门语言做演讲。 I can imagine myself giving a speech in this language proficiently to the public.

Strongly disagree Strongly agree
非常不认同 非常认同

专业语种 Majored LOTE

1	2	3	4	5
---	---	---	---	---

英语 English

1	2	3	4	5
---	---	---	---	---

* 16 我享受学习这门语言的过程。 I enjoy the process of learning this language.

Strongly disagree Strongly agree
非常不认同 非常认同

专业语种 Majored LOTE

1	2	3	4	5
---	---	---	---	---

英语 English

1	2	3	4	5
---	---	---	---	---

* 20 我学习专业语种时容易受到外界干扰（如玩手机等）。 I get easily distracted when learning majored LOTE (e.g., play with mobile phone)*.
Strongly disagree Strongly agree
非常不认同 非常认同

1	2	3	4	5
---	---	---	---	---

* 21 我积极参与专业课的课堂学习。 I participate actively in the classes of my majored LOTE.
Strongly disagree Strongly agree
非常不认同 非常认同

1	2	3	4	5
---	---	---	---	---

* 22 我会比现在更努力地学习我的专业语种。 I will work harder at learning my majored LOTE than now.
Strongly disagree Strongly agree
非常不认同 非常认同

1	2	3	4	5
---	---	---	---	---

* 23 我愿意花更多的时间来学习我的专业语种。 I would like to invest more time in learning my majored LOTE than now.
Strongly disagree Strongly agree
非常不认同 非常认同

1	2	3	4	5
---	---	---	---	---

* 24 我认为学习我的专业语种是很有意义的。 I find my majored LOTE learning is very meaningful.
Strongly disagree Strongly agree
非常不认同 非常认同

1	2	3	4	5
---	---	---	---	---

* 25 相比其他科目，我将投入更多精力来学习我的专业语种。 I will invest more energy in studying my majored LOTE than any other subjects.
Strongly disagree Strongly agree
非常不认同 非常认同

1	2	3	4	5
---	---	---	---	---

* 26 除了完成课程的最低要求，我还会主动学习更多专业语种的知识。 I take initiative to study majored LOTE more than the minimum requirements.
Strongly disagree Strongly agree
非常不认同 非常认同

1	2	3	4	5
---	---	---	---	---

以下问题关于您对于多语言学习 (如英语+其它外语) 的态度: The following statements are related to your learning of multiple languages (e.g., English + LOTE):

* 27 我觉得未来我只要掌握中文和英文就已经足够了。 I think being competent in using Chinese and English will be enough for me.

Strongly disagree Strongly agree
非常不认同 非常认同

1	2	3	4	5
---	---	---	---	---

* 28 将来的我会是一个可以使用多门外语的人。 When I think about my future, I see myself as someone who speaks several foreign languages.

Strongly disagree Strongly agree
非常不认同 非常认同

1	2	3	4	5
---	---	---	---	---

* 29 我能想象我将来与来自不同国家的人使用不同的外语进行交流。 I can imagine myself speaking several foreign languages with people from different countries in the future.

Strongly disagree Strongly agree
非常不认同 非常认同

1	2	3	4	5
---	---	---	---	---

* 30 我可以想象我将来使用多门语言求学的场景。 I can imagine a future scenario where I study through the medium of several languages.

Strongly disagree Strongly agree
非常不认同 非常认同

1	2	3	4	5
---	---	---	---	---

* 31 我可以想象我将来使用多门语言工作的场景。 I can imagine a future scenario where I work through the medium of several languages.

Strongly disagree Strongly agree
非常不认同 非常认同

1	2	3	4	5
---	---	---	---	---

* 32 我希望未来的我能够掌握两门或两门以上的外语。 I hope I will be competent in speaking two or more foreign languages.

Strongly disagree Strongly agree
非常不认同 非常认同

1	2	3	4	5
---	---	---	---	---

以下问题关于您对于学习的总体态度: The following statements are related to your attitudes towards learning in general:

* **33** 努力学习能让我得到他人的认可。 Studying hard can help me to gain the approval of people around me.

Strongly disagree
非常不认同

Strongly agree
非常认同

1	2	3	4	5
---	---	---	---	---

* **34** 作为一名学生, 我就应该努力学习。 I believe that I should study hard as a student.

Strongly disagree
非常不认同

Strongly agree
非常认同

1	2	3	4	5
---	---	---	---	---

* **35** 取得优异的学习成绩会让我很有成就感。 Receiving good academic results makes me feel a sense of achievement.

Strongly disagree
非常不认同

Strongly agree
非常认同

1	2	3	4	5
---	---	---	---	---

* **36** 我**并不在乎**我的学习成绩的好坏。 I don't care about whether my learning results are good or not.

Strongly disagree
非常不认同

Strongly agree
非常认同

1	2	3	4	5
---	---	---	---	---

* **37** 我期盼获得更好的求学深造的机会。 I wish to pursue better opportunities for further education.

Strongly disagree
非常不认同

Strongly agree
非常认同

1	2	3	4	5
---	---	---	---	---

* **38** 我为取得更好的成绩或GPA而努力学习。 I study hard in order to get higher GPA/grades.

Strongly disagree
非常不认同

Strongly agree
非常认同

1	2	3	4	5
---	---	---	---	---

* 39 在择校时, 我很看重学校的声誉和排名。 I value the reputation or ranking of a university a lot when selecting universities.
Strongly disagree Strongly agree
非常不认同 非常认同

1	2	3	4	5
---	---	---	---	---

* 40 我害怕在各种考试中失败。 I am afraid of failing in assessments (examinations, coursework, etc.).
Strongly disagree Strongly agree
非常不认同 非常认同

1	2	3	4	5
---	---	---	---	---

* 41 努力学习会使我成为一个对社会有用的人。 Studying hard can help me to become a valuable person in society.
Strongly disagree Strongly agree
非常不认同 非常认同

1	2	3	4	5
---	---	---	---	---

* 42 不论学习什么学科或者专业, 我都希望取得最好的学习成绩。 I wish to achieve the best academic results no matter which subject or major I am learning.
Strongly disagree Strongly agree
非常不认同 非常认同

1	2	3	4	5
---	---	---	---	---

第二部分: 背景信息 Part Two Background Information

在这一部分, 请您通过选择或填空提供一些信息。这些信息有助于我更好的理解您在第一部分中的作答。您的所有回答都是匿名和保密的。再次感谢您参与本次调查。

In this part, please select or provide some information, which will be helpful for me to better understand your choices in Part One. All information you provide will be anonymous and confidential. Thank you again for your participation.

* 43 您的性别是: You sex is:

- 男性 Male
 女性 Female

* 44 题目: 您的专业语种为 _____ 语 You major is:

* 45 您目前就读的年级为 What is your year of college learning:

- 大一 Year 1
 大二 Year 2
 大三 Year 3
 大四 Year 4

* 46 在进入大学学习以前, 您是否学习过除英语以外的外语? Have you even learned any LOTE before entering university?

- 是 Yes
 否 No

* 47 您目前正在学习几门外语? How many foreign languages are you learning?

包括您的专业语种, 英语及其它外语 Including your majored LOTE, English and other languages

- 2门 2
 3门 3
 4门及以上 4 or more

* 48 您当前的专业语种是您高考(或保送考试)时的第一志愿么? If your current major is your first choice in Gaokao or admission examination?

- 是 Yes
 不是, 我希望学习其它语言专业 No, I wished to major in other language major.
 不是, 我希望学习人文社科类专业(除语言专业外) No, I wished to major in humanities or social sciences (excluding language majors).
 不是, 我希望学习理工或医学类专业 No, I wished to major in science, engineering or medicine.
 不是, 我希望学习商科类专业 No, I wished to major in business.

* 49 您希望在未来使用您的专业语种就业(或前往对象国深造)么? Do you want to pursue your future career or education by using your major's language?

- 希望 Yes
 不希望 No

* 50 题目: 您已经学习英语 _____ 年了。 You have learned English for _____ year(s).

* 51 题目: 您已经学习专业语种 _____ 年了。 You have learned the language of your major for _____ year(s).

* 52 您是否有过在专业语种的对象国留学六个月或六个月以上的经历? You have learned English for _____ year(s).

- 有 Yes
 没有 No

* 53 当您在对象国留学时, 您对于中文, 英文及专业语种的使用频率是: (If No. 10 is 'Yes') Please order these languages by your frequency of use when you were studying in the target country. '1' refers to the most frequently used language, '3' refers to the less frequently used language.

其中“1”为最不频繁, “3”为最频繁

拖动或点击右侧的选项到左边的次序位置进行排序

	中文	
	英文	
	专业语种	

54 【非必填】本研究的第二阶段将聚焦于您的语言学习经历。我将通过深度访谈了解您对于外语学习的态度。我非常期待可以与您进行交流, 了解您的外语学习经历。我将为您准备一份精美的礼品作为感谢! 如果您愿意参与下一阶段的研究, 请留下您的联系方式(如微信, 邮箱, QQ等): _____ 感谢您的参与!

您已完成本次问卷调查的全部问题! 如果您同意提交您的回答供学术研究使用, 请点击下方按钮提交问卷。如果您希望退出本次研究, 请您关闭问卷, 您的信息将不会被记录。再次感谢您参与本次问卷调查! 祝您学业顺利, 生活愉快!

54. [Optional] The second phase of this research will focus on your language learning experience. I would like to understand your attitude towards foreign language learning through in-depth interviews. I look forward to communicating with you and learning about your foreign language learning experience. I will prepare a delicate gift for you as a sign of my appreciation!

If you are willing to participate in the next phase of this research, please leave your contacts (WeChat, email or QQ): _____. Thank you!

You have completed this questionnaire. If you agree to submit your answers for academic purposes, please click on the button below to submit. If you wish not to participate in this

study, please close this questionnaire. Your answers will not be recorded. Thank you again for participating in this survey. Wish you all the best for your study and life!

Appendix B Questionnaire items (in English)

Part 1 Questionnaire Items (sorted by variables)

1. Language-specific self-guides/factors

Lx=English or LOTE; Labels in brackets (e.g., '2.Id_Eng_S/Id_LOTE_S') are the labels representing each item during the process of data analysis.

1.1 Ideal Lx Self

1 (2.Id_Eng_S/Id_LOTE_S). I can see myself using this language competently in my future daily life.

2 (3.Id_Eng_S/Id_LOTE_S). I can imagine myself speaking this language with colleagues in a workplace.

3 (7.Id_Eng_S/Id_LOTE_S). I can imagine myself studying through the medium of this language.

4 (11.Id_Eng_S/Id_LOTE_S). I can imagine a future scenario where I have a discussion with foreign friends in this language.

5 (15.Id_Eng_S/Id_LOTE_S). I can imagine myself giving a speech in this language proficiently to the public.

1.2 Ought-to Lx Self

6 (1.O_Eng_S/O_LOTE_S). Learning this language well can help me get a better job.

7 (6.O_Eng_S/O_LOTE_S). Studying this language well can help me gain the approval of my teachers in the university.

8 (8.O_Eng_S/O_LOTE_S). Learning this language well can help me get a better opportunity for further education.

9 (10.O_Eng_S/O_LOTE_S). Learning this language well can help me become a useful person in society.

10 (12.O_Eng_S/O_LOTE_S). I would like to learn this language well because my family believes that I should do so.

11 (14.O_Eng_S/O_LOTE_S). I would like to learn this language well because it is important for me to complete my degree programme.

1.3 Lx Learning Experience (Attitude)

12 (4.Eng_Attitude/LOTE_Attitude). I don't like learning this language.*

13 (5.Eng_Attitude/LOTE_Attitude). Time goes by fast when I am studying this language.

14 (9.Eng_Attitude/LOTE_Attitude). Studying this language is interesting.

15 (13.Eng_Attitude/LOTE_Attitude). I am actively learning this language.

16 (16.Eng_Attitude/LOTE_Attitude). I enjoy the process of learning this language.

2. Ideal Multilingual Self

17 (27.IMS). I think being competent in using Chinese and English will be enough for me.*

18 (28.IMS). When I think about my future, I see myself as someone who speaks several foreign languages.

19 (29.IMS). I can imagine myself speaking several foreign languages with people from different countries in the future.

20 (30.IMS). I can imagine a future scenario where I study through the medium of several languages.

21 (31.IMS). I can imagine a future scenario where I work through the medium of several languages.

22 (32.IMS). I hope I will be competent in speaking two or more foreign languages.

3. Education and Learning Self (previous non-language-specific factors)

3.1 Emphasis on learning

23 (33.Emphasis_Learning). Studying hard can help me to gain the approval of people around me.

24 (34.Emphasis_Learning). I believe that I should study hard as a student.

25 (37.Emphasis_Learning). I wish to pursue better opportunities for further education.

26 (39.Emphasis_Learning). I value the reputation or ranking of a university a lot when selecting universities.

27 (41.Emphasis_Learning). Studying hard can help me to become a valuable person in society.

3.2 Academic achievement

28 (35.Academic_Achievement). Receiving good academic results makes me feel a sense of achievement.

29 (36.Academic_Achievement). I don't care about whether my learning results are good or not.*

30 (38.Academic_Achievement). I study hard in order to get higher GPA/grades.

31 (40.Academic_Achievement). I am afraid of failing in assessments (examinations, coursework, etc.).

32 (42.Academic_Achievement). I wish to achieve the best academic results no matter which subject or major I am learning.

4. Criterion measures of language learning motivation

4.1 Intended effort

33 (18.Intended_Effort). I will invest more energy in studying other subjects than my majored LOTE.*

34 (19.Intended_Effort). I will still study my majored LOTE diligently even if I don't perform well in assessments.

35 (22.Intended_Effort). I will work harder at learning my majored LOTE than now.

36 (23.Intended_Effort). I would like to invest more time in learning my majored LOTE than now.

37 (25.Intended_Effort). I will invest more energy in studying my majored LOTE than any other subjects.

4.2 Engagement

38 (17.Engagement). I am actively engaged in learning my majored LOTE.

39 (20.Engagement). I get easily distracted when learning majored LOTE (e.g., play with mobile phone)*.

40 (21.Engagement). I participate actively in the classes of my majored LOTE.

41 (24.Engagement). I find my majored LOTE learning is very meaningful.

42 (26.Engagement). I take initiative to study majored LOTE more than the minimum requirements.

N.B. Items marked by '*' are negatively worded.

Part 2 Demographic questions

1. You sex is: 1) male, 2) female

2. You major is:

3. What is your year of college learning: 1) Year 1, 2) Year 2, 3) Year 3, 4) Year 4

4. Have you even learned any LOTE before entering university?

1) Yes 2) No

5. How many foreign languages are you learning?

1) 2 2) 3 3) 4 or more than 4

6. If your current major is your first choice in Gaokao or admission examination?

1) Yes

2) No, I wished to major in other language major.

3) No, I wished to major in humanities or social sciences (excluding language majors).

4) No, I wished to major in science, engineering or medicine.

5) No, I wished to major in business.

7. Do you want to pursue your future career or education by using your major's language?

1) Yes, 2) No

8. You have learned English for year(s).

9. You have learned the language of your major for year(s).

10. Have you ever studied in the target country of your major for six or more than six months?

1) Yes, 2) No

11. (If No. 10 is 'Yes') Please order these languages by your frequency of use when you were studying in the target country. '1' refers to the most frequently used language, '3' refers to the less frequently used language.

1. 2. 3.

12. [Optional] The second phase of this research will focus on your language learning experience. I would like to understand your attitude towards foreign language learning through in-depth interviews. I look forward to communicating with you and learning about your foreign language learning experience. I will prepare a delicate gift for you as a sign of my appreciation!

If you are willing to participate in the next phase of this research, please leave your contacts (WeChat, email or QQ): _____. Thank you!

Appendix C Interview protocol

Theme 1: English learning experience

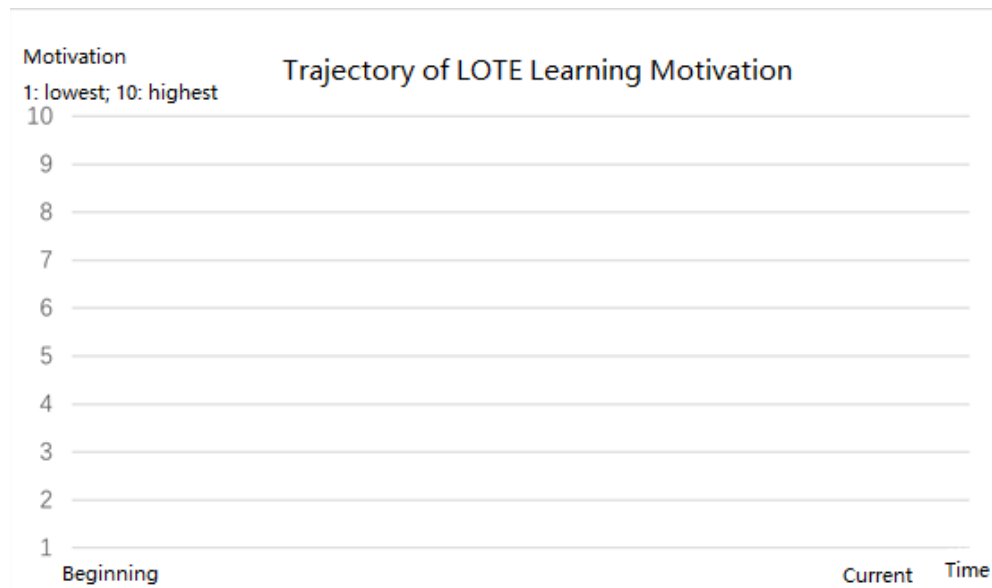
1. When did you start learning English?
2. Please recall the scene when you took English class for the first time. What happened?
3. How did you feel when you learned English for the first time?
4. What has impressed you the most amongst the experiences related to English learning so far? Could you tell me at least three experiences in your mind about English learning?
5. Who are the people that impressed you the most about English learning so far? Could you tell me a story related to this person about English learning?

Theme 2: Experience of major selection

1. What made you decide to choose this language as your university major? Is there any story behind your major's choice? How did you come up with choosing this language as your major?
2. Could you tell me about the events that had a great impact on your choice of this foreign language as a college major? What happened?
3. Could you tell me who are the people that had a great influence on your choice of this foreign language as a college major? What happened?
4. Do you remember what happened when you knew that you were admitted to your current major? Could you describe the scene to me? How did you feel?
5. What was your imagination and vision of learning this language as your major at that time?
6. Do you remember the scene of the first class of your major in university? What happened at that time?

Theme 3: Majored language (LOTE) learning experience

1. Could you please describe the changes of your LOTE learning motivation since the beginning of college learning to now in the below line chart?



2. What made you feel motivated to learn the LOTE? What happened at that time? How did you feel?
3. What made you feel demotivated to learn the LOTE? What happened at that time? How did you feel?
4. Were there any people who had a great impact on you, making you feel more motivated to learn the LOTE? What happened?
5. Were there any people who had a great impact on you, weakening your motivation to learn the LOTE? What happened?
6. Were there any other events related to your LOTE learning that impressed you? What happened?

Theme 4: Overall language learning experience

1. In addition to the experiences which we have discussed earlier, were there any other experiences that impressed you in the respect of language learning? What happened at that time?
2. In addition to the people that we have mentioned earlier, were there any other people who had a great influence on your language learning? What happened to them?

3. Do you think the current Covid-19 pandemic has had any impact on your foreign language learning?

Appendix D Questionnaire Participant Information Sheet

Participant Information Sheet

Project title: *Motivation and motivational dynamics of learners learning foreign language other than English as a major in Chinese universities*

Dear Participant,

Thank you for agreeing to participate in this questionnaire survey in connection with my PhD thesis at the University of Nottingham Ningbo China. The project is a study of the motivation and motivational dynamics of learners learning foreign language other than English as a major in Chinese universities. Please scan the QR code below for answering the questionnaire.

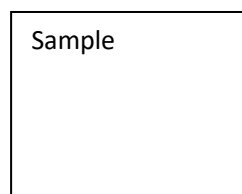
Your participation in the survey is voluntary. You are able to withdraw from the survey at any time and to request that the information you have provided is not used in the project. Any information provided will be confidential. Your identity will not be disclosed in any use of the information you have supplied during the survey.

The research project has been reviewed according to the ethical review processes in place in the University of Nottingham Ningbo. These processes are governed by the University's Code of Research Conduct and Research Ethics. Should you have any question now or in the future, please contact me or my supervisor. Should you have concerns related to my conduct of the survey or research ethics, please contact my supervisor or the University's Ethics Committee.

Yours truly,

WANG Lefan

QR code:



Contact

details:

Student Researcher: WANG Lefan Lefan.Wang@nottingham.edu.cn

Supervisor: Prof. Lixian Jin Lixian.Jin@nottingham.edu.cn;

University Research Ethics Committee Coordinator, Ms. Joanna Huang

Joanna.Huang@nottingham.edu.cn)

研究信息

论文题目：中国大学小语种专业学生语言学习动机和动态

尊敬的参与者：

感谢您参与这次问卷调查。这次调查是我在宁波诺丁汉大学博士论文研究的一部分。研究题目是：中国大学小语种专业学生语言学习动机和动态。请扫描下方二维码参与本次问卷调查。

参与此次调查是完全自愿的。您可以在任何时候选择退出本次调查，并要求此次调查不使用您提供的信息。您提供的所有信息都是保密的。在使用您提供的信息时不会涉及您的身份以及个人信息。

宁波诺丁汉大学已根据研究道德检查程序对这项研究项目进行检查。这一程序是在学校关于研究行为和研究道德的行为标准的指导下进行的。如果您现在或将来有任何疑问，请与我或我的导师进行联系。如果您对我的研究行为或研究道德有任何疑问，请联系我的导师或者诺丁汉大学的道德委员会。

感谢您的参与，祝好！

王乐凡

样例

二维码：

联系方式：

研究员：王乐凡 Lefan.Wang@nottingham.edu.cn

导师：金立贤 教授 Lixian.Jin@nottingham.edu.cn;

诺丁汉大学研究道德委员会秘书： Joanna Huang 女士

Joanna.Huang@nottingham.edu.cn

Appendix E Interview Participant Information Sheet

Participant Information Sheet

Project title: *Motivation and motivational dynamics of learners learning foreign language other than English as a major in Chinese universities*

Dear Participant,

Thank you for agreeing to participate in this interview survey in connection with my PhD thesis at the University of Nottingham Ningbo China. The project is a study of the motivation and motivational dynamics of learners learning foreign language other than English as a major in Chinese universities.

Your participation in the survey is voluntary. You are able to withdraw from the survey at any time and to request that the information you have provided is not used in the project. Any information provided will be confidential. Your identity will not be disclosed in any use of the information you have supplied during the survey.

The research project has been reviewed according to the ethical review processes in place in the University of Nottingham Ningbo. These processes are governed by the University's Code of Research Conduct and Research Ethics. Should you have any question now or in the future, please contact me or my supervisor. Should you have concerns related to my conduct of the survey or research ethics, please contact my supervisor or the University's Ethics Committee.

Yours truly,
WANG Lefan

Contact details:

Student Researcher: WANG Lefan Lefan.Wang@nottingham.edu.cn

Supervisor: Prof. Lixian Jin Lixian.Jin@nottingham.edu.cn;

University Research Ethics Committee Coordinator, Ms. Joanna Huang

Joanna.Huang@nottingham.edu.cn

研究信息

论文题目： 中国大学小语种专业学生语言学习动机和动态

尊敬的参与者：

感谢您参与这次访谈调查。这次调查是我在宁波诺丁汉大学博士论文研究的一部分。研究题目是：中国大学小语种专业学生语言学习动机和动态。参与此次调查是完全自愿的。您可以在任何时候选择退出本次调查，并要求此次调查不使用您提供的信息。您提供的信息都是保密的。在使用您提供的信息时不会涉及您的身份以及个人信息。

宁波诺丁汉大学已根据研究道德检查程序对这项研究项目进行检查。这一程序是在学校关于研究行为和研究道德的行为标准的指导下进行的。如果您现在或将来有任何疑问，请与我或我的导师进行联系。如果您对我的研究行为或研究道德有任何疑问，请联系我的导师或者诺丁汉大学的道德委员会。

感谢您的参与，祝好！

王乐凡

联系方式：

研究员：王乐凡 Lefan.Wang@nottingham.edu.cn

导师：金立贤 教授 Lixian.Jin@nottingham.edu.cn;

诺丁汉大学研究道德委员会秘书： Joanna Huang 女士

Joanna.Huang@nottingham.edu.cn

Appendix F Questionnaire Participant Consent Form

PARTICIPANT CONSENT FORM

Project title Motivation and motivational dynamics of learners
learning foreign language other than English as a major in Chinese universities

Researcher's name WANG Lefan

Supervisor's name Prof. Lixian Jin

- I have read the Participant Information Sheet and the nature and purpose of the research project has been explained to me. I understand and agree to take part.
- I understand the purpose of the research project and my involvement in it.
- I understand that I may withdraw from the research project at any stage and that this will not affect my status now or in the future.
- I understand that all information I provide will only be accessed by the researcher and his supervisors.
- I understand that while information gained during the study may be published in thesis, presentations, or publications, I will not be identified, and my personal results will remain confidential.
- I understand that data will be stored in accordance with data protection laws.
- I understand that I may contact the researcher or supervisor if I require more information about the research, and that I may contact the Research Ethics Sub-Committee of the University of Nottingham, Ningbo if I wish to make a complaint related to my involvement in the research.

Signed (participant)

Print name

Date

Contact details

Researcher: WANG Lefan Lefan.Wang@nottingham.edu.cn

Supervisor: Prof. Lixian Jin Lixian.Jin@nottingham.edu.cn;

UNNC Research Ethics Sub-Committee Coordinator: Ms. Joanna Huang

Joanna.Huang@nottingham.edu.cn

参与者同意书

项目标题 中国大学小语种专业学生语言学习动机和动态

研究者姓名 王乐凡

导师姓名 金立贤 教授

- 本人已阅读声明，项目组织者已经向我解释了研究项目的性质和宗旨。本人理解并同意参与。
- 本人理解项目的目的和参与项目的作用。
- 本人明白我提供信息仅研究者和他的导师可见。
- 本人明白可以在研究项目的任何阶段退出，对本人现在及将来均不会产生影晌。
- 本人明白研究过程中我提供的信息可能会被用于论文写作，展示和发表，但本人真实身份不会被公开，个人信息终是被保密。
- 本人了解数据会根据数据保护相关法律进行存储。
- 本人知道，如果需要进一步有关研究的信息可以联系研究者或者其导师，如果需要对参与研究提出投诉则可以联系宁波诺丁汉大学研究道德委员会。

参与者签名

日期

联系方式

研究者：王乐凡 Lefan.Wang@nottingham.edu.cn

导师：金立贤 教授 Lixian.Jin@nottingham.edu.cn;

诺丁汉大学研究道德委员会秘书: Joanna Huang 女士

Joanna.Huang@nottingham.edu.cn

Appendix G Interview Participant Consent Form

PARTICIPANT CONSENT FORM

Project title Motivation and motivational dynamics of learners learning foreign language other than English as a major in Chinese universities

Researcher's name WANG Lefan

Supervisor's name Prof. Lixian Jin

- I have read the Participant Information Sheet and the nature and purpose of the research project has been explained to me. I understand and agree to take part.
- I understand the purpose of the research project and my involvement in it.
- I understand that I may withdraw from the research project at any stage and that this will not affect my status now or in the future.
- I understand that all information I provide will only be accessed by the researcher and his supervisors.
- I understand that while information gained during the study may be published in thesis, presentations, or publications, I will not be identified, and my personal results will remain confidential.
- I understand that the interview will be recorded.
- I understand that data will be stored in accordance with data protection laws.
- I understand that I may contact the researcher or supervisor if I require more information about the research, and that I may contact the Research Ethics Sub-Committee of the University of Nottingham, Ningbo if I wish to make a complaint related to my involvement in the research.

Signed (participant)

Print name

Date

Contact details

Researcher: WANG Lefan Lefan.Wang@nottingham.edu.cn

Supervisor: Prof. Lixian Jin Lixian.Jin@nottingham.edu.cn;

UNNC Research Ethics Sub-Committee Coordinator: Ms. Joanna Huang

Joanna.Huang@nottingham.edu.cn

参与者同意书

项目标题 中国大学小语种专业学生语言学习动机和动态

研究者姓名 王乐凡

导师姓名 金立贤 教授

- 本人已阅读声明，项目组织者已经向我解释了研究项目的性质和宗旨。本人理解并同意参与。
- 本人理解项目的目的和参与项目的作用。
- 本人明白我提供信息仅研究者和他的导师可见。
- 本人明白可以在研究项目的任何阶段退出，对本人现在及将来均不会产生影响。
- 本人明白研究过程中我提供的信息可能会被用于论文写作，展示和发表，但本人真实身份不会被公开，个人信息终是被保密。
- 本人知道面谈将会被录音。
- 本人了解数据会根据数据保护相关法律进行存储。
- 本人知道，如果需要进一步有关研究的信息可以联系研究者或者其导师，如果需要对参与研究提出投诉则可以联系宁波诺丁汉大学研究道德委员会。

参与者签名

日期

联系方式

研究者：王乐凡 Lefan.Wang@nottingham.edu.cn

导师：金立贤 教授 Lixian.Jin@nottingham.edu.cn;

诺丁汉大学研究道德委员会秘书: Joanna Huang 女士

Joanna.Huang@nottingham.edu.cn

Appendix H Result of exploratory factor analysis

Result of exploratory factor analysis (Promax rotation)

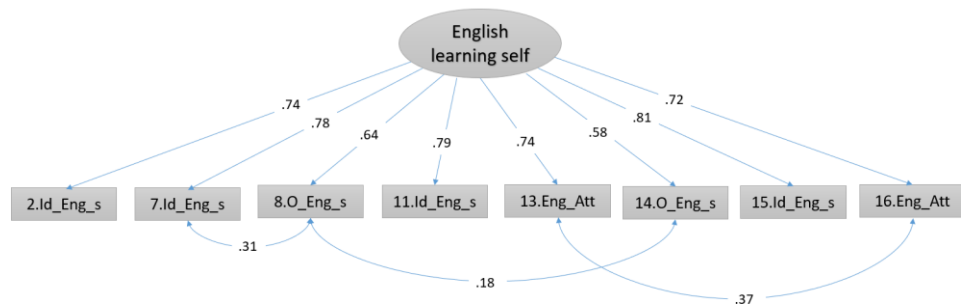
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	1	2	3	4	5	6	7	8	9
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3.Id_Eng_S	.781								
15.Id_Eng_S	.723								
13.Eng_Attitude	.719								
7.Id_Eng_S	.701								
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9.Eng_Attitude	.608				.428				
11.Id_Eng_S	.596								
5.Eng_Attitude	.562				.437				
4.Eng_Attitude	.495								
14.O_Eng_S	.483								
8.O_Eng_S	.465								.451
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38.Academic_Achievement		.729							
39.Emphasis_Learning		.701							
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41.Emphasis_Learning		.658							
34.Emphasis_Learning		.652							
35.Academic_Achievement		.651							

33.Emphas s_Learning	.498		
37.Emphas s_Learning	.492		
3.Id_LOTE _S	.851		
2.Id_LOTE _S	.806		
1.O_LOTE _S	.679		.488
7.Id_LOTE _S	.572		
8.O_LOTE _S	.504		.403
15.Id_LOT E_S	.469		
11.Id_LOT E_S	.412		
29.IMS	.940		
30.IMS	.858		
28.IMS	.848		
31.IMS	.805		
32.IMS	.509		
9.LOTE_At titude	.753		
16.LOTE_ Attitude	.741		
5.LOTE_At titude	.683		
4.LOTE_At titude	.633		
13.LOTE_ Attitude	.595		
6.O_LOTE _S	.820		
6.O_Eng_S	.792		
27.IMS		.92 6	
36.Academi c_Achieve ment		.71 8	
14.O_LOT E_S			
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12.O_LOT E_S			.86 8

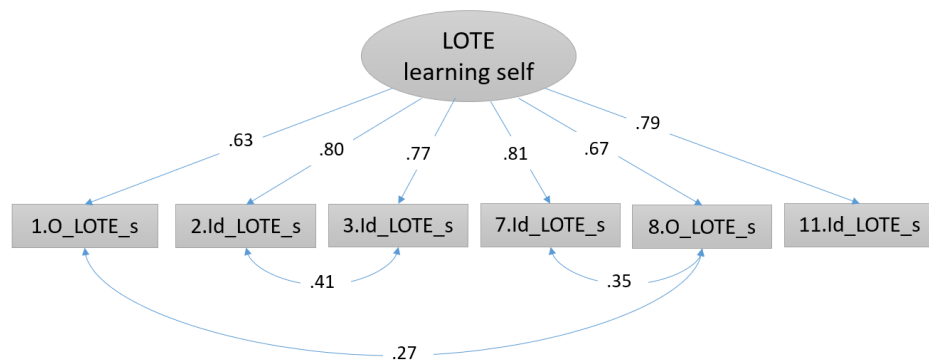
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10.O_LOT	.485
E_S	

Appendix I Measurement models of five motivational self-guides/factors

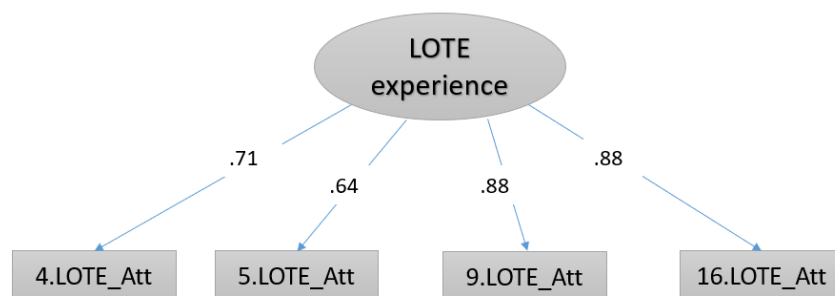
English learning self:



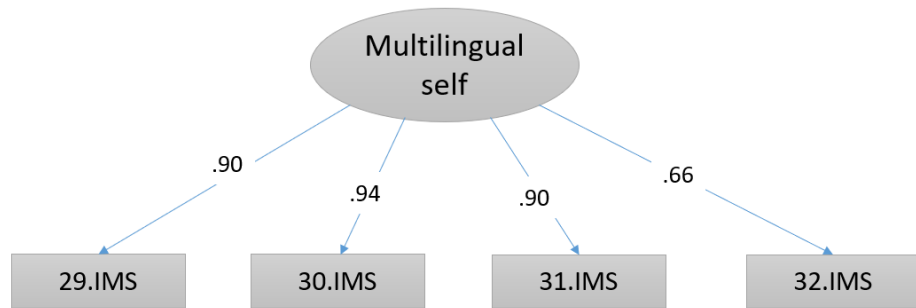
LOTE learning self:



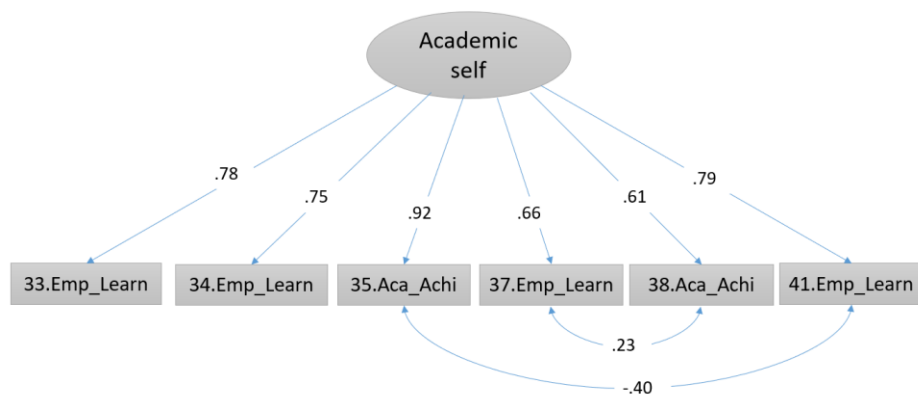
LOTE learning experience:



Ideal multilingual self:

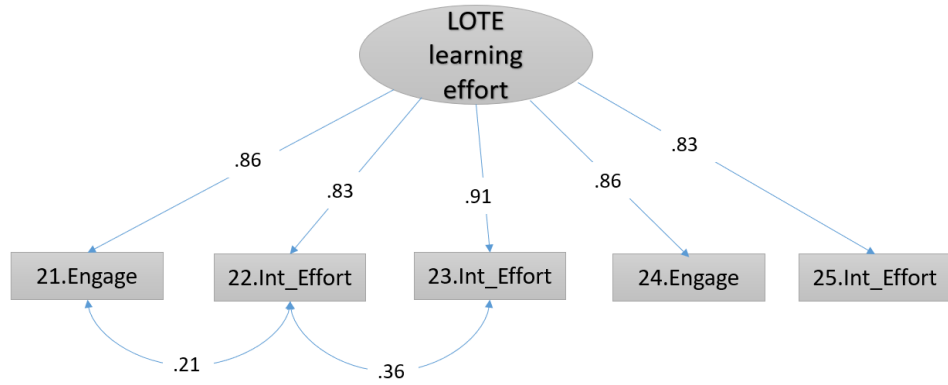


Academic self:



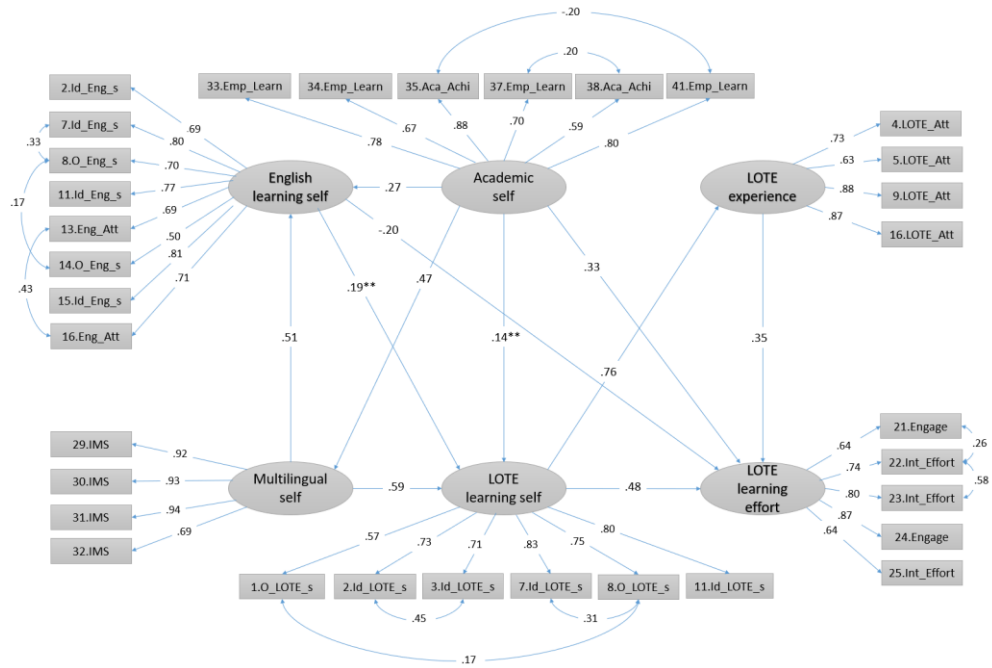
Appendix J Measurement model of LOTE learning effort

LOTE learning effort:

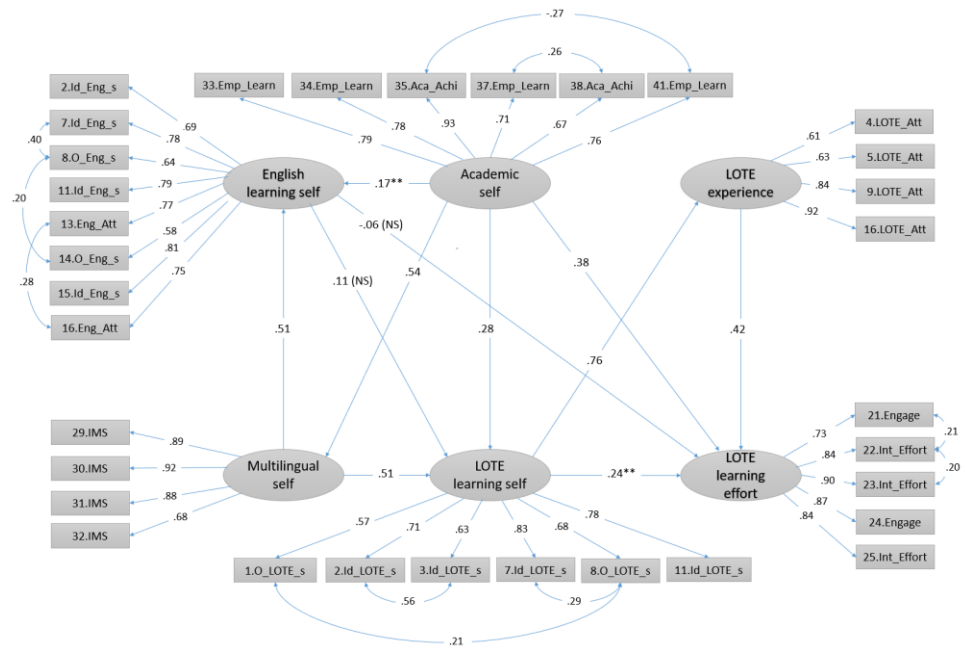


Appendix K Full structural models across four years of college learning

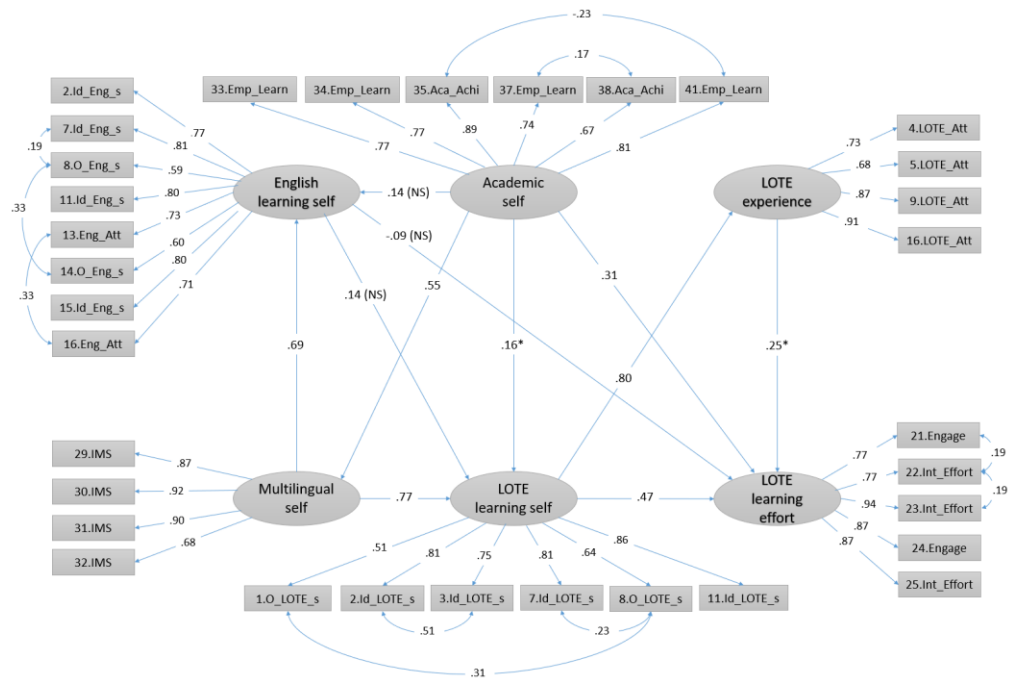
Full structural model for Year 1 group:



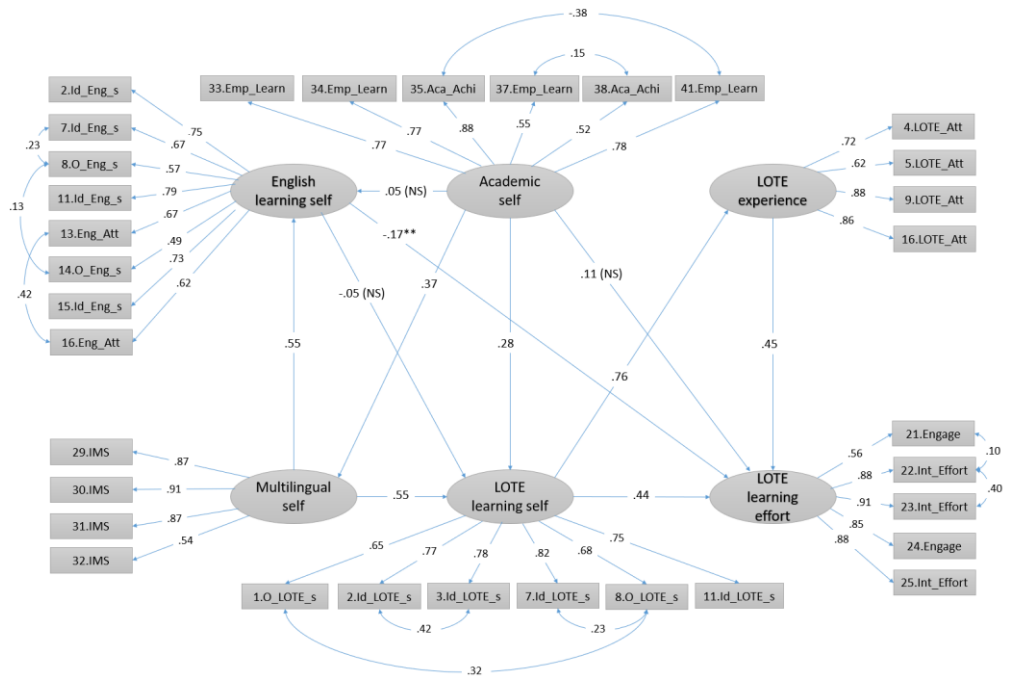
Full structural model for Year 2 group:



Full structural model for Year 3 group:



Full structural model for Year 4 group:



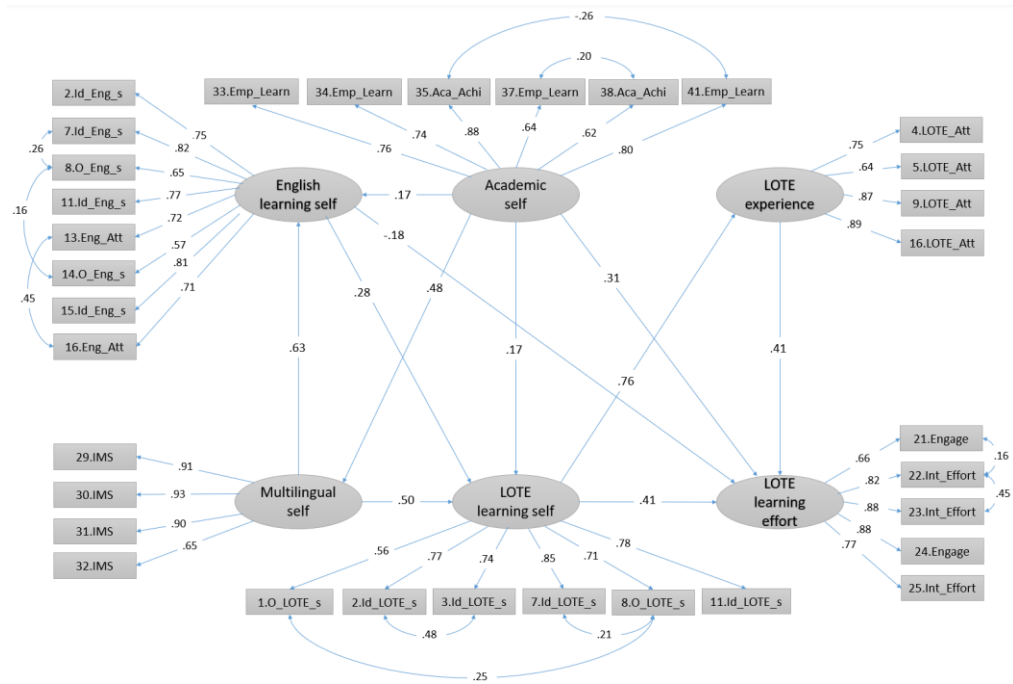
NS: not significant; * $p < .05$; ** $p < .01$; other regression weights are significant at the level of $p < .001$.

Indices of model fit

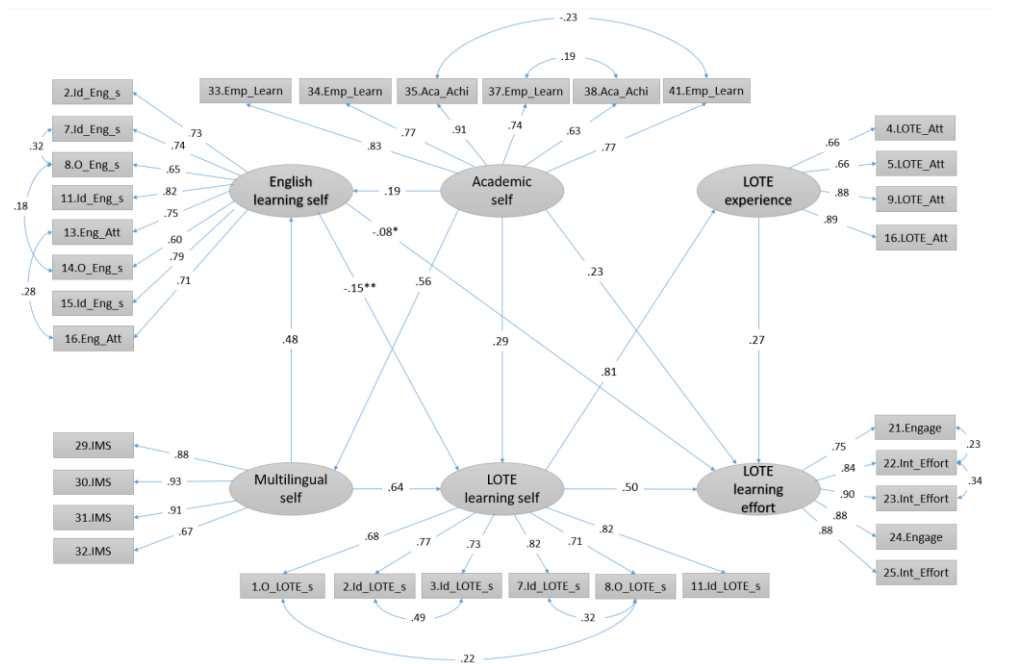
	CMIN/df	CFI	NFI	RMSEA	RMR
Reference range	<5	>.90	>.90	<.10	<.08
Year 1 model	3.349	.869	.824	.082	.051
Year 2 model	2.675	.892	.839	.075	.054
Year 3 model	2.203	.879	.800	.082	.061
Year 4 model	2.228	.875	.796	.077	.083

Appendix M Full structural models of CTLs and LCTLs groups

Full structural model for CTLs group:



Full structural model for LCTLs group:



NS: not significant; * $p < .05$; ** $p < .01$; other regression weights are significant at the level of $p < .001$.

Indices of model fit

	CMIN/df	CFI	NFI	RMSEA	RMR
Reference range	<5	>.90	>.90	<.10	<.08
CTLs model	4.643	.883	.856	.079	.059
LCTLs model	3.441	.900	.865	.074	.056