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## NUCB Students' Motivation in Foreign Language Learning

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### Abstract

Based on the survey results, this research focuses on college students' motivation in foreign language learning within two comparative frameworks. The first comparative framework involves the second foreign languages of Chinese, Korea, and French. The second comparative framework includes both the second foreign languages and the first foreign language of English.

**Keywords:** Motivation, Second Foreign Languages

The student body of this research is composed of Japanese students from elective foreign language courses at a Japanese university. They either take Chinese, Korean, and French as a second foreign language or take English as an elective course. Majority of them take foreign language course for only two credits, and some of them for four credits. Only about a quarter to a third of them keep learning one foreign language for four credits, and few of them for six credits. This phenomenon brings our attention to students' motivation or motives for taking these language courses. This research focuses on motivation of taking an elective foreign language course and the variations in terms of intrinsic, extrinsic, integrative, and instrumental motivations among four groups of students who take English, French, Chinese, and Korean.

### Research on Motivation

According to Keller's broad definition (2010), motivation refers to "what people desire, what they choose to do, and what they commit to do." However, people who are doing the same thing out their desire or choice can be divided into two groups of with or without motivation soon after they started doing the thing, for instance, taking a foreign language course. Keller's detailed definition of motivation (2010) includes "the direction and magnitude of behavior" and "what goals people choose to pursue and how actively or intensely they pursue them." In terms of denotation, motivation can be understood at many layers, for instance, work motivation/employee motivation or learning motivation/student motivation, science learning motivation or language learning motivation, extrinsic or intrinsic motivation, etc. Categories related to this research are learning motivation, foreign language learning motivation, and types of motivation.

### Learning Motivation

Keller (2010) developed the ARCS Model of Motivational Design, and *ARCS* represents attention, relevance, confidence, and satisfaction. The ARCS model is "a problem solving approach to designing the

motivational aspects of learning environments to stimulate and sustain students' motivation to learn." The model consists of a set of categories representing the components of motivation, and a systematic design process for creating motivational enhancements that are appropriate for a given set of learners.

#### ARCS Categories

Attention	Relevance	Confidence	Satisfaction
Perceptual arousal	Goal orientation	Learning requirements	Intrinsic reinforcement
Inquiry arousal	Motive matching	Success opportunities	Extrinsic rewards
Variability	Familiarity	Personal control	Equity

In this model, there are three strategies to grab learners' *attention*: to use incongruous sensory arousals; to stimulate curiosity by posing challenging questions, and to combine a variety of methods in presenting material. *Relevance* means to make absolutely clear how the course is relevant to students' real life needs and interests, how the instruction can help to do so by using concrete language and examples with which the learners are familiar. Learners' *confidence* depends on their understanding of performance requirements and evaluation criteria, their effort to succeed in many steps, and their control over the learning process and success. Teachers should provide feedback and reinforcements, such as extrinsic rewards to learners' desired behavior to make them motivated to learn hard, or rewards should connect more to learners' effort than their level. Otherwise the low-level learners will never be satisfied without any rewards even though they put great effort, and thus they lose their motivation afterward.

#### Motivation in Second-Language Learning

According to Gardner (2001), there are three indications to a motivated language learner:

- 1) The motivated individual expands effort to learn the language;
- 2) The motivated individual wants to achieve a goal; and
- 3) The motivated individual will enjoy the task of learning the language.

In other words, whether a student takes a second-language course with or without motivation depends on if the student enjoys the language learning for achieving a clear goal, and puts effort in the learning process.

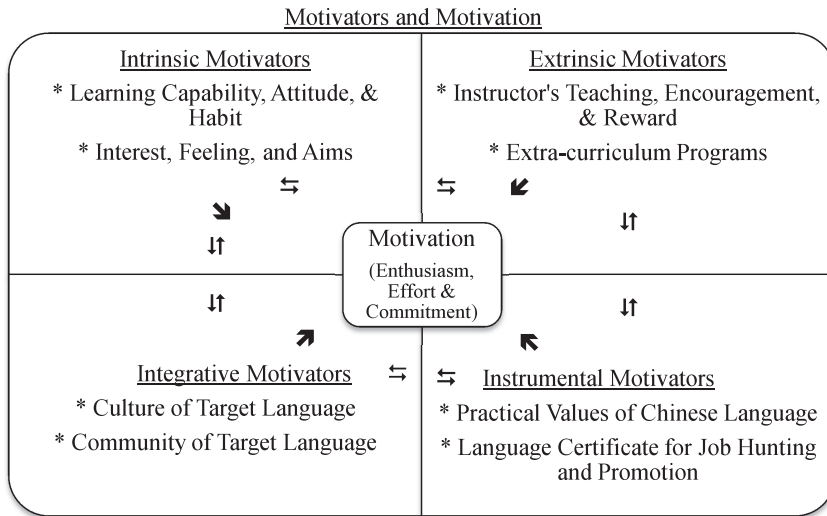
Wang et al (2004) did a survey on the goal of studying Chinese language among students of both Chinese origin and non-Chinese. The research concluded that non-Chinese students study Chinese mainly for the purposes of understanding China, getting more convenience at work, or receiving more education with Chinese, whereas the students of Chinese origin are for the purposes of integration in Chinese culture and traveling in China. Gao and Guo (1993) did an investigation on five categories concerning aims of learning Chinese among students at intermediate and advanced Chinese levels. The five categories of learning goals are to undertake teaching and research in Chinese, to take on a translation job, to deal with foreign trade, to prepare for study in a special field, and to understand China. The statistics of 500 or so students shows that three quarters of the answers are career oriented, and only one quarter is for the purpose of knowing China. Lv (2005) divided the motivations of foreign students learning Chinese in China into five categories such as a Chinese related career, Chinese as a tool for future career, Chinese for advanced education, using Chinese for academia work, and others. The factors or categories of motivation in the above-mentioned three researches are fact-based individual items of motivation of Chinese learners, which are not scientifically or theoretically categorized and analyzed.

**Types of Motivation**

Instead of categorizing motivations or motivators as descriptive terms, there are prescriptive terms of them, such as extrinsic motivation, intrinsic motivation, integrative motivation, and instrumental motivation.

Extrinsic motivation drives people to do things for tangible rewards or pressure, rather than for the fun of it. It can decrease internal motivation as people work to gain the reward rather than because they like doing the work, and thus change a pleasure into work (Changing Minds, 2015). Extrinsic motivation brings material or periodical satisfaction that is different from psychological determination to achieve a goal. Intrinsic motivation occurs when people are motivated by internal factors to do things just for the fun of it, or because they believe it is a good or right thing to do. Intrinsic motivation is far stronger than extrinsic motivation, yet external factors can easily act to displace intrinsic motivation (Changing Minds, 2015). Thus, it is important to strengthen students' intrinsic motivation through positive external factors, and to enhance the constructive interaction between intrinsic motivation and extrinsic motivation. Integrative motivation means 1) the goal of learning a second language; 2) positive attitudes toward the target language group; 3) an interest in meeting and interacting with members of the target language group; and 4) the potential for integrating into that group. Learners with integrative motivation are interested in people and their culture of the target language as well as the target language itself. They have a desire and an opportunity to become bi-lingual and bi-cultural to a certain degree (Crookes and Schmidt, 1991). According to Hudson (2000), instrumental motivation is a desire to obtain something practical or concrete from the study of a second language, which underlines the goal to gain some social or economic reward through L2 achievement. Norris-Holt (2001) characterizes instrumental motivation as more utilitarian, such as meeting the requirements for school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical material, translation work or achieving higher social status. So instrumental motivation has a practical element that only functions with a direct return.

The following chart (Zhu, 2015) illustrates the interaction among various motivators and between motivators and motivation. Motivators include intrinsic, extrinsic, integrative, and instrumental ones. Each type of motivators consists of many elements that are all connected with and affected by each other. Interactions occur between intrinsic and extrinsic motivators, integrative and instrumental motivators, intrinsic and integrative motivators, intrinsic and instrumental motivators, extrinsic and integrative motivators, and between extrinsic and instrumental motivators. The elements within each group also affect each other. For instance, the intrinsic motivator of learning capability, attitude, and habit can have either positive or negative effect on another intrinsic motivator of learners' interests, feeling, and aims. In conclusion, interaction and connection prevail among elements and between groups of motivators as the chart below shows. Positive interaction and connection produce and maintain motivations; negative interaction and connection weaken and damage motivations.



*Chart 1 (Zhu, 2015)*

### Survey and Statistics

The survey was conducted among 194 students in 10 classes of elective foreign language courses during the first week of the course in April 2015. The survey participants are from different years and various majors including English, International Communication, Modern Liberal Arts, Global Studies, Economics, Accounting, Marketing, and Management. Among them, 34 took English course, 80 Chinese, 39 French, and 41 Korean. Except for students of English course who have studied English during their school years, students of Chinese, French, and Korean are all beginners.

The survey consists of three parts: students' basic information, pre-knowledge of the country of the target language, and the motivation or motives of taking the language (See the Attachments). There are 18 items concerning students' motivation or motives, and students can choose multiple items without limits. The following is the list of those items:

1. Getting credits;
2. Not interested in other foreign languages;
3. Friends' advice;
4. Autonomous learning;
5. Communicating with foreign friends;
6. Visiting the country;
7. Enjoying foreign movie and music;
8. Watching TV, and listening to the radio;
9. Reading newspaper and magazines;
10. Reading foreign books;
11. Having no specific purposes;
12. Getting language certificate;
13. For job hunting;

- 14. For study abroad or home stay;
  - 15. Liking the country;
  - 16. Trying a foreign language at college;
  - 17. Gaining global and international knowledge;
  - 18. Others
- (Attachments 1 & 2)

Chart 2 presents data on all answers to question 6 of the survey, reasons for taking the course. There were a few students who added, a couple items on item 18. The items 7, 8, 9 and 10 are combined as one item in the following chart. These items indicate students' interest in culture, such as movie and music (item 7), TV and radio (item 8), newspaper and magazines (item 9), and books (item 10). Books at introductory level are usually not for academic but for entertainment or cultural purpose. Among 49 respondents who selected these 4 items, 51% of them are "enjoying foreign movie and music" (item 7), 26%, "reading newspaper and magazine" (item 9), 14%, "watching TV, and listening to the radio" (item 8), and 10%, "reading foreign books" (item 10).

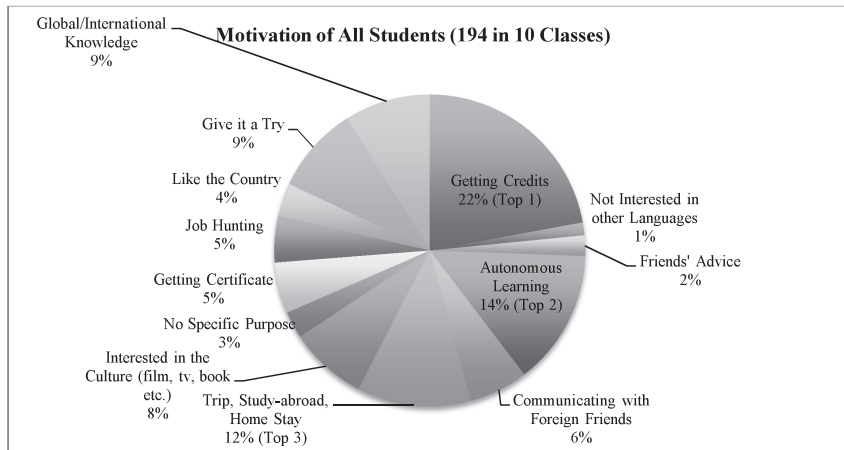


Chart 2

Chart 3 shows that there are differences in responses to all survey questions among students who take four language electives. However, the differences do not distinguish answers of students of the 1<sup>st</sup> foreign language (English) and those of the 2<sup>nd</sup> foreign language as a group (Chinese, Korean, and French). While more English and French takers selected the item of "Autonomous Learning," more Chinese and Korean takers are for getting credits, and more Korean and English takers want to visit the country. The top 3 items of choice for the whole group are "For Credits" (item 1), "Autonomous Learning" (item 4), and "Visiting the Country" (item 6). There are the most Chinese takers who chose item 1 comparing with other three groups while the most English takers chose item 4. In fact, there is a visible difference in the answers to item 1 (For Credits): 28% (Chinese), 24% (Korean), and 16% (English & French). In terms of autonomous learning, more English and French takers make this choice, and Korean takers are amount the fewest. However, more Korean takers consider "visiting the country" a motivator for learning the language.

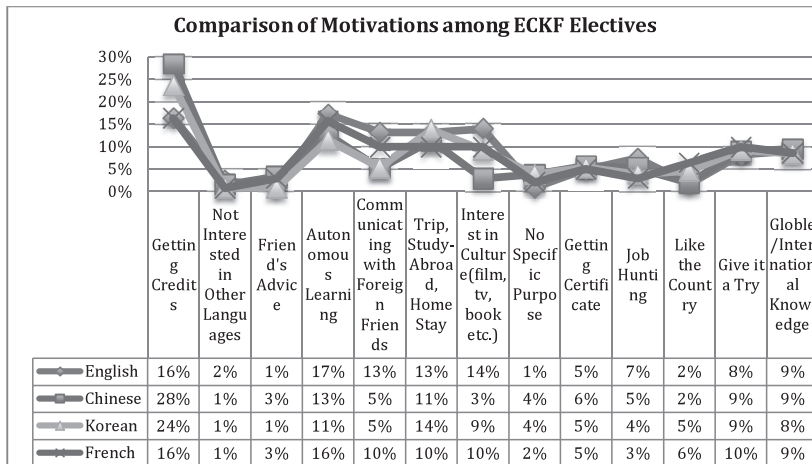


Chart 3

Chart 3 also shows that the answers to item 7, 8, 9 and 10 (classified as enjoying the culture) can be categorized into three levels: English (14%) at the high level, French (10%) and Korean (9%) at the middle level, and Chinese (3%) at the low level. However, for item 13 (job hunting), the Chinese takers who make this choice (5%) are more numerous than Korean (4%) and French (3%) takers, and English as a world language, the number of its learners who chose this item is on the top (7%).

### Discussion

Gardner (1986) pointed out that a motivated learner is: “(a) eager to learn the language, (b) willing to expend effort on the learning activity, and (c) willing to sustain the learning activity” (p. 10). Our research is based on a survey conducted among students who took elective foreign language courses at the beginning of the course. Therefore, the discussion is not about the motivation Gardner defined. Although reasons for doing something may indicate motivation and maybe not (Gardner, 2005), we can consider the 18 items in our survey as motivators to trigger students’ action when they elect the course. Zhu (2015) distinguishes motive from motivation as follows. “Motive indicates a reason for doing a specific thing that is momentary and physical with an unclear or superficial aim whereas motivation means the reason for doing a long-term thing that is psychological with an indefinite and far-reaching aim.” The three key words of motive are interest, concrete ideas, and capacity whereas the three key words of motivation are enthusiasm, effort, and commitment. The statistics of this survey done at the first week of the courses are not sufficient for a discussion on motivation but can find various motives that show respondents’ interests, concrete ideas, and capacity to learn. However, motive has two tendencies, to be changed or disappear, or to develop into an aim that leads to motivation. For example, a student elects a Chinese course out of a momentary motive for getting two credits, and then changes mind to switch from the Chinese course to another course or drops out after some lessons. The opposite situation would be that he/she wants to learn some Chinese from the course to get by while traveling in China, and later on changes to a more clear goal of using Chinese in the future job (Zhu, 2015).

The variations of answers to most items among the four groups of foreign language learners are between 1 to 6%. The variation of answers to item 3 (8%) appears between western languages (English and

French) and eastern languages (Chinese and Korean). This connects to the fact that more foreign students at this university are from western countries and they communicate with our students in English. The top two variations among the four groups are the answers to item 1 ("Getting Credits," 12%) and the combination of items 7, 8, 9 and 10 ("Enjoying Culture," 11%). The variation of the answers to item 1 is between eastern languages (Chinese, 28%, and Korean, 24%) and western languages (English and French, 16% each). The variation of the answers to item 10 can be divided into three ranges: the high range (English, 14%), the middle range (French 10%, and Korean, 9%), and the low range (Chinese, 3%).

The former research has categorized four types of motivation: extrinsic, intrinsic, integrative (Crookes & Schmidt, 1991), and instrumental motivations (Hudson, 2000). Zhu (2015) turns them into four types of motivators that contribute to cultivate a motivation with enthusiasm, effort, and commitment. These motivators are the motives to students when they elect the courses. Among 18 items as the answers to the survey question of why to take the course, item 4 is an intrinsic motive, items 1, 12, 13, 16 and 17 are instrumental motives, and items 3, 5, 6, 7, 8, 9, 10 and 15, integrative ones. Item 14 can be considered as either integrative or extrinsic motivator whereas items 2 and 11 belong to none of the four categories. Although the overall top 1 motive among 194 students is for getting credits (22%), autonomous learning is students' second top motive (14%) to take the course.

Among the four motivators, the extrinsic motivator depends on instructor's teaching, encouragement, and reward as well as extra-curriculum programs (Zhu, 2015). Item 4 is an intrinsic motivator that indicates learner's "interest, feeling, and aims" (Zhu, 2015). The order from high to low of intrinsic motivation among four groups of survey respondents is: English (17%), French (16%), Chinese (13%), and Korean (11%) (Chart 3). Items 16 ("Try a Foreign Language at College") and 17 ("Gaining Global and International Knowledge") do not specifically connect to a certain language comparing with items 1 ("Getting Credits"), 12 ("Getting Certificate"), and 13 ("Job-hunting"). The order from high to low of instrumental motivation including items 1, 12, and 13 among four groups is: Chinese (39%), Korean (33%), English (28%), and French (24%) (Chart 3). While item 3 ("Friend's Advice") is a passive variable, items 5, 6, 7, 8, 9, 10, 14, and 15 are active variables of integrative motivation. The order from high to low of integrative motivation among four groups is as follows: English (42%), French (36%), Korean (33%), and Chinese (21%) (Chart 3). Why do English takers have the integrative motivation twice as strong as Chinese takers? Why are there opposite ratios between instrumental and integrative motivations among Chinese takers (39%, 21%) and French takers (24%, 36%)? Why do Korean takers have a much stronger integrative motivator than Chinese takers although they have a lower instrumental motivation than their counterparts?

There are several possible ways to answer these questions. First, it relates to the Japanese attitude towards western culture. From the perspective of cultural sociology, Japanese people on the whole adore the West and western culture. They have been interested in western popular culture, predominantly that of the US, including Hollywood movies, American television programs and music (Takeda, 2011). This survey reveals that the top 2 items of English takers' prior knowledge are US related elements including visiting the US, enjoying American movies, music, food, etc., and a recognition of English as the world language. The top 3 items of French takers' prior knowledge about France are historical and tourist sites, popular French words or phrases such as *merci*, and historical events such as French Revolution. As the above statistics show, integrative motivators dominate among English takers, and French takers rank the second in integrative motivation. While French takers in this survey have the lowest instrumental motivation, their integrative motivation is higher than both Korean and Chinese course takers although China and Korea are close neighbors and have had a close cultural connection and a long history of intercultural relations.

Second, it relates to Japan-China relations. In recent years, especially since the Abe administration, the relations between Japan and China have deteriorated. Japanese news media has been full of negative reports on China, which had an influence on Japanese public opinion on China. According to a poll on for-

eign relations conducted by Japanese government in December 2014, 83.1% of 1800 respondents express “no affinity” towards China, and only 14.8% of them have a feeling of affinity towards China. Moreover, 84.5% of them consider China-Japan relations “bad” or “not very good” (*Global Times*, 2014).

Japan and China are close neighbors that share many historical and cultural elements. However, the young generation of Japanese, for instance, the respondents of this survey are ignorant of Chinese culture except Chinese food. The top 3 items of Chinese takers’ prior knowledge of China are Chinese food (41%), population (25%), and pollution (11%). Among all the items of prior knowledge about countries of the four languages, pollution is the only negative one. Population is neutral, but gravitates towards negative, especially with more populated China in comparison to a less populated neighbor, Japan. Although Chinese food is popular among Japanese, it does not play a significant positive cultural role.

On the other hand, due to the economic development of China in recent decades, and economic connection between Japan and China, some survey respondents consider Chinese a useful tool in their future jobs. In addition, due to the similarity between Japanese Kanji and Chinese character in writing and meaning, the rate of taking the course for credits among Chinese takers is at the highest of 28%, which is higher than Korean takers even though there are much similarities in grammar between Japanese and Korean. Another practical reason for Chinese takers is for job-hunting, which ranks the second next to English takers. This means that although very few Chinese takers learn the language out of an integrative motivation, for instance, liking China or enjoying the Chinese culture, the number of those who take Chinese out of an instrumental motivation, for instance, getting credits or for job-hunting, is still high.

Third, it relates to the Hanryu phenomenon in Japan. Although 66.4% of 1800 respondents express “no affinity” towards Korea according to the poll on foreign relations mentioned above, the percentage of those who have an affinity to Korea is 31.5%, more than twice as high as that towards China (*Global Times*, 2014). In addition, the influence of Hanryu certainly arouses a cultural affinity to Korea in Japan. The term Hanryu indicates the Korean cultural boom in Japan, and refers to the extensive popularity of Korean popular culture such as movies, music, soap operas, hairstyles and cosmetics (Hanaki et al. 2007, in Takeda, 2011). Japanese people have never previously indicated a strong interest in Asian popular culture even though Hong Kong movies and pop stars had gained some popularity in Japan during the 1990s (Takeda, 2011). Since the turning of the century, Korean culture has become popular in k-pop and TV dramas, first among elder Japanese women, and then among young Japanese girls (Miyamae, 2011; Takeda, 2011). K-pop entered Japan with the breakthrough of Korean singer Boa with her debut album “Listen to My Heart” which topped the Oricon Chart in 2002. According to Korean experts, Japan is the biggest overseas market for K-pop that has been holding a strong grip on the Japanese market since its first successful act by Boa (Kozhakhmetova, 2012). Korean movies and dramas are among the main elements of Hanryu in addition to music and pop songs. Korean movie “Swiri” had 1.25 million Japanese audiences. In 2003, the Korean television drama “Winter Sonata” marks the peak of Hanryu, which also evidenced the increased interest in the Korean language and Korean food (Han, 2013; Takeda, 2011). The male star of Bae Yong-joon was subsequently credited with the \$2.3 billion rise in trade between Japan and South Korea in 2003 and 2004, including tourist revenue arising from tours to the fictitious character’s hometown (Hong, 2012). As time goes by, some young Japanese girls began to be interested in Korean fashion, Korean food, and traveling to Korea. Due to this popularity of Korean culture, Korea is becoming a familiar and exciting country for most of young Japanese (Miyamae, 2011).

To certain extent, some elements of Hanryu carry marks of western culture, especially in music. The top item of survey respondents’ prior knowledge of Korea is about names of music bands and artists that combine eastern and western styles. Several generations of South Koreans grew up hearing American pop on American Forces Network television and radio so that K-pop sound is much US-influenced (Hong, 2012). Our survey reveals that names of bands and artists are the top 1 item of Korean takers’ prior knowl-



edge, followed by Korean food such as *chichimi*, and cosmetic products.

Fourth, gender may have an effect on cultural preferences or other elements of integrative motivation. There are 2567 students in total at this university. Among them, 2024 (79%) are male students, and 543 (21%) are female students (numbers provided by the university administration). The gender ratio of the participants in this survey is male (67%) to female (33%). Proportionally, there are more females than males who take elective language courses in comparison to the gender ratio of the whole university. However, the differences in gender ratios among the four groups of foreign language takers are more visible.

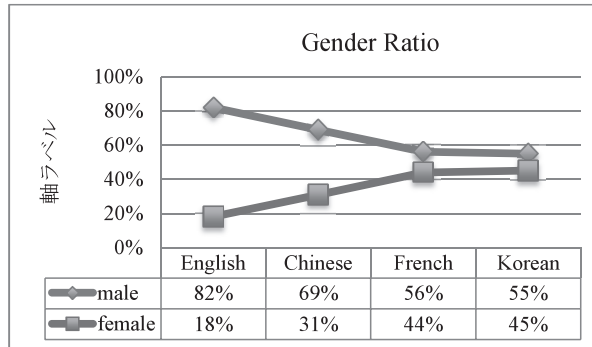


Chart 4

Chart 4 above shows that the gender ratio of English takers is the closest to that of overall ratio at the university. The female ratio of Chinese takers is higher than that of all students at the university, but the closest to that of the whole survey group. The gender ratios of French and Korean takers are very close with much higher ratio of female students than that of the survey group. The ratios of female students who take Korean and French are proportionally more than twice as the female ratio in the total students of the university. There are much more males among English takers who are all from faculties of economics, management, and business that have a low proportion of female students. The male ratio and the ratio of students' majors in Commerce among Chinese takers are exactly the same. While the gender ratio between male and female of Chinese takers is 69% to 31%, the ratio of students' majors is 31% (Communication major) to 69% (Commerce major). As mentioned above, Korean and French takers have a similar gender ratio. Their ratios of students' majors between Communication and Commerce are also very close, but opposite to that ratio of Chinese takers. There are 63.5% of Korean takers and 72% of French takers major in Communication, and 36.5% of Korean takers and 28% of French takers major in Commerce. There is correlation between students' major and their choice of elective foreign language course. To answer how and why this correlation exists, another survey and further research focusing on this factor will be needed.

### Conclusion

The intention of this survey was to look for the data on students' motivation of foreign language learning within two comparative frameworks. The first comparative framework is between the first foreign language of English and the second foreign languages of French, Chinese, and Korean. The second comparative framework involves four elective foreign language courses of English, Chinese, Korea, and French. The survey results do not indicate a significant difference between the 1st foreign language of English and

other three 2<sup>nd</sup> foreign languages in most items of question 6. Although Chinese and Korean are spoken by two neighboring nations, more respondents have both intrinsic and integrative motivations towards western languages. There may be three factors to interpret this survey result: Japanese consider English as a world language; Japanese social-cultural mentality considers the West the superior; and Japanese have more prior knowledge on western history and culture. In terms of instrumental motivation, Chinese and Korean takers rank higher than English and French takers. The reasons behind this phenomenon are more complicated including the positive effects of Chinese characters that are similar to Japanese Kanji, Korean grammar that shares common rules, geographical closeness, and economic ties between Japan and its two neighbors, China and Korea.

Since the survey involves many other factors, the perspectives of discussion can be beyond this article. For instance, the statistics of variations on male and female students' tendencies towards four (or three) types of motivators can be analyzed in more detail. Furthermore, to redesign the same survey, and do the survey with other groups in the following semesters to have sufficient data can increase the credibility for further analysis. A research including two surveys of the same group, one at the beginning of the course, and the other at the end of the semester will reveal other aspects of this issue, for instance, students' reflection on the 2<sup>nd</sup> foreign language learning, and students' motivation for continuing the 2<sup>nd</sup> foreign language learning.

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## Attachment 1 : Survey Questions in Japanese

## 外国語学習に関するアンケート

1. あなたの学部におをつけてください：経済学部／経営学部／商学部／コミュニケーション学部
2. あなたの学科を教えてください：
3. あなたの学年におをつけてください：1年／2年／3年／4年／4年以上
4. あなたの性別におをつけてください：女性／男性
5. あなたが今取っている授業名と曜日・時限を書いてください：  
 授業名\_\_\_\_\_ 曜日・時限\_\_\_\_\_

6. あなたがこの授業を受講しようと思った「きっかけ」または「目的」としてあてはまるものを全て選択してください（複数選択可）

- |                         |                      |
|-------------------------|----------------------|
| ㊸単位の取得                  | ㊸特に決まったきっかけ・目的はない    |
| ㊸英語またはほかの外国語に興味を持ってない   | ㊸語学の資格取得             |
| ㊸友たちに誘われてまたは勧められて       | ㊸就職活動に役に立つため         |
| ㊸自主的な言語スキルアップ           | ㊸留学やホームステイのため        |
| ㊸外国人の友たちとコミュニケーションをとるため | ㊸該当国が好きだから           |
| ㊸海外旅行                   | ㊸大学で外国語を一つぐらい勉強してみたい |
| ㊸映画や音楽の聞き取り             | ㊸グローバル・国際的な知識を身につけたい |
| ㊸テレビ・ラジオの聞き取り           | ㊸その他（自由に書いてください）     |
| ㊸外国語の新聞・雑誌の読み取り         |                      |
| ㊸原語での読書                 | _____                |
|                         | _____                |

7. あなたが今勉強しようとする外国語を使う国（例えば韓国語なら韓国）について既に知っているものが有ったらなんでも書いてください。

Thank you for your cooperation!／ご協力ありがとうございました！

**Attachment 2 : English Version of the Survey**

Survey on Foreign Language Learning

1. Your Department : Economics / Management / Business / Communication
2. Your Major
3. Which Year : Freshman / Sophomore / Junior / Senior / Above 4 years
4. Gender : Female / Male
5. Course Name and Date and Period :

Name: \_\_\_\_\_ Date and Period: \_\_\_\_\_

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6. Reasons for taking the course (Taking as many as you wish) :

1. Getting credits;
2. Not interested in other foreign languages;
3. Friends' advices;
4. Autonomous learning;
5. Communicating with foreign friends;
6. Visiting the country;
7. Enjoying foreign movie and music;
8. Watching TV, and Listening to the radio;
9. Reading newspaper and magazines;
10. Reading foreign books;
11. Having no specific purposes;
12. Getting language certificate;
13. For job hunting;
14. For study abroad or home stay;
15. Liking the country;
16. Trying a foreign language at college;
17. Gaining global and international knowledge;
18. Others

7. Your prior knowledge of the country of the target language

\_\_\_\_\_  
\_\_\_\_\_

Thank you for your cooperation!