The Comparison of Motivating Factors for Taking English and Other Foreign Languages Among Thai College Students

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Abstract—**This study adopted mixed method research to investigate motivating factors of Thai undergraduate students who took foreign language courses at a Thai university in the Greater Bangkok area, using Dörnyei's (2009) L2MSS as a study framework. One hundred and seventy-three undergraduate students completed a questionnaire, 25 of whom agreed to participate in the semi-structured interview session. Quantitative data were analyzed utilizing frequency, mean, standard deviation, one-way ANOVA, and two-way ANOVA, while interview data were content analyzed. The findings revealed different motivating sources for the students who had taken or were taking foreign language courses. English and Korean students reported the Ought-to L2 Self as their primary source of motivation, while French, Chinese, and Japanese students reported the Past L2 Learning Experience. The study suggested that teachers provide an adequate and supportive learning experience to foreign language students, leading to higher motivation and engagement in foreign language classrooms.**

Index Terms—**L2 motivation self system, motivation in language learning, Thai undergraduate students**

I. INTRODUCTION

Motivation is an essential factor that affects both processes and results in acquiring a foreign language (Dörnyei, 2005). Motivation is the initial impulse of the students to begin their study and the driving force that accompanies them to acquire new knowledge. In addition, motivation has known to be one of the best predictors in conducting effective teaching and learning (Huitt, 2001; Kleinginna & Kleinginna, 1981). Motivation also explains why people do something, how long people will focus on making something, and the effort that people will give to complete tasks. Motivation is regarded as one of the crucial contributing factors for language learning. To date, research on second language motivation has been based primarily on English as a second language or a foreign language (FL), leaving a large number of other languages missing from the field of study (Boo et al., 2015; Dörnyei & Al-Hoorie, 2017; Ushioda & Dörnyei, 2017; Ushioda, 2017; Yang & Chanyoo, 2022).

Studies on motivation in learning languages revealed different results. Based on the Second Language Motivation Self System (L2MSS) theoretical framework, the strongest motivational predictor was the Ideal L2 Self within the groups of 16- to17-year-old learners of English and German in Hungary (Csizér & Lukács, 2010), and for Grade 8 Hong Kong students (ages 13-15) studying English and Mandarin (Dörnyei & Chan, 2013). However, in a Chinese context, the Ought-to L2 self was the stronger motivational predictor for L3 Japanese, while for L2 English, it was the Ideal-self (Wang & Zheng, 2019). The last predictor —the L2 learning experience, which was highly related to global English, has been the least examined in relevant studies and has even been omitted from the questionnaires of some studies. Nevertheless, Huang (2019) found a significant role for learning experience in both English and eight languages other than English (LOTEs) of Taiwanese learners. Considering these inconclusive findings for sources of motivation in learning English and other foreign languages, investigating sources of motivation is vital to conduct in the Thai context. Knowing specific sources of motivation for students who have taken foreign languages will allow foreign language teachers to promote, support, and enhance the learners' language proficiency. Specifically, studies about motivating sources should be conducted outside of global English. The findings from such studies could suggest more effective support to foreign language learners (Ushioda & Dörnyei, 2017; Yang & Chanyoo, 2022).

The studies using L2MSS as a conceptual framework revealed different factors on students' motivation to learn foreign languages. For example, the Past L2 Learning Experience was a significant motivational factor in the European and English-speaking contexts, while the Ought-to L2 Self dominates Asian learners learning LOTEs. In addition, studies on the comparison of L2MSS-based motivation for learning English and LOTEs are still limited in the Thai context. Therefore, the current study sets its objectives of the study as follows:

1. To examine motivational factors for college students in learning English;
2. To examine motivational factors for college students in learning English and LOTEs; and
3. To identify the differences (if any) of the motivational factors for college students in learning English and LOTEs.

In an attempt to gain an insight into the objectives of the study, the study then addresses the following research questions:

1. What are the motivational factors for college students in learning English?
2. What are the motivational factors for college students in learning LOTEs?
3. Are there any differences in the L2MSS factors for college students learning English compared to LOTEs?

II. LITERATURE REVIEW

A. Second Language Motivational Self System (L2MSS)

A more recent model of L2 motivation, and the one that was included in the framework of the current study, is Dörnyei's (2009) L2MSS. Markus and Nurius (1986) developed a model from the theory of possible-selves in psychology, along with conceptualizations from Noels (2003) and Ushioda (2001) in L2 acquisition. The model was seen as a way to move on from Gardner's (1985) concept of integrativeness that had previously dominated L2 motivation theory. The model consists of three parts; (1) Ideal L2 Self, (2) Ought-to L2 Self, and (3) Past L2 Learning Experience.

1. Ideal L2 Self refers to the person the learner would like to be regarding his/her L2 abilities. The concepts of integrativeness and instrumental motivations are included within this as they help to reduce the gap between our actual and ideal selves. Various studies on the L2MSS have determined the Ideal L2 Self to be the dominant factor within the system (Papi, 2010; Kim, 2012; Rattanaphumma, 2016) although some studies have indicated that the power of the Ideal L2 Self is determined by the age of learners (Ryan, 2009).

2. Ought-to L2 Self refers to the attributes of L2 that learners feel they are expected to possess by others, which tend to be more extrinsic than those of the Ideal L2 Self. Previous studies have come to various conclusions concerning the Ought-to L2 Self and its influence on learner motivation. It has usually been found to be weaker than its 'ideal' counterpart, with some studies questioning whether it has any impact whatsoever (Csizér & Kormos, 2009; Aubrey, 2014). It should be noted that multiple studies found a strong correlation between the Ought-to L2 Self and specific instrumental motivations (Taguchi et al., 2009; Kim, 2012; Rattanaphumma, 2016), although these findings all occurred in Asian contexts, where students face tremendous pressure to achieve academic success. Therefore, it is questionable whether this result would be found in a wider variety of contexts.

3. Past L2 Learning Experience conceptualizes how specific learning environments and experiences might affect learners' motivation. Previous research suggests that the L2 Learning Experience strongly affects students' L2 motivation (Csizér & Kormos, 2009; Taguchi et al., 2009). However, it would seem that the effect of the L2 Learning Experience is somewhat contextual. Taguchi et al. (2009) noted how classroom experience is not a motivational factor for Chinese students simply because they "cannot afford the luxuries of caring for the niceties of the classroom experience" (p.87), while it had a more significant effect on Japanese and Iranian students. Furthermore, previous studies have disagreed about the strength of the relationship between the Ideal L2 Self and L2 Learning Experience, which are cited as further evidence of the contextual nature of the effect of L2 Learning Experience on learners' motivation.

Noels (2003) mentioned that intrinsic and extrinsic motivation constructs focus on the pleasure gained from language learning and external factors relating to the motivation for taking a foreign language course. The sources of motivation could be from the intrinsic factor such as personal interest in the target language culture, or extrinsic factor such as the need to pass the examination. Nonetheless, the L2MSS has been proven a popular theoretical framework for recent global English research (Dörnyei 2005). Therefore, the L2MSS framework can be used as a complementary to the motivational framework for the study of LOTEs (Howard & Oakes, 2021).

B. Previous Studies

Studies on motivation in learning English and languages other than English have been done extensively in the Western hemisphere and China (Dincer, 2018; Duff, 2017; Wang & Zheng, 2019; Ushioda, 2017). For example, Dincer (2018) examined the relationship between motivational factors such as motivation types and motivational strength and language anxiety in the simultaneous learning of additional language among 86 multilingual Turkish-English learners. The findings suggested that the motivational factors in one language were positively correlated with the same factors in another. In addition, no differences were found among the learners' motivation, such as intrinsic, extrinsic, and integrative, along with the motivational strength to continue their education. However, learners were less anxious when they learned English than other languages. Busse and Walter (2013) investigated the time and context-sensitive nature of motivational attributes of first-year modern foreign languages students who enrolled in German degree courses at two major universities in the UK. Their findings suggested that apart from students' increasing wish to become proficient in German, their effort to engage with language learning decreased over the year, and the change occurred in conjunction with decreasing intrinsic motivation and self-efficacy beliefs.

Mendoza and Phung (2018) conducted a critical research synthesis of 30 studies that applied the L2 Motivational Self-System (L2MSS) to learners of languages other than English (LOTEs) between 2005 to 2018. The findings showed that students who started studying English later tend to have lower motivation for language learning. A synthesis of longitudinal studies in the European context showed that students' ratings of the L2 learning experience decreased over

time, even though their Ideal L2 Selves remained constant or grew more pungent, indicating the hope for their future using the languages despite classroom experiences. The same study also investigated L2MSS in the USA, the UK, Canada, and Australia. College students from the English native speaking countries showed that motivation to learn LOTEs is typically not integrative, except for heritage learners, and not all learners have a clear sense of why they will use the L2, yet those who do can achieve astonishing results. The classroom environment significantly impacts students' feelings toward a language in such contexts since the class provides much of their experiences with the language.

In the Asian context, two studies found that the Ought-to L2 Self is an equal or stronger predictor of motivated behaviors than the Ideal L2 Self (Huang et al., 2015; Kong et al., 2018), unlike in European L2MSS research, the explanation may not necessarily lie in collectivist value, which was not found to have an impact on the L2 Self System by Sugita McEown et al. (2017). The main reason for Asian learners not to have a solid Ideal L2 Self of foreign language is because they do not yet know whether and to what extent the language will be used in their professional future. In contrast, the Ought-to Self factor is understandably vital, such as the connection between language proficiency and passing the test (Mendoza & Phung, 2018). However, the recent study of Yang and Chanyoo (2022) revealed positive relationships between the Past Learning Experience and the Ideal L2 Self and intended efforts in learning East Asian Language among Thai students.

From the L2MSS and previous studies in exploring college students' motivation in learning foreign languages (both English and LOTEs), the current study sets its conceptual framework as follows:
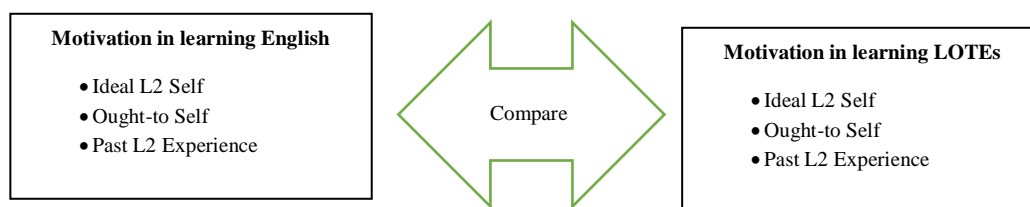

Figure 1 Conceptual Framework of the Study

The current study investigated the motivating source of English and other foreign language learners (namely, French, Chinese, Japanese, and Korean) to identify differences for motivating sources in these five target languages.

III. RESEARCH METHODOLOGY

A. Research Design

The study is a mixed-method design. The quantitative data were collected by administering the questionnaire, while the qualitative data were done through the interview.

B. Participants

Participants in the study were one hundred and seventy-three undergraduate students who had taken or were taking foreign languages as their major, minor, or elective courses offered at a reputable university in Thailand. Foreign languages offered at this university included English, French, Chinese, Japanese, and Korean. Therefore, the LOTEs in the current study refer to these four foreign languages other than English. Five students from each language class were randomly invited to participate in the interview session via a social media application's voice call. Upon their consent, twenty-five interviewees agreed to participate in the interview. The number of participants in the current study is presented in Table 1.

TABLE 1
TOTAL NUMBER OF PARTICIPANTS IN THE STUDY

Language	No. of participants	No. of interviewees
English	31	5
French	24	5
Chinese	42	5
Japanese	36	5
Korean	40	5
Total	**173**	**25**

C. Instruments

Two research instruments were employed in the study: a questionnaire and interview questions. A description of the instruments is provided below.

1. Questionnaire: the main instrument of the study was an adapted version of Dörnyei's questionnaire entitled English Learner Questionnaire. The researcher modified the question content according to the group of language learners to complete the questionnaire. The questionnaire was based on the L2MSS (Dörnyei, 2005; You & Dörnyei, 2016; You et al., 2016). The question content in the questionnaire was identical across all foreign languages, and the

only change was made on the name of the language that the participants took. The questionnaire consists of three parts. Part 1 consisted of forty-two 6-rating scale questions asking about L2MSS. Among all question items, 15 asked about the Ideal L2 Self, 20 about the Ought-to L2 Self, and 7 about the Past L2 Learning Experience. For Part 2, five demographic questions asked about their personal information such as gender, language taken, age, and experience in living in a target language environment or studying with a native speaker to the target language.

2. Interviews: To support and detail quantitative data on the L2MSS factors in learning English and LOTEs among undergraduate students, five students from each respective language agreed to participate in a semi-structured interview. The interview lasted for ten minutes for each session, and a voice record was done and transcribed into the written notes. No information provided by the participants can be used to reveal their identity to keep their information confidential.

3. *Validity and reliability of the instruments*

Three experts were asked to validate the question items adapted from the original version. The index of item-objective congruence (IOC) was calculated for each item. With minor suggestions on clarification of language use, all question items were achieved 1.0 on the IOC score. The interview questions were validated and approved by three experts in the field. The experts advised no major revision. Internal consistency using the Corrected Item Total Correlation (CITC) method was employed to test for reliability of the questionnaire and achieved a Cronbach's alpha score of .937 for the set.

D. Data Collection

After getting approval from the Institutional Review Board (IRB No. 2020/045 B2) and done with the instrumentation process, the researcher posted an invitation of participation on an online social platform and asked assistance from teachers in respective foreign language classes to spread the call for participation. The researcher's email address and contact number were provided in the advertisement. All participants agreed to participate voluntarily. The participants completed an online version of the questionnaire. Those who agreed to join the interview were asked questions via a voice call on a social media application. All participants were given a small token of appreciation worth about US$6.

E. Data Analysis

The quantitative data were analyzed by frequency, percentage, mean, and standard deviation for L2MSS factors within each language group. A one-way and two-way Analysis of Variance (ANOVA) was used to identify differences in the L2MSS factors across languages. Content analysis was used to analyze interview data. A graduate student in applied linguistics was asked to verify the interview transcription to assure the reliability of the coding.

IV. Results

A. Research Question 1: What Motivational Factors Motivate College Students to Learn English?

Thai English learners reported the Ought-to L2 self as the strongest motivational factor for them in taking English course ($M = 5.12$; $SD = .55$), followed by L2 Learning Experience ($M = 4.97$; $SD = .73$), and Ideal L2 Self ($M = 4.23$; $SD = .63$) respectively. Fig. 2 illustrates motivational factors for Thai undergraduate students in taking college English courses.
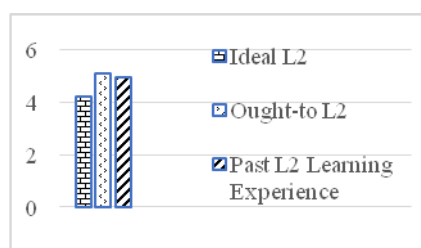

Figure 2 Mean Scores of Motivational Factors for Thai Undergraduate Students in Taking English Courses (*n*=31)

There was a statistically significant difference among sources of motivation, as determined by one-way ANOVA ($F(2, 90) = 16.923$, $p = .000$). A Dunnett T3 post hoc analysis revealed that the average motivational scores of the Ideal L2 Self were significantly lower than the Past L2 Learning Experience and the Ought-to L2 Self at $ps<.05$. No statistical significance was found between the Ought-to L2 Self and the Past L2 Learning Experience ($p = .768$).

However, the quantitative findings contrast to the answers of the questionnaire as all interviewees reported the Ideal L2 Self as their motivating factor that they see themselves as fluent English language users. Achieving native-like, bilingual, or multilingual competence was mentioned as a sufficient level of fluency.

"*I think that I am not good at English, so I want to improve my English skills. I want to be able to speak just like native speakers*". (SE-1, 2)

"*I like British literary works. If possible, I would like to see myself achieve a native-like level of fluency. I want to be able to use slang and idioms*" (SE-3)

"*I think everyone can speak more than one language so far. Furthermore, English is usually a second language people speak. I want to be able to speak at least two languages like this. So I think it is important to keep studying English*" (SE-4)

The participants also reported the past learning experience as they all agreed that teachers in their former classes were the ones who influenced their English study. They mentioned that learning the language with native speakers, having games and entertaining, and past achievements motivated them to keep studying English.

"*At first, I was not good at English, so I attended a tutoring school after school classes. At a tutoring school, a teacher who was a native speaker was very kind. I got great support from her, not too afraid to make mistakes. I was eager to speak out, and that improved my proficiency. I think the teacher is essential for students to study English*". (SE-1)

It is noteworthy to mention that even all interviewees reported their Ideal-L2 Self as a source of motivation to take English courses, they also reported the Ought-to L2 Self component. Some of them admitted that they kept studying English because significant people wanted to, while others mentioned about requirements of the university, applications for the scholarship, and future workplaces.

"*My family and relatives want me to be very good at English so that I will have a high payment at work.*" (SE-1)

"*I want to be a cabin crew in an international airline company. It requires a certain score of TOEIC. So, I need to study to get that score*". (SE-2)

"*Yes, my parents think that English is essential. So, I need to perform well in English courses*". (SE-3)

"*I want to get a job in a hospital of my dream. However, the hospital requires a TOEIC score of 550, so I put much effort into studying English because I would like to pass that proficiency requirement*" (SE-4)

"*My parents are university professors. They graduated from foreign universities. So, they want me to be good at English because they expect me to get a good job after graduation*" (SE-5)

B. Research Question 2: What Motivational Factors Motivate College Students to Learn LOTEs?

TABLE 2
MEAN SCORES OF MOTIVATIONAL FACTORS FOR STUDENTS IN TAKING COLLEGE LOTE COURSES

Language	n	Ideal L2-Self (SD)	Ought-to L2 Self (SD)	Past L2 Learning Experience (SD)
French	24	3.01 (.78)	4.35 (.58)	4.69 (.81)
Chinese	42	3.56 (.98)	4.45 (.69)	4.80 (.75)
Japanese	36	3.57 (.64)	4.63(.44)	4.93 (.79)
Korean	40	3.53 (.71)	4.73 (.62)	4.53 (.97)
Overall	142	3.60 (.84)	4.66 (.63)	4.78 (.85)

In addition to investigating motivational factors in taking college English courses, the study participants who had taken or were taking the other foreign language courses were asked about their motivational factors for taking such courses. Table 2 illustrates the motivational factors for students to take college LOTE courses. As can be seen from Table 2, overall motivational factor for Thai undergraduate students to take foreign language courses was Past L2 Learning Experience ($M = 4.78$; $SD = .85$), followed by Ought-to L2 Self ($M = 4.66$; $SD = .63$), and Ideal L2 Self ($M = 3.60$; $SD = .84$), respectively.

The interview data also support participants' positive learning experience influencing their language studies. French and Chinese students stated that they kept studying the language because they did well in their past courses.

"*I used to take French courses during my high school years. Teachers were very kind, so I keep continuing taking French courses at a university*". (SF-1)

"*My Chinese teachers in high school were very kind. I liked to study with them. That is why I keep taking Chinese classes at a university*". (SC-4)

Good performances in the past motivated them to keep studying.

"*I used to study how to write Japanese characters, and I did it quite well. That led me to study further*". (SJ-2)

Students in different language courses said they were impressed studying with native speakers of the target language. However, a student of the Japanese language showed her satisfaction of studying with a Thai professor who is proficient in Japanese. So, she took her as a role model in studying Japanese. She also emphasized that she did great with a Thai professor in this class. So, she thought that this was her primary source of motivation.

"*I used to study Japanese with a Thai teacher, but she is very proficient. I learned a lot and did well in her class. So, I keep doing this course*". (SJ-2)

Although Korean students' responses were quite similar to the other LOTEs, they emphasized that they did well in Korean because Korean is salient compared to other languages, and that is the main reason they kept studying Korean.

"*I took a Korean class, and I think I did it well, so I keep learning it*. (SK-1)

"*I think Korean is the easiest among East Asian languages. I did it well too. So I chose Korean*". (SK-2)

For the Ideal L2 Self component, students in all language courses shared the same ideas that they were interested in the language and culture of the target language. Specifically, the law language and fashion design were mentioned by French students, Anime and J-Pop from Japanese students, and K-pop from Korean students. A few of them reported watching Chinese movies without any captions for Chinese students.

"*I would like to study in the field of law or fashion design, so I think that knowing the French language would help me achieve my plan.*" (SF-1)

"*I want to be able to read transcription from the interview of my favorite J-Pop singer. I am highly motivated to study Japanese!*" (SJ-1, 2)

"*I like K-Pop, and Korean language and culture. I would like to know more about Korean people*". (SK-1, 3, 4)

"*I would like to know the Chinese language and culture. I think it is crucial".* (SC-3)

Being multilingual competence became the reason that motivated them to learn LOTEs. Students of Asian languages all reported that they studied all languages because they wanted to be multilingual people.

"*I want to be multilingual, so I chose Korean as my fourth language.*" (SK-2)

As for the Ought-to L2 factors, it was evident that Japanese students wanted to study Japanese because they saw their opportunities to work in the Japanese company. Japanese students most cited this reason.

"*I want to work in a Japanese company, and it requires proficiency in the Japanese language.*" (SJ-1, 2, 4, 5)

Korean and Chinese students see the opportunity from business connections between Thailand and China and Thailand and Korea.

"*I think studying the Korean language will be a plus for me to continue my study or even in a business.*" (SK-3)

"*My parents want me to study Chinese because they think China will influence global business. I also agree with my parents*". (SC-2)

For students learning French, their main Ought-to L2 self factors were required to further their study in French-speaking countries such as Canada or France.

"*I want to further my study in Quebec, Canada. The university requires proficiency in French. So I need to prepare myself*". (SF-2)

Expectations from family members and significant people were only reported by students who took Chinese courses.

"*I was born and raised in a Chinese family. So, my parents and grandparents expect me to study Chinese. My grandparents immigrated from Mainland China*". (SC-2)

"*My mother sent me to a boarding school in China because she wanted me not to forget my root.*" (SC-3)

C. Research Question 3: Research Question 3: Are There Any Differences in the L2MSS Factors for College Students Learning English Compared to LOTEs?

TABLE 3
MEAN SCORES OF MOTIVATIONAL FACTORS FOR STUDENTS IN TAKING COLLEGE ENGLISH AND LOTE COURSES

Language	*n*	Ideal L2-Self (*SD*)	Ought-to L2 Self (*SD*)	Past L2 Learning Experience (*SD*)
English	31	4.23 (.63)	5.12 (.55)	4.97 (.74)
French	24	3.01 (.78)	4.35 (.58)	4.69 (.81)
Chinese	42	3.56 (.98)	4.45 (.69)	4.80 (.75)
Japanese	36	3.57 (.64)	4.63(.44)	4.93 (.79)
Korean	40	3.53 (.71)	4.73 (.62)	4.53 (.97)
Overall	**173**	**3.60 (.84)**	**4.66 (.63)**	**4.78 (.85)**

Overall motivational factor for Thai undergraduate students to take foreign language courses was Past L2 Learning Experience (*M* = 4.78; *SD* = .85), followed by Ought-to L2 Self (*M* = 4.66; *SD* = .63), and Ideal L2 Self (*M* = 3.60; *SD* = .84), respectively.

When inspecting each language individually, differences were spotted on motivational factors that Thai undergraduate students decided to take foreign language courses. The participants rated the Past L2 Learning Experience as the key factors for them in taking French (*M* = 4.69; *SD* = .81), Chinese (*M* = 4.80; *SD* = .75) and Japanese (*M* = 4.93; *SD* = .79). For students who had taken or were taking English and Korean, the major motivational factor for taking these courses was the Ought-to L2 Self (*M* = 5.12; *SD* = .55) and (*M* = 4.73; SD = .62), respectively. Student participants rated the Ought-to L2 Self on taking English language courses the highest among all motivational factors reported by the participants. Figure 3 illustrates the mean score of each motivational factor of students taking their college foreign language classes.
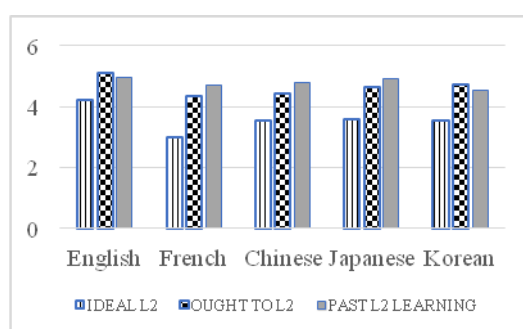

Figure 3. Mean Scores of Motivational Factors in Taking Foreign Language Courses of Undergraduate Students

In order to identify whether there was an interaction between different languages and motivational factors for students to take their college foreign language classes, a two-way ANOVA was performed. Levene's test of equality of variance revealed unequal variances of the scores received from five different learner groups, $F(14, 504) = 3.673$, $p = .000$. An interaction between different languages and motivational factors were statistically significant, $F(14, 1) = 23.640$, $p = .02$ with a small η^2 of .035.

The LSD pairwise comparisons were performed to identify different levels of overall motivational factors across five target languages. The highest motivational score in taking college foreign language courses was English ($M = 4.78$; $SD = .74$), followed by Japanese ($M = 4.38$; $SD = .86$), Chinese ($M = 4.27$: $SD = .96$), Korean ($M = 4.26$; $SD = .97$), and French ($M = 4.01$; $SD = 1.03$), respectively. Significant differences were found in motivational factors of undergraduate students in taking English courses compared to other LOTEs, $ps <. 05$. Motivational scores of undergraduate students who took Chinese, Japanese and Korean were significantly higher than those who took French courses, $ps < .05$. Students who had taken or were taking French courses reported their lowest motivational scores, as compared to all five target languages in the study, $ps <. 05$. No significant differences were found among the motivational scores of students who took Chinese, Japanese, and Korean.

V. DISCUSSION

A. Discussion on the Findings

1. Research Question 1: What Motivational Factors Motivate College Students to Learn English?

The findings revealed the Ought-to L2 Self as the significant motivational factor for the participants to study English, followed by the L2 Learning Experience and the Ideal L2 Self. A possible explanation might be that the participants perceived that they needed to achieve a certain level of proficiency to graduate, continue their studies, or get a well-paid job. Some participants also expressed their thoughts in the interview session that they wanted to work as cabin crew in international airlines, so they need to meet the English proficiency required by the companies. Moreover, few participants reported that their parents and significant people expected them to be good at English, so they need to perform well. The findings are in line with those of Huang et al. (2015), Sugita McEown et al. (2017), Kong et al. (2018), and Mendoza and Phung (2018) in the Asian context. The researchers found that for Asian learners, the best predictor for motivation in studying English was the Ought-to L2 Self. Although it is not that clear whether parents or the future workplaces placed pressure on their shoulders about language proficiency requirements they need to pass, Sugita McEown et al. (2017) argued that the Asian students did not have a solid Ideal L2 Self in studying a foreign language. They were not sure why they needed to motivate themselves in studying languages. Therefore, the primary source of motivation came from what are more tangible, such as a cut-off score of proficiency requirements set by schools or companies. Interestingly, however, the participants in the current study seemed to know about the proficiency requirements set by the school or their future workplace and their significant people. It is possible to conclude that Thai students still take their significant people's viewpoints and expectations to motivate them to study English. From the interview, the students who needed to follow parents' or relatives' suggestions more or less agreed that English is essential in getting a better job in the future.

2. Research Question 2: What Motivational Factors Motivate College Students to Learn LOTEs?

In addition to investigating motivational factors in taking college English courses, the study participants who had taken or were taking the other foreign language courses were asked about their motivational factors for taking such courses. Although the participants mentioned their expectation to be proficient in the target language they were taking, the quantitative findings revealed that the Past L2 learning experience was the most potent motivating factor for Thai students to study the LOTEs, followed by the Ought-to L2 self, and the Ideal L2 Self.

The researcher's observation may be assessed to discuss this point. If we look back to the source of motivation among students taking different languages, the findings revealed that the Ought-to L2 self was the strongest predictor for Korean learners while the Past L2 Learning experience dominated in the study of French, Chinese, and Japanese. In line with Laohaviriyanon's (2019) study, she showed that the significant source of motivation for Cambodian low achievers was the Ought-to L2 Self. It is possible to explain why the Ought-to L2 self became the strongest predictor for Korean students in the current study. In the present study context, Korean language (i.e., Basic Korean I) was offered for the first time, and up to that time, it was unclear whether the subsequent higher Korean courses would be offered. Students who decide to take any language course for the first time would think about their instrumental benefits such as advantages in the job application, fulfilling the language proficiency requirement, or earning rewards.

On the contrary, students who took French, Chinese, and Japanese in the current study reported their primary source of motivation from the L2 learning experience. In the present study, quite many French, Chinese, and Japanese courses were offered. The participants in the study seemed to have taken more than one of the respective languages. So, they might have a strong vision that they could be more proficient by taking more courses in the university. Once the learners had developed their proficiency, the Past L2 Learning experience became the most substantial motivating factor. The findings from the current study also suggest that the Past L2 learning experience might positively relate to

the Ideal L2 Self of the students. In other words, if the students have a positive learning experience, their performance is good, and they can see themselves as proficient language users. So, they will put more effort into foreign language learning. The past learning experience also influences the learners' willingness to communicate, reflecting students' perception of their Ideal L2 Self (Darling & Chanyoo, 2018).

Previous studies in the EFL context also revealed the importance of enjoyment in students' courses. For example, Saito et al. (2018) emphasized joyful learning experiences that influence students' motivation. They also furthered that anxiety negatively affected motivation, placed on the other end of enjoyment. In a similar vein, Nattheeraphong (2020) revealed that the students' L2 learning experience provided a supportive learning environment for students to feel motivated in their language learning. Moreover, the number of courses offered, ranging from beginning to advanced, also provided information for the students to envisage whether they could be competent in the target language they were currently taking or had taken. Thus, course managers of foreign languages may need to design the whole language program. Providing the whole language program motivates students to do self-assessment, and their source of motivation might shift from the Ought-to L2 self to Past L2 Learning Experience and the Ideal L2 Self. According to Dörnyei (2019), the Past L2 Learning Experience could engage students more, reflecting better performance and a stronger Ideal L2 Self.

3. Research Question 3: Are There Any Differences in the L2mss Factors for College Students Learning English Compared to LOTEs?

The findings from the current study revealed significant differences in overall motivational factors for Thai undergraduate students to take foreign language courses, where the Past L2 Learning Experience became the primary motivational factor for them to keep studying a foreign language, followed by the Ought-to L2 Self, and the Ideal L2 Self. It is not surprising that English language learners reported the Ought-to L2 self because the English language assumed its position as a mandatory language subject for Thai students. Moreover, many organizations require English proficiency relevant to students' lives. For example, the university requires the students to pass a particular proficiency score to fulfill graduation requirements. If the student wants to apply for a job or a scholarship, they must also show proof of language proficiency from some standardized examinations such as TOEIC, TOEFL, or IELTS, to name a few. Moreover, the participants in the study were current students in a prestigious university in Thailand; some of them aim to work in international companies or organizations. Therefore, they perceived such Ought-to requirements that they needed to meet. The findings are in line with those of Huang et al. (2015), Sugita McEown et al. (2017), Kong et al. (2018), and Mendoza and Phung (2018) in the Asian context. The researchers found that for Asian learners, the best predictor for motivation in studying English was the Ought-to L2 Self. In other contexts, Yetkin and Ekin (2018) reported that the Ought-to L2 self was the strongest predictor of high school EFL students in Turkey. Chinese students demonstrated their high intended effort in the Chinese context because they wanted to avoid academic failure from instrumentality-prevention and parental expectation (You & Dörnyei, 2016).

Interestingly, Korean students reported the Ought-to L2 Self as a motivating factor for taking Korean courses. As discussed earlier, only Basic Korean I was offered at the study time in the present study context. Participants of the Korean language took the course for the first time, and they could be placed at a beginning level. The motivating factor for students to take Korean courses could not be from their Past Learning experience. Therefore, it is possible to conclude that the motivating factor for students to take any foreign language course for the first time was due to instrumental-promotion factors such as advantages in the job application, fulfilling the language proficiency requirement, or earning some rewards. The current finding is also supported by Laohaviriyanon (2019), revealing that the Ought-to L2 self is a motivating factor for EFL Cambodian low achievers.

The current findings clearly showed that the Past L2 Learning Experience was a primary motivating source for students who had taken or were taking LOTEs, except for Korean students. As discussed in the previous paragraph, to report the Past L2 Learning experience as a source of motivation, the students must previously have taken some language courses, and the Korean language is not widely offered at a high school level. Therefore, it sounds that the Korean students reported another L2 component as their primary source of motivation.

French, Chinese, and Japanese are widely offered in high schools. Students were familiar with these languages before they went to college. Therefore, it is not surprising that for those who want to keep studying a specific language, past learning experience must be one of the significant factors. Moreover, the findings from the current study also suggest that the Past L2 learning experience might positively relate to the Ideal L2 Self of the students. In other words, if the students have a positive learning experience, their performance is good, and they can see themselves as proficient language users. The students may feel positively in the learning atmosphere, where they feel highly motivated, engaged, and put more effort into learning. These factors would have satisfying outcomes or grades in their language courses with all of these factors. As a result, they could see themselves as proficient language users in the future. So, they will put more effort into foreign language learning. The importance of the Past L2 Learning Experience that contributed to motivation in foreign language learning is also in line with Saito et al. (2018) and Nattheeraphong (2020), reporting that a joyful learning experience and supportive learning environment promoted learning motivation of LOTEs. Moreover, students feel more engaged and willing to communicate in a target language if they have a positive experience of oral communication in the previous interactions (Darling & Chanyoo, 2018).

B. Teaching Implications

The current study shows that the Past L2 learning experience was the primary motivational factor for foreign language students. As mentioned by Oxford (1990, as cited in Doggol, 2014), "Positive emotions and attitudes can make language learning more effective and enjoyable." Therefore, building a supportive learning environment and psychologically secured atmosphere in the classroom may reduce students' negative feelings and boost positive learning experience the students. The practice aligns with Stephen Krashen's affective filter (1986) that the learners would engage more in the language learning classes when their anxiety level was low. Ni (2012) also mentioned that success in language learning occurs in the atmosphere in which learners' values and manners are supported, learners take a confident and enjoyable stance towards language. They would thus utilize the target language comfortably. In addition, the students would bring their experience from their past learning to anticipate for their current language classes. Dörnyei (2019) suggested five aspects that engage students in the learning process, including school context (e.g., aspects of belonging to the school community, adopting school norms, and developing academic confidence), syllabus, and teaching materials (e.g., curiosity about and interest in the content, matching the syllabus to students' needs, ownership and personalization of the materials), learning tasks (e.g., employing the principles of task-based, project-based, or problem-based language teaching and learning, goal-setting, and progress check), peers (e.g., relevant areas of group dynamics/ classroom management, social acceptance, group cohesiveness, norms of cooperation and tolerance), and teacher (e.g., student-teacher rapport, utilizing insights from leadership models, and conflict resolution). A foreign language teacher will engage students more in the language classroom concerning these five aspects. When students are motivated by the positive learning experience, they will put more effort into the study, leading to their satisfying level of achievement. When students achieve, and their motivating source is mainly from the Ideal L2 Self, they are more likely to attain proficiency in the language they are taking.

C. Recommendation for Future Studies

As the current study can be considered as a pioneering study to investigate motivational factors in learning foreign languages other than English of Thai college students and compare whether the motivational components in studying the English language is similar to other foreign languages, future studies should expand to investigate motivational components for students in taking other foreign languages such as neighboring and other modern languages offered in schools or universities. The findings from such studies will suggest a complete picture of motivational components for students to take such language classes. Understanding sources of motivation will benefit foreign language teachers to prepare their classes more effectively.

In addition, a variable of the length of time for taking a foreign language class should be considered a significant motivational factor for students to take language classes. The present study clearly shows that the Ought-to L2 self was the primary motivational factor for first-time course takers, beginner, and low proficient learners. Future studies should investigate whether the findings from this study hold or there may be some other factors provided by foreign language learners.

VI. CONCLUSION

The current study investigated different motivating factors of Thai undergraduate students who took foreign language courses at a Thai university in the Greater Bangkok area by adopting the L2MSS of Dörnyei (2009) as a study framework. A mixed-method research design was used to recruit 173 participants in the study, and a questionnaire and a semi-structured interview collected data. Data were analyzed quantitatively to answer the three research questions, while the findings from qualitative data analysis were used to support the quantitative findings. The findings revealed different motivating sources for the students who had taken or were taking foreign language courses. English and Korean students reported the Ought-to L2 Self as their primary source of motivation, while French, Chinese, and Japanese students reported the Past L2 Learning Experience. As suggested by scholars, the positive L2 Learning Experience is directly related to the strong perception of the Ideal L2 Self. Therefore, the study suggested that teachers provide an adequate and supportive learning experience to foreign language students, leading to higher motivation and engagement in foreign language classrooms.

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