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# The L2 Motivation about Japanese learners in China -A Case on Postgraduate who is not Japanese Major

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**Abstract:**
*This study conducted interviews with five non Japanese major graduate students from universities in Beijing, Shanghai, and Guangzhou to explore the following three questions: firstly, what is the motivation for non Japanese major graduate students to learn Japanese? It can be divided into several categories; Secondly, what are the reasons for non Japanese major graduate students to continue learning Japanese and not to continue learning Japanese; How can non Japanese major graduate students continue to learn Japanese? This study will inquire about the participants' learning of Japanese during their graduate studies. The following conclusion can be drawn: firstly, there are similarities between the Japanese learning motivation of graduate students and that of undergraduate students in previous research, specifically referring to intrinsic motivation such as cultural life motivation, entertainment motivation, personal self-improvement motivation, and extrinsic motivation such as academic motivation and employment competition motivation. Secondly, graduate students may have to stop learning Japanese due to external factors. Without effective external stimulation or insufficient intrinsic motivation, it may lead to persistent abandonment of learning Japanese. Thirdly, if graduate students want to maintain continuous Japanese language learning, they need to strengthen their personal intrinsic motivation, enjoy the process of learning Japanese, or provide continuous Japanese language courses to constantly expose them to Japanese, thereby transforming external motivation into intrinsic motivation.*

**Keywords:**
*L2 motivations,Japanese learners,postgraduate*

## 1.Introduction

The field of L2 motivation has concentrated on English learners and creates something like bias of language and need to pay more attention to other language(Amorati,2020).There is a growing body of literature that realize that LOTE is also fundamental to L2 motivation. Amorati(2020) claims that the L2 motivation are influenced by the desire to have a connection with the communities and by the desire to engage with cultural practice and accept the educational idea through language learning. Moreover, the type and level of motivation change when learning different language(Siridetkoon et al,2017).In China, there are two kinds of Postgraduate such as academic master and professional master. The student who is academic master need to

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focus on academic like publishing paper, doing experiments all day for further study. The student who is professional master need to focus on the problem in their field and take internship. It can infer that postgraduate have academic pressure and employment pressure so maybe it is hard for them to learn other language like Japanese. What's more, LOTE is not necessary for postgraduate. English may be the better choice for them because of its high economic return and so on. Nevertheless, it is visible that some of postgraduate take time to study LOTE but not English .Up to now, studies in the past have provided important information about the undergraduate's L2 motivation but little study about the postgraduate's L2 motivation. In other words, previous studies of LOTE have not mentioned postgraduate's L2 motivation and are limited to undergraduate's L2 motivation.

Self motivation theory (SDT) is a theory about satisfying individuals' autonomy and autonomy needs through intervening in the environment, promoting their transformation from external motivation to internal motivation or enhancing internal motivation. It is commonly used to promote the combination of students' internal goals and autonomous communication styles (Liu Zhang, 2010). Previous studies have explored students' English learning motivation using SDT theory, but there has been less exploration of Japanese learning motivation. According to CNKI's search, currently only Hao (2020) has used SDT theory to examine the learning motivation of Japanese major students majoring in minority languages. However, this also provides support for the viewpoint of this study that SDT theory can be used to examine students' motivation for learning minority languages. So this paper is attempt to verify whether SDT is able to state the postgraduate's L2 motivation as an example of LOTE. Besides, the question that what's the differences of L2 motivation between postgraduate who continue to study Japanese and who do not continue to study Japanese will be discussed. In addition, it is persuasive that SDT are suitable to state the undergraduate student's L2 motivation but the problem whether SDT is suitable to postgraduate is yet not clear. This study provides new insights into SDT because the importance and originality are that it explores whether SDT is applicable to postgraduate students. This study aims to contribute to this growing area of research by exploring L2 motivation of LOTE.

## 2.Literature Review

### *2.1 Self-Determination Theory*

Self-determination is a kind of intrinsically motivated behavior contained some of extrinsic motivated behavior and it is an option which manages the interaction between person and environment and means the ability to take action automatically but not other outer pressure(Deci et al,2013). Deci&Ryan(1985)state that SDT is organized around intrinsic, extrinsic and a motivational also the concept of control orientation and there are two types of self-detemined behaviors which are intrinsically motivated behaviors and those extrinsically motivated behavior that are formed by many factors. In order to improve motivation, TANAKA & HIROMORI(2007)consider that three psychological needs(autonomy, competence and relatedness)are necessary to be taken into consideration in order to make learners become intrinsic motivated and deal with task positively, also emphasize that motivation about L2 and foreign language are divided into three parts which are the instruction of motivational system, the connection between motivational system and learning strategies or learning anxiety or learning results, the development and change of motivational system. Con-

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sidering three psychological needs, Autonomy means that someone can decide what to do by himself and feel responsibility, then competence means that someone wants a chance to demonstrate his ability when he takes action and relatedness means that someone wants to have close connection with surroundings or society and get along well with others(TANAKA & HIROMORI,2007).What's more, Okada&Nakatani(2006)pointed out numerous studies have shown that introjected regulation is regarded as an adverse factor but it is possible to promote motivation by mutual effect of intrinsic behavior and extrinsic behavior.

Considering the method used in SDT, Ryan, Richard & Edward(2000)demonstrate that SDT paid close attention to not only positive development tendencies but also opposite factors of social environment. Most of SDT research control social contextual variables to estimate the effects on internal process and personal behaviors but it is limited to consider the self-motivation and social factors(Ryan, Richard & Edward,2000). Kimberly et al(2003)suggest that SDT has more advantages than other models and it is testable because it offers a clear and internally consistent framework to interpret the different language learning variables.

## *2.2 Empirical Study on SDT*

Davis & Freddie Bowles(2018)claim that teachers need to believe that students come to school with strong curiosity so it is essential to modify their instruction and make students to recognize the purpose and meaning of language by encouraging students to follow their interest, providing constructive feedback and creating caring language learning environment so that they can be motivated from within. According to Liu(2016) study, the students recognize that they need to learn ESP because of mixed with intrinsically and extrinsically motivation such as considering ESP will be useful for their future work or earning external rewords and Liu study claims that teachers need to create autonomy-supportive environment or give practical feedback so that students change the external mind into internal mind for ESP. Shelton-Strong& Scott(2022) study shows that advisors and advise in the context have positively influenced the awareness of self-learning, improved the motivation in language learning and have more confident to overcome obstacles when learning language. Davis& William S(2022)observe that the entrance of foreign language is decreasing and stress that setting a language course have to support students' autonomy needs and make students believe they can make progress in language learning by SDT. Dincer et al(2017)point that the students' intrinsic motivation is connected with teacher autonomy support and classroom engagement and it is necessary for teacher or educators create a non-anxiety environment to make students want to speak English. A large body of research is concerned about the improvement of English motivation by SDT but less of research about LOTE motivation. So what about the research about LOTE?

## *2.3 The Study about the Motivation for LOTE in China*

Several studies have investigated the motivation between English and LOTE. Those research have been suggested that LOTE may be not investment for learners in China but leisure or consumption because of its less advantages in the future. In other words, the reason why they study LOTE is from their intrinsic motivation but not extrinsic motivation.

For example, Guo et al(2006)investigate the motivational factors of Chinese students in Harbin University of Science and Technology and conclude that there are four factors "the interest in language learning", "Beneficial to Job which means having high salaries", "Japanese popular culture"and"Knowing about

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Japan"which is connected with the motivation of Japanese Learning. Lu&Qi(2022)maintain that English is regarded as a useful tool for their future career and a symbolic value while LOTE is a plus for Chinese LOTE learners, which consolidate the position of English. Wu,Xinran&Yongcan Liu(2023)study use the framework of L2 motivation self-system to estimate the change of L3 motivation and find that the meaning-instruction of experience provide basis to self-instruction leading to emergence of motivation. Chen et al.(2020)use the conception of investment and consumption to elaborate the phenomenon of learning LOTE in China and conclude that most of interviewees doubt the value of LOTE and state it is difficult to imagine the vision of using LOTE in the future so mostly regard learning LOTE as consumption and leisure but not investment. Chen et al.(2021)use a mixed method to examine the motivation of German or French about one-year undergraduate and conclude that most of interviewees argue learning German or French is less valuable than English and studying the cultural values of these language is a main point for them to learn LOTE. Zheng et al(2019)posit the view that global English environment and nation foreign language policy have influence of learning LOTE. In addition, some studies have recognized personal emotion is connected with LOTE. Liu& Meng(2022)indicate the role of positive emotion in the SDT is not theorized because of outcome variables but not a main structure of motivation and the result of experiment confirm that positive emotion have function to promote LOTE learning.

Due to the close geographical proximity between China and Japan, as well as Japan's cultural exports to foreign countries, there has been a phenomenon of "Japanese language learning fever" in China. Besides English, everyone from elementary school students to adults is learning Japanese to varying degrees. In addition, in some regions, junior and senior high schools have set Japanese as a foreign language subject, college students can choose Japanese as a foreign language subject for the college entrance examination, and college students can choose Japanese as a foreign language subject for the graduate entrance examination. All these phenomena indicate that Chinese people have strong motivation to learn Japanese.

According to previous research, the study can be divided into research on Japanese language learning motivation of Japanese language majors and research on learning motivation of non Japanese language majors. There have been numerous studies on the motivation of Japanese language majors, such as Jiang's (2009) study of Japanese language majors at Huaihai Institute of Technology, which identified eight motivations including exam competition, interest, information exchange, further study abroad, reality, culture, and easy learning. In addition, some teachers are studying the maintenance of motivation for Japanese language learning among Japanese major students. However, few studies have focused on the motivation of non Japanese major students in Japanese language learning. For example, Peng Wang (2003) analyzed the motivation of Japanese language learning among Japanese major students and non Japanese major students at Tsinghua University, and concluded that both types of students have the motivation of "longing for Japanese culture and language". Professional students are mainly driven by "compulsive motivation", while non professional students are mainly driven by "linguistic ambition motivation" and "achievement motivation". Wang (2005) studied the Japanese language learning motivation of non major students at Tsinghua University, Peking University, and Renmin University, examining their learning motivation and motivation intensity. They were divided into eight motivation types: "entertainment type", "information examination type", "self-improvement type", "learning and work type", "cultural type", "competitive type", and "feasible type". The teaching methods of teachers and the personal learning effort and motivation of students had no effect. In addition, Huang

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(2008) surveyed undergraduate students who participated in Japanese language courses as a second language and minored in Japanese at Ningbo University, and used a survey questionnaire to examine their motivation for learning Japanese. He found that these students have four types: "instrumental motivation," "personal development motivation," "social responsibility motivation," and "cultural interest motivation. In summary, research on Japanese language learning motivation among non Japanese major students in China tends to analyze the types of learning motivation and the strengths and weaknesses of various learning motivations, with a focus on undergraduate students. However, besides undergraduate students, there are many students who study Japanese at the graduate level, and their motivation for learning Japanese is not yet clear. This study speculates that the motivation for graduate students to learn Japanese may differ from that of undergraduate students.

### *2.4 Purpose and Research Questions*

This study aims to classify the Japanese learning motivation of non Japanese major graduate students, compare it with previous research on the Japanese learning motivation of non Japanese major undergraduate students, and attempt to explain the similarities and differences in Japanese learning motivation from the perspective of SDT theory, analyzing the differences in motivation between graduate students who continue to learn Japanese and those who do not.

1.What is the motivation for non Japanese major graduate students to learn Japanese? How many categories can it be divided into?

2.What are the reasons for non Japanese major graduate students to continue learning Japanese and not to continue learning Japanese?

3.How can non Japanese major graduate students continue to learn Japanese?

## 3 Methodology

### *3.1 The interviewees*

The interviewees were postgraduates majoring in different majors but not Japanese major because of research questions. Postgraduates were at university in China and have experience in learning Japanese. This study aims to analyze the motivation of graduate students to learn Japanese through a small-scale investigation. Therefore, this study collected 5 Japanese language learning motivation feedback from graduate students in Beijing, Shanghai, and Guangzhou.

All interviewees were interviewed online by SNS or Meeting Application(Tencent Meeting) from table 1 and the timeline was arranged on December 2nd about Japanese studies.

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*Table 1 The interviewees*

| | Interviewee 1 | Interviewee 2 | Interviewee 3 | Interviewee 4 | Interviewee 5 |
|---|---|---|---|---|---|
| Gender | Male | Male | Male | Male | Male |
| Language | Japanese | Japanese | Japanese | Japanese | Japanese |
| Major | Social Work | Chemical | Chemical | Chemical | Linguistics and Applied Linguistics |

## *3.2 Data collection and analysis*

This study adopts an individual interviews to conduct research. Considering the distance, this study will be took online. The student union will be informed of the interview,which will not affect their grades at school. This study is based on Wang (2006) and adjusted according to the research topic. The interview includes four parts: personal basic information of the subjects, motivation generation, motivation changes, and suggestions for improving motivation in Japanese language learning. In addition, the interviews in this study consists of selective and free responses. The content and quantity of selective answer options are based on the Likert scale and adjusted the research topic.Among them, "motivation generation" is divided into a five level Likert scale ranging from "5=strongly agree" to "1=strongly disagree". The modules of "Motivation Changes" and "Japanese Learning Strategies" are free answer modules.What's more,this study focus on the following categories during postgraduates period:

**(a)interviewees' Japanese learning experience during postgraduate period**

**(b)Persistence in Japanese studies during postgraduate period**

## *3.3 Results*

The following section provides descriptions of the interviewees and analysis of cases.It will be a basic of discussion and answer the research questions.

***Interviewee 1***

The interviewee's motivation for learning Japanese is mainly intrinsic motivation.The interviewee loves Japan and Japanese very much, and hopes to learn Japanese by reading Japanese books and literature, understanding anime plots and game segments, making Japanese friends, and understanding the social situation in Japan. However, the interviewee does not believe learning Japanese is for studying abroad, working in Japan, or passing level exams. It can be seen that the interviewee is interested in Japan as a country and the language itself, and also has an intrinsic motivation to learn Japanese due to personal needs such as playing games and watching anime.

The interviewee has been self-learning Japanese during their graduate studies and has not taken any Japanese classes on or off campus. He admitted to interrupting his Japanese language studies during his graduate

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studies, but later made self adjustments to continue learning a foreign language. The interviewee said that "playing games" is the driving force that keeps him continuously learning Japanese. It can be seen that the interviewee has gained a sense of accomplishment in Japanese language learning through playing games, which has boosted their confidence in their personal Japanese language learning ability. In addition, it is driven by intrinsic factors such as "playing games" and "understanding anime plot and game elements", that is, intrinsic motivation. Finally, the interviewee's approach to continuous learning of Japanese is diverse, such as memorizing vocabulary, grammar, or checking word grammar through playing games, which can be understood as "learning Japanese according to personal needs".

***Interviewee 2***

The interviewee has both intrinsic and extrinsic motivation for learning Japanese. The intrinsic motivation is that the interviewee hopes to understand Japanese manga, anime, variety shows, and other content by learning Japanese, understand Japanese songs and be able to sing them, and make friends with Japanese people. The external motivation is to pass the JLPT level exam by learning Japanese, understand Japanese literature to increase research results, obtain opportunities to study abroad in Japan, and improve personal competitiveness in the chemical industry. However, the interviewee did not intend to work in Japan. The interviewee did not lean towards any of the motivations, and I am not sure which one is the strongest. According to the SDT theory, the interviewee's sense of competence in achieving certain accomplishments or gaining recognition from the outside world through Japanese language is a characteristic of their motivation for learning Japanese.

The interviewee admitted to interrupting their Japanese language studies during their graduate studies, in the second semester of their first and second year. The biggest reason is the inability to coordinate research time and Japanese language learning time. Specifically, the interviewee needs to conduct experiments for a long time every day, which consumes a lot of physical energy, has insufficient rest time, and is under a lot of mental pressure. But he hopes to gain better blood development through learning Japanese, and based on this internal motivation, the interviewee will continue to learn Japanese independently in his spare time. He mentioned that being motivated by external factors such as teachers, friends, etc. to continuously learn Japanese every day is the best way to maintain Japanese language learning.

***Interviewee 3***

The interviewee has a strong intrinsic motivation for learning Japanese. The interviewee is a doctoral student who has had a strong interest in Japanese from undergraduate to doctoral studies. He talked about gaining a more comprehensive and profound understanding of Japan through Japanese language learning, which further promoted his enjoyment of the process of learning Japanese. The strong intrinsic motivation is to understand Japanese literature, culture, and social life through learning Japanese, as well as to comprehend Japanese anime, manga, TV dramas, and more. In addition, the interviewee has an external motivation of hoping to pass the Japanese proficiency test in order to gain recognition from others. He said that after graduating with a PhD, he will choose Japanese as his second major to further improve his Japanese comprehensively. According to the SDT theory, the interviewee has a sense of competence in achieving personal goals through Japanese language.

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The interviewee has never interrupted their Japanese language learning and has been studying Japanese from undergraduate to doctoral levels. However, the interviewee has been learning Japanese through self-study and has not participated in on campus Japanese courses or extracurricular tutoring classes. He obtains Japanese news, variety shows, and video resources through online resources such as Bilibili, YouTube, NHK, etc., learning Japanese expression from various aspects and understanding the logic of Japanese language organization. In addition, he mentioned that Japanese language teachers should pay attention to teaching Japanese content that students are interested in.

***Interviewee 4***

The interviewee's Japanese "intrinsic motivation" is relatively strong. The interviewee is a doctoral student who had been exposed to Japanese anime and manga before the doctoral stage, and had the idea of learning Japanese during the doctoral stage. The strong intrinsic motivation is to learn about Japanese language, literature, culture, and social life through studying Japanese, travel to Japan, taste Japanese food, understand Japanese anime, manga, TV dramas, etc., understand Japanese songs and sing them fluently, and read Japanese literature and books. The interviewee has a strong external motivation, which is to improve personal competitiveness by learning Japanese and doesn't particularly care if I pass the JLPT level exam. He mentioned, 'I hope to contribute more to the research team and increase the chances of future employment in universities after learning Japanese during my doctoral studies'.According to the SDT theory, the interviewee has a sense of competence in achieving personal goals through Japanese language, and their intrinsic motivation is stronger than their extrinsic motivation.

The interviewee and the second interviewee admitted to interrupting their Japanese language learning during their graduate studies during the first semester of their second year of doctoral studies. The biggest reason is the inability to coordinate research time and Japanese language learning time. The doctoral student said that their second year of doctoral studies is the mid-term defense stage of their doctoral thesis, which requires a large number of experiments for preparation. Even if he wants to learn Japanese, they don't have time to do so. The interviewee had tried using online resources such as Bilibili for learning, but the results were not satisfactory. He felt that the knowledge was trivial and they could not learn anything. Later, He participated in a teaching research project for Japanese major students to systematically learn Japanese. The interviewee believes that following the teacher and systematically learning Japanese textbooks yields better learning outcomes. In addition, he mentioned that Japanese language education in the future should pay more attention to students' interests in Japanese and actively communicate with them to identify the difficulties they encounter in learning Japanese.

***Interviewee 5***

The interviewee's motivation for learning Japanese is moderate, with no particularly prominent strong intrinsic motivation. The interviewee admitted that they hope to understand Japanese anime and manga, Japanese songs, and Japanese books and literature through learning Japanese, but their biggest motivation is to improve their competitiveness through learning Japanese. The interviewee encountered a situation where they needed to choose a foreign language other than English for their foreign language exam subjects while preparing for the graduate entrance examination. He believes that Japanese and Chinese are close in distance

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and have similar language structures. Japanese tests are simpler than French, German, etc. Learning Japanese can improve job competitiveness, so he ultimately chose to use Japanese as a foreign language exam. His exam results proved that his choice was correct and he was admitted to his ideal university with extremely high scores. This experience has made the interviewee more determined that learning Japanese can enhance their competitiveness and create possibilities for the future. In addition, he believes that continuous Japanese language courses can help interviewee maintain their motivation to learn Japanese. The interviewee believes that continuous external stimuli can help him maintain language learning. According to the SDT theory, the interviewee's motivation for learning Japanese tends to be more extroverted, which comes from a sense of competence and belonging.

The interviewee has been studying Japanese throughout their graduate studies. He thinks learning Japanese is very interesting and enjoyable, as it allows him to understand the social situation in Japan. The interviewee did not participate in the systematic Japanese language course and learned Japanese through online resources outside of class. He believes that this self-learning method can improve his learning efficiency and address personal needs in a targeted manner. Finally, the interviewee believes that Japanese language education in the future should pay more attention to classroom atmosphere, and the selection of teaching content should be in line with students' interests.

## 4 Discussion

From the above results, it can be seen that non Japanese major students at the graduate level have both intrinsic and extrinsic motivations for learning Japanese. Among them, intrinsic motivation accounts for the largest proportion, while extrinsic motivation, although present, accounts for a smaller proportion. Based on the above results, the intrinsic learning motivation of graduate students in Japanese can be divided into "cultural life motivation, entertainment motivation, and personal self-improvement motivation", while the extrinsic learning motivation can be divided into "academic motivation" and "employment competition motivation". Compared with previous research on the learning motivation types of non Japanese major undergraduate students, there are similarities. According to the SDT theory analysis, non Japanese major students at the graduate level mainly satisfy their motivation for learning Japanese through three basic psychological needs: "autonomy", "sense of belonging", and "competence". Among them, "competence" is particularly evident, which requires learning Japanese to meet personal needs and achieve success, thereby increasing their desire to learn Japanese.

From the above results, it can be seen that three interviewee have interrupted their Japanese language studies, two are science majors and one is a humanities major. Students majoring in science are unable to find time to learn Japanese due to the fact that their major requires a lot of time for conducting experiments and writing papers, which seriously consumes their energy. This indicates that when an individual's intrinsic motivation for a foreign language encounters potential external risks, they will compromise and first address the potential external risks. On the other hand, students majoring in humanities lack effective guidance for learning Japanese due to their inability to tolerate the tedious life of memorizing vocabulary and learning grammar. This indicates that even if the intrinsic motivation for learning a foreign language is strong, the lack of reasonable and effective learning guidance and the inability to receive positive feedback can easily

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interrupt learning. The other two interviewees have been consistently studying Japanese because they enjoy the process of learning it. Two interviewees mentioned that every time they come into contact with Japanese, they involuntarily explore it, actively use online resources to learn Japanese expression, participate in school Japanese learning corners to practice speaking, and so on. But the reality is that not everyone can genuinely enjoy learning and enjoying Japanese, and external intervention is needed.

Interviewee 2 and Interviewee 5 mentioned that in order to maintain their Japanese language learning, they need external stimulation to engage in continuous Japanese language courses. They unanimously believe that continuous external stimuli, such as daily exposure to Japanese, can help them break the desire to not learn Japanese and not learn it due to being too busy. One of the interviewees mentioned that they had few foreign language classes during their graduate studies, limited knowledge, and their desire to learn Japanese gradually disappeared. Interviewee 4 and 5 also mentioned that Japanese language education needs to focus on the interesting content taught and the diversity of classroom forms, which will directly affect the motivation to learn Japanese.

## 5 Conclusion

This study interviewed graduate students from non Japanese language majors at universities in Beijing, Shanghai, and Guangzhou. From their experience in learning Japanese, it can be concluded that even at the graduate level, the motivation for learning Japanese mainly comes from intrinsic learning motivation, namely a love for Japanese and using it to meet one's own requirements. This is similar to previous research on undergraduate students' motivation for Japanese language learning. From the responses of the five interviewee mentioned above, it can be seen that except for interviewee 3 who does not have extrinsic motivation, the remaining interviewee all have extrinsic motivation. That is to say, even at the graduate level, foreign language learning involves both intrinsic and extrinsic motivation. Graduate students with strong intrinsic motivation, even if they have interrupted their Japanese language learning, will continue to learn Japanese when the time is ripe, constantly changing their learning methods to keep themselves learning Japanese. Graduate students with strong external motivation are easily influenced by the external environment, which reduces their motivation to learn Japanese. This study found that increasing the frequency of students' exposure to Japanese can help improve their motivation to learn Japanese, which may be helpful in assisting students who lack motivation to learn Japanese. This study mainly focuses on the motivation of five graduate students in Japanese language learning, and its research conclusions are not universal. In the future, we will further expand the analysis of the above motivation types, reasons for their unsustainability, and measures for their persistence.

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# Appendix

**The interviews about the L2 motivation about Japanese learners in China**

**NAME:**_____

**SCHOOL:**_____

**SUBJECT:**_____

Dear Interview:It is appreciated for you to read the statements below and think about whether you agree or disagree with them on a scale of 5 to 1 by drawing a circle below the under blank of number.If you have any ideas or comments to statements,please write them down.In addition,there is one question that request you to write down you ideas.Thank you for your participating.

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**5=strongly agree 4 =agree 3=neutral 2=disagree 1=strongly disagree**

**I Motivate Japanese language learning**

| | | | | | |
|---|---|---|---|---|---|
| 1.I like Japanese. | 5 | 4 | 3 | 2 | 1 |
| 2.I like Japan. | 5 | 4 | 3 | 2 | 1 |
| 3.I hope to learn about individual or multiple aspects of Japan, such as linguistics, literature, culture, and social life. | 5 | 4 | 3 | 2 | 1 |
| 4.I want to understand Japanese so that I can comprehend Japanese manga, anime, variety shows, TV dramas, and more. | 5 | 4 | 3 | 2 | 1 |
| 5.I want to understand Japanese so that I can understand Japanese songs and sing them. | 5 | 4 | 3 | 2 | 1 |
| 6.I want to understand Japanese so that I can read Japanese books and literature. | 5 | 4 | 3 | 2 | 1 |
| 7.I want to learn an additional language to enhance my personal competitiveness. | 5 | 4 | 3 | 2 | 1 |
| 8.I want to further my studies in Japan. | 5 | 4 | 3 | 2 | 1 |
| 9.I want to work in Japan. | 5 | 4 | 3 | 2 | 1 |
| 10.I want to make friends with Japanese people. | 5 | 4 | 3 | 2 | 1 |
| 11.I want to engage in economic and cultural activities in Japan by learning Japanese. | 5 | 4 | 3 | 2 | 1 |
| 12.I want to pass the Japanese language proficiency exam (such as JLPT, EJU, etc.). | 5 | 4 | 3 | 2 | 1 |
| 13. If you have any ideas about the reasons about learning Japanese, please fill in the blank. | | | | | |

**II Changes in Motivation for Japanese Language Learning**

I have considered giving up learning Japanese during the process of learning it.

(If there is a situation of "strongly agree", "agree" or "neutral", please fill in the reason:

_____)

I enjoy learning Japanese and want to keep learning.

(If there is a situation of "strongly agree", "agree" or "neutral", please fill in the reason:

_____ )

I have tried to continue learning Japanese.

(If applicable, please provide personal experience:

_____)

**III Suggestions for improving motivation in Japanese language learning**

What learning methods and environments do you think can improve motivation for learning Japanese?

How do you think teachers should organize Japanese language education to improve their motivation for learning Japanese?

**Thank you for taking the time out of your busy schedule to fill out this survey!**

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