June 2022

An Investigation into American University Students' Motivation for Chinese Learning: A Case Study

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AN INVESTIGATION INTO AMERICAN UNIVERSITY STUDENTS' MOTIVATION FOR CHINESE LEARNING: A CASE STUDY

A Thesis Presented

by

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Submitted to the Graduate School of the

University of Massachusetts Amherst in partial fulfillment

of the requirements for the degree of

MASTER OF ARTS

May 2022

East Asian Languages and Cultures

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ACKNOWLEDGMENTS

I have received a lot of help and support throughout the writing of this dissertation.

I would first like to thank my advisor, professor Zhijun Wang. He has given me careful guidance and enthusiastic help in the selection of my topic, to the proposal writing and the final draft.

I would like to extend my sincere thanks to Professor Zhongwei Shen and Professor Yuki Yoshimura for serving on my thesis committee. Their valuable comments and suggestions have truly helped me a lot.

I would like to thank all the professors and classmates who supported and encouraged me during my pregnancy and throughout the pandemic. It has been my honor to study in our UMass Chinese program.

Lastly, I would also like to extend my deepest gratitude to all the students who volunteered for this project. I thank them for spending their valuable time completing the questionnaire surveys and interviews. Without their help, this study would not have been as successful.

ABSTRACT

An Investigation into American University Students' Motivation for Chinese Learning: A Case Study

May 2022

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The study investigates the motivation behind learners of the Chinese language as a second language at the university level in the United States of America. The study uses Dornyei's (1994a) three-level framework of L2 motivation and Dornyei's (2001a) demotivation theory, as the theory guidelines. In addition, the study takes both quantitative and qualitative approaches and uses questionnaires and interviews for data collection.

First, the study explores the various constructions of motivation for students learning Chinese at a public university in the New England region. All students who were enrolled in the elementary, intermediate, and advanced Chinese courses at the University in the fall semester of 2019 participated in this study. 108 valid questionnaires have been collected for this investigation. The data from these questionnaires were then analyzed in Excel and the results indicate that the highest motivation is instrumental motivation. The second-highest motivation is achievement motivation, the third is integrative motivation, and the fourth is positive learning attitudes and experiences motivation. While social milieu motivation and language requirement motivation are low.

Second, the students were separated based on the students' gender, ethnic backgrounds, and learning levels. The participants were divided into the following groups: male and female learners, learners of the Chinese heritage and non-heritage, and learners in the beginning, intermediate, and advanced level. The data from the questionnaires were then analyzed in SPSS, with results showing that there are significant differences pertaining to motivation between the female and the male groups as female students' motivation is higher than that of male students. There were no significant differences found with the amount of motivation between the Chinese heritage and the non-heritage groups. However, the Chinese heritage students displayed much higher integrative and social milieu motivation than the non-heritage students. Furthermore, students of non-heritage background displayed significantly better achievement motivation than students of Chinese heritage. No significant differences with motivational levels between students of different learning levels were found. But in spite of that, there are considerable disparities between these three groups in terms of integrative motivation, language requirement motivation, and social milieu motivation.

This study also explores factors that cause students' demotivation to learn Chinese. The six highest demotivation factors are reported in the following: "Chinese is too difficult for me, tones, characters, grammar, and phrases, etc."; "my exam grades cannot show my actual Chinese level"; "I feel upset because I put great effort in studying Chinese while making little progress"; "class activities are far too few and boring"; "I cannot understand my Chinese teacher because he/she speaks too fast and difficult for me"; "I do not like using the Chinese textbook"; and "too much homework." Furthermore, students also complain about the curriculum being too fast-paced with too many exams and homework.

Finally, after the analysis and discussion of the data and findings, corresponding pedagogical implications are suggested and explained.

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CHAPTER 1

RESEARCH BACKGROUND

1.1 Introduction

Motivation is regarded as one of the most vital factors responsible for successful second language acquisition (Gardner & Lambert, 1972). The motivation level influences the learning process as well as learning outcomes. However, as Dorney (1994) said, "L2 motivation is more complex than simply mastering new information and knowledge; in addition to the environmental and cognitive factors normally associated with learning in current educational psychology, it involves various personality traits and social components." Motivation is a complex phenomenon. In the past decades, plenty of research has been done to investigate second language (also known as L2) motivation, but these results may not apply to every language due to motivation's multifaceted variations. It is necessary to investigate language learning motivation in a particular country and learning environment. The more its variations are understood, the better we can help learners enhance their learning motivation.

With the economic development of China and its increasing global influence, Chinese language is becoming more and more important in the world. According to the American Council on Education, approximately 400,000 students in the U.S. learned Chinese in 2017, and the number is rising every year. With the growing numbers of learners of the Chinese language, being able to understand American students' learning motivation is crucial to teaching the Chinese language more effectively.

1.2 The Significance of Research

The research investigates the motivation of students who are learning Chinese at a public university in the New England region. The goal is to find the motivation differences between students of different genders, ethnic backgrounds, and learning stages. The students learn Chinese in a non-Chinese environment; the learning achievements and learning duration are all affected by motivation. Investigating language learners' motivation helps Chinese language teachers understand learners' needs, and for students it can help them to maintain or strengthen their motivation. Moreover, the research can give advice on teaching material selection, curriculum setting, and teaching methods.

Although there is significant research on second language learning motivation in English, studies specific to Chinese are limited. In China, increased scholars are in the Chinese learning motivation field. This is due to the increasing number of non-native speakers learning Chinese worldwide. However, their research subjects are mostly international students in China or students from the Confucius Institute in other countries. Research on American students' Chinese learning motivation is scarce. Therefore, this research is needed.

There are no comprehensive studies that compare students of different genders, ethnic backgrounds, and language learning levels motivational differences. The research concerning Chinese learning demotivation in the U.S. is minimalistic at best. During her time as a teaching assistant at the university, the researcher observed that some students do not take the opportunity to continue learning Chinese every year. With that being the case, the demotivation study of American university students is urgent and necessary, and this research explores said issue.

CHAPTER 2

LITERATURE REVIEW

2.1 The Definition of Motivation

Motivation is a complicated psychological phenomenon. Researchers in the second language acquisition field have different definitions of motivation. Gardner (1985) defined L2 motivation as "the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity." According to Dornyei (1998), "Motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process." Pintrich and Schunk (1996) said, "Motivation is the process whereby goal-directed activity is instigated and sustained." As Dornyei and Skehan (2003) explained, "motivation is responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it." Because of the complex nature of motivation, involving a lot of factors, and the intricate relations between each factor, there is a failure of agreement on the definition. As Dornyei (2011) said, "it is very doubtful that the complexity of this issue can be accounted for by a single theory." But most researchers agree that the reasons to learn the language, purpose, attitude, and learning environment are related to L2 motivation. The researcher took advantage of these factors in her questionnaire design and motivation type analysis.

2.2 Theoretical Research on L2 Motivation

This chapter explores major motivational theories in second language acquisition literature.

2.2.1 Robert Gardner and Wallace Lambert's Social-Educational Model

The Canadian researchers Robert Gardner and Wallace Lambert's research has had a fundamental influence on L2 motivation study. The independent and systematic research on L2 motivation began from their investigation. In 1958, these two researchers investigated students learning French as a second language in Canada. They found that there are variables apart from linguistic aptitude in determining students' academic grades that could be considered as motivational factors. Motivation includes motivational intensity and orientation. As for the types of motivation, they are divided into two types: integrative and instrumental. Integrative motivationrefers to a favorable attitude towards the L2 group and a desire to associate with and even become like community members. While instrumental motivation refers to the potential pragmatic gains of L2 proficiency, such as getting a better job, a higher salary, or course credits. Gardner's investigation also identified that students who are integrative oriented tend to achieve greater L2 competence than those who are instrumentally oriented.

Based on his previous research, Gardner (1985) started to focus on the effects of the learning environment on L2 learning. He proposed the social-educational model, which focuses on an empirical foundation. This model suggested that second language acquisition occurs in a particular cultural context, and the cultural context will influence second language learning. Moreover, if other things are equal, one person's language aptitude, motivation, and situational anxiety directly influence learning outcomes. Attitudes toward the L2 community and attitudes generated in the family which learners' parents influence generate the original learning motivation. When learners accept formal and informal language instructions, the language learning situation further influences motivation. Therefore, the social-educational model is a dynamic model that refers to the interplay of attitudes and the language learning situation. In addition, Gardner used empirical tests to support the validity of this model.

However, the learning environment in this model is specific to the social environment and does not focus on the classroom learning environment at school. Therefore, this model has been criticized for not paying enough attention to education-dimension. Not all the cultural contexts are as unique as Canada, students learn French as a second language, and they are close to the French community and can interact with the French-speaking people. Most countries have mono-ethnic backgrounds. Students learn a second foreign language in the classroom at school, which makes it more difficult to access the target language community and people. Their motivation is more easily influenced by teaching methods, curriculum setting, course pressure, in addition to other aspects.

Although there is a weakness in Gardner's social-educational model, the significance of the social-educational model and its overall contribution in the L2 motivation study field is critical to the study of L2 motivation.

2.2.2 Deci and Ryan's (1985) Self-Determination Approach to L2

Because of the missing education-dimension in Gardner's social-educational model, in the 1990s, a lot of researchers tried to bring new thoughts to the field (e.g., Skehan 1991; Crookes-Schmidt 1991; Clément- Dornyei -Noels 1994; Dornyei 1994a; 1994b; Oxford-Shearin 1994).

The L2 motivation study field expanded its theoretical framework by incorporating research achievements of mainstream psychological literature of motivation. One representative is Deci and Ryan's (1985) research which used a self-determination approach to study L2 motivation. This theory believes that there are human behaviors that are volitional and accompanied by the experience of freedom and autonomy—those that emanate from one's sense of self. Some behaviors are accompanied by the experience of pressure and control and are not representative of one's sense of self. According to the self-determination theory, there are three types of motivation

based on the learners' different reasons and goals for study. One is intrinsic motivation which refers to doing something because it is inherently interesting or enjoyable instead of external pressures or rewards. Another is extrinsic motivation which contrasts with intrinsic motivation, as it pertains to completing an activity to earn a reward or avoid a punishment. The third type of motivation is amotivation, which is the state of lacking an intention to act; learners do not have intrinsic nor extrinsic motivation to do the activity. The extrinsic/intrinsic motivation theory inspired a considerable amount of research.

Noels et al. (2000) developed a new specific instrument for assessing L2 learners' orientations from a self-determination perspective. The participants are students registered in English psychology classes at a French-English bilingual university; they are English speakers and learning French as a second language. The questionnaire consisted of three sections, which measures various types of intrinsic and extrinsic orientations in L2 learning. The name of the questionnaire is "Language Learning Orientations Scale—Intrinsic Motivation, Extrinsic Motivation, and Amotivation Subscales" (LLOS-IEA).

2.2.3 Dornyei' (1994a) Three-Level Framework of L2 Motivation

Another important theory was proposed by Dornyei (1994a) called the three-level framework of L2 motivation. This framework followed (Crookes-Schmidt 1991) thoughts and expanded the L2 motivation from an educational perspective. As Dornyei once said, "To put it simply, the exact nature of the social and pragmatic dimensions of L2 motivation is always dependent on who learns what languages where". e conceptualized L2 motivation within a framework of three relatively distinct levels, the language level, the learner level, and the learning

situation level. Furthermore, he believed that these three motivational levels all have a significant effect on motivation independently from each other.

The language level refers to the orientations and motives related to various aspects of second language learning. Dornyei adopted Gardner's method and separated motivation into integrative and instrumental motivation subsystems. The learner level refers to personality traits in the learning process which involves two motivational components: the need for achievement and self-confidence. The learning situation level consists of three sets of motivational components: course-specific motivational components, teacher-specific motivational components, and group-specific motivational components.

Dornyei (1994a), based on the theory and his own experiences, gave 30 detailed and useful practical instructional strategies. Moreover, he called for the application of research results to be utilized in actual teaching classrooms and using them to motivate students. This theoretical framework combined lots of previous research (e.g., Gardner 1985; Crookes-Schmidt 1991; Deci and Ryan's 1985; Oxford-Shearin 1994;) and approached L2 motivation from different perspectives, especially the educational perspective. In addition, this theory brings practical meaning to the L2 motivation field. The researcher believes that Dornyei's (1994a) theory is very comprehensive and that a crucial aspect of motivation research is that it has pedagogical implications. Hence, the researcher uses his theory as the research theory guideline.

2.2.4 The Process-Oriented Theories

It may take a long time to learn a second language. Therefore, it is not surprising that students' motivation does not remain constant during the learning process. More and more

researchers started to analyze the dynamic aspects of language learning motivation (Williams and Burden, 1997; Ushioda, 1994, 1996a, 1998; Dornyei and Ottó, 1998).

Williams and Burden (1997) separated the generation and maintenance of motivation and analyzed the successive stages of the motivational process along a continuum: reasons for doing something, deciding to do something, sustaining the effort, or persisting.

Dornyei and Ottó's (1998) L2 motivation process model contains two main dimensions: action sequence and motivational influences. This model divided the motivated behavioral process into three main phases: pre-actional, actional, and post-actional, which clearly show the whole learning process from the beginning to the end.

Ushioda (1996a) did a research at Trinity College Dublin, she interviewed fourteen participants, and after16 months later, the participants were recalled for follow-up interviews. In the first interview, she only asked the participants' motivation for learning French. The second open-ended interview consists of nine questions relating to dynamic aspects of language learning motivation. After getting the data, she tried to classify the motivation differences and find that only a few motivational changes could be classified as global positive or negative changes. Just as Ushioda said, "Intrinsically motivated learners may also develop an instrumental motivation or lose some of their intrinsic motivation in the face of exam-oriented motivation. Some may find their motivation focusing on overriding short-term incentives, such as passing exams or spending the following year in France". The learners' own L2 experiences and factors within and outside the L2 learning context influence the change in motivation. The research also showed that the intrinsic L2 motivation (expressed as a love of French or love of studying French) tends to remain stable over time.

Based on these studies, it is necessary to study learners' motivation at different stages of learning. Therefore, this research covers this issue by asking participants questions in the interview section, "What is your original reason/motivation for learning Chinese? How would you describe your present state of motivation for learning Chinese, and have you experienced any motivational changes?"

2.3 Theoretical Research on Demotivation

In 1993, Chambers brought the concept of demotivation into the second language teaching field, which refers to the students who are quite able but do not want to continue learning a second language. The research surveyed seven teachers and 191 students from eight classes by doing the questionnaire. In the teachers' view, they considered demotivation as a severe problem. Even when teachers made lots of effort to encourage the students by making the class interesting and funny, it was still not working. Therefore, the demotivation was because the students lacked learning interest, lacked confidence, and were unwilling to participate in classroom activities. In the students' view, they blamed the demotivation on the teachers. For example, students revealed that their teachers' instructions were often not explicit enough, their pronunciation made it difficult to understand, and sometimes their criticism undermined students' learning confidence. The research data is inspiring, but Chambers did not profoundly analyze the data and generalize a theory.

Dornyei (2001a) generalized the theory for demotivation study. He defines demotivation as "specific external forces that reduce or diminish the motivation basis of a behavioral intention or an ongoing action." The research interviewed 50 Hungarian high school students in Budapest, and these students who were learning German or English as their second language were considered demotivated students. Dornyei (2001a, p. 151) categorized nine demotivating factors:

1. Teachers' personalities, commitment, competence, teaching methods.

2. Inadequate school facilities (very big group, not the right level, or frequent change of teachers).

3. Reduced self-confidence due to their experience of failure or lack of success.

4. Negative attitude towards the foreign language studied.

5. Compulsory nature of the foreign language study.

6. Interference of another foreign language that pupils are studying.

7. Negative attitude toward the community of the foreign language spoken.

8. Attitudes of group members.

9. Coursebooks used in class.

Dornyei also concluded that teachers have considerable responsibility for students' demotivation. Dornyei's study has a fundamental influence on demotivation and has been widely accepted by many other researchers (e.g., Fallout and Maruyama, 2004; Hasgawa, 2004; Sakai & Kikuchi, 2009). Thus, this research also uses Dornyei's demotivation study as a theory reference.

Based on Dorynei's study, a lot of Japanese researchers investigated the demotivation of Japanese students learning English. Hasegawa (2004) examined 125 junior high school students and 98 senior high school students with a questionnaire consisting of open-ended questions. She also interviewed the students after the pilot of the questionnaire. The result showed that inappropriate teaching behavior is the most salient reason that caused the decrease in students' motivation.

To find the external factors that lead to the demotivation of Japanese high school students learning English, Sakai & Kikuchi (2009) investigated 112 learners, using one 35-item questionnaire to get the data. After analyzing the data, five factors were abstracted: course books, inadequate school facilities, test scores, noncommunicative methods, and teachers' competence

and teaching styles. This study also found that teacher-related demotivation factors may be one of the most distinct ones that caused students' motivation to decrease. However, as Sakai & Kikuchi themselves said, the participants in this study were successful learners of English; future studies should include a wider variety of students. Moreover, this study only focused on external factors that caused students' demotivation.

2.4 Motivation Research about Chinese as a Second Language

The motivation to study Chinese as a second language started in the 1980s. From the research subjects, most studies focus on two groups of students: foreign students who are learning Chinese in China and students who are learning Chinese in their own countries.

2.4.1 Motivation Studies About Foreign Students Learning Chinese in China

Many researchers realized that motivation plays a significant role in successful Chinese language learning.

Ding (2016) used questionnaires to collect data to explore the foreign university students' Chinese learning motivation. She categorizes motivation into five categories: opportunity motivation, which refers to the fact that learning Chinese can provide learners with greater opportunities for development; experience motivation; career development motivation; inner interest motivation; important people influencing motivation, which is when parents or friends hope that their children or friends learn Chinese. Shi (2017) used the quantitative research method with 1025 valid questionnaires to investigate foreign university students' Chinese learning motivation types. This study separated motivation into instrumental motivation, integrative motivation, and non-motivation. The study also investigated the correlation between students' language motivation and their demographic factors, finding that female students' instrumental

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motivation is higher than those of male students. Additionally, the instrumental motivation of students from Asian countries is seemingly higher than those of students from non-Asian countries. It also included the dynamic study, which compares students' original and present motivation for learning Chinese. The results showed that students' instrumental motivation increased as their learning time increased, yet their integrative motivation reduced.

Gong (2004) investigated 43 Japanese students learning Chinese at Beijing Language and Culture University. The research suggested that Japanese students' integrative motivation is higher than instrumental motivation, and integrative motivation is much more critical. Meng (2007) investigated 225 international students from different countries and divided motivation into six categories: integrative motivation, learning situation motivation, instrumental motivation, extrinsic learning motivation, learning achievements motivation, and education motivation. The research results showed that international students of different ages from different countries have different Chinese learning durations, reflecting different learning motivations. Moreover, there is a negative correlation between their academic achievements and extrinsic learning motivation for high-level students. Liang (2010) investigated 122 international students from Xinjiang University. The questionnaire data showed that students from Middle Asian countries mainly have integrative motivation, but the students from Russia mainly have instrumental motivation.

In sum, researchers not only investigate foreign students' general Chinese learning motivation, but they also compare the motivation of students from different countries. They all put forward suggestions to stimulate foreign students' motivation based on their research results. However, these studies only used questionnaires to collect data and did not use interviews and other forms to further understand students' thoughts.

2.4.2 Motivation Studies About Students in the non-Chinese Language Environment

Most motivation studies involving students studying Chinese in non-Chinese language situations are conducted in Asian countries such as Thailand, Vietnam, and Korea. Chinese is well-promoted in these countries, with a sizable student population. There is inadequate research about American students' Chinese learning motivation.

Ruanshi (2012) investigated Vietnamese university students' Chinese learning motivation and found that students' integrative motivation is significantly higher than their instrumental motivation. Vietnamese students are interested in the Chinese language and culture. In addition, they want to communicate with Chinese people.

Liu & Wang (2016) investigated Turkish university students' motivation to learn Chinese. They gathered data through questionnaires and received 256 responses. The integrative motivation types scored the highest, while passive motivation scored the lowest, indicating that Turkish students enjoy Chinese culture and desire to learn more. It also included the comparison of students majoring in Chinese and students learning Chinese as an elective course. Their motivation differs significantly. Furthermore, it examined the relationship between gender (male and female) and motivation, with the findings revealing that female students' motivation is on average higher than male students. The data was gathered entirely by questionnaire; nevertheless, it would be preferable if the study included an interview portion to make the data more comprehensive.

Chen (2018) examined the Chinese learning motivation of university students in South Africa. The highest motivation is learning situation motivation followed by integrative motivation, and instrumental motivation is relatively lower. Sufei (2018) studied Russian university students' Chinese learning motivation and found that their integrative motivation and instrumental motivation are all very high. However, their learning situation motivation and forced motivation

are low. This result suggested that Russian students like Chinese culture and want to travel to China or even study abroad in China. They want to learn Chinese based on their own thoughts instead of being influenced by the environment or their parents.

There are some, but inadequate research about American students' Chinese learning motivation. Liu (2010) investigated the correlation between students' Chinese learning motivation and their academic achievements at one Midwestern state university in America. The study found that academic achievement is significantly related to internal learning motivation, with female students' learning motivation as well as academic achievements, all higher than that of male students. Therefore, it proposed that instructors should pay more attention to male students and stimulate their motivation.

Wen (2011) investigated the motivation of heritage and non-heritage learners in learning Chinese at the university level in the U.S. Based on the ethnic background, and this study separated learners into three groups: bilingual, heritage, and non-heritage learners. The participants were 317 students taking Chinese language courses at three large state universities in the U.S. The data was obtained by the questionnaire and interview section. This study found that there are significant differences between heritage and non-heritage learners in their learning motivation. However, they all learn Chinese for practical purposes. This study combined quantitative and qualitative approaches, which make the data convincing. This study set a good example for the motivation study of Chinese heritage and non-heritage learners. Unfortunately, this study did not compare students of different learning levels and different genders. The present research covers these unaddressed issues to fill this research gap.

Zhang (2015) explored the relationship between students' Chinese learning motivation and their academic achievements at Columbia University. The conclusion was that the correlation

between non-Asian students' learning motivation with academic achievements is higher than that of Asian students. In addition, the correlation of intermediate-level students is higher than that of beginning-level students. Moreover, although instrumental motivation and integrative motivation all could promote Chinese learning, instrumental motivation is superior to integrative motivation under the English teaching environment in the U.S. However, in this paper, the presentation of data analysis is unclear and inadequate. It gives one descriptive sentence and then followed by the results without specific steps.

Zhang's (2015) and Wen's (2011) studies suggest that under the non-Chinese environment in the U.S., students' instrumental motivation tend to be higher than their integrative motivation. They learn Chinese for practical purposes. Chen (2012) compared the learning motivation of 173 Thai university students and 121 American university students who were all learning Chinese in their respective countries. The results of the data analysis revealed that there are considerable motivation differences between Thai and American students, which mainly reflected in the language level and learner level, but not on the learning situation level. Students in both countries attach importance to the learning environment, especially teachers and teaching quality. This study makes it clear that students in different non-target language environments may have different learning motivations. Therefore, the study of students' motivation to learn Chinese in one country cannot be directly applied to students in another country. To better assist students, it is necessary to investigate their Chinese learning motivation in their own country and learning environment.

2.5 Demotivation Studies About Students Learning Chinese

In the field of teaching Chinese as a second language, some research has been done to study the demotivation phenomenon. These mostly have been focused on foreign students learning

Chinese in China or students learning Chinese in Asian countries. Scarce research has been done about American students' demotivation of learning Chinese.

Wu and Wang (2019) examined 327 international students who were undergraduate Chinese major students coming from East and Southeast Asian countries. 42% percent of them reported that they had a decrease in motivation for learning Chinese. Unlike other studies, this study explored not only external factors but also included internal factors. The results proved that students tendto attribute their demotivation to internal factors, such as "communication confidence," "the ability to solve difficulties," "affective cognition," and "foreign language learning ability." The external factors, for example, teacher-related factors, were not very significant based on the authors' interpretation because these students are from Asian countries, where they are more likely to respect their teachers. Therefore, if there was a learning failure, they tend to blame themselves instead of their teachers. This study also compared junior and senior students and found that they were influenced by different demotivation factors. Moreover, senior students were more likely to have learning demotivation than junior students.

Li (2011) analyzed 148 international students who were learning Chinese at Fudan University. 85 of them were from Asian countries, and 63 were from other countries. As much as 62.16% percent of the participants expressed their interest in studying Chinese has decreased. The analysis pointed out that the highest demotivation factor is test related. Students thought that the test grades could not show their real Chinese level. The second highest demotivation factor is that students think Chinese is too difficult to learn, followed by teacher related factors. These results are different from the Japanese researchers' study, which found that the most significant demotivation factor is teacher related. Although the participants in Li's (2011) study were from two different Chinese proficiency levels, 57 of them were at the beginning level, and 91 of them

were at the intermediate level. The author did not compare these two levels of students' demotivation differences.

Rong (2013) researched one public middle school in Thailand, involving 127 questionnaires trying to find the demotivation factors for the students learning Chinese. After analyzing the data, Rong concluded five demotivational aspects: the Chinese language; teachers and teaching methods; using textbooks; language learning environment; and test scores. The interview data showed that if students did not get their expected test scores, it would harm their learning confidence and decrease their learning motivation. This research also compared the demotivation differences between male and female students as well as Chinese heritage students and non-heritage students. But Rong did not further investigate which demotivational aspect is the most significant one.

All in all, there is only a small number of studies about American students' Chinese learning motivation. And scarce research covering Chinese learning demotivation in the U.S. This research explores these issues.

CHAPTER 3

RESEARCH DESIGN

3.1 Participants

Students at the university who were enrolled in the elementary, intermediate, and advanced Chinese courses in the fall semester of 2019 were the participants. 114 questionnaires have been collected from this investigation, of which there are 108 valid questionnaires. As for the other 6 questionnaires, participants left them blank. Therefore, the research classified these 6 questionnaires as invalid. The effective recovery is 94.7%, and the reliability and validity of the questionnaires are good.

Table 1: Demographic Information of Participants

Item	Category	Number	Percent
Gender	Female	57	52.8%
	Male	51	47.2%
Heritage status	Chinese Heritage	31	28.7%
	Non-Heritage	77	71.3%
Language Level	Beginning level	57	52.8%
	Intermediate Level	35	32.4%
	Advanced Level	16	14.8%

Among all the 108 participants, male students are 51, accounting for 47.2%: female students, 57, accounting for 52.8%. According to Valdés's (2001) definition of "who is raised in a home where a non-English language is spoken, who speaks or at least understands the language,"

students with at least one parent who speaks Mandarin or Chinese dialects at home and can speak or at least understands Mandarin or Chinese dialects are classified as Chinese heritage students, and the others are categorized as non-heritage students. Of the participants, 31 (28.7%) are Chinese heritage students and 77(71.3%) are non-heritage students. The number of beginning-level students taking Chinese courses 120 and 126 is 57, accounting for 52.8%. Chinese course 120 is a non-intensive class, whereas course 126 is intensive, but the teaching content is the same. The number of intermediate-level students taking the Chinese courses 326 is 35, accounting for 32.4%. The number of advanced-level students taking the Chinese course 426 is 16, accounting for 14.8%.

3.2 Research Questions

The present study investigates motivation behind learners of Chinese as a second language at the university level in the U.S. First, the study explores the various constructions of motivation for students who are learning Chinese at the university. Second, based on the students' gender, ethnic background, and learning stage, the researcher divides them into male and female groups, Chinese heritage and non-heritage groups, and beginner, intermediate, and advanced groups respectively. Then the researcher makes comparisons between different subgroups and finds whether there are statistical differences between the subgroups about their motivation. If there are any, what would the details be? Third, what causes students' demotivation to learn Chinese. Finally, the researcher explores and presents teaching implications based on the research data and analysis. The research questions are presented as below:

1. What are the motivations of the students who are learning Chinese at the university?

2. What is the relationship between gender and motivation, ethnic backgrounds (Chinese heritage and non-heritage) and motivation, and language learning levels and motivation?

3. What causes students' demotivation to learn Chinese?

3.3 Research Method

3.3.1 Instrument

The present study uses questionnaires and interviews for data collection, which combines quantitative and qualitative approaches. Interview data can give extra information about the participants' actual thoughts.

The study uses Dornyei's (1994a) three-level framework of L2 motivation and Dornyei's (2001a) demotivation theory as the theory guidelines. This questionnaire is based on Gardener's Attitude/ Motivation Test Battery Gardener and on Wen's (2011) study, and constructing it with the actual situation of students learning Chinese in America. The questionnaire consists of three parts. See appendix for detail.

The first section of the questionnaire comprises seven questions about participants' demographic information, such as gender, ethnic background, and their parents' using languages at home. The second section consists of 25 items measuring attitudes and motivation to learn the Chinese language. All items use a 5-point Likert scale. Items in this section are adapted from the Attitudes/Motivation Test Battery (Gardner, 1985), (Csizér and Dörnyei, 2005), (Wen Xiaohong, 2011). Adopting former researchers' motivation type standard and the actual situation of students learning Chinese in America, this research divides motivation into six types: integrative motivation, instrumental motivation, language requirement motivation, social milieu motivation, achievement motivation, and positive learning attitudes and experiences motivation.

Integrative motivation refers to a favorable attitude toward the L2 group and a desire to associate with and even become like community members. Instrumental motivation refers to the

practical value of L2 learning, such as getting a better job or a higher salary. Language requirement motivation refers to learning Chinese for language requirements or passing some tests. Social milieu motivation refers to getting encouragement from family members or friends. Achievement motivation is when students feel a sense of achievement for learning Chinese. Lastly, positive learning attitudes and experiences motivation is related to teacher, textbook, and teaching content.

Items 26 and 27 ask participants' intentions to continue studying Chinese or courses related to the Chinese language and culture in the next semester or in the future. Followed by the question, "Compared with before, I am not so enthusiastic about learning Chinese now," if their answer is yes, they can move on to the third part.

The third part examines the demotivation situation, consisting of twenty 5-point Likert-type statements. The questionnaire items are based on Dornyei's nine demotivating factors and adapted from previous studies (Sakai & Kikuchi, 2009; Tsuchiya, 2006a, Chennan Li, 2011). Moreover, the questionnaire considered the actual situation of the university, which has multimedia learning classrooms. The class size is less than 21 students in the instruction class and less than 30 students in the lecture class. The last question of this part is an open-ended question which is "Some other factors decrease my interest in learning Chinese, describe it in detail." This item can give us more detailed information about students' demotivation.

3.3.2 Procedure

The questionnaire was administered at the end of the fall semester of 2019 so that the beginning level students have some Chinese learning experience and a basic knowledge of whether they will continue learning Chinese. Students did the questionnaire at the beginning of their regular instruction class while the instructor left the class, which helped students feel freer to do the

questionnaire. Students were also being told that this participation was optional; participating or not in the study would have no impact on their grade or their standing at school; the answers in this study will also remain confidential.

Interviews were conducted in the form of a one-on-one talk one week after the questionnaire was distributed. The participants of the interview section were randomly chosen from all the participants. The researcher asked them for detailed information about the six motivation factors. Moreover, each interview was recorded based on the participants' consent. Each interview was about fifteen minutes long.

CHAPTER 4

DATA ANALYSIS

4.1 Questionnaire Results Analysis

114 questionnaires were collected from this investigation, of which 108 were valid. As for the other six questionnaires, participants had left them blank. Therefore, the research classified these 6 questionnaires as invalid. The effective recovery is 94.7%, and the reliability and validity of the questionnaires are good. Most items in the questionnaire use a 5-point Likert scale, from "Totally disagree," "Disagree," "Not sure," "Basically agree," to "Totally agree," which corresponding has a numerical value from 1 to 5.

The data from the questionnaire was analyzed in Excel by the researcher. The outcomes are displayed below. Moreover, two statistical concepts have been used here to describe the distribution of the data. First is mean, which is arithmetic average, the sum of the observations divided by the total number of observations. Second is standard deviation which indicates the scale of the data's distribution; a high standard deviation indicates that the discrepancy between most values and the mean is significant, while a low standard deviation indicates that discrepancy is slim.

Table 2: Descriptive statistic of participants' Chinese learning motivation

	Instrumental motivation	Achievement motivation	Integrative motivation	Positive learning attitudes and experiences motivation	Social milieu motivation	Language requirement motivation

Mean	4.36	3.80	3.68	3.46	2.87	2.15
Standard deviation	0.92	1.11	1.16	1.21	1.37	1.33

According to the 5-point Likert scale, 3 indicates "Not sure," and 4 indicates "Basically agree." Therefore, the researcher defines motivation as weak if the mean is below 3, motivation is at the intermediate level if the mean is between 3 and 4. Motivation is strong if the mean is higher than 4. Table 2 shows that the highest motivation is instrumental motivation, with a mean of 4.36. The result supports Wen's (2011) research that American students' instrumental motivation is the highest. It also agrees with Zhang's (2015) research that students' instrumental motivation is superior to their integrative motivation under the non-Chinese environment in the U.S. With the economic development of China and its increasing global influences, Chinese is becoming more and more popular and relevant around the world. For this reason, students became more conscious about the practical value of learning Chinese. This result is different from Ruanshi's (2012) and Liu & Wang's (2016) study, whose participants are from Asian countries. Students' integrative motivation is higher than their instrumental motivation.

The second-highest motivation is achievement motivation, the third is integrative motivation, and the fourth is positive learning attitudes and experiences motivation. In contrast, social milieu motivation and language requirement motivation is low. To find more detailed information, the researcher analyzed every item. The results are shown below.

Table 3: Integrative motivation descriptive statistic

Integrative motivation	Mean	Standard deviation
1 Because I am interested in Chinese culture	4.47	0.63
2 Because I like to watch Chinese films	3.23	1.24
3 Because I like Chinese pop music and songs	3.06	1.22
4 Because I like to watch Chinese TV programs	3.20	1.27
5 Because I want to make friends with Chinese people	4.07	0.76
6 Because I want to know more about Chinese people's lives and blend in with them	4.04	0.89
Average	3.68	1.16

As we can see from table 3, the item "because I am interested in Chinese culture" gets the highest mean of 4.47 with the lowest standard deviation of 0.63. This result is also consistent with the interview data finding that almost all students show that they are interested in Chinese cultures, subjects such as history, art, and painting. The cultural night events and language club held by the Chinese department at the university to promote Chinese culture can be accredited for the increase of students' interest in Chinese culture. Culture and language are inseparable. The researcher hopes instructors can bring more cultural content to the classroom to draw students' interest and benefit their language learning.

The mean of the item "because I want to make friends with Chinese people" and the item "because I want to know more about Chinese people's lives and blend in with them" are all over 4, which is high. This result indicates that students are curious about Chinese people and their life and wish to be more familiar with them. At the university, there is a Chinese tutor program, and a language partner program helps students to practice Chinese. The instructors can introduce the

programs to students if there are any programs like that in their school. Moreover, with the increase of Chinese international students in American universities, teachers can encourage their students to make friends with Chinese international students. With technological development, online communication becomes much more convenient. It is also possible to make friends with Chinese university students to learn from each other.

The mean of the item "because I like Chinese pop music and songs" and the item "because I like to watch Chinese films" are all a little bit over 3, which are at the intermediate level. This result demonstrates that students are not very interested in Chinese films, TV shows, and songs. This phenomenon may be because students get limited exposure to these resources, so they are not familiar with them and have no connection. The interview data can prove this; several students expressed that they chose "disagree" or "not sure" for these two items because they hardly know any Chinese films or songs. For example, student F said, "I love Chinese culture but do not like Chinese films and songs because I do not know that many and am not so familiar with it." Student C said, "I never grew up with Chinese pop culture, so I do not have a connection to it. My parents always get me to watch Chinese films or TV shows, but I am not interested in it." This result may also explain why students' instrumental motivation is superior to their integrative motivation under the non-Chinese environment in the U.S. Therefore, it can be better to recommend Chinese movies or TV shows to students based on their language level. By enjoying the shows and immersion in the Chinese language environment, students can improve their Chinese and be more familiar with Chinese culture.

Table 4: Instrumental motivation descriptive statistic

Instrumental motivation	Mean	Standard deviation

7 Because I want to use Chinese when I travel to a Chinese-speaking country	4.68	0.59
8 Because I think that will someday be useful in getting me a good job	4.39	0.85
9 Because I want to study abroad in China	3.69	1.18
10 Because I feel Chinese is an important language in the world	4.67	0.53
Average	4.36	0.92

As we can see from table 4, the average of the four items is 4.36, which indicates the instrumental motivation is high. This research, Zhang's (2015), and Wen's (2011) studies all suggest that under the non-Chinese environment in the U.S., students' instrumental motivation is higher than their integrative motivation. In Zhang's (2015) view, American students get limited access to Chinese-speaking people and culture. Students choose to learn Chinese mainly because China's economic development makes them feel that the Chinese language is very useful. The data in table 4 supports Zhang's (2015) point.

The mean of the item "because I want to use Chinese when I travel to a Chinese-speaking country" and the item "because I feel Chinese is an important language in the world" are the highest two in all items with low standard deviation. The mean of the item "because I think it will someday be useful in getting me a good job" is also very high. These all demonstrate that American students realize the importance of Chinese and want to use it for their own practical goals. In the interview data, one student said that "learning Chinese may help me find a job in a multinational corporation since there is more economical trade between America and China." In this case, it may help maintain and strengthen students' motivation if schools can provide related job information to help students. However, the item "because I want to study abroad in China" is only at the

intermediate level. Part of the reason is that students have little information about study abroad programs. There are many intensive summer Chinese language programs and university exchange programs in China that can quickly improve students' Chinese in a short time. Chinese teachers in America should hold seminars to introduce this study abroad information to students and invite students who have been studying in China to share their study abroad experiences.

Table 5: Language requirement motivation descriptive statistic

Language requirement motivation	Mean	Standard deviation
11 Because I need to fulfill a general foreign language requirement	2.24	1.58
12 To pass some Chinese language official test for foreigners such as HSK test (just like the English test TOEFL)	2.06	1.02
Average	2.15	1.33

Table 5 points out that the mean of these two items are low, which indicates that most students in America are not learning Chinese for language requirements or achievement tests. The result is close to Sufei's (2018) research; Russian university students' forced motivation is low, where students choose to learn Chinese based on their own thoughts instead of being influenced by their environment.

The standard deviation of the item "because I need to fulfill a general foreign language requirement" is 1.58, which means the results vary from participants. Some participants choose "totally agree" or "basically agree," but some choose "totally disagree" or "disagree." In the interview data, for non-heritage students H and J, their original motivation was language

requirement motivation, but as they learned more Chinese, it changed to integrative and instrumental motivation.

Table 6: Social milieu motivation descriptive statistic

Social milieu motivation	Mean	Standard deviation
13 Because people around me think it is good to learn Chinese	3.09	1.34
14 Because my parents or relatives encourage me to learn Chinese	3.29	1.47
15 Because my friends suggest that I learn Chinese	2.24	1.07
Average	2.87	1.37

Table 6 reveals that the means of these three items are not very high, especially the item "because my friends suggest that I learn Chinese." This outcome means that most American students learn Chinese based on their own choice instead of social milieu pressure. In America, most university students can make independent decisions, and their parents or friends will respect their choices. Moreover, since students are studying in a non-Chinese environment, the social milieu influence of surrounding people is also low. However, based on my observation as a language teaching assistant, some heritage students still chose to learn Chinese because of parents' or relatives' encouragement. The high standard deviation of items 13 and 14 also shows there are considerable differences between participants' choices. The interview data also shows that Chinese heritage students are initially more easily influenced by their family members to learn Chinese. But as they learn more Chinese and contact more Chinese-speaking people, it transfers to integrative and instrumental motivation.

Chen's (2012) study also found considerable differences between Thai university students and American university students about other people's pressure motivation. Based on the study, Thai university students are more willing to study Chinese in order to not disappoint their parents. Behind this finding, it shows that there is a difference between eastern and western cultures. Therefore, the researcher compares students of different ethnic backgrounds about their Chinese learning motivation, which will show in the latter part of this research.

Table 7: Achievement motivation descriptive statistic

Achievement motivation	Mean	Standard deviation
16 Because learning Chinese is a challenge, and it has provided me with mental exercise	3.71	1.18
17 Because it is fun to learn Chinese	4.23	0.96
18 Because speaking Chinese can get respect from others	3.31	1.12
19 Because I can get a sense of achievement from learning Chinese	3.94	0.98
Average	3.80	1.11

The mean of the item "because it is fun to learn Chinese" is 4.23, which is pretty high, implying that most students think it is interesting to learn Chinese and have fun studying Chinese. The mean of the item "because I can get a sense of achievement from learning Chinese" is 3.94, which is high. This result is consistent with Chen's (2018) finding that both Thai and American students value the fun of learning Chinese and the sense of achievement through Chinese learning. Only if the learning process is enjoyable can students continue learning Chinese; if the learning process is boring, students' motivation will be diminished. Therefore, teachers must make the

instruction more interesting and appealing. Teachers should also give more positive feedback. For example, if students are doing well for the assignment or tests, praise their efforts and success. For students with learning difficulties, provide more help and praise their improvements. Positive feedback can stimulate students' learning motivation, boost their learning confidence, and let them get a sense of achievement. The other two items are at the intermediate level.

Table 8: Positive learning attitudes and experiences motivation descriptive statistic

Positive learning attitudes and experiences motivation	Mean	Standard deviation
20 Because I appreciate opportunities to speak Chinese with my classmates	3.81	0.99
21 Because the Chinese test is not difficult and relatively easy	2.36	1.13
22 Because Chinese lessons are very interesting and relaxing	3.55	1.07
23 Because the Chinese textbook is very interesting and useful	3.15	1.06
24 Because my Chinese teacher is very nice, and I like her/him	4.48	0.70
25 Because I like the grammar explanations/exercises offered in the curriculum	3.39	1.18
Average	3.46	1.21

According to Dornyei's (1994a) three-level framework of L2 motivation, these items are at the learning situation level. The mean of the item "because my Chinese teacher is very nice, and I like her/him" is 4.48, suggesting that most students are fond of their language teachers and have good teacher-student relationships. From the researcher's observation as a teaching assistant at the

university, the lecturers and teaching assistants all have positive and encouraging attitudes and are willing to help students. This result also means excellent teachers play an essential role in maintaining and even strengthening students' motivation.

The mean of the item "because the Chinese test is not difficult and relatively easy" is only 2.36. In other words, students conceive that the Chinese test is quite difficult. The researcher also got some students' feedback that chapter tests and final tests are hard. These make students feel frustrated and then weaken their learning motivation. The demotivation data in the questionnaires also points out that the highest demotivation factor is test related. Therefore, it is crucial to balance the difficulty level of all kinds of tests, including oral tests and writing tests. And it is necessary to provide effective tests to students, which should not only let students feel challenged but also a sense of achievement.

Items 22 and 25 are course related. The data from item 48 shows that "Too many dictations and quizzes make me scared, ruin the class and decrease my confidence." Student I (Pseudonyms) also said that boring grammar explanations cut down his learning interest in the interview data. So, we can see that too many dictations and quizzes and boring grammar explanations can diminish students' learning motivation. And this also explained why the mean of items 22 and 25 is only at the intermediate level. Therefore, it is necessary to make instructions more interesting and appealing. Item 23, which is textbook-related motivation, is also at the intermediate level.

Table 9: The four items with the highest mean scores in the questionnaire

7 Because I want to use Chinese when I travel to a Chinese-speaking country	4.68	0.59
10 Because I feel Chinese is an important language in the world	4.67	0.53

24 Because my Chinese teacher is very nice, and I like her/him	4.48	0.70
1 Because I am interested in Chinese culture	4.47	0.63

The mean of these four items are the four highest in all items. Moreover, their standard deviations are small. Items 7 and 10 belong to instrumental motivation type, item 24 belongs to positive learning attitudes and experiences motivation type, and item 1 belongs to integration motivation type.

4.2 Comparison Between Different Groups

4.2.1 Gender

Male and female students may have different reasons to learn Chinese. The researcher makes comparisons between these two groups to find whether there are statistical differences in their motivation. Among all the 108 participants, male students are 51, accounting for 47.2%; female students are 57, accounting for 52.8%. The researcher uses SPSS to run the independent T-test to find whether they are significantly different. It is statistically meaningful if $p<0.05$. First, the researcher runs the T-test for the whole female and male groups. Then run the T-test for six different motivation types.

Table 10: Descriptive statistic of different gender groups

Gender	N	Mean	Std. Deviation
Female	57	3.60	1.27

Male	51	3.46	1.34

Below is the screenshot of the independent SPSS test result:

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
motivation	Equal variances assumed	11.318	.001	2.754	2698	.006	.13866	.05034	.03995	.23737
	Equal variances not assumed			2.747	2630.593	.006	.13866	.05048	.03968	.23764

Independent Samples Test

The results show that t=2.747, and p=0.006 which is <0.05. Therefore, there are significant differences between the female group and the male group. The motivation average of the female group is 3.60, which is higher than that of the male group with a 3.46. The analysis can answer the research question, "What is the relationship between gender and motivation?" Female students' motivation is significantly higher than that of male students. Gender has a significant influence on American university learners' Chinese learning motivation. The results agree with Liu's (2010) research, whose participants are from one Midwestern state university in America. Ning Liu's study found that female students' learning motivation and academic achievements are all higher than that of male students. The results also support Liu & Wang's (2016) study, with the findings revealing that female students' motivation is on average higher than male students.

Table 11: Descriptive statistic of participants' Chinese learning motivation of different gender groups

	Female mean	Male mean	T value	P value
Integrative motivation	3.81	3.53	3.007	0.003

Instrumental motivation	4.38	4.33	0.540	0.590
Language requirement motivation	2.20	2.10	0.572	0.568
Social milieu motivation	2.96	2.78	1.183	0.238
Achievement motivation	3.90	3.69	1.930	0.054
Positive learning attitudes and experiences motivation	3.46	3.45	0.081	0.936
Average	3.60	3.46	1.218	0.398

As the table shows, for integrative motivation (p=0.003), the female group is significantly higher than that of the male group. To make the comparison clearer, below is the bar chart to the findings.

Figure 1: Comparison between female and male groups
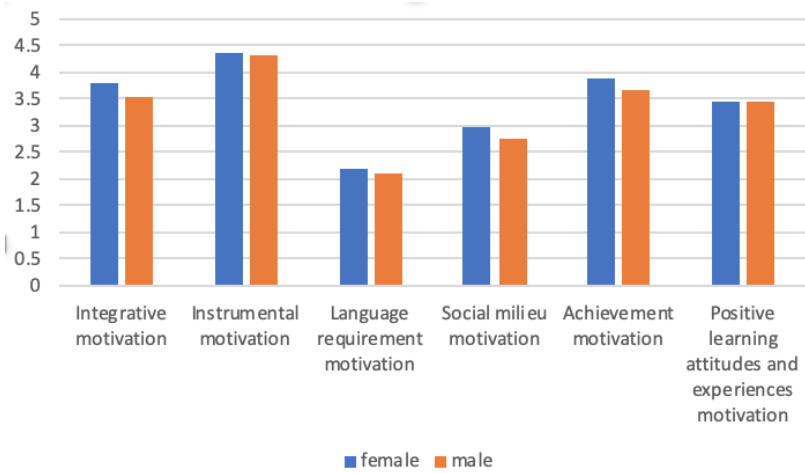
The male and female groups are the same in the order of the six motivation types. From strong to weak are instrumental motivation, achievement motivation, integrative motivation, positive learning attitudes and experiences motivation, social milieu motivation, and language requirement motivation, respectively. The two groups are about the same for instrumental motivation and positive learning attitudes and experiences motivation. For all other types of motivation, the female group is higher than those of the male group.

From the researcher's observation as a teaching assistant at the university, female students are more willing to participate in Chinese cultural events held by the university and more likely make friends with Chinese international students. Female students also show more interest in Chinese culture and prefer to watch Chinese TV shows and listen to Chinese music. Additionally, compared with male students, female students are more willing to learn Chinese under the pressure of language requirements and the encouragement of their parents or friends. Female students also have more fun and gain more of a sense of achievement than male students when learning Chinese.

4.2.2 Chinese Heritage Students and non-Heritage Students

The researcher made comparisons between Chinese heritage students and non-heritage students to find whether there are statistical differences in their motivation. Among all the 108 participants, 31 (28.7%) were Chinese heritage students, 77(71.3%) were non-heritage students. First, the researcher used SPSS to run the independent T-test to find whether they are significantly different. Then, a T-test for all six different motivation types were tested.

Table 12: Descriptive statistics of different heritage status groups

Heritage status	N	Mean	Std. Deviation
Chinese heritage	31	3.60	1.24
Non-heritage	77	3.51	1.33

Below is the screenshot of the independent SPSS test result:

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2–tailed)	Mean Difference	Std. Error Difference	Lower	Upper
motivation	Equal variances assumed	17.558	.000	1.616	2698	.106	.08987	.05560	–.01916	.19890
	Equal variances not assumed			1.667	1528.767	.096	.08987	.05392	–.01589	.19563

The SPPS independent T-test results show that the motivation mean of the Chinese heritage group is 3.6, and that of the non-heritage group is 3.51, and p=0.096 which is higher than 0.05. So overall, there is no significant difference in learning motivation between Chinese heritage students and non-heritage students. To find whether there are any differences between the various motivation types of various groups, the researcher used SPSS to run another independent T-test.

Table 13: Descriptive statistic of participants' Chinese learning motivation of different heritage groups

	Chinese heritage mean	non-heritage mean	T value	P value
Integrative motivation	3.94	3.58	3.727	0.000
Instrumental motivation	4.23	4.41	-1.773	0.078

Language requirement motivation	2.24	2.12	0.608	0.544
Social milieu motivation	3.52	2.61	5.512	0.000
Achievement motivation	3.42	3.95	-4.632	0.000
Positive learning attitudes and experiences motivation	3.46	3.46	-0.019	0.985
Average	3.60	3.51	0.570	0.268

As the table shows, there are significant differences between Chinese heritage students and non-heritage students in integrative motivation (t=3.727, p=0.000), social milieu motivation (t=5.512, p=0.000) and achievement motivation (t=-4.632, p=0.000). The mean of integrative motivation for Chinese heritage students is 3.94, which is significantly higher than the non-heritage students, with a mean of 3.58. This outcome means that Chinese heritage students have more passion for Chinese culture and are more willing to interact with Chinese-speaking people. At the same time, the mean of Chinese heritage students' social milieu motivation is 3.52, which is much higher than non-heritage students' mean of 2.61. Chinese heritage students have more Chinese-speaking relatives and friends, so they are more easily influenced to learn Chinese. From the interview data, the researcher also observed that some Chinese heritage students chose to learn Chinese because they think their cultural root is in China. Their culture and social identity and the willingness to communicate with Chinese-speaking relatives led them to want to learn Chinese.

Nevertheless, non-heritage students (mean=3.95) get higher scores than Chinese heritage students (mean=3.4) at achievement motivation. This result suggests that non-heritage students are

more likely to be motivated by a sense of achievement to learn Chinese. The following bar chart shows a much clearer contrast. The conclusion is close to Wen's (2011) study, which found that Chinese heritage learners were likely to be motivated by social milieu, cultural interest, and language requirement, but non-heritage learners were likely to be motivated by positive learning attitudes and experience.

Figure 2: Comparison between Chinese heritage and non-heritage groups
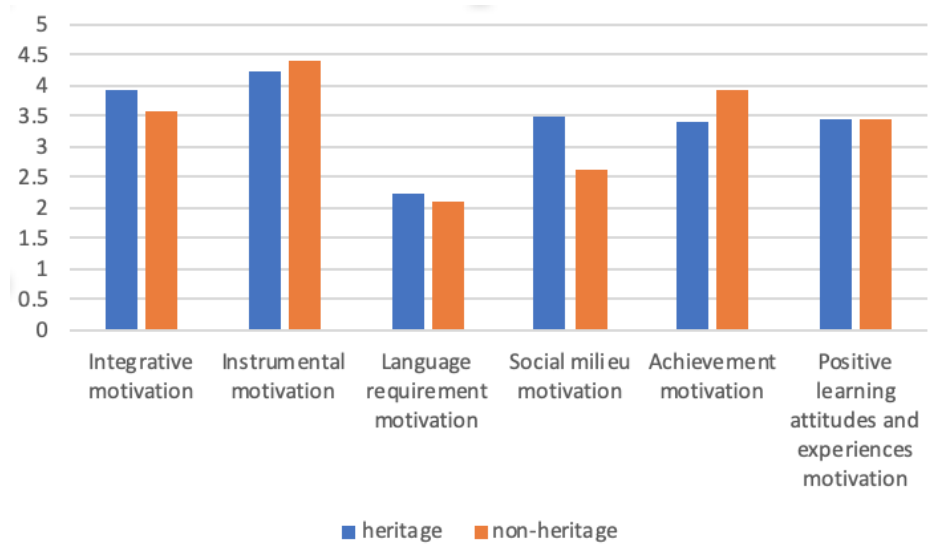
For Chinese heritage students, from strong to weak are instrumental motivation, integrative motivation, social milieu motivation, positive learning attitudes and experiences motivation, achievement motivation, and language requirement motivation, respectively. For non-heritage students, from strong to weak are instrumental motivation, achievement motivation, integrative motivation, positive learning attitudes and experiences motivation, social milieu motivation, and language requirement motivation, respectively.

4.2.3 Different Learning Levels

The researcher separated all participants into three groups according to the Chinese courses they were taking. The best way would be to give students a test to check their Chinese levels, but that would be too much work, so the researcher roughly used the courses' difficulty levels to differentiate their language levels.

The number of the beginning level students taking the Chinese courses 120 and 126 is 57; the number of the intermediate level students who were taking the Chinese course 326 is 35; the number of the advanced level students who were taking the Chinese course 426 is 16. First, the researcher used SPSS to run the ANOVA test to find whether they are significantly different. It is statistically meaningful if $p<0.05$. Analysis of Variance (ANOVA) is to test the significance of the difference between the means of two or more samples.

Table 14: Descriptive statistics of different language level groups

Language level	N	Mean	Std. Deviation
Beginning level	57	3.51	1.33
Intermediate level	35	3.55	1.25
Advanced level	16	3.58	1.36

Below is the screenshot of the ANOVA test result:

ANOVA

data

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.656	2	.828	.484	.616
Within Groups	4611.860	2697	1.710		
Total	4613.515	2699			

Multiple Comparisons

Dependent Variable: data

LSD

(I) type	(J) type	Mean Difference (I–J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1.00	2.00	−.03946	.05616	.482	−.1496	.0707
	3.00	−.06382	.07399	.389	−.2089	.0813
2.00	1.00	.03946	.05616	.482	−.0707	.1496
	3.00	−.02436	.07893	.758	−.1791	.1304
3.00	1.00	.06382	.07399	.389	−.0813	.2089
	2.00	.02436	.07893	.758	−.1304	.1791

The first group is the beginning level students, the second one is the intermediate level students, the third one is the advanced level students. The ANOVA results show that p=0.616 which is bigger than 0.05. This means that Chinese learning level does not have significant influence on students' Chinese learning motivation. There is no significant difference between students of different learning levels.

Table 15: Descriptive statistic of participants' Chinese learning motivation of different Chinese levels

	Beginning mean	Beginning SD	Intermediate mean	Intermediate SD	Advanced mean	Advanced SD
Integrative motivation	3.61	1.20	3.69	1.10	3.89	1.14
Instrumental motivation	4.39	0.95	4.34	0.90	4.28125	0.84

Language requirement motivation	2.36	1.45	2	1.19	1.75	1.05
Social milieu motivation	2.81	1.39	3.14	1.36	2.52	1.29
Achievement motivation	3.72	1.16	3.85	0.99	3.98	1.17
Positive learning attitudes and experiences motivation	3.43	1.24	3.41	1.13	3.66	1.30
Average	3.51	1.33	3.55	1.25	3.58	1.36

SD: standard deviation

Figure 3: Comparison between three Chinese level groups
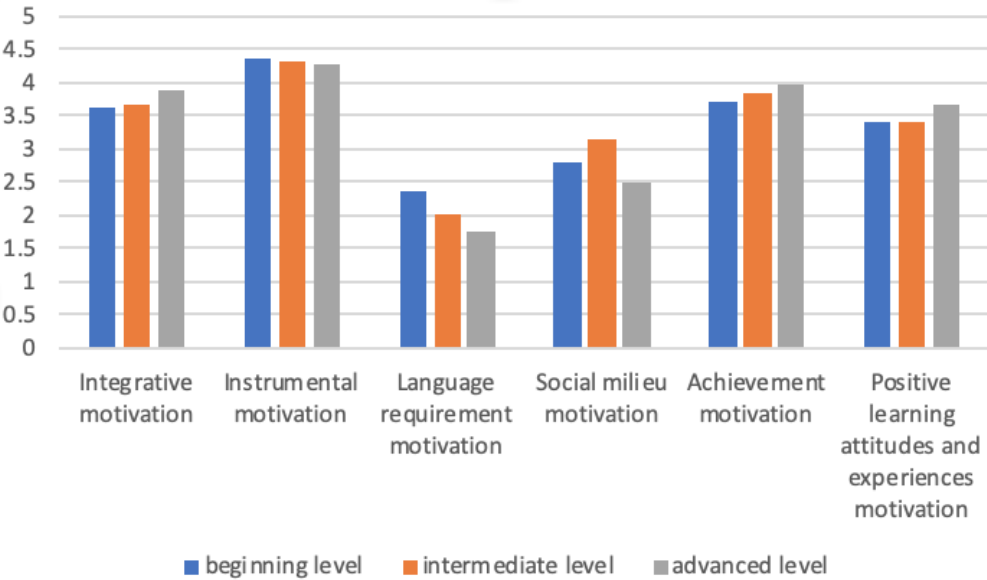
To find more detailed information, the researcher conducted ANOVA tests for every motivation type. The ANOVA tests results can find in the appendix 3. The advanced level is

significantly higher for integrative motivation than the beginning level (p=0.036<0.05). The highest integrative motivation is the advanced level, then the intermediate level, and last is the beginning level. These demonstrate that with the increase of Chinese learning time and proficiency level, integrative motivation also increases. For instrumental motivation, there are no significant differences, whereas the highest goes to the beginning level. There are significant differences between the advanced and beginning levels in language requirement motivation (p=0.022<0.05). As the Chinese learning level rises, the language requirement motivation decreases. For social milieu motivation, the intermediate level is significantly higher than the beginning level (p=0.048<0.05) and the advanced level (p=0.009<0.05). This result discloses that the intermediate level students are much more likely to be influenced by their parents and friends to choose to learn Chinese. For achievement motivation and language requirement motivation, there are no significant differences between the three groups, while the advanced level is the highest.

4.3 Demotivation Data

The third section of the questionnaire consists of 20 items measuring students' demotivation. From item 29 to item 48, a variety of factors account for demotivation. All items except for item 48 use the 5-point Likert scale. Item 48 is an open-ended question that asks students to list any other issues that make them less interested in learning Chinese. Items in this section adapted from the questionnaires from Hasgawa (2004), Kikuchi & Sakai (2009), and Chennan Li (2011). Item 26 asks, "I will continue to learn Chinese in the next semester." Item 27 asks, "I will continue to learn Chinese in the future." These two items aim to have a brief idea about students' future plan of learning Chinese.

Item 28 asks, "Compared with before, I am not so enthusiastic about learning Chinese now," if the answer is yes, students will continue to answer the following questions and if the answer is no, then the questionnaire ends. In the 108 questionnaires, 23 participants said yes and filled out the third part of the questionnaire, which accounts for 21.29%. Fifteen of them were the beginning level students, accounting for 26.31% of all beginning level students. Six of them were intermediate-level students, accounting for 17.14% of all intermediate-level students. Two of them were advanced-level students, making up 12.5% of all advanced-level students. This result indicates that as students' language levels increase, they are less likely to have Chinese learning demotivation. The researcher used Excel to analyze the 23 questionnaires.

Table 16: Descriptive statistic of participants' Chinese learning demotivation

Compared with before, why you are not so enthusiastic about learning Chinese now?		Mean	Standard Deviation
29	I cannot understand my Chinese teacher because he/she speaks too fast and difficult for me	2.74	1.21
30	The teacher's teaching ability is insufficient, she/he cannot give acceptable explanations to some questions	1.56	1.54
31	The teachers' teaching methods are boring and inadequate	1.83	0.94
32	The teachers ridicule my mistakes	1.35	0.71
33	I feel the teacher does not care about me	1.17	0.39
34	I did not get enough feedback from my teacher	1.74	0.96

35	Class activities are far too few and boring	2.87	0.76
36	I am not in the class of my own language level	1.87	1.01
37	There are too many students in my class	1.83	1.07
38	I did not like my classmates.	1.56	0.89
39	I am not willing to discuss with my classmates	1.61	0.66
40	I feel upset because I put great effort in studying Chinese while making little progress	3.22	0.90
41	I got low scores on tests (such as mid-term, oral test, quiz…)	1.87	1.29
42	Chinese is too difficult for me, tones, characters, grammar, and phrases, etc.	4.04	0.77
43	My exam grades cannot show my actual Chinese level	3.43	0.84
44	My Chinese study is affected by other foreign languages I am learning now	1.83	1.03
45	I do not like China or Chinese people	1.26	0.54
46	I am worried of being laughed at by others because of my Chinese	2.13	1.36
47	I do not like using the Chinese textbook	2.65	1.40

The mean of item 42, "Chinese is too difficult for me, tones, characters, grammar, and phrases, etc." is the highest. The second highest item is 43, "My exam grades cannot show my real

Chinese level." This table shows that the most salient demotivation factors are related to Chinese language and tests. The result is similar to Li's (2011) study, which points out that the highest demotivation factor is test related; The second highest demotivation factor is that students think Chinese is too difficult to learn. The result is different from the Japanese researchers Hasegawa's (2004) and Sakai & Kikuchi's (2009) studies, which found that the most significant demotivation factor is teacher related. The items 29, 30, 31, 32, 33, 34, and 35 are teacher related. The mean of items 30, 31, 32, 33, and 34 are low. The mean of items 29 and 35 are in the intermediate level. The researcher agrees with Dornyei's (2001a, p. 151) conclusion that teachers have considerable responsibility for students' demotivation.

The third highest item is 40, "I feel upset because I put great effort in studying Chinese while making little progress." This is related to the demotivation factor of "reduced self-confidence due to their experience of failure or lack of success." in Dornyei's (2001a) research.

Table 17: The highest six items of Chinese learning demotivation

Compared with before, why you are not so enthusiastic about learning Chinese now?		Mean	Standard Deviation
42	Chinese is too difficult for me, tones, characters, grammar, and phrases, etc.	4.04	0.77
43	My exam grades cannot show my actual Chinese level	3.43	0.84
40	I feel upset because I put great effort in studying Chinese while making little progress	3.22	0.90
35	Class activities are far too few and boring	2.87	0.76

29	I cannot understand my Chinese teacher because he/she speaks too fast and difficult for me	2.74	1.21
47	I do not like using the Chinese textbook	2.65	1.40

The researcher picks up the highest six items to discuss the situation of demotivation. The mean of the item 42 "Chinese is too difficult for me, tones, characters, grammar, and phrases, etc." is 4.043 which is the highest. That is because Chinese is so different from English. English is an alphabetic language whose writing system roughly represents its sound system, while Chinese is an ideographic language, its writing system and sound system are independent of each other. Chinese also has four tones, yet English does not have tones. As Hu's (2010) study suggests, for English-speaking learners Chinese is difficult to learn. Especially for the beginning level students who choose to learn Chinese without having full understanding of the difficulties they will meet in the learning process. When they meet difficulties, their learning interests will be reduced, and motivation decreased. This requires teachers to give a brief introduction of Chinese at the start of the learning process, so that students can prepare themselves for the difficulties they are going to meet. Moreover, teachers should give more Chinese learning help to students, instead of leaving them to solve the problem themselves.

The second highest item is 43, "My exam grades cannot show my real Chinese level." If students work hard without getting a decent grade, they will feel frustrated and lose hope, which may require teachers to provide effective achievement tests to students. If most students do not get a good grade, maybe teachers should make the test easier. If most students do well in the test, teachers should talk to students who did not do well in the test, help them find reasons that lead to the mistakes, and encourage them.

The third highest item is 40, "I feel upset because I put great effort in studying Chinese while making little progress." The learning process can sometimes be challenging. If students do not get the sense of achievement, they will feel frustrated and lose learning confidence. Instructors need to put more effort to cheer them up and give more encouragement.

The fourth one is item 35, "Class activities are far too few and boring." That is because American students like more funny and exciting class activities. The American education philosophy is to let students learn from play. Students not only want to learn knowledge but also want to have fun. If the class is boring, students will gradually lose their interest in learning. Therefore, teachers should pay more attention to class activities to make them more entertaining and compelling.

The fifth one is item 29, "I cannot understand my Chinese teacher because he/she speaks too fast and difficult for me." If students cannot understand what the teacher says, they cannot get the input. Without input, there is no output. At the same time, if students cannot follow teachers' instructions, they will not engage in the class. In particular, some students are too shy to ask for help. Over time, they will give up learning Chinese. At UMass, the Chinese department asks teaching assistants to use Chinese as much as possible in the Chinese class so that students can get more input. Nevertheless, sometimes, teachers do not realize that they unconsciously speak some Chinese words that students cannot understand. Thus, teachers should use teacher talk and provide comprehensible input.

The last one is item 47, "I do not like using the Chinese textbook." In the interview data, some students point out, "I have been to China, studying Chinese did not prepare me as well as I hoped because the Chinese in the textbook is so different from real Chinese. Also, at the college level, the class moves too slowly." This shows that unsuitable textbooks also can decrease students'

motivation. Therefore, it is crucial to find an appropriate textbook for students. Now we know that students like practical textbooks, teachers can provide extra optional reading material on current hot topics in China and reading material closer to Chinese people's daily lives. These materials can give students more options and increase their learning interest.

There are some data from item 48, an open-ended question that asks students to write down some other factors that decrease their interest in studying Chinese. Here present the data from item 48:

1. My ability to listen and speak Chinese is not as good as my ability to read and write. This disparity makes learning Chinese disinteresting.

2. Sometimes, the amount of homework interferes with my major course learning. Maybe I will need to stop studying Chinese because I do not have the time.

3. Too many dictations and quizzes make me scared, ruin the class and decrease my confidence.

4. There is a lot of homework in Chinese class that I appreciate, but I do not like. There is too much homework from my class that I feel Chinese is becoming a burden.

5. The amount of homework is too much, and too many quizzes and dictations.

6. Chinese classes, especially the intensive ones, are putting too much of a burden on my other studies.

7. I feel like we rushed learning vocabularies and grammar without having enough time to practice using them and going into depth on them. I will study them for this week but immediately forget them for the next week.

8. I have been studying Chinese for four years, and I am falling apart.

Data numbers 2, 4, and 5 all reveal one important demotivation factor that is "too much homework." Students think they spend too much time on homework and interfere with their other

studies. Data numbers 3 and 5 show that "too many dictations and quizzes" also decrease students' Chinese learning motivation. Data number 7 complains about the fast-paced curriculum setting. The researcher classifies "too much homework," "too many dictations and quizzes," and fast-paced curriculum setting all to curriculum setting demotivational factors. There is no doubt that homework, quizzes, and tests can help students consolidate what they have learned in the class. However, an overwhelming amount of homework and tests may harm students' learning experience and dimmish students' learning motivation. Therefore, schools and teachers should look to balance the curriculum settings.

4.4 Interview Data

The questionnaire only covers six types of motivation, and the demotivation questionnaire only covers 19 items which are all maybe not inclusive. Therefore, this project used questionnaires and interviews to gather data, combining quantitative and qualitative approaches. Interview data can give extra information about the participants' actual thoughts. Thus, the research can fully understand American students' Chinese learning motivation and demotivation factors. The researcher interviewed ten students in total, of which five were Chinese heritage students and five were non-heritage students. They were all randomly chosen from all participants.

The interview asks participants three questions which are listed below:

1: What is your original reason/motivation for learning Chinese? How would you describe your present state of motivation for learning Chinese, and have you experienced any motivational changes?

2: Do you have any complaints about the teaching of Chinese (curriculum setting, textbook, classroom environment, Chinese teachers' teaching methods, etc.)? Do you have any suggestions?

3: What factors and learning experiences cut down your interest in studying Chinese?

To protect participants' privacy, the researcher uses letters to present their names. Below is the data for the first interview question.

A (CH): "I speak Chinese with my father and brother at home. All my father's side are Chinese. It would be nice to talk to my family using Chinese. They also encouraged me to learn Chinese. I am thinking of, over this summer, maybe going to China to study abroad. My friend did it this summer, and it was a good experience. Before taking the Chinese course at UMass, my family was the only reason I chose to learn Chinese. After taking the course, my interest has increased. Chinese culture is amazing, and I like Chinese people. It is fun to talk with them, get to know their experience."

B (CH): "My parents sent me to Sunday school to learn Chinese since elementary school, which was miserable. I did not like it. But I choose to learn Chinese now because there are many Chinese international students at UMass, and I want to communicate with them. But, when I talk to international students, I kind of do not know what to say because the sentence is too hard for me to figure out how to say. So, I want to learn how to speak complex sentences from my Chinese class. I also want to study abroad this summer to explore Chinese culture."

C (CH): "As I grow older, I am starting to learn Chinese culture. I have found it interesting, especially the history and reconnecting to my ethnic culture. What Chinese people think and the way they live also interests me. At first, my parents pushed me to learn Chinese, but the more I learned, the more I wanted to learn Chinese myself. Also, if I am fluent in Chinese, it can help me find a better job in the future."

D (CH): "I started learning Chinese from middle school because I felt insecure about being an ABC (American-born Chinese), but I did not know Chinese. My name is Chinese. When people

meet me, they think I can speak Chinese. So, I must learn Chinese. I want to communicate with my Chinese friends. Also, because Chinese is a beneficial language."

E (CH): "My grandparents are Chinese, and they do not speak English. I want to communicate with them."

F (NH): "People can see me as Chinese, but when people ask me about China, I barely know anything. Learning the language gives me a better understanding of the culture." (F is a non-heritage student, but she is adopted from China.)

G (NH): "I had a Chinese girlfriend and some Chinese friends, if I could speak the language, I can understand them better."

H (NH): "I started to learn Chinese from middle school because of the language requirement. My friend learned Chinese first and suggested that I learn Chinese too. She said it was fascinating. So, when I was younger, I chose to learn Chinese. It gives me more job prospects, although now it is more like a hobby for me. I like Chinese culture and want to communicate with Chinese."

I (NH): "I love Chinese. I want to be fluent in this language. I made some Chinese friends. I want to be able to communicate."

J (NH): "I choose to learn Chinese because of the language requirement. As the learning continues, I love the people. I met my Chinese girlfriend and lots of friends, and they are all very encouraging and nice. Now I speak Chinese everyday outside of class; that is part of my life. I have so much fun learning Chinese."

For the first question, the interview data shows that their integrative and instrumental motivation is very high for both Chinese heritage (CH) students and non-heritage (NH) students. The information also indicates that most students experience motivational changes in the learning process. Chinese heritage (CH) students are initially more easily influenced by their family

members to learn Chinese, which belongs to social milieu motivation. But as they learn more Chinese and come into contact with more Chinese-speaking people, it transfers to integrative and instrumental motivation. They love Chinese culture more and want to use Chinese for practical aims such as finding jobs or studying abroad in China. For non-heritage (NH) students H and J, their original motivation is language requirement motivation, but later it changes to integrative and instrumental motivation.

Below is the interview data for the second and third questions:

A (CH): "But I will not continue learning Chinese next semester. I still like Chinese and want to learn it, but the Chinese course 327 is intensive. There is a class every day, and it will not fit into my schedule. In terms of my major, I have a lot of courses to take next semester. The teachers are amazing, and I do not have any complaints about teachers. But the intensive class is a lot. The only factor that decreased my interest is the intensive class."

C (CH): "It can be better if teachers can give us the vocabulary sheet that lists all the conjunction words and synonyms that we have learned. It will be a lot easier for students to memorize. Too much homework and dictations cut down my interest, and sometimes those are depressing."

D (CH): "The speed of the course is too fast. We learn 40 phrases per week, but it does not give us enough time to practice. I also want more corrections for my tones from my teacher. The homework, I think it is more like just to get the work done instead of learning the material."

E (CH): "The homework and examinations are all fast paced. It is hard to keep up with my other courses. In the class, some students are already fluent in Chinese, and some students are not. The class pushes a lot faster to make sure the fluent students have something new to learn. This causes some students to fall behind. If we can slow down the pace, students can have more time to practice and learn it better.

F (NH): "I do not get enough feedback from my teacher, especially the tones. Sometimes I do not know whether what I said is right or wrong, so I want teachers' feedback. I think correction is very necessary."

G (NH): "I am not sure whether I will use the language in the future because I broke up with my Chinese girlfriend this semester. And it is getting harder and harder to learn Chinese. It makes me question how much it is worth to stick with learning Chinese. There are too many students in the class. The first semester I learned Chinese, there were only eight students in the class, I felt more comfortable speaking Chinese, and the connection between students was much stronger. But this semester there are seventeen students in my class. I think a smaller classroom size is better. The homework is getting thicker and thicker. I think it wastes a lot of my time and it is not helpful. It does not help my language skill."

I (NH): "The workbook does not help me a lot. And there are a lot of tests which intimidate me. I do not like the grammar explanation in the class, some of them are very boring. I hope my teacher can make it more interesting."

A, C, D, E, G, and I complained about the fast-paced curriculum setting; excessive homework and dictations are not so helpful. The data from item 48 also reveals this as a de-motivational factor. Homework should help students consolidate the knowledge they have learned in the class and stimulate students' interest. Accordingly, the assignment should consider students' actual situation and emphasis instead of giving them useless workloads.

D and F pointed out that they did not get timely and adequate feedback from their teachers. Teachers must provide enough feedback. Especially for students learning a new language, they usually do not realize their mistakes. The feedback also should be immediate, specific, and

straightforward. Then, students can know their mistakes and make improvements which further can stimulate their learning motivation and boost their learning confidence.

G complained that there were too many students in his class. A smaller class size can make his Chinese learning more comfortable in the class. This result is related to inadequate school facilities (very big group, not the right level, or frequent change of teachers) demotivational factor in Dornyei's (2001a, p. 151) research. Student I also confessed that boring grammar explanations cut down his learning interest. That being so teachers should design a diversity of instructional activities, making the instruction more interesting and appealing.

CHAPTER 5

CONCLUSION

This research divides motivation into six types: integrative motivation, instrumental motivation, language requirement motivation, social milieu motivation, achievement motivation, and positive learning attitudes and experiences motivation. The data analysis shows that the highest motivation is instrumental motivation, which means that students care more about the pragmatic value of learning Chinese. The second-highest motivation is achievement which indicates that students think it is interesting to learn Chinese and have fun studying Chinese. Teachers should give more positive feedback to increase students' enjoyment and self-confidence for learning. When students have a sense of achievement, they will develop a stronger desire to learn actively and be motivated to learn Chinese.

The third is integrative motivation. Students are interested in Chinese cultures, such as history, art, painting and like Chinese people. However, students get limited exposure to Chinese songs or movies, so they are not familiar with them and lack connection. The fourth is positive learning attitudes and experiences motivation. Most students are fond of their language teachers and have good teacher-student relationships, although some students think the tests are too difficult. The social milieu motivation and language requirement motivation are low, conveying that most American students learn Chinese based on their own interest and choice instead of social milieu pressure or language requirements. However, Chinese heritage students tend to have more relative pressure than non-Chinese heritage students.

There are significant differences between the female and the male groups. Female students' motivation is significantly higher than that of male students in integrative motivation. Gender has a critical influence on American learners' Chinese learning motivation. In addition, there are no

significant differences in the learning motivation of the Chinese heritage students and the non-heritage students.

Nevertheless, the Chinese heritage students have significantly higher integrative motivation and social milieu motivation than the non-heritage students. Students of non-heritage otherwise have significantly better achievement motivation than students of Chinese heritage. Third, students' Chinese learning motivation is likewise unaffected by their Chinese learning levels. However, in terms of integrative motivation, language requirement motivation, and social milieu motivation, there are considerable disparities between these three groups.

21.29% of the participants have Chinese learning demotivation. Six most highest demotivation factors are: Chinese is too difficult for me, tones, characters, grammar, and phrases, etc.; my exam grades cannot show my actual Chinese level; I feel upset because I put great effort in studying Chinese while making little progress; class activities are far too few and boring; I cannot understand my Chinese teacher because he/she speaks too fast and difficult for me; I do not like using the Chinese textbook; and too much homework. These results are slightly different from Dornyei's (2001a) research which concluded that teachers have a salient responsibility for students' demotivation. This research finds that the most crucial demotivation factor for American students is Chinese being too difficult for them. Therefore, instructors should pay more attention to this phenomenon and take measures to help students.

The interview data gives us more information on students' learning demotivation. Most interviewees complain about the fast-paced curriculum setting and excessive tests and homework. However, these demotivation factors did not show up in the questionnaire. Students also complain that they did not get enough feedback from their teachers and the grammar explanation is boring.

CHAPTER 6

PEDAGOGICAL IMPLICATIONS OF THE STUDY

6.1 Pedagogical Implications Based on Motivation Type Analysis

The study investigates learners' motivation in learning Chinese as a second language at the university level in the United States. The goal is to determine pedagogical implications based on the research analysis and bring suggestions to maintain and stimulate students' Chinese learning motivation. Based on the study of students' Chinese learning motivation, here are some specific tips:

1. Recommend Chinese movies, TV shows, and songs to students

The questionnaire demonstrates that students are not so interested in Chinese films, TV shows, and songs. The interview data proves that students get limited exposure to these resources, so they lack familiarity with them. As a result, teachers can recommend more Chinese movies, TV shows, and songs to students based on their language level. For example, before the beginning of class, teachers can play some popular Chinese songs, and introduce famous Chinese singers to students. On one hand, music can create a better environment for students by allowing them to feel more relaxed, improving the class effect. Additionally, students can gain more familiarity with Chinese singers and songs. Listening to Chinese songs will certainly help students improve their Chinese overtime. Teachers can also incorporate movie or TV show clips into the teaching content or play one Chinese movie every week at a time, so that students can enjoy their class time in a different interactive method.

2. Introduce contemporary China and Chinese culture to students

In the questionnaire, the item "Because I am interested in Chinese culture" gets a high mean of 4.47, which means that almost all students are interested in Chinese culture, such as history, art, and painting. Therefore, it is vital to create opportunities for students to get familiar with and learn Chinese culture. In addition to the cultural presentations in the daily teaching, the school can also organize cultural activities such as holding cultural nights during Chinese New Year and the Mid-Autumn Festival. From these events, students can be more familiar with Chinese festival customs.

In the meantime, it is also vital to introduce contemporary China to students. Many students do not have a complete understanding of modern China. Therefore, teachers can also incorporate advanced technology and popular culture elements into the teaching materials. For example, students might be interested in new things such as Taobao, Weibo, and Tik Tok. These will be good for stimulating students' learning motivation.

3. Make the instruction more interesting and appealing

Most students may experience motivational changes. Initially, they show great interest in learning Chinese, as they continue the learning process, they tend to feel bored and gradually lose interest. Therefore, making the instruction more interesting and appealing is necessary, which includes interest in form and content. Teachers can make their instruction language more humorous as students will love to listen to the teacher in a joyful way. Diversity of instructional activities will also rouse students' enthusiasm and increase their engagement in the class. Especially the explanations about grammar, if it is tedious, students will lose interest. The Chinese instructional material is closely related to our daily life, so the role-play activity is beneficial. For example, if the topic is about restaurants, students can play different characters, the waiter, and customers. Through the actual learning situation, students get familiar with the textbook content

and have fun. Teachers can also lead students to play some games. Through the game competition method, students communicate in Chinese, learn knowledge, and have fun. We can also use Kahoot and other applications to bring interest to the class.

4. Hold study-abroad seminars

Studying abroad in China for one semester or one year will improve students' Chinese learning. From the questionnaire data, we can see that some students get little information about study abroad programs. Therefore, schools should hold a seminar every semester to introduce study-abroad-related information to students. In the workshop, we can also invite students who have been studying in China to share their study abroad experiences.

6.2 Pedagogical Implications Based on Comparison Analysis

1. Pay attention to individual differences

The comparisons between students of Chinese heritage and non-heritage and students of different learning levels show that students have different motivations to learn Chinese. Therefore, teachers should pay attention to individual differences. Teachers can help students make specific learning goals, make sure every student achieves their goals. Also, pay attention to students of different proficiency levels. In the teaching process, ask students of low proficiency level easy questions. If they answer it right, give them praise. If they answer it wrong, help them find the reasons and encourage them. It will help them build up their learning confidence. As for high proficiency level students, ask them more challenging questions. Differentiated instruction can explore every student's potential so that every student can have comprehensive development.

6.3 Pedagogical Implications Based on Demotivation Analysis

1. Provide effective achievement tests to students

Some demotivated students responded that their exam grades could not show their actual Chinese level, requiring teachers to provide effective achievement tests to students. If most students do not get a good grade, perhaps teachers should adjust the test difficulty level. On the other hand, if most students do well in the test, teachers should talk to students who did not do well in the test, help them find reasons that lead to the mistakes, and encourage them. Moreover, let students realize that exams are not the only way to evaluate their language proficiency level, helping release their distress.

2. Provide comprehensible input

The fifth highest item of Chinese learning demotivation is item 29, "I cannot understand my Chinese teacher because he/she speaks too fast, and it is difficult for me." If teachers speak too fast, students will get lost. If the problem lasts for a long time, students will feel frustrated and lose interest in Chinese. Especially for the beginning-level students, teachers should slow down their speaking speed and repeat more. Moreover, the vocabulary and grammar that teachers use should be consistent with the student's language level. That does not mean teachers cannot use the vocabulary and sentence structure that students have not learned before. But teachers must make sure students can understand what they are saying. For beginning-level students, teachers' instructional language should be short sentences and simple words. With the increase of language level, teachers can make their sentences longer and more complicated.

The last point is to consider the effectiveness of classroom discourse. Teachers should avoid words that have no practical meaning in teaching. For example, "Do you understand?" "Do you know how to use it?" Even when students answer that they have understood the material, it does not mean they really have grasped the concept of it. So, after explaining new vocabulary or

grammar points, teachers can use fun methods to reinforce them, instead of asking them whether they have understood it.

3. Give students timely and adequate feedback

In the interview data, some students complained that they did not get enough feedback from teachers. Teachers must provide enough feedback. Especially for students who are learning a new language, they usually do not realize their mistakes. When students practice vocabulary and sentences in the instruction class, teachers should pay attention to correct their tones. In the meantime, do not hurt students' dignity. If students' pronunciation is correct, teachers should give positive feedback and praise them. When students do pair work activities, teachers should walk around, listen to their conversation, and provide specific suggestions. Feedback should also cover students' homework and tests. If students are doing well for the assignment or tests, praise their efforts and success. If students make some mistakes, help them correct them and find the reasons behind the errors. The feedback must be immediate, specific, and straightforward. Hence, students can know their mistakes and make improvements which further can stimulate their learning motivation and boost their learning confidence.

4. Assign appropriate homework to students

Most interviewees complained about the homework. They think there is too much homework, but it is not so helpful. Homework is part of the instruction activities. Homework should help students consolidate the knowledge they have learned in the class and stimulate students' interest. Accordingly, the assignment should consider students' actual situation and emphasize instead of giving them useless homework.

Every student has a way of learning Chinese. In the same class, there may exist different level students, some students can learn very well, some students even try hard but cannot

consistently perform at a high level. For this reason, the design and assignment of homework should be different for different level students. For those with learning difficulties, teachers can reduce the difficulty of homework or homework workload. If they need it, teachers can provide extra reading materials and give them more assignments for those who learn very well. The design of homework should also cover the interesting aspects. Students are more willing to spend time doing the homework if it is intriguing instead of treating it as a burden.

CHAPTER 7

LIMITATIONS OF THE STUDY

The limitation of this research manifests in three aspects. First, due to the limitations of time, human resources, and other objective factors, the participants are from one university, which cannot represent the full picture of American university students. It can be better to conduct the research covering more participants from different kinds of schools, for example, private universities, and colleges. Second, the researcher separated all participants into three groups according to the Chinese courses they were taking. The best way would have been to give students a test to check their Chinese levels, but that may have been off-putting to the participants and skewed the data, so the researcher used the courses' difficulty levels to differentiate their language levels. Third, Chinese learning motivation is a complicated issue that refers to many motivation types. Due to the questionnaire's length, the research only picks six representative motivation types to discuss. To better understand Chinese learning motivation, The researcher calls for future research to cover more motivation types.

APPENDICES

1. QUESTIONNAIRE FOR THIS STUDY

General information

1: Email: _____Age: _____

   Gender:_____ Ethnic Background:_____

2: Level at the university: A: freshman   B: sophomore C: junior D: senior

   Your major(s):_____minor(s):_____

   Which Chinese courses are you taking this semester: _____(e.g. 110, 126, 326, 426)

3: What are your parents' native language(s)?

   Mother_____ Father_____

4: If anyone in your family or anyone else with whom you have lived for a substantial length of time is a native speaker of Chinese, indicate the person(s)' native dialect(s) and relationship to you.

Relationship to you: _____dialect(s):_____

Relationship to you: _____dialect(s):_____

5: Do you speak Chinese (including dialect(s)) with any of your family members?

Yes, I speak _____with_____

Yes, I speak _____with_____

No, I don not. I speak _____at home.

6: If you have studied Chinese before (including courses taken at weekend/evening Chinese school), list the following information:

School   course   hour/week   semester/ year   Grade received

_____

_____

_____

7: If you have lived at a place where Chinese is used as one of its major language, fill in the following:

place (or country)_____Chinese dialect used there_____

Length of stay_____ years and_____ months   at age of _____to_____

Please select an answer according to your own situation. (Draw ✓)

Why do you learn Chinese?		Totally disagree	Disagree	Not sure	Basically agree	Totally agree
1	Because I am interested in Chinese culture					
2	Because I like to watch Chinese films					
3	Because I like Chinese pop music and songs					
4	Because I like to watch Chinese TV programs					
5	Because I want to make friends with Chinese people					
6	Because I want to know more about Chinese people' life and blend in it					
7	Because I want to use Chinese when I travel to a Chinese-speaking country					
8	Because I think that it will someday be useful in getting me a good job					
9	Because I want to study abroad to China					
10	Because I feel Chinese is an important language in the world					
11	Because I need to fulfill a general foreign language requirement					
12	To pass some Chinese language official test for foreigners such as HSK test, etc. (just like the English test TOEFL)					

13	Because people around me think it is good to learn Chinese					
14	Because my parents or relatives encourage me to learn Chinese					
15	15 Because my friends suggest that I learn Chinese					
16	Because learning Chinese is a challenge and it has provided me with mental exercise					
17	Because it is fun to learn Chinese					
18	Because speaking Chinese can get respect from others					
19	Because I can get a sense of achievements to learn Chinese					
20	Because I appreciate opportunities to speak Chinese with my classmates					
21	Because the Chinese test is not so difficult and relatively easy					
22	Because Chinese lessons are very interesting and relaxing					
23	Because the Chinese textbook is very interesting and useful					
24	Because my Chinese teacher is very nice and I like her/him.					
25	Because I like the grammar explanations/exercises offered in the curriculum					

26	I will continue to learn Chinese in the next semester.					

27	I will continue to learn Chinese in the future.					

28: Compared with before, I am not so enthusiastic about Chinese now:

A: yes   B: no

If the answer is yes, please continued to answer the following questions, if the answer is no, then

the questionnaire ends.

Please select an answer according to your own situation. (Draw ✓)

Compared with before, why you are not so enthusiastic about Chinese now?	Totally disagree	Disagree	Not sure	Basically agree	Totally agree
29	I cannot understand my Chinese teacher because he/she speaks too fast and difficult for me					
30	The teacher's teaching ability is insufficient, she/he cannot give acceptable explanations to some of the questions					
31	The teachers' teaching methods are boring and inadequate					
32	The teachers ridicule my mistakes					
33	I feel the teacher does not care about me					
34	I did not get enough feedback from my teacher					
35	Class activities are far too few and boring					
36	I am not in the class of my own language level					

37	There are too many students in my class				
38	I did not like my classmates.				
39	I am not willing to discuss with my classmates				
40	I feel upset because I put great effort in studying Chinese while making little progress				
41	I got low scores on tests (Such as mid-term, oral test, quiz…				
42	Chinese is too difficult for me, tones, characters, grammar, and phrases, etc.				
43	My exam grades cannot show my real Chinese level				
44	My Chinese study is affected by other foreign languages I am learning now				
45	I do not like China or Chinese people				
46	I am worried of being laughed at by others because of my Chinese				
47	I do not like using the Chinese textbook				

48 Some other factors decrease my interest in studying
Chinese, describe it in detail.

2. INTERVIEW QUESTIONS

These questions are open-ended which allows participants to freely describe their views and relevant experiences. Each interview lasts for 10-15 minutes and is tape-recorded.

1: What is your original reason/motivation for learning Chinese? How would you describe your present state of motivation for learning Chinese, and have you experienced any motivational changes?

2: Do you have any complaint about the teaching of Chinese (curriculum setting, textbook, classroom environment, Chinese teachers' teaching methods, etc.)? Do you have any suggestions?

3: What factors and learning experiences cut down your interest in studying Chinese?

3. COMPARISON BETWEEN STUDENTS OF DIFFERENT LEARNING LEVELS

The first group is the beginning level students, the second one is the intermediate level students, the third one is the advanced level students. Below is the screenshot of the ANOVA tests for every motivation type.

1: Integrative motivation

ANOVA

data

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.983	2	2.992	2.231	.108
Within Groups	864.892	645	1.341		
Total	870.875	647			

Post Hoc Tests

Multiple Comparisons

Dependent Variable: data
LSD

(I) type	(J) type	Mean Difference (I–J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
1.00	2.00	−.07644	.10152	.452	−.2758	.1229
	3.00	−.28180*	.13375	.036	−.5444	−.0192
2.00	1.00	.07644	.10152	.452	−.1229	.2758
	3.00	−.20536	.14266	.151	−.4855	.0748
3.00	1.00	.28180*	.13375	.036	.0192	.5444
	2.00	.20536	.14266	.151	−.0748	.4855

*. The mean difference is significant at the 0.05 level.

2: Instrumental motivation

ANOVA

data

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.647	2	.324	.383	.682
Within Groups	362.739	429	.846		
Total	363.387	431			

Post Hoc Tests

Multiple Comparisons

Dependent Variable: data

LSD

(I) type	(J) type	Mean Difference (I–J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1.00	2.00	.04749	.09873	.631	−.1466	.2416
	3.00	.10910	.13008	.402	−.1466	.3648
2.00	1.00	−.04749	.09873	.631	−.2416	.1466
	3.00	.06161	.13875	.657	−.2111	.3343
3.00	1.00	−.10910	.13008	.402	−.3648	.1466
	2.00	−.06161	.13875	.657	−.3343	.2111

3: Language requirement motivation

ANOVA

data

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11.704	2	5.852	3.367	.036
Within Groups	370.254	213	1.738		
Total	381.958	215			

Post Hoc Tests

Multiple Comparisons

Dependent Variable: data

LSD

(I) type	(J) type	Mean Difference (I–J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
1.00	2.00	.35965	.20020	.074	−.0350	.7543
	3.00	.60965*	.26376	.022	.0897	1.1296
2.00	1.00	−.35965	.20020	.074	−.7543	.0350
	3.00	.25000	.28134	.375	−.3046	.8046
3.00	1.00	−.60965*	.26376	.022	−1.1296	−.0897
	2.00	−.25000	.28134	.375	−.8046	.3046

*. The mean difference is significant at the 0.05 level.

4: Social milieu motivation

ANOVA

data

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	14.344	2	7.172	3.840	.022
Within Groups	599.468	321	1.868		
Total	613.812	323			

Post Hoc Tests

Multiple Comparisons

Dependent Variable: data

LSD

(I) type	(J) type	Mean Difference (I–J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1.00	2.00	−.33584*	.16943	.048	−.6692	−.0025
	3.00	.28618	.22322	.201	−.1530	.7253
2.00	1.00	.33584*	.16943	.048	.0025	.6692
	3.00	.62202*	.23810	.009	.1536	1.0905
3.00	1.00	−.28618	.22322	.201	−.7253	.1530
	2.00	−.62202*	.23810	.009	−1.0905	−.1536

*. The mean difference is significant at the 0.05 level.

5: Achievement motivation

ANOVA

data

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.010	2	2.005	1.626	.198
Within Groups	528.869	429	1.233		
Total	532.880	431			

Post Hoc Tests

Multiple Comparisons

Dependent Variable: data
LSD

(I) type	(J) type	Mean Difference (I–J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1.00	2.00	−.13070	.11922	.274	−.3650	.1036
	3.00	−.26508	.15707	.092	−.5738	.0436
2.00	1.00	.13070	.11922	.274	−.1036	.3650
	3.00	−.13437	.16754	.423	−.4637	.1949
3.00	1.00	.26508	.15707	.092	−.0436	.5738
	2.00	.13437	.16754	.423	−.1949	.4637

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6: Positive learning attitudes and experiences motivation

ANOVA

data

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.446	2	2.223	1.509	.222
Within Groups	950.429	645	1.474		
Total	954.875	647			

Post Hoc Tests

Multiple Comparisons

Dependent Variable: data
LSD

(I) type	(J) type	Mean Difference (I–J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1.00	2.00	.01554	.10642	.884	−.1934	.2245
	3.00	−.22643	.14021	.107	−.5017	.0489
2.00	1.00	−.01554	.10642	.884	−.2245	.1934
	3.00	−.24196	.14955	.106	−.5356	.0517
3.00	1.00	.22643	.14021	.107	−.0489	.5017
	2.00	.24196	.14955	.106	−.0517	.5356

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