

## **Motivational Factors in Chinese Language Learning: A Study of Foreign Language Learners**

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Learning a new language can be a challenging but rewarding experience, and for many individuals, the Chinese language presents a unique set of difficulties and complexities. The present study aimed to investigate the motivational factors that impact the process of learning the Chinese language among non-native speakers. The study employed a questionnaire to survey 104 Chinese language learners from different countries. According to the study results, six factors were identified as motivators for learners of Chinese, which include the desire for career and economic advancement, the aspiration to become a global citizen, the wish to communicate and connect with Chinese people, the pursuit of self-satisfaction and self-efficacy, and the inclination to integrate with Chinese cultures. Moreover, the study found that video materials, particularly Chinese cinema and drama, play a crucial role in facilitating proficiency in the Chinese language. Overall, the results suggest that foreign language learners exhibit a positive attitude towards the Chinese language and are willing to continue learning it in the future .

**Keywords:** Chinese language learning, Chinese culture, film, motivational factors, quantitative research; second language acquisition

Motivation is a fundamental psychological construct that drives individuals' behavior, actions, and decisions. It plays a crucial role in various domains, including education, work, and personal development. In the context of education, motivated students tend to be more engaged, persistent, and achieve better academic outcomes. At the workplace, motivation is a key factor influencing employee performance, job satisfaction, and organizational success. In personal development, motivation is the driving force behind individuals striving to achieve their goals and aspirations.

Numerous studies have explored the concept of motivation and its significance across different fields. For instance, Khudhair (2020) investigated factors predicting academic writing difficulties among first-year doctoral students, highlighting the importance of understanding motivation in educational contexts. Deci and Ryan (1985) proposed the Self-Determination Theory (SDT), which provides a theoretical framework to explain intrinsic and extrinsic motivation and their impact on human behavior. Deci, Ryan, Vallerand and Vallerand (1991) expanded on SDT, emphasizing the role of self-determination in promoting motivation in educational settings.

Intrinsic motivation refers to engaging in an activity for the inherent satisfaction and interest it brings, rather than seeking external rewards or avoiding punishments. Individuals driven by intrinsic motivation find enjoyment, curiosity, and a sense of competence in the activity itself, making it inherently rewarding. Deci and Ryan's seminal work (1985) identified three key characteristics influencing intrinsic motivation: a) autonomy: people feel a sense of autonomy when they have control over their actions and decisions, allowing them to pursue activities aligned with their interests and values. b) competence: individuals are intrinsically motivated when they perceive themselves as competent and capable of mastering challenges. c) relatedness: social connections and a sense of belongingness to others play a crucial role in fostering intrinsic motivation. In contrast to intrinsic motivation, extrinsic motivation involves engaging in activities to obtain external rewards or avoid punishments. Extrinsic motivators can take various forms, such as tangible rewards (e.g., bonuses, gifts) or social recognition (e.g., praise, awards) (Deci, Koestner & Ryan, 1999; Mehtab, Zaheer & Ali, 2015). Deci, Koestner, and Ryan's meta-analytic review (1999) examined the effects of extrinsic rewards on intrinsic motivation and found that while extrinsic rewards may enhance performance in the short term, they can undermine intrinsic motivation over time.

The distinction between intrinsic and extrinsic motivation lies in their psychological underpinnings and the driving forces behind behavior. Intrinsic motivation emerges from

internal factors, fostering a sense of personal fulfillment, curiosity, and joy in the activity itself. On the other hand, extrinsic motivation is rooted in external factors, where individuals are driven by the anticipation of rewards or the avoidance of negative consequences. Deci et al.'s (1991) self-determination perspective provides insights into the interplay between these two types of motivation. It suggests that supporting individuals' autonomy and intrinsic motivation can lead to better long-term outcomes, whereas excessive reliance on extrinsic rewards may hamper intrinsic motivation.

Motivation is also a crucial factor in foreign language learning, as it has been shown to significantly impact learners' engagement, persistence, and ultimately, their success in acquiring a new language (Herschensohn & Young-Scholten, 2018; Li, Hiver & Papi, 2022). Gardner's (1985) definition of motivation as “the degree to which an individual exerts effort or strives to acquire proficiency in a language owing to an inner desire and the gratification derived from such endeavor” (p. 10) highlights the importance of motivation in foreign language learning. This is especially relevant for learning Chinese as a foreign language due to its complex writing system, tonal pronunciation, and cultural nuances (Yue, 2017). Recent studies have focused on identifying the motivational factors that drive foreign language learners to pursue Chinese language learning (CLL) and their role in learning outcomes (Rahman, Mahmud, Jiang & Sarker, 2022; Wen & Piao, 2020; Xuejun, 2020; Zheng, Lu & Li, 2023).

The importance of learning Chinese has grown significantly due to factors such as economic growth, career prospects, and commercial ventures. With over 1.3 billion speakers, Chinese is the most widely spoken language globally (Lane, 2023). The increasing prominence of China in international politics, economics, and culture has further highlighted the significance of the Chinese language in the global sphere (Mkize & Chisoni, 2015). As one of the six official languages of the United Nations, the Chinese language holds a vital place in the international community (Xun, 2013). Thus, the growing prominence of China has made learning the Chinese language increasingly important. Motivation is critical in the language learning process, and the Chinese government has established various initiatives to aid in the spread of Chinese language and culture worldwide (Gamage, Fernando & Perera, 2015; Jiani, 2017; Wang & Ruan, 2016; Zhao & Huang, 2010). Therefore, it is crucial for researchers to investigate the motivational factors that influence students in learning Chinese and explore ways to enhance these factors to facilitate the language learning process.

This study aims to contribute to this growing body of literature by examining the motivational factors that influence foreign language learners' decisions to learn Chinese, and the extent to which these factors vary across different learner demographics. By drawing on survey data collected from a sample of foreign language learners in a Chinese language program, we investigate the relationships between motivational factors such as intrinsic interest, instrumental motivation, and cultural curiosity, and learners' attitudes towards Chinese language learning. Our findings shed light on the complex interplay between learners' motivational orientations and their experiences of Chinese language learning, and have important implications for foreign language pedagogy and practice.

The acquisition of L2 is influenced by numerous factors, including motivation, which serves as a necessary incentive to begin learning and subsequently drive learners to continue the often lengthy and tedious process (Kim, 2022; Mkize & Chisoni, 2015; Nkrumah, 2021; Peter, 2021; Singleton & Flynn, 2022; Wen & Tian, 2022; Ye, Ding, Han & Ye, 2022). Previous research has highlighted the importance of motivation in L2 learning, with early studies by Gardner and colleagues emphasizing its influence on L2 attainment (Gardner & Lambert, 1972). Subsequent research has also emphasized the role of motivation in language learning. Dewaele, Saito, and Halimi (2022) posit that motivation is a combination of effort, desire, and positive attitudes towards the goal to be attained. They further suggest that motivated students are highly desirable in the classroom, as they are willing to put in the effort, align their objectives with those of the class, focus on the task, and persevere through difficulties.

Motivation is particularly important for foreign students in the context of learning Chinese as a second language. Previous literature suggests that motivation is influenced by a range of individual and contextual factors (Kandambi, 2021; Wen & Tian, 2022; Wen & Piao, 2020b; Xu & Moloney, 2020; Xu, Zhang, Sukjairungwattana & Wang, 2022). For example, job prospects were found to be a strong motivator for both heritage and non-heritage learners in Australia (Xu & Moloney, 2020), while Thai learners identified anxiety as the most stable predictor of achievement in online Chinese learning (Xu, Sukjairungwattana & Wang, 2022). Wen and Piao (2020) found that the ideal self, instrumentality, and future self-guides were important motivational factors for Chinese as foreign language (CFL) at different proficiency levels.

Despite recent research on motivational factors in language learning, there is still a lack of literature on the primary factors influencing motivation to learn Chinese as a second

language among foreign learners. Therefore, this study aims to identify and analyze the six main motivational factors of foreign Chinese language learners to bridge this research gap and inform effective implementation strategies. Previous studies have primarily focused on the challenges of learning Chinese characters and the complexity of Chinese grammar (Li, Bao, & Yue-Li, 2022; Romagnoli & Ornaghi, 2022; Shum, Gao, Tsung, & Ki, 2011; Suleymenova & Yskaknabi, 2022). This study will provide valuable insights into the motivational factors that drive foreign students to learn Chinese language, ultimately contributing to the development of effective Chinese language teaching strategies.

### **Research Questions**

This study aims to investigate the role of motivation in learning of the Chinese language among overseas students. The factors that motivate students to learn a particular language vary, and this study seeks to understand the specific motivations of international students to learn Chinese and its culture. Two research questions will be addressed in this study: (1) What are the motivational profiles of foreign Chinese learners? (2) What are the relationships between the six motivational models and the conscious effort in learning the Chinese language?

## **Methods**

### **Participants**

Quantitative research involves the collection and analysis of numerical data to uncover patterns, relationships, and trends. This type of research typically uses statistical methods to draw conclusions and make generalizations about a population based on the data collected. Quantitative studies often rely on structured questionnaires, surveys, or experiments to gather data from a large number of participants. Qualitative research, on the other hand, focuses on understanding the subjective experiences, meanings, and interpretations of individuals. It involves collecting non-numerical data, such as interviews, observations, or textual analysis, to gain insights into the participants' perspectives and social phenomena. Qualitative studies use methods like thematic analysis, content analysis, or discourse analysis to analyze and interpret the data collected (Bryman, 2016; Creswell & Creswell, 2017).

In this study, international students from various countries (including Vietnam, Indonesia, Sudan, Philippines, Cambodia, South Korea, and Pakistan) were recruited as participants. Due to practical considerations, the sample was composed of both male and female students who were currently studying in China or had already graduated. The participants were recruited through social media platforms, particularly WeChat and Q.Q., and

survey design and snowball sampling methods were employed. The selection of WeChat and Q.Q. as social media platforms for participant recruitment was based on several factors. Firstly, these platforms are widely utilized by foreign students in China for various purposes, including communication, networking, and information sharing (Yaqoub et al., 2022, 2023). Therefore, they provided a convenient and accessible means to reach out to the target population of foreign students learning Chinese.

Furthermore, the survey design incorporated the distribution of the questionnaire within specific foreign students' groups on WeChat and Q.Q. social media platforms. By sharing the questionnaire in these groups, the sampling method aimed to target individuals who were actively engaged in Chinese language learning and had a vested interest in the topic. The snowball sampling method was chosen to leverage the network effect within these groups. Participants were encouraged to share the questionnaire with their acquaintances and fellow language learners, thereby expanding the sample size and potentially capturing a diverse range of participants. The use of this sampling method ensured that the data collected came from individuals relevant to the study's objectives and provided a degree of control over participant selection. By focusing on foreign students in China and utilizing their established online communities, the researchers could increase the likelihood of obtaining responses from individuals who were actively learning Chinese and motivated to participate in the study.

However, it is important to acknowledge that the snowball sampling method may introduce biases, such as overrepresentation of certain subgroups or individuals with similar characteristics. The questionnaire was administered electronically using the Questionnaire Star website. A total of 126 questionnaires were completed and submitted, out of which 104 were deemed valid for analysis after screening for completeness and attention. The demographic characteristics of the sample are presented in Table 1. The sample consisted of slightly more males (55.8%) with an average age of 26.5 years. The majority of participants held a bachelor's degree or below (62.5%), followed by those with a Master's degree (28.8%). Most participants were studying in the humanities and social sciences (69%), followed by natural sciences and engineering (30.8%). Most participants confirm that they watched Chinese movies (90.4%) and the majority reside outside of China (62%) during the survey due to pandemic limitations. These findings provide a general overview of the demographic characteristics of the sample used in this study.

**Table 1***Demographic Information of Respondents (n=104).*

| Demographic variables          | Number of respondents           | Percentage of respondents |
|--------------------------------|---------------------------------|---------------------------|
| <b>Gender</b>                  |                                 |                           |
| Male                           | 58                              | 55.8                      |
| Female                         | 46                              | 44.2                      |
| <b>Age</b>                     |                                 |                           |
|                                | Mean $\pm$ S.D. =26.5 $\pm$ 5.5 |                           |
| <b>Academic qualification</b>  |                                 |                           |
| Bachelor's degree or below     | 65                              | 62.5                      |
| Master's degree                | 30                              | 28.8                      |
| Ph.D. Degree                   | 9                               | 8.7                       |
| <b>Area of study</b>           |                                 |                           |
| Humanities & Social Sciences   | 72                              | 69.2                      |
| Natural Sciences & Engineering | 32                              | 30.8                      |
| <b>Chinese movies</b>          |                                 |                           |
| Watched                        | 94                              | 90.4                      |
| Did not watch                  | 10                              | 9.6                       |
| <b>Current dwelling</b>        |                                 |                           |
| Out of China                   | 65                              | 62.5                      |
| In China                       | 39                              | 37.5                      |

**Measures**

We chose the Chinese Language Learning Motivational Questionnaire (CLLMQ) originally created by Gonzales (2006) because it is a validated instrument with 50 items, providing a comprehensive assessment of motivational factors in learning a foreign language. Its established framework, comparability, and efficiency make it a suitable choice for our research on language learning motivations. The present study is based on six constructs: construct 1 (desire for career and economic enhancement, DCEE); construct 2 (desire to become a global citizen, DBGC); construct 3 (desire to communicate and affiliate with Chinese people, DCACP); construct 4 (desire for self-satisfaction, DSS), construct 5 (Self-Efficacy, S.E.); and construct 6 (desire to be integrated with Chinese cultures, DICC). The alpha coefficient for the different factors ranges from 0.71 to 0.92, and the reliability of the entire questionnaire is 0.906, which is well above the acceptable threshold of 0.70 (Taber, 2018). The demographic information includes gender (male, female), age, academic qualification, study area, and Chinese film-watching habits. Demographic information was collected to provide a comprehensive profile of the study participants. Although not a primary focus of the analysis, it was included to acknowledge sample diversity and present a holistic overview of the participants. The variables, such as age, gender, and educational background, were not specifically examined for significant differences in relation to the study's primary objectives. However, presenting the demographics allows for transparency and

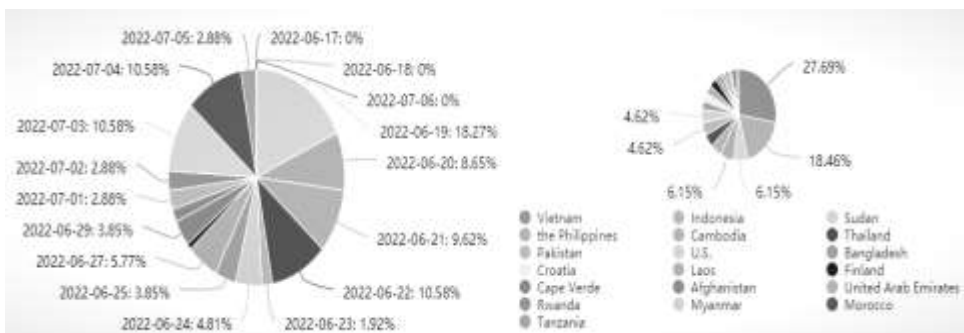
contextualization of the study's findings. There was an open-ended question regarding the role of Chinese movies in promoting Chinese culture and acquiring the Chinese language.

**Procedures**

Initially, a quantitative analysis was conducted on the modified version of the Foreign Language Learning Motivation Questionnaire (FLLMQ) specifically designed for Chinese learners. This analysis was necessary as the questionnaire, originally validated by Gonzales for English as a second language learners, required adaptation and validation for the context of Chinese language learning. Hence, the analysis aimed to assess the applicability and reliability of the questionnaire in the specific context of Chinese language acquisition.

Significantly linked factors were discovered in the modified version. A high inter-item correlation cut-off of 0.80 was developed. Fifteen items had inter-item correlation values above 0.80. There were only four qualitatively similar items discovered. Four items were eliminated, leaving CLLMQ with 43 amended items. It was distributed to international students taking Chinese language programs or who graduated in the Chinese language and volunteered to participate. No particular incentives were offered for completing the surveys.

Then, an online tool was used for the study (Questionnaire Star form). International students from several countries, including Vietnam, Indonesia, Sudan, Philippines, Cambodia, South Korea, Pakistan, America, Laos, and Finland, submitted the questionnaires. The study lasted from 17 June 2022 to 5 July 2022 (Figure 1). The AMOS (Analysis of a Moment Structures; version 23) and SPSS (Statistical Package for the Social Sciences; version 23) were used to conduct the statistical analyses.



**Figure 1.** Time frame (17th June to 5th July 2022) and Respondents' nationalities (N=104).



### **Data Analysis**

The main goal of our study is to investigate the possible motivational variables that affect non-native speakers who want to learn the Chinese language. The examination of the reliability of the Chinese Language Learning Motivation Questionnaire (CLLMQ) through descriptive statistics and internal consistency analysis using Cronbach's alpha ( $\alpha$ ) is a methodological step undertaken to ensure the reliability and validity of the questionnaire itself. This analysis helps establish the robustness of the questionnaire in measuring the intended construct of language learning motivation. Additionally, we investigated the inter-correlations among the six factors of the CLLMQ to evaluate how well the updated CLLMQ structure, proposed by Gonzales (2006), fits the data.

### **Results**

The data set was analyzed and no outliers were identified. The results showed that the multivariate normality and linearity assumptions were met. Descriptive statistics, including means, standard deviations, and internal consistency coefficients were calculated for each component of the CLLMQ. The Cronbach's alpha coefficient, which is commonly used as a measure of internal consistency, was used in this study. A threshold of 0.70 was chosen, in line with the recommendations of Nunnally and Bernstein (2010) and Yaqoub and Shah (2014). The results revealed that the Cronbach's alpha coefficients for the CLLMQ factors varied from 0.71 to 0.94, indicating strong internal consistency (Gonzales, 2006). Furthermore, the dependability score for the CLLMQ is still very high, even though the questionnaire has been reduced to 43 items. The correlation coefficients between the CLLMQ factors were also calculated, showing a high degree of convergence among the components, ranging from  $r = .41$  to  $.74$ . Overall, these findings suggest that the improved CLLMQ has extremely acceptable reliability indices per factor and for the entire test, and can be used as a valid and reliable measure of Chinese language learning motivation (Table 2).

**Table 2**

*The CLLMQ's Descriptive Statistics, Reliability Indices, and Inter-Correlation Among Variables*

|    | CLLMQ factor | # of items | Alpha ( $\alpha$ ) | M    | SD  | Factor 1 | Factor 2 | Factor 3 | Factor 4 | Factor 5 | Factor 6 |
|----|--------------|------------|--------------------|------|-----|----------|----------|----------|----------|----------|----------|
| 1. | DCEE         | 8          | .923               | 4.10 | .64 | 1        |          |          |          |          |          |
| 2. | DBGC         | 5          | .828               | 4.29 | .55 | .625**   | 1        |          |          |          |          |
| 3. | DCACP        | 7          | .711               | 4.25 | .47 | .524**   | .621**   | 1        |          |          |          |
| 4. | DSS          | 9          | .814               | 3.83 | .58 | .460**   | .413**   | .633**   | 1        |          |          |
| 5. | S.E.         | 7          | .878               | 4.16 | .56 | .556**   | .511**   | .644**   | .600**   | 1        |          |
| 6. | DICC         | 7          | .869               | 4.35 | .47 | .535**   | .645**   | .723**   | .462**   | .747**   | 1        |

\*\*  $p < .01$  (2-tailed)

1. Desire for career and economic enhancement (DCEE), 2. Desire to become a global citizen (DBGC), 3. Desire to communicate and affiliate with Chinese people (DCACP), 4. Desire for self-satisfaction (DSS), 5. Self-Efficacy (S.E.), 6. Desire to be integrated with Chinese cultures (DICC).

Table 4 presents the results of motivation for learning the Chinese language. The questionnaire includes items that measure participants' desire for career and economic enhancement (DCEE), desire to become a global citizen (DBGC), desire to communicate and affiliate with Chinese people (DCACP), desire for self-satisfaction (DSS), and self-efficacy (SE) and desire to be integrated with Chinese cultures (DICC). The results are presented in terms of mean and standard deviation (SD).

The findings show that participants have a strong desire for career and economic enhancement, as evidenced by the high mean scores for items related to job opportunities, high-paying jobs, and financial benefits. For instance, the mean score for the item "Learning the Chinese language can improve the chances of getting a good job" is 4.39, which indicates that participants strongly agree with the statement. Participants also have a strong desire to become a global citizen, as indicated by the high mean scores for items related to cultural exchange and understanding Chinese culture.

Participants also have a strong desire to communicate and affiliate with Chinese people, as indicated by the high mean scores for items related to communicating with Chinese in their language and adjusting to Chinese people. Furthermore, participants have a moderate desire for self-satisfaction, as indicated by the moderate mean scores for items related to watching Chinese films and dramas, using Chinese websites, and enjoying learning Chinese at school. By extension, participants have a moderate self-efficacy, as indicated by the moderate mean scores for items related to enjoying learning Chinese, feeling comfortable in Chinese classes, and believing that they can learn Chinese.

Lastly, participants have a strong desire to be integrated with Chinese cultures, as indicated by the high mean scores for items related to understanding China's development, settling in a new environment, interacting with Chinese people, preparing to live in China and socializing with Chinese people.

**Table 4**

*Responses to the questionnaire's items on motivation for learning the Chinese language*

| <b>Items' statements</b>  | <b>Mean</b> | <b>SD</b> |
|---|-------------|-----------|
| <b>Desire for career and economic enhancement (DCEE)</b>  |             |           |
| a) Learning the Chinese language can improve the chances of getting a good job.                               | 4.39        | .674      |
| b) Chinese language learners can get high-paying jobs.  | 4.09        | .871      |
| c) Chinese language proficiency has financial benefits.   | 4.05        | .852      |
| d) Chinese learner has better job opportunities.  | 4.19        | .751      |
| e) Chinese language gives an edge over other applicants for a job.  | 3.90        | .819      |
| f) Learning or knowing or mastering the Chinese language is another way of enriching my future career.        | 4.24        | .704      |
| g) Chinese language can also help to find job positions in Belt and Road Initiative projects (Chinese: 一带一路). | 4.11        | .749      |
| h) There are more job opportunities for Chinese learners in my country.                                       | 3.86        | .918      |
| <b>Desire to become a global citizen (DBGC)</b>   |             |           |
| a) The Chinese language allows me to understand Chinese culture.  | 4.50        | .591      |
| b) Learning the Chinese language facilitates cultural exchange.   | 4.37        | .683      |
| c) Chinese language broadens my view of Chinese culture   | 4.36        | .622      |
| d) Learning the Chinese language will help me appreciate China, its people, and its success.                  | 4.31        | .725      |
| e) Chinese language allows understanding of other cultures.   | 3.93        | .938      |
| <b>Desire to communicate and affiliate with Chinese people (DCACP)</b>  |             |           |
| a) Chinese language helps to communicate with Chinese in their language.                                      | 4.51        | .607      |
| c) Chinese language is helpful to adjust with Chinese people.   | 4.39        | .630      |
| d) Communicating with Chinese in the Chinese language is fascinating.   | 4.27        | .672      |
| e) The best way to learn Chinese is to go to China.   | 4.39        | .864      |
| f) Learning Chinese is helpful to get an opportunity to travel to China.                                      | 4.25        | .760      |
| g) Every foreigner who lives in China should learn Chinese.   | 4.13        | .801      |
| h) Anyone who wants to go to China should learn Chinese.  | 3.83        | 1.028     |
| <b>Desire for self-satisfaction (DSS)</b>   |             |           |
| a) Chinese films and dramas make it easier to learn the language.   | 4.06        | .722      |
| b) It is interesting to surf Chinese language and culture websites.   | 3.83        | .743      |
| c) People recommend learning the Chinese language due to its importance.                                      | 3.95        | .781      |
| d) Enjoy watching movies on T.V. and YouTube, especially if they are in Chinese.                              | 3.87        | .956      |
| e) It is an excellent chance to learn Chinese at school.  | 4.22        | .668      |
| f) I learn the Chinese language to pass an entrance examination.  | 3.41        | 1.120     |
| g) I learn Chinese in order to meet the school requirements.  | 3.61        | 1.153     |
| h) I am learning Chinese in order to obtain a degree.   | 3.80        | 1.028     |
| i) I learn Chinese in order to do business.   | 3.74        | 1.005     |
| <b>Self-Efficacy (S.E.)</b>   |             |           |
| a) I can adapt well to Chinese language classes.  | 4.10        | .757      |
| b) I Enjoy learning of Chinese language because I got at it.  | 4.08        | .746      |
| c) I Feel comfortable in Chinese language classes.  | 4.13        | .678      |
| d) I enjoy learning Chinese, even if it is difficult.   | 4.13        | .825      |
| e) I was delighted when the teacher noticed my progress in Chinese language classes.                          | 4.17        | .743      |
| f) I believe I can learn the Chinese language.  | 4.43        | .604      |
| g) Learning Chinese language is key to success in the future.   | 4.10        | .830      |
| <b>Desire to be integrated with Chinese cultures (DICC)</b>   |             |           |
| a) Chinese language helps to live in China.   | 4.47        | .607      |

|   |      |      |
|---|------|------|
| b) Chinese language helps to understand China's development.    | 4.35 | .587 |
| c) The Chinese language supports settling in a new environment. | 4.14 | .703 |
| d) Chinese language helps interact with Chinese people.         | 4.50 | .557 |
| e) Chinese language will prepare me to live in China.           | 4.29 | .692 |
| f) The Chinese language helps to socialize with Chinese people. | 4.43 | .604 |

Dramatic and cinematic works have become an integral aspect of our daily lives, with viewers selecting the stories they wish to engage with based on their individual preferences and interests. China, in particular, has emerged as a leader in this field, surpassing all other countries in terms of the number of cinemas and screens, box office revenue, and workforce (Shah, Yaqoub & Jingwu, 2020, 2021). Furthermore, films play a significant role in promoting language and culture.

In response to a yes-no question, the majority of respondents (90%) reported that for they watched Chinese films. Moreover, the analysis of open-ended responses revealed that a considerable number of participants expressed the belief that films have a noteworthy influence in promoting both the Chinese language and culture. One respondent from Sudan (#23, aged 32 years, female) stated that Chinese films "reflect the richness of China culture, show that the Chinese have a good attitude and delicious variety of food, shows how Chinese care about sports like Kungfu, also shows how Chinese care about other communities, especially neighbors."

International organizations, such as the United Nations and the World Health Organization, and many countries have acknowledged China's support for worldwide humanities amidst the ongoing pandemic and its aftermath. The contribution of Chinese cinema in this regard has been recognized by respondents from various countries. For example, participant #88 from Vietnam noted that Chinese films and dramas "mirror Chinese concerns, attitudes, flaws, and strengths" and can promote awareness, curiosity, and interest in Chinese language and culture among foreigners. Another respondent from Rwanda (#7, male, aged 30 years) stated that Chinese films "help [me] to pronounce the Chinese language well, and it helps to increase the level of understanding the Chinese language and culture."

In additional case, a 23-year-old female from the Philippines noted that Chinese films and dramas enable language learners to learn about the actual use of language in different contexts and broaden their knowledge about the culture of both ancient and modern China. A 32-year-old participant from Afghanistan stated that Chinese films "will undoubtedly impact how we learn Chinese. Because the [Chinese] movies and dramas use natural language, the acquisition gets normal [for the viewers]" (Figure 2).



**Figure 2.** Sentence cloud of the role of Chinese films and dramas in promoting the Chinese language and culture.

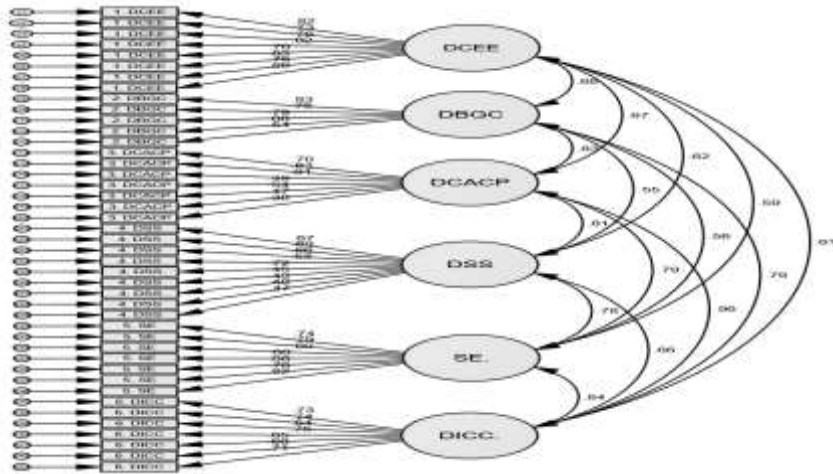
### Discussion

This study aims to investigate the role of motivation in learning of the Chinese language among overseas students. The updated CLLMQ consisted of 43 items and was predicted to have six factors or subscales, each comprising of at least five items. These items assessed participants' motivation for career and economic advancement (DCEE), motivation to become a global citizen (DBGC), motivation to communicate and connect with Chinese people (DCACP), motivation for self-satisfaction (DSS), self-efficacy (S.E.), and motivation to be integrated with Chinese cultures (DICCC). This suggests that the factors identified in the CLLMQ are relatively stable constructs of Chinese language learning motivation.

Figure 3 illustrates the route diagram of the FLLMQ Six- constructs Model. The c-variables in the small circles (left side) represent the total items that comprise the CLLMQ, the big circles indicate the six factors, and the rectangular shape boxes show the items. The arrows that link the factors to the items reflect the factor loadings, and the model is constructed so that each factor's items can only load to their corresponding factor. If the model offers an accurate description of the data, it is possible to consider each component unidimensional. Furthermore, the arrows show that the six components regressed on the overall CLLMQ. It is possible to estimate these regression coefficients, and significance tests were carried out. If the coefficients are significant, this indicates a difference in CLL motivation at the factor level. The degree of each factor's influence can be estimated using the portion of variance that can be individually attributed to each factor.

Learning a foreign language, particularly Chinese, can appear challenging until certain motivating aspects encourage the student to do so. First, foreign languages often have different writing systems, pronunciation rules, and grammatical structures compared to one's native language, which can be intimidating and require significant effort to master. Chinese, in particular, has a complex writing system with thousands of characters. Second, language learning requires consistent practice and exposure to the target language. Without motivation, students may struggle to devote sufficient time and effort to language learning, especially if they perceive it as difficult or irrelevant to their lives. However, learners acquire more rapidly if this learning contains certain motivating elements pertinent to their daily operational experience and result. Each of the six motivating variables is crucial to learning Chinese as a foreign language. The response rate for this study was quite good. However, the average age of the respondents was 26 years, and 58% of the participants were male. Many nationalities participated in the study, although most were Vietnamese and Indonesian. When considering their educational backgrounds, most of the study population had bachelor's degrees, while a few participants had Ph.D. degrees. Learning Chinese is challenging, particularly for those who have never studied Chinese as a foreign language. It is complex and is influenced by a variety of motivating variables. The most important, influential, and predominant component is motivation. Motivation has several facets and is not just one single notion. The six motivating factors are related to this study, and the findings are analyzed.

This study supports the first factor, which argues that most learners study Chinese to secure a decent job (Shum et al., 2011). China is leading the world in many aspects, and the Chinese language helps people exchange their culture and understand Chinese culture. It helps international students appreciate China's achievements and success. Learners also think that the Chinese language helps them communicate with Chinese in their language. The popularity of Chinese film and drama among foreign language learners cannot be ignored. Research has demonstrated that these mediums serve not only as important tools for learning the Chinese language but also as powerful tools for promoting the Chinese language and culture. The cultural and linguistic elements present in Chinese film and drama provide an authentic context for language learning and can serve as a source of motivation for learners. Furthermore, the emotional engagement that these mediums evoke can enhance learners' cultural understanding and language proficiency. Thus, the integration of Chinese film and drama into language instruction may prove to be an effective pedagogical strategy for promoting Chinese language and culture.



*AMOS is used to show the path*

**Figure 3.** CLLMQ six-factors model path diagram

### Limitations and Recommendations for Further Research

In order to gather data, a modified version of the FLLMQ-6 (Gonzales & Lopez, 2015) was utilized. It is worth noting that this instrument may not have been previously applied to a specific population of Chinese language learners. The sample was obtained through a combination of random and purposive sampling methods. However, it is important to acknowledge that the sample size may not be sufficient to generalize the findings. As such, it is recommended that future research with a larger sample size be conducted to investigate these motivations further.

The current study has significant implications for both academic research and classroom instruction in Chinese as a foreign language. One key implication is the need to develop more reliable and valid measures of motivation for learning Chinese as a foreign language. To address this need, future research should consider explicitly applying a specific motivational theory to design and validate such measures. Theories such as expectancy-value theory, self-determination theory, self-efficacy theory, attribution theory, and goal-orientation theory could be useful guides in this endeavor. Additionally, the Chinese Language Learning Motivation Questionnaire (CLLMQ) developed in this study could be utilized for further validity investigations, using samples from diverse contexts such as candidates for international employment, service providers, and business people. Another avenue for future research could include the creation or modification of questionnaires that focus more specifically on

motivating variables, contextualizing students' extrinsic and intrinsic motivations and examining the relationship between motivation and learning anxiety. Lastly, it would be beneficial to investigate how other factors, such as cultural and demographic variables, interact with motivation and learning experiences in diverse locales and age groups.

### Conclusions

The present study aimed to investigate the motivational factors influencing foreign learners' attitudes towards learning the Chinese language. The findings of the study indicate that various factors impact the attitudes of overseas non-Chinese students towards learning Chinese. These include awareness of the socio-economic benefits of the Chinese language, including its potential for personal prosperity and growth in the future. Besides, survey participants cited job prospects, clear communication, and the opportunity to experience a different culture as important reasons for learning Chinese. Overall, the study results suggest that foreign learners have a positive attitude towards the Chinese language, culture, films, dramas and economic development. They also indicate a willingness to continue learning the Chinese language in the future. These findings have important implications for understanding the motivations of foreign Chinese learners and can inform the development of language learning programs and resources.

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