



Motivation in Learning Mandarin as a Foreign Language Among Secondary Student in International School

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Abstract

Although the number of secondary students learning Mandarin as a foreign language in Malaysia is increasing from year to year, the desired outcome of the secondary students learning Mandarin does not seem to be achieved. Most of the secondary students still unable to communicate the target language that they learnt fluently and effectively. The purpose of this research is to investigate motivation in learning Mandarin as a foreign language among secondary student in international school. Both quantitative and qualitative method have been employed in this study. Survey questionnaire and interview have be used as the research instrument to collect data. The sample of the study collected were the 212 secondary students from year seven - 11 who are currently learning Mandarin as a foreign language in international school for quantitative study whereas 15 secondary students were selected among the 212 secondary students for qualitative study. Quantitative findings reveal that Ideal L2 self is the key motivator for the overall secondary students to put in effort in learning Mandarin with a high correlation coefficient(r) of .776, $p < 0.001$ when compared with other two motivational factors. The study also proved that there is a significant difference between male and female students in term of the score on motivational factors and the correlation coefficient between variables. Qualitative findings report that secondary students who have accumulated more cultural capitals based on Bourdieu's concept of capitals and experiencing a smooth process during their situated learning based on Wenger's community of practice during their early learning experience are more able to develop their Ideal L2 self. Results also concluded that the development of Ideal L2 self and current motivation level of a secondary student are interrelated. Recommendation has been given to help the teachers to develop lesson plan that best suit these secondary students.

Keywords: L2MSS; Motivation; Secondary Student; International School.

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1. Introduction

With the China's economy blooming in 21st century, the call of teaching and learning of Mandarin has increase rapidly [1,2]. The demand of learners learning Mandarin as foreign language is also increasing in Malaysia [3]. Although the number of Mandarin learners is increasing, the Mandarin teacher noticed that some of the secondary students lack of motivation in learning the language. Some of the secondary students show lack of interest in learning when the number of Chinese characters taught increasing. They would comment that the Chinese characters are very difficult to write due to complexity of the character. Most of the learners still unable to communicate the target language that they learnt fluently and effectively. There are many reasons behind these problems [4,5]. The learner might face issues such as the difficulties of the Chinese characters, interference of the learner mother tongue and lacking of vocabulary. More studies in term of Malaysia context need to be carried out to examine the language learner's psychological aspect especially the learner's learning motivation [5,6,7]. Intrinsic motivation such as ideal L2 self should also be examined. According to past researches, motivation has played an important factor in learning a foreign language [8]. The author in [9] mentioned motivation and attitudes are very important in foreign language learning as they will directly affect the success or failure in the learning. It is directly rely on the usage of teaching and learning strategies, desire to learn, and success. Student's self-motivation is one of the crucial point in learning Mandarin as foreign language. Research has shown when a student has no self-motivation toward learning a foreign language, they will not take initiative to learn and they are more likely unable to achieve their goal in learning foreign language. It has concluded that there is a mutual relationship between motivation to learn and learning a foreign language [10]. Motivation is often seem as intrinsic motivation, impulsivity, emotion or desire to move students to certain actions [10]. Factor affect motivation is a crucial item in encourage and retaining student learning. It is very important for an educator and a curricula planner to identify the learner's motivation in order to plan a curriculum, learning materials and activities that best matched the values and interest of the learner. It will help to motivate the learner during the learning process [11]. There are many motivational theories and models been developed for the past 40 years. Among the theories been developed, Dornyei's L2 Motivational Self System [12] is currently the most dominant theoretical framework in the education field. The author in [13] pointed out that Dornyei's L2 Motivational Self System [12] has the dominance of flexibility and the theory is able to accommodate various perspective from different theoretical angles. L2 Motivational Self System generated "an exceptional wave of interest with literally hundreds of studies appearing worldwide" [14]. According to a survey conducted by the authors in [14], there are more than 400 recent publication are based on L2 Motivational Self System. However, the authors in [15] have mentioned in a recent issue of the *Modern Language Journal* that most of the second language acquisition motivation theories in the 21st century are based on the results in English as the second/foreign language research. According to them, if a theory or a model is stated that it is applicable to second/ foreign language in general, it is very important to study on most of the languages in order to prove the validity of the model or theory. Hence, there is a need to study on motivation in learning Mandarin as a foreign language using L2 Motivational Self System to prove the statement by authors in [13]. According to the authors in [13], there are many researches in education field are related to second language acquisition in between 2005-2014. Among the researches, English as a second language has been the major topics discussed and studied in the field. Most of the results acquired are applicable and only useful for English teachers. For

example, for some of the researches based on L2 Motivational Self System, Ideal L2 self has been concluded as the most influential factor in motivation in learning English as a foreign language [16,17]. However, some of the researches have acquired the opposite result such as the study conducted by the author of [18]. The result shown that Learning experience has strongest influence on the learner's motivated behaviour. With the results from the researches, English teacher can design their curriculum matched to the needs of the English learner. According to [5], limited understanding of the factors influencing the student's motivation in learning Mandarin as a foreign language as there is lack of study in the area in Malaysia. Although there are also many studies investigated the impact of gender on learning foreign language motivation, relative to its importance "the amount of systematic sex-specific research has been meagre" [19] If the motivation factor of the each gender can be identified, educator can design more specific curriculum that best matched the learner. Gender is a main variable in a foreign language research need to be further examined within L2 Motivational Self System. In Malaysia, there is very limited motivation studies been conducted based on gender. Most of the recent motivation studies in Malaysia are focused on psychological aspect through statistical approach [3,5]. According to the author in [20], there are many previous studies indicated that self-identity in L2 Motivational theory is a unsolidified and complicated concept that will change over time and space and learner's early foreign language learning experience is important, therefore the use of only linear statistical approach is inadequate to explain the nature of self-identity and its relationship with motivation. Some of the learner was able to develop Ideal L2 self while some of them was unable to develop the Ideal L2 self. Most of the previous researches are focused on the psychological aspect. The authors in [13] has shown that the recent dynamic turn in motivation in learning foreign language field has drew most of the researcher's attention to more vibrant view on the existing foreign language theories. Hence, most of the researchers started to divert their attention towards socially situated nature of self-identity and motivation and agreed that motivation research should not only focused on psychological aspect but also cognition and social context [15]. In order to have a better understanding of the relationship between self-identity and foreign language learning, it is essential for a researcher to study on both psychological and social context. Although there are many researches were carried out based on L2 Motivational Self System framework in the world context, there seem few researches study on L2 Motivational Self System when reviewing the literature in Malaysia. According to these few researches, most of the researches employed quantitative approach in their study. In addition, most of the studies on L2 Motivational Self System are focused on university students in Malaysia context [5,21]. It seems that the situation for secondary school students remains unclear. Hence, there is a need to study on the Mandarin as a foreign language acquisition in order to collect the most relevant data that can benefit both Mandarin teacher and learners. Based on the problems stated above, this research attempt to study on the motivation in learning Mandarin as a foreign language among secondary student. This study will focus on Malaysia context and will use L2 Motivational Self System theory as the theoretical framework to examine the most influential factor among Ideal L2 Self, Ought-to L2 self and learning experience towards the secondary student's motivation in learning Mandarin as a foreign language which intended effort will become the criterion measure of the quantitative study. Researcher will also focus on the gender difference when analyse the factors. It was stated in the earlier research that self-identity in L2 Motivational theory is an unsolidified and complicated concept that will change over time and space and learner's early foreign language learning experience is important, the secondary student's early Mandarin learning experience will be explored in this study. Both theories sociology

which is notion of capital and sociocultural theory of education which is communities of practice will be employed to study on the student's early Mandarin learning experience together with Ideal L2 self and current motivation.

1.1 Research Questions

The research questions have been formed as per below:

1. What are the motivational factor of secondary student learning Mandarin as a foreign language?
2. Are different group of secondary student motivated by different reasons in learning Mandarin as foreign language in Malaysia?
3. Why do some of the secondary students able to develop their Ideal L2 selves successfully whereas some of the secondary student's Ideal L2 selves are rather weak?

2. Methodology

This study had employed mixed methods. Both quantitative and qualitative method would be employed in this study. Survey questionnaire were used in quantitative research design whereas semi-structured interviews were used in qualitative research design. Both questionnaire survey and semi-structured interviews were conducted concurrently. The population of quantitative study were the students who are learning Mandarin as foreign language in international school. The sample of the quantitative study were the 212 secondary students from year seven to year 11 who are learning Mandarin as foreign language in international school. One type of learner has been excluded from the sample population which is heritage learner of Mandarin. For qualitative study, purposive sampling had been to select the participant based on the research objective. The sample of this qualitative study were 15. These 15 participants were selected from one single school from year seven to 11.

2.1 Instrument of quantitative study

The questionnaire of this study was developed and adapted from [8,18]. These two studies were employed L2 Motivational Self System to examine the motivation of the learner in learning a foreign language. The language has changed from English to Mandarin in the questionnaire as this study focused on learning Mandarin as a foreign language. There are three main variables in the questionnaire were from the theoretical framework of [12] L2 Motivational Self-system which are Ideal L2 self (10 items), Ought-to L2 self (10 items) and learning experience (10 items). Other than these three main variables in the questionnaire, this study also included one of the criterion variable taken from aforementioned studies which is motivated learning behaviour (intended effort) (10 items). The items in the questionnaire were measured by five-point Likert-scales. Among the five point Likert-scales, from 1 representing Strongly disagree to 5 representing Strongly agree. Likert-scale was used in this research as the questionnaire of this study was adopted from previous studies from [8,18] which used 5-Likert scale. Hence, it was the reason researcher chosen to keep the scale in order to compare the results. The mean of the data from the Likert-scale will be analysed following the traditional way as per below to indicate

the level of agreement of the secondary students towards the variables and the criterion of measure. For mean score from 0.01 to 1.00 is will be interpreted as strongly disagree. For mean score from 1.01 to 2.00 will be interpreted as disagree. For mean score from 2.01 to 3.00 will be interpreted as neutral. For mean score from 3.01 to 4.00 will be interpreted as agree. While for mean score from 4.01 to 5.00 will be interpreted as strongly disagree.

2.2 Instrument of qualitative study

Semi-structured interview has been the instrument used in the qualitative study. Questions used in the semi-structured interview was developed and adapted from [20,22] and few newly designed interview questions. Semi-structured interview was chosen because it allowed the interviewee the freedom to express their thought and views. Most of the interview questions were to ask the interviewee to express and elaborate their feeling and early Mandarin learning experience. Bourdieu's concept of capital [23] and Wenger's community of practice [24] were applied in the interview questions in order to examine the motivation of participant's from the social aspect. For Bourdieu's concept of capital, apart from psychological aspect, researcher can examine how a secondary student's economic capital, social capital, cultural capital and symbolic capital can affect their motivation in learning Mandarin as a foreign language. For example, if a secondary student has the ability (economic capital) to go for extra Mandarin intervention class, whether he/she has higher motivation in learning Mandarin as a foreign language compared to other secondary student who does not afford to go for extra Mandarin intervention class. While for Wenger's community of practice, when a Mandarin learner has the opportunity to be part of the target language community, whether he/she will adjust himself/herself by working extra hard to be part of them when he/she facing any gap during the process. If he/she is able to adjust to be part of the target language community, the level of motivation in learning Mandarin as a foreign language after the process were compared and examined.

3. Results and Discussion

3.1 Analysis of motivational factor of secondary student learning Mandarin as a foreign language

Table 1: Mean and Standard Deviation for overall motivational factors

Variables (Independent variables)	Total respondents (N = 212)	
	Means	Standard Deviation (SD)
Ideal L2 self	3.31	0.925
Ought-to L2 self	3.14	0.822
L2 Learning experience	3.83	0.577
Criterion measure	Total respondents (N = 212)	
	Means	Standard Deviation (SD)
Intended effort	3.34	0.684

Among the independent and dependent variables analysed above which related to the factor that motivates the secondary students in learning Mandarin, L2 learning experience appeared to be the variable with highest mean of 3.83 with standard deviation of 0.577. Average respondents were agree that L2 learning experience affect

their motivation in learning Mandarin as a foreign language the most when compared with the other two variables. While the variable with lowest mean of 3.14 with standard deviation of 0.822 is Ought-to L2 self. Average respondents are slightly agree that Ought-to L2 self affect the motivation in learning Mandarin. From the above it can be explained these secondary students does not learn Mandarin because they are required to or asked to but is all about the L2 learning experience they have during the Mandarin class. Another variable with the mean of 3.31 with standard deviation of 0.925 is Ideal L2 self which reflected the highest standard deviation among the three independent variables which means there might be a differences in term of their responses towards the Ideal L2 self statement between different group of respondents hence it shown higher standard deviation. Hence, a good learning experience and will help to motivate the secondary students in learning Mandarin. From the comparison of mean score among the statements under L2 Learning Experience proved that teaching method of the Mandarin teacher plays a very important role in motivating the secondary students. This findings further confirmed the result obtained in previous studies conducted by [5,25] that L2 Learning Experience has the strongest influence on the university students and one of the components studied in this previous researches is the same as in this current research which is teaching methods. It shown that teaching methods by the teacher can motivate and demotivate the students in learning Mandarin. If the teaching method of a teacher is boring and is not able to spark the interest of a Mandarin learner, the learner will feel less motivated in learning Mandarin. These learners will put in less effort in learning Mandarin or slowly loss their interest in learning this language. Apart from teaching method, learning environment is also part of the component in L2 learning experience. A positive learning environment such as resources that met the standard of a learner will also affect a learner's motivation in learning Mandarin. If a learner felt that the resource for learning Mandarin is too difficult to understand, he or she will also started to loss interest in learning the language. Hence, resources that given to the learners had to be relevant and matched with the standard of a learner. Although the sample of current and past researches were different which are university students and secondary students, the outcome came out to be the same. It regardless of the age of the language learners, the L2 Learning Experience appeared to be the main factor that affect the motivation of the students in learning a language.

3.2 Analysis of key motivator among secondary students

Table 2: Correlation table between independent variables and dependent variable (intended effort)

Independent Variables		Dependent variable: Intended effort
	<i>r</i> - value	<i>p</i> -value
Ideal L2 self	.776	.000
Ought-to L2 self	-.460	.000
L2 Learning experience	.746	.000

** Correlation is significant at the 0.01 level (2-tailed)

The relationship between the independent variables (Ideal L2 self, Ought-to L2 self and L2 Learning experience) and dependant variable (Intended effort) which act as the criterion measure in this quantitative research were be assessed using Pearson correlation coefficient to identify the key motivator among the secondary student to put in effort in learning Mandarin as a Foreign Language. From the correlation table shown above, it can be seen that the correlation coefficient (r) between Ideal L2 self and intended effort equals .776. It has indicating a significant positive relationship between Ideal L2 self and intended effort. It can conclude that for secondary students there is evidence that the intended effort in learning Mandarin is related to their ability in formation of Ideal L2 self. If a secondary student is able to form strong Ideal L2 self, the higher the intended effort of the student in learning Mandarin. ($r = .776, p < .001$). Since $p < .001$, H1 is accepted.

H1 : Ideal L2 self has significance influence towards motivation on learning Mandarin as foreign language among secondary students.

Apart from Ideal L2 self and intended effort, from the correlation table shown above, it can be seen that the correlation coefficient (r) between Ought-to L2 self and intended effort equals -.460. It has indicating a significant negative relationship between Ought-to L2 self and intended effort. It can conclude that for secondary students there is evidence that the intended effort in learning Mandarin is inversely proportional to their ability in formation of Ought-to L2 self. If a secondary student is able to form strong Ought-to L2 self, the lesser the intended effort of the student in learning Mandarin. ($r = -.460, p < .001$). Since $p < .001$, H2 is also accepted.

H2 : Ought-to L2 self has significance influence towards motivation on learning Mandarin as foreign language among secondary students.

From the correlation table shown above, it can be seen that the correlation coefficient (r) between L2 learning experience and intended effort equals .746 It has indicating a significant positive relationship between L2 Learning experience and intended effort. It can conclude that for secondary students there is evidence that the intended effort in learning Mandarin is related to their L2 Learning experience. If a secondary student has a good L2 learning experience, the higher the intended effort of the student in learning Mandarin. ($r = .746, p < .001$). Since $p < .001$, H3 is accepted.

H3: L2 Learning experience has significance influence towards motivation on learning Mandarin as foreign language among secondary students.

Hence, it can be concluded that these three independent variables have significant relationship with student's intended effort in learning Mandarin. With reference to the table above and comparison between the correlation coefficient (r) for the three independent variable, it can be concluded that Ideal L2 self ($r = .776, p < .001$) is the key motivator among the secondary student in learning Mandarin as a Foreign language by using student's intended effort as the criterion measure. This findings further added the confirmation to the previous studies by [16,17] and [21] that Ideal L2 self is the most influential component and also the strongest predictor for intended effort in learning a foreign language. A learner's intrinsic motivation is very important for him or her to put in

effort in learning a Foreign language. If a learner has a very strong intrinsic motivation which would like to learn a Foreign language because of own intention, he or she will put in a lot of effort in learning it. From this research can again confirm that regardless of the age of the language learners, the Ideal L2 self is key motivator for the secondary students to put in effort in learning a language.

3.3 Analysis of key motivator among different gender of secondary students

Table 3: Correlation table between independent variables and dependent variable (intended effort) between gender.

Independent Variables		Dependent Variables: Intended effort	
		<i>r</i> - values	<i>p</i> - values
Ideal L2 self	Male	.705	.000
	Female	.744	.000
Ought-to L2 self	Male	-.314	.001
	Female	-.419	.000
L2 Learning experience	Male	.723	.000
	Female	.743	.000

** Correlation is significant at the 0.01 level (2-tailed)

The relationship between the independent variables (Ideal L2 self, Ought-to L2 self and L2 Learning experience) and dependant variable (Intended effort) which act as the criterion measure in this quantitative research among male and female students were be assessed using Pearson correlation coefficient to identify the key motivator among the male and female secondary student in learning Mandarin as a Foreign Language. From the correlation table shown above, it can be seen that the correlation coefficient (*r*) between Ideal L2 self and intended effort for male students equals .705 whereas for female students equals .744 . It has indicating a significant positive relationship between Ideal L2 self and intended effort for both male and female students. It reveals the correlation between Ideal L2 self of female students ($r = .744, p < .001$) and the intended effort is higher when compared to male students($r = .705, p < .001$). It can be explained that female students are more motivated to put in effort in learning Mandarin when they are able to create stronger Ideal L2 self. While for the correlation coefficient (*r*) between Ought-to L2 self and intended effort for male students equals -.314 whereas for female students equals -.419 . It has indicating a significant negative relationship between Ought-to L2 self and intended effort for both male and female students. It reveals both male ($r = -.314, p < .001$) and female ($r = -.419, p < .001$) students have disagreed that formation of ought-to L2 self will motivate them to put in effort in learning Mandarin which especially obvious among female students as they shown a stronger disagreement in

this relationship. The correlation coefficient (r) between L2 Learning experience and intended effort for male students equals .723 whereas for female students equals .743. It has indicating a significant positive relationship between L2 learning experience and intended effort for both male and female students. It reveals that female student ($r = .743$ $p < .001$) displayed higher correlation coefficient between L2 learning experience and intended effort when compared to male student ($r = .723$ $p < .001$). When the L2 learning experience is good, female students are more motivated to put in more effort in learning Mandarin. Hence, comparison has been made between the motivational factors and the intended effort in order to identify the key motivator for different gender of secondary student to put in more effort in learning Mandarin. The results shown that male students are more willing to put in more effort in learning Mandarin when they have a good and pleasant L2 Learning experience ($r = .723$ $p < .001$) whereas for female students are more willing to put in more effort in learning Mandarin when they are able to develop stronger Ideal L2 self ($r = .744$, $p < .001$). The results matched with the findings of [23] also revealed that male students were motivated by the learning situation and the findings of [23] identified that female students have stronger Ideal L2 self. As the target group of this study were secondary students, it might due to the maturity level of male and female students as male and female students have different speed of development at different stage of age. According to research, most of the female matures faster than male during puberty. Male learners are motivated by external resources such as learning environment and teaching method of a teacher while female learners are motivated by intrinsic factor which learning Mandarin because of own choice and thinking are deeper when compared to male learner. From the results of the previous researches by [27,28] and the current research and previous research by [26] shown that same foreign language learner will show the similar motivational factors in learning the foreign language although these learners are from different age groups.

3.4 Analysis of qualitative data

For research question three is about why do some of the secondary students able to develop their Ideal L2 selves successfully whereas some of the secondary student's Ideal L2 selves are rather weak. The qualitative findings reveal that social psychological theory Bourdieu's theory of economic capital and social capital has no direct influence on the formation of Ideal L2 while cultural capital and Wenger's community practice (engagement and alignment) did played important roles in the formation of Ideal L2 self during the early learning experience of the secondary students. Respondents in this research such as Max, Cassandra, Lydia, Zax and Finn who have able to accumulate economic capital along their early learning journey were unable to form Ideal L2 self as their economic capitals are supported by their parents. They are not able to feel the worthiness of the value of economic capitals at the early stage of learning a foreign language and among two of them (Max and Cassandra) felt that it is bored to study Mandarin as they could not see the usage of Mandarin in their real life and they have been studying Mandarin for period of five years is because of parent's decision. This result further supported the findings in quantitative result which Ought-to L2 self has negative relationship to the intended effort in learning a foreign language. Four respondents (Jamie, Julia, Joe and Jayden) who have not accumulated economic capital but have accumulated cultural capital which good grade in Mandarin tests along their early learning journey were able to form Ideal L2 self after a period of time. The formation of Ideal L2 self of the secondary students were influenced by the foreign language achievement. This result supported the findings of the previous research by author in [29] that student's cultural capital will affect learner's achievement in learning

foreign language. Although majority of the respondents in this research are able to accumulate the social capitals, the influence of social capitals on the formation of Ideal L2 self were not strong. Some of the students have a group of Chinese community to support them but findings shown they have very weak Ideal L2 self. While some of the students have only able to communicate in Mandarin during Mandarin class with their Mandarin teacher alone were able to form stronger Ideal L2 self. The result of this research do not shown strong support to the statement by author in [23] which total capitals accumulated by a learner will affect the learner's social status and learner's "right to speak". On the other hand, another finding from this research supported the theory of community of practice by author in [24]. When foreign language students experienced a smooth early learning process, they are more able to develop stronger Ideal L2 self. Community of practice started with the engagement stage which the secondary student started to participate in the activity of the Chinese community and the responses he/she acquired from the activities. If the member in Chinese community able to provide support to the secondary students such as explanation of vocabularies, secondary students are more willing to adjust themselves through putting more effort in learning Mandarin. This is another stage mentioned by author in [24] which called as alignment. The effort that a foreign language student will put in in order to align with the Chinese community and be part of them. Imagination stage has been presented together with Ideal L2 self [24]. According to author in [24], both theories are similar. Qualitative findings also reported that there is an inter-related relationship between the formation of Ideal L2 self and the secondary student's current level of motivation in learning Mandarin as a foreign language. Some of the students with strong Ideal L2 self are able to demonstrate higher motivation level whereas there are also minority of the students who are not able to form Ideal L2 self during their early stage of L2 learning journey but they are demonstrating higher current motivation level due to certain reason stated in the previous section and might be able to develop their Ideal L2 self at a later time.

4. Conclusion and Recommendation

The findings of this research has provide a valuable insight to the education field in Malaysia. Based on the results obtained above, Mandarin teachers in international school especially secondary form in Malaysia is able to develop and plan their lesson more specifically to meet the needs of the specific group of secondary students in their school. They are recommended to create lessons that incorporate both technology and traditional way in their teaching to continue motivate the secondary students in their school to learn Mandarin as a foreign language. Motivation in learning a foreign language is not only rely on the early classes but it relies on every classes conducted along the learning journey of the students as these foreign language learner's motivation level is changing from time to time. In order to create a better outcome and result for the students before they graduate from secondary school, every Mandarin as a foreign language teacher has the responsibility to do their best to discover both psychological and social context of their students. It is important to help the students to develop Ideal L2 self as Ideal L2 self has appeared to be the key motivator for the majority of the foreign language learner to put in effort in learning. It is also strongly against to those Mandarin teacher who assume a motivational factor that fit for all the secondary students as every single student is unique individual and their self and identity is closely related to their learning experience and background. As this research only focused on motivation of overall secondary students and gender differences among secondary students in learning Mandarin as a foreign language, future research can focus on the level of proficiency of the secondary students in order to

get more specific results that benefit the education field in Malaysia. There are few limitations of this research study will be discussed in this section. One of the limitations is the sample of this research. This research only selected secondary students from few schools to do the questionnaire. The data that collected from this research cannot be used to represent the response of student from other age group such as university's students and adult learner. The total sample size of the qualitative study considered small and it means that the findings of this research cannot be generalizable on most of the secondary students who are learning Mandarin as a foreign language in Malaysia. Separate research can be conducted if it is required. Furthermore, the research area can be expanded. Secondary school from Malaysia was selected as the research area for this study. It might not be able to represent majority of the schools in Malaysia such as primary school and university due to the differences in the nature of the learner and teaching context. Finally, Statistical Package for the Social Sciences (SPSS) was used to analyse the data collected for quantitative study. The analysis of scores might be different if different instruments are used.

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