LANGUAGE LEARNING MOTIVATION AMONG MALAY STUDENTS LEARNING MANDARIN AS A FOREIGN LANGUAGE

TAN TEOW GHEE

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LIST OF ABBREVIATIONS

AMTB   Attitude / Motivation Test Battery

CFA   Confirmation Factor Analysis

EFA   Exploratory Factor Analysis

EFL   English as Foreign Language

ESL   English as Second Language

FL   Foreign Language

HSD   Tukey's Honestly Significant Difference

HSK   Chinese Proficiency Test

ITM   MARA Institute of Technology

LLMM   Language Learning Motivation for Mandarin

MANOVA   Multivariate analysis of variance

McLLS   Metacognitive Language Learning Strategies

SDT   Self-determination Theory

SEM   Structural Equation Modeling

SL/L2   Second Language

TCSOL   Teaching Chinese to the Speakers of Other Languages

UiTM   MARA University of Technology Malaysia

MOTIVASI PEMBELAJARAN BAHASA DI KALANGAN PELAJAR MELAYU YANG BELAJAR BAHASA MANDARIN SEBAGAI BAHASA ASING

ABSTRAK

Banyak kajian telah mengenal pasti motivasi pembelajaran bahasa asing dalam pelbagai konteks tetapi maklumat mengenai motivasi pelajar Melayu yang belajar Mandarin sebagai bahasa asing masih berkurangan. Kajian ini bertujuan untuk mengenal pasti motivasi pembelajaran bahasa pelajar Melayu yang belajar Mandarin sebagai bahasa asing di sebuah universiti awam di Malaysia. Kajian ini berfokuskan perkaitan antara motivasi dengan variabel-variabel tahap kursus, jantina, pencapaian akademik serta strategi pembelajaran metakognitif. Sejumlah 860 orang pelajar dari tiga tahap kursus telah dipilih untuk menjawab satu set soal selidik bagi mengumpul maklumat mengenai: (a) latar belakang peserta, (b) motivasi pembelajaran bahasa, dan (c) strategi pembelajaran metakognitif. Data yang dikumpul dianalisa dengan statistik diskriptif dan inferensi. Kaeadah kualitatif seperti temu bual bersemuka dan penganalisaan esei pelajar dijalankan bagi tujuan trigulasi. Keputusan kajian menunjukkan bahawa *Motivasi Instrumental*, *Motivasi Intrinsik*, *Hiburan* dan *Persahabatan* adalah komponan utama motivasi pembelajaran bahasa Mandarin dalam kalangan pelajar Melayu. Antara komponan-komponan tersebut, *Motivasi Intrinsik* mempengaruhi pencapaian akademik secara langsung. Faktor jantina pula didapati turut mempengaruhi *Motivasi Insturmental*, *Motivasi Intrinsik* dan *Hiburan* secara signifikan. Strategi pembelajaran metkognitif pula bertindak sebagai *mediator* terhadap hubungan antara *Motivasi Instrumental* dan *Hiburan* dengan pencapaian akademik. Keputusan kajian ini mencadangkan penambahbaikan dari segi sukatan pelajaran dan cara pengajaran oleh perancang kurikulum dan tenaga pengajar supaya bersesuaian dengan jenis motivasi pelajar yang telah dikenal pasti dalam kajian ini.

LANGUAGE LEARNING MOTIVATION AMONG MALAY STUDENTS LEARNING MANDARIN AS A FOREIGN LANGUAGE

ABSTRACT

Much research has been done to identify language learners' motivation for learning foreign languages in different contexts, but little information is available on Malay undergraduates' motivation for studying Mandarin as a foreign language. The present study investigated language learning motivation among Malay students learning Mandarin as a foreign language in a public university in Malaysia. The study focused on the relationship between language learning motivation and other variables: course level, gender, metacognitive language learning strategies and achievement. A total of 860 students from three course levels participated in the study. They answered a questionnaire which elicited information on: (a) participants' background information, (b) language learning motivation, and (c) metacognitive language learning strategies. The data collected were analyzed through descriptive and inferential statistics. Qualitative methods, such as face-to-face interviews and analysis of learners' essays, were employed to obtain in-depth insights into the quantitative data and for triangulation. The findings showed that among Malay undergraduates, *Instrumental Motivation*, *Intrinsic Motivation*, *Entertainment* and *Friendship* were influential factors in the learning of Mandarin. Above all, *Intrinsic Motivation* had a direct influence on achievement in Mandarin. Gender also had a significant influence on *Instrumental Motivation*, *Intrinsic Motivation* and *Entertainment.* The findings also showed that metacognitive language learning strategies mediated the relationship between *Instrumental Motivation* and *Entertainment* with achievement in Mandarin. The results suggest that the curricula planners and instructors adjust their pedagogic practices and syllabi in tandem with the types of language learning motivation of the students identified in the present study.

CHAPTER 1

INTRODUCTION

1.1   Overview

There is no doubt that a high level of competency in foreign languages, in addition to knowledge of different cultures, has become increasingly important in today's world. It is one of the keys to helping a country stand out in the international arena. As such, foreign language learning has been greatly emphasized by many countries including Malaysia due to the increasing opportunities for global connections. For instance, in addition to English as the first foreign language (second language), the Malaysian government encourages university students to learn other foreign languages such as Arabic, French, German, Japanese, Korea and Mandarin.

Mandarin is the most common spoken language amongst the Chinese throughout the world, and has been gaining popularity among non-Chinese all over the world following China's rapid economic growth and enhanced influence in international affairs during the past two decades. The rapid development of the economy and the huge market in China has generated the interest of learning Mandarin throughout the world (Ramzy, 2006). In addition, David Graddol (2000), a British linguist, predicted that the top three common languages would be Mandarin, Hindi Urdu and Arabic by the year 2050. English will not be the sole popular foreign language by then.

In the case of Malaysia, the interest in learning Mandarin is growing, evidenced by the huge demand for learning Mandarin as a foreign language in local universities. For example, there are about eight thousand students learning Mandarin every semester at MARA University of Technology (UiTM) (Cheun, 2006), making Mandarin the most popular foreign language at Malaysia's largest university (by student enrolment).

In general, there are four categories of non-native speakers learning Mandarin in Malaysia. They are those who: (1) learn Mandarin in national-type (Chinese) primary schools, (2) learn communicative Mandarin in national primary schools, (3) learn Mandarin as a foreign language at tertiary level, and (4) learn Mandarin in private language centres (Cheun, 2006). The learners in the third and fourth categories are adult learners who commonly face problems when learning the new language due to the interference of their mother tongue, the non-conducive learning environment and insufficient learning time (Cheun, 2006). According to Cheun (2006), these two categories of learners learn Mandarin primarily for their job advancement purposes. They usually enroll in Intensive Mandarin courses, which range from 30 to 200 hours.

The major language learning problems faced by the adult learners are the mastery of pronunciation and intonation. The learners usually have difficulty pronouncing Chinese characters correctly, reading and speaking with correct intonation. Cheun, Hoe and Ho (2005) attribute difficulties in pronounciation to the following factors: (i) the non-existence of certain sounds or phonemes in the mother tongue, (ii) psychological barrier, (iii) time constraint, (iv) inadequate teaching aids, and (v) non-conducive learning environment. As such, learning an additional language or a foreign language is not an easy task. It is difficult, complicated and time-consuming (Swan,

2008). Besides, there are a number of variables concerning individual differences which could affect the learners' language learning outcomes (Brown, 2007; Gardner, 2001). Gardner (2001) lists personality, intelligence, language learning aptitude, language learning strategies, language learning motivation and cognitive style as the factors which influence the learning outcome.

Among all the individual characteristics mentioned above, Skehan (1989) and Koichi and Ellis (2003) argue that besides aptitude, motivation is the most significant element contributing to individual differences in second and foreign language learning. Many studies have suggested motivation plays a vital role in determining success in language learning (Csizér & Dörnyei, 2005; Ellis, 1994; Gardner, 1985; 2001; Irie, 2003; Nyikos & Oxford, 1993; Oxford & Ehrman 1995; Oxford & Nyikos, 1989; Oxford & Shearin, 1994). Jakobovitz (1970) asserts that motivation has a 33% influence on successful language learning.

The importance of motivation in language learning is encapsulated in Corder's conviction: "Given motivation, anyone can learn a language" (cited in Skehan, 1989, p. 49). This means that when a learner is motivated, he/she can overcome any unfavourable conditions in language learning. In addition, Dörnyei (1998) points out that without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement. Many studies in the 1960s and early 1970s (Hancock, 1972) demonstrated the importance of motivation as a factor in the acquisition of foreign languages. There is evidence to show that learners can change their motivational orientations (Coleman, 1995; Dörnyei, 1990). Crooks and Schmidt

(1991) are of the opinion that learners who think they are more likely to succeed are more highly motivated than those who expect to fail.

According to Gardner (2001), there is a considerable empirical evidence to demonstrate the important role of motivation in the field of second language acquisition. He stated, "language learning strategies probably will not be used if the individual is not motivated to learn the language" (p. 2). Based on the findings mentioned above, it is evident that motivation is an important component in second and foreign language acquisition.

Research conducted in the West (Gardner & Smythe, 1981; Lukmani, 1972; Noels, Clément & Pelletier, 2001) as well as in Malaysia (Jasbir, Nor Lizana & Normah 2005; Ooi, 1997; Sim, 1999) has shown that motivation is highly correlated with students' achievement. However, a study conducted by Samsiah, Aishah, Nurazila and Aslah (2005) yielded no significant correlations.

Teaching Chinese to the Speakers of Other Languages (TCSOL) in China started in 1950. Nevertheless, the research in TCSOL boasted with the presentation of "Inter-language Concept and the Phonetic Error Analysis by Foreign Learners" by Lu in the year 1984 (Chen & Zhao, 2005). Since then, the research in TCSOL has focused on language error analysis, inter-language study, language acquisition processing and language competency.

Since 1980's, the theories of second language acquisition from the West have been assimilated into the body of knowledge of TCSOL (Lu, 2005). Parallel to this, the focus of TCSOL research seems to have shifted from teaching to learning. As a result,

research has increasingly turned to investigating individual differences in learning. According to Liu (2005), the research in TCSOL urgently needs to focus on three aspects, (a) the relationship between language learning processing and internal syllabus of the Chinese language learner, (b) the effects of learning environment on language learning, and (c) the influence of individual differences factor on learning and acquisition.

Besides China and Taiwan, other countries such as Malaysia are also involved in the research of TCSOL. Some of the Mandarin instructors at the MARA University of Technology Malaysia (UiTM) are actively involved in such research (Tan & Hoe, 2007). However, the research conducted by UiTM's Mandarin instructors has concentrated primarily on students' attitudes, error analysis and pedagogy (Tan & Hoe, 2007).

1.2 Background

The learning of Mandarin especially among Malay students started very early at MARA Institute of Technology (ITM; now known as UiTM). According to Chuen, Kuek and Chuah (2002), the learning of Mandarin in ITM / UiTM began in 1968 when students from four faculties were taught the language. These four faculties were the Faculty of Communication and Media Studies, the Faculty of Business Management, the Faculty of Hotel and Tourism Management, and the Faculty of Office Management and Technology (Cheun, 2006).

1.2.1 The Mandarin Course at UiTM

When ITM was upgraded to a university in October 1999, all degree students were required to study a foreign language. At the diploma level, only the students of the Faculty of Business Management, the Faculty of Hotel and Tourism Management, and the Faculty of Office Management and Technology were given the opportunity to study a foreign language especially Mandarin.

The Mandarin course intended for absolute beginners, is divided into three levels, namely Mandarin Level One, Mandarin Level Two, and Mandarin Level Three. The course emphasizes mainly on developing students' oral communication skills in situational contexts. The course introduces students to vocabulary and grammar through the "Hanyu Pinyin" (Romanised Chinese) System. This means that the students are learning Mandarin through the "Hanyu Pinyin" system instead of the Chinese characters previously used to teach Chinese languages. Essential congratulatory words in Chinese characters are taught at the third level of this course. For each level, the diploma and degree students study Mandarin for four hours per week for 14 weeks.

Adjustments were made to the contact hours for the Mandarin course after July 2001. The diploma students learn Mandarin for four contact hours per week for two semesters; and the degree Mandarin class students learn Mandarin for two contact hours per week for three semesters. Table 1.1 (see page 7) shows the Mandarin course in UiTM.

Table 1.1

The Mandarin Course in UiTM

Semester	1999 – July 2001		After July 2001	
Mandarin Course & Code	BMD 101 (Diploma Mandarin I)	BMD 401 (Degree Mandarin I)	BMD 101 (Diploma Mandarin I)	BMD 401 (Degree Mandarin I)
Contact Hour	60	60	60	30
Mandarin Course & Code	BMD 151 (Diploma Mandarin II)	BMD 451 (Degree Mandarin II)	BMD 151 (Diploma Mandarin II)	BMD 451 (Degree Mandarin II)
Contact Hour	60	60	60	30
Mandarin Course & Code	___	BMD 501 (Degree Mandarin III)	___	BMD 501 (Degree Mandarin III)
Contact Hour	___	60	___	30

Source: Hoe and Tan (2007, p.57)

1.3   Problem Statement

The main objective of the Mandarin course at MARA University of Technology Malaysia (UiTM) is to enable the learner to use the language for daily communication. The course teaches essential vocabulary and grammar. As it is only at the elementary level, only the basics of the language are taught. Hence, it is anticipated that learners should master the essentials for successful communication with speakers of Mandarin. After all, learners are university students who have fulfilled the university entrance requirements. In fact, they are students with excellent academic performance. With such self image and perception of self worth, the students conceive the idea that there should not be a problem for them to achieve the course objective, that is, to be proficient in the language for communication purposes. However, in reality, most students fail to achieve

the course objective after completing the course, which suggests that the students are still incapable of using the language for daily communication.

1.3.1 Students' Lack of Confidence and Courage

A survey conducted by Naimah (2005) revealed that the majority of the students in UiTM who studied foreign languages including Mandarin could not master the target language for communication. Her study revealed that the students lacked confidence and courage to speak the foreign language due to insufficient vocabulary. Confidence and courage are major variables affecting students' motivation (Fisher, 1978; Macaro, 2003). Diffident learners always lose their words in oral and written communication (Asmah, 1991). It is argued that the inability of students to use the language for communication may be attributed to the insufficient learning due to the block of affective filter (Krashen, 1985).

1.3.2 Lack of Understanding Concerning the Learning of the Students

A number of studies have been conducted to investigate Malay students' learning difficulties of learning Mandarin. Chuen, Kuek and Chuah (2002) found that many of their students faced Chinese character recognition problems while other investigators revealed that the majority of the students faced pronunciation difficulties (Chuen, Hoe, & Ho, 2005; Lee, Mok, & Lau, 2005), and used words and sentences incorrectly due to mother tongue interference (Low, Teo, & Teh, 2006; Toh, Ainol, & Wee, 2006).

Apart from mother tongue interference, other sources of difficulties have yet been identified owing to the limited research into Malay students' difficulties in

mastering Mandarin. It is possible that the difficulty may be linked to the lack of motivation for learning Mandarin, or ineffective strategies employed to facilitate the learning of Mandarin, or other unknown factors.

It needs to be pointed out that students taking the Mandarin course at the university start from scratch using the same course materials taught by experienced instructors. Yet, attainments vary. Table 1.2 presents the results attained by UiTM students at the Kedah campus over three semesters (December 2005- May 2007).

Table 1.2

UiTM Kedah Students' Mandarin Examination Results (in percentage)

Level	Semester	GRADE											
		Pass								Fail			
		A+	A	A-	B+	B	B-	C+	C	C-	D+	E	F
One	Dec 2005 - May 2006		34	25	16	5.4	11	1.2	1.2		3.6		1.2
	July 2006 - Nov 2006	5.7	45	19	9.4	7.5	7.5		1.9		1.9		
	Dec 2006 - May 2007	11	51	5	14	8.1	2.7	2.7			5.4		2.7
Two	Dec 2005 - May 2006	2	39	10.4	23	10	6.3	6.3				2	
	July 2006 - Nov 2006	20	24	17.2	3.4	13	10	6.9			3.4		
	Dec 2006 - May 2007		32	35	8.1	10	6.1	2	6.1				

Source: UiTM Kedah Mandarin Result Reports

The examination results in Table 1.2 show that more than fifty percent of the students learning Mandarin Level One and Level Two of the three different semesters scored grade A. It reflects that majority of them did quite well in their Mandarin examinations. Around forty percent of the students scored moderate results with grade B and C. However, a small group of students (1.9 to 8.1 %) did not pass the course.

The differences in attainment could be triggered by a number of factors which need to be uncovered for effective measures to be taken to address learning difficulties or enhance performance. The lack of understanding concerning the students' psychological factors will reduce the effectiveness of the efforts of instructors in helping students to achieve better performance and learning objectives.

1.3.3   Scarcity of Studies on Malay Students' Motivation in Learning Mandarin

With regard to motivation in language learning, considerable research has been conducted on the learning of English as a second or foreign language, and on other foreign languages in different contexts. As far as the learning of Mandarin is concerned, to the best of my knowledge, no published empirical evidence is available. In such a situation, instructors could only do their best in generating motivation among the learners, based on their own understanding of the learners' classroom behaviour.

A case study carried out by Tan and Ooi (2008) found that the motivational strength of Malay diploma students at a branch campus of UiTM who studied Mandarin as a foreign language was only at moderate level. Face-to-face interviews with five weakest students were carried out. The interview results showed that their motivation for learning Mandarin was quite low. As there is a dearth of studies on Malay students'

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motivation for learning Mandarin as a foreign language, this has limited the understanding of the factors influencing these learners' motivation for learning Mandarin. A clear understanding of these factors could be useful for providing input into instructional design for effective teaching.

1.4 Objectives of the Study

Due to the importance of motivation in language learning and to the lack of studies conducted on the learning of Mandarin as a foreign language among Malay university students, this study is designed to achieve the following objectives,

(1) To identify the types of language learning motivation among Malay university students learning Mandarin as a foreign language,

(2) To examine the differences in the types of language learning motivation by gender and course level among Malay university students learning Mandarin as a foreign language,

(3) To examine the relationship between the types of language learning motivation and achievement in Mandarin as well as metacognitive language learning strategies among Malay university students learning Mandarin as a foreign language,

(4) To assess the direct influence of the types of language learning motivation on achievement in Mandarin among Malay university students learning Mandarin as a foreign language,

(5) To assess the indirect influence of the types of language learning motivation on achievement in Mandarin through students' metacognitive language learning strategies.

1.5   Research Questions

In order to achieve the above objectives, the following research questions were posed:

(1) What are the types of language learning motivation portrayed among Malay university students learning Mandarin as a foreign language?

(2) Is there any relationship between the types of language learning motivation and achievement in Mandarin as well as metacognitive language learning strategies among the students?

(3) Do the students portray similar types of language learning motivation by gender   and across Mandarin course level?

(4) How significant is the direct relationship between the types of language learning motivation and achievement in Mandarin?

(5) Do metacognitive language learning strategies mediate the types of language learning motivation with achievement in Mandarin?

1.6   Hypotheses

In response to the research questions presented above, this study has put forward seven hypotheses to be examined empirically.

Ho1: There are no statistical significant correlations between the types of language learning motivation and achievement in Mandarin.

Ho2: There are no statistical significant correlations between the types of language learning motivation and metacognitive learning strategies.

Ho3: There is no statistical significant difference among the types of language learning motivation by gender.

Ho4: There is no statistical significant difference among the types of language learning motivation across course levels.

Ho5: There is no direct effect among the types of language learning motivation on the students' achievement in Mandarin.

Ho6: There is no direct effect among the types of language learning motivation on metacognitive language learning strategies.

Ho7: Metacognitive language learning strategies do not mediate the relationship between the types of language learning motivation and achievement in Mandarin.

1.7   Significance of the Study

Extensive research has been conducted concerning motivation for learning English as second language (ESL) or foreign language (EFL). However, in Malaysia, there is a scarcity of research examining the types of language learning motivation and the associations between language learning motivation and language achievement as well as metacognitive learning strategies of learners who learn Mandarin as a foreign language. It is believed that the findings of this study will contribute to the body of literature in the discipline of learning Mandarin as a foreign language.

Second/foreign language motivation researchers have stressed the importance of knowing why students are studying a new language (Ely, 1986; Oxford & Shearin, 1994). Oxford and Shearin (1994) have pointed out that it is important for teachers to know the source of motivation. They said, "The source of the motivation is very

important in a practical sense to teachers who want to stimulate students' motivation. Without knowing where the roots of motivation lie, how can teachers water those roots?" (p.15). It can be very demotivating for students to learn something that is not corresponding to their goals. If the students' individual goals are known, then syllabi, materials, and activities can be tailored to appeal to their values and interests (Dörnyei, 2001).

As such, this present study aims to find out where "the roots of motivation lie" or sources of motivation for learning Mandarin among Malay students. Once the teacher knows the sources of his/her students' motivation, it would enable the teachers to plan lessons congruent with students' needs and interests to stimulate their students, with the implementation of motivational strategies in the classroom. Besides, a specific account of learner's learning motivation can help to address the needs of curricular practices and reform.

The researcher has chosen to incorporate three language learning motivation models: socio-psychological model, socio-educational model and self-determination theory into the theoretical framework informing the present study as the researcher believed that the incorporation of these three models would help to investigate the nature of foreign language learning motivation. By designing the study in this way, it is hoped to fill the research gap by expanding the understanding of foreign language learning motivation that will fit a specific group of learners, especially for Malays who learn Mandarin as a foreign language.

Thus, the study hopes to serve as a relevant reference material for the discipline of teaching and learning of Mandarin as a foreign language and to provide empirical data for understanding the motivation of Malay students learning Mandarin as a foreign language. It is also hoped that the findings of this study could provide teachers with insights into learners' motivation to inform the setting of the teaching goals, curriculum, course syllabus, preparing the lesson plans and adopting suitable teaching methodologies for more effective teaching and learning in a more conducive teaching and learning environment, so that the learners will learn better and subsequently increase their proficiency.

A high level of competence in Mandarin among the Malays will certainly be an advantage for their future in this borderless world. They can use it for communicating with speakers of Mandarin in business and social contexts. Indirectly, it can also improve relationships and foster national unity among Malaysians.

1.8   Definition of Terms

1.8.1   Language Learning Motivation

Motivation refers to the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect (Keller, 1983). In the field of second and foreign language learning, motivation has been identified as the learner's orientation with regard to the goal of learning a second or foreign language (Crookes & Schmidt, 1981; Norris-Holt, 2001). Gardner (1985) has defined language learning motivation as "the extent to which the individual works or

strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (p. 10).

The concept of language learning motivation in this study refers to the learning motivation of Mandarin as a foreign language, and it refers to the score obtained by the students in the Language Learning Motivation for Mandarin Questionnaire used in the study. In this study, language learning motivation has been categorised into a few types. A student who scored an over average score for any type of language learning motivation in the questionnaire is considered as having strong inclination towards the particular type of language learning motivation. The types of language learning motivation are stated below:

(a) **Integrative motivation** refers to a favourable attitude towards interacting or identifying with the target language group (Gardner, 1985). In the study, those who are interested in learning Mandarin in order to be able to identify with the Chinese community or because they are interested in the Chinese culture and art, are said to be integrative motivated.

(b) **Instrumental motivation** refers to language leant for utilitarian purposes (Gardner, 1985). In the study, those who wanted to learn Mandarin for getting better grade, to add advantage for applying job or for job advancement, are instrumentally motivated.

(c) **Intrinsic motivation** is defined as the doing of an activity for its inherent satisfaction rather for some separable consequences (Deci & Ryan, 1985). In the study, those who learn Mandarin simply for the pleasure, enjoyment and satisfaction that accompany the learning is said to be intrinsically motivated.

(d) **Extrinsic motivation** refers to an activity which is carried out in order to receive some positive incentives and/or avoid some negative incentives (Deci & Ryan, 1985). In the study, students who learnt Mandarin to earn a reward, for entertainment purposes or avoiding punishment is classified as extrinsically motivated.

(e) **Requirement motivation** refers to students who learn a foreign language because they are required to learn it. Once the requirement is lifted, they will stop learning the language immediately (Ely, 1986). In this study, students with requirement motivation are those who learnt Mandarin mainly to fulfill the university requirement.

1.8.2   Metacognitive Language Learning Strategies

Metacognitive language learning strategies are a sub-type of language learning strategies. In this study, metacognitive learning strategies refer to the strategies used by learners learning Mandarin as a foreign language to help them to coordinate their learning process by using functions such as centering, arranging, planning, and evaluating (Oxford, 1990). Metacognitive learning strategies in this study refer to the score obtained by the students in the metacognitive language learning strategies questionnaire used in the study.

1.8.3   Mandarin

Mandarin refers to Standard Chinese or Standard Mandarin which is based on the particular Mandarin dialect spoken in Beijing. It is called "Hanyu" (Chinese language)

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in China, "Guoyu" (national language) in Taiwan and "Huayu" (Chinese language) in Malaysia and Singapore. Mandarin functions as the official language of the People's Republic of China, the official language of the Republic of China (Taiwan), and it also functions as lingua franca amongst the Malaysian Chinese who speak different dialects. Mandarin in the study refers to Standard Mandarin or "Huayu" which is used in Malaysia as a lingua franca amongst the Malaysian Chinese.

1.8.4   Hanyu Pinyin (Romanized Chinese)

Hanyu Pinyin is currently the most commonly used romanization system for Standard Chinese or Standard Mandarin. Hanyu means the Chinese language, and Pinyin means "phonetics", or more literally, "spelling sound" or "spelled sound". It is actually a set of Chinese phonetic alphabet which functions to teach Mandarin pronunciation and to associate Chinese characters with spoken words. Hanyu Pinyin has become a tool for foreigners to learn the Mandarin pronunciation, and to associate Chinese characters with spoken words. Hanyu Pinyin in this study refers to this romanization system for Standard Chinese used to teach Malay students to learn the spoken Mandarin pronunciation.

1.8.5   Teaching Chinese/Mandarin as a Foreign Language

The term "Teaching Chinese as a Foreign Language" is used when an institution teaches foreigners or non-native speakers Standard Chinese through Chinese characters. Hanyu Pinyin is used as a tool to help the learner to associate with Mandarin pronunciation or pronounce Chinese characters accurately.

However, **t**he term "Teaching Mandarin as a Foreign Language" is used when an institution teaches foreigners or non-native speakers to learn Spoken Mandarin thoroughly with Hanyu Pinyin. The teaching and learning of Chinese characters is not emphasized.

1.8.6   Foreign Language

A foreign language is used for situations in which learners learn a language that is neither their mother tongue nor spoken as a means of communication for their daily life (Freudenstein, 1979; Marckwardt, 1965). Usually, a foreign language is taught as a school subject or at adult level solely with the aim of giving the learners a foreign-language competency (Marckwardt, 1965). The learners may use the language to read literature and technical works, and for entertainment purposes such as listening to songs and broadcast, as well as to understand dialogues in movies (Marckwardt, 1965).

The word 'foreign language' used in this study refers to a language learnt by the Malay students after their native language and English as second language. Language considered as foreign languages in this context are: Arabic, Japanese, French, German and others. The foreign language in this study refers to Mandarin.

1.8.7   Second Language

A second language is used in which both the mother tongue and another language are actively used by their speakers in everyday communication (Freudenstein, 1979). When a language is termed as a second language, it is usually used as a means of

communication for commercial, administrative and educational purposes and becomes a lingua franca between speakers of widely diverse languages in their living place (Marckwardt, 1965).

The term 'second language' used in this study refers to English which is a language learnt by the Malay students after their native language.

1.8.8   Second Language Acquisition

A Second Language Acquisition is the process by which people learn languages in addition to their native tongue (Ellis, 1997). Second Language Acquisition can also be defined as the study of the way in which people learn any language other than their mother-tongue, inside or outside of a classroom (Ellis, 1997; Littlewood, 1984; Liu, 2005).

1.8.9   Academic Achievement

According to Kerlinger (1973), the academic achievement is measured by the score or grade obtained by the students in tests or examinations. On the other hand, Shamsudin (1990) views academic achievement as students' accomplishment or ability level achieved by students in formal education through tests and examinations. Achievement in language has been viewed in terms of proficiency in four basic skills: speaking, listening, reading and writing (Gardner, 1985).

In this study, academic achievement refers to the scores or grades achieved by the students in their Mandarin tests and final written examination. The grading is identical to

that set by the Examination Unit, UiTM. Table 1.3 shows the marks and corresponding

grades.

Table 1.3

Mandarin Marks / Grade

MARKS			GRADE
90	-	100	A+
80	-	89	A
75	-	79	A-
70	-	74	B+
65	-	69	B
60	-	64	B-
55	-	59	C+
50	-	54	C
47	-	49	C-
44	-	46	D+
40	-	43	D
30	-	39	E
0	-	29	F

1.9   Limitations of the Study

Like all other studies, this study suffers from some limitations despite its careful

design. This study is cross-sectional in nature, helping the researcher to investigate the

state of affairs in a population at a certain point in time for representativeness and

generalization (Bethlehem, 1999). As such, it was not possible to explore the dynamic

nature of motivation which requires observation over an extended period of time. Being

cross-sectional, it was difficult to track the motivational changes and patterns among the

subjects in the study.

The subjects in this study comprised 828 students who were taking Levels One,

Two and Three of the Mandarin course at UiTM. Although the sample size is considered

representative enough as compared to the vast student population who study Mandarin at UiTM, the study only included the students at the UiTM main campus due to the time constraints and logistic problems. Furthermore, the data for this study were randomly collected from the students regardless of the faculties they were from. As such, it is not certain that the subjects chosen for the study is representative of all Mandarin class students from all the faculties in this university.

In addition, only Malay students were involved in this study, and they were learning Mandarin through Romanized Chinese not Chinese characters, as such, it is not certain to what extent the results will be applicable to other learning groups and settings such as other Malay students who learn Mandarin as a foreign language through Chinese characters in other universities. In short, the primary limitation of this study lies in the validity and reliability of generalization to the Malays and other ethnic groups as well as non-Mandarin speaking Chinese students learning Mandarin in other universities.

1.10   Summary

Language learning is a lifelong learning process. People learn an additional language with their own specific learning orientations and goals. To learn and acquire an additional language successfully, the learners are required to have the ability to sustain, enhance and strengthen their enthusiasm and motivation in the learning process. A motivated learner who is equipped with sufficient learning strategies such as metacognitive learning strategies will successfully achieve his/her learning goals. As such, the study on the aspects of learning motivation among students who learn foreign language is of considerable importance.

CHAPTER 2

LITERATURE REVIEW

2.1   Introduction

In this chapter, the relevant literature and the theoretical framework of this study are presented. These include (1) the conceptual and theoretical framework of this study, (2) the concept of foreign language learning, (3) Krashen's Monitor Theory, (4) language learning motivation, (5) previous research on language learning motivation.

2.2   Foreign Language Learning

2.2.1   The Concept of Learning

The concept of learning has been greatly influenced by the psychological study of the learning process. The psychological concept of learning includes the learning of skills, and also the modification of attitudes, the acquisition of interests, and so on (Bennett, 1968). Traditional psychologists define learning as relatively permanent changes in behaviour resulting from experience (Mazur, 1990; Schmeck, 1988). This is the general definition of learning which applies to both formal learning resulting from classroom instruction and natural acquisition. Learning may occur either consciously or unconsciously (Slavin, 2004).

2.2.2 The Concept of Foreign Language and Second Language

A foreign language is a language learned by learners that is neither their mother tongue nor spoken as a means of communication in the place where they live (Freudenstein, 1979). It also refers to a language learned outside of the target culture (Tse, 2000). The foreign language is taught as a school subject or an adult level proficiency course solely for the purpose of giving the student a foreign-language competency which he may use in one of several ways – to read literature, to read technical works, to listen to the radio, to understand dialogue in the movies, to use the language for communication (Marckwardt, 1965). Although it is taught in school, it does not play an essential role in national or social life. The average citizen does not need it to live his daily life or even for social or professional advancement (Broughton, 1978).

When the foreign language is termed as 'second language', it refers to a bilingual situation in which both mother tongue and another language are actively employed by their speakers in everyday communication (Freudenstein, 1979). The reference is usually to a situation where the second language becomes a language of instruction in the school or a lingua franca between speakers of widely diverse languages (Marckwardt, 1965). It is the language of commercial, administrative and educational institutions (Broughton, 1978). The term is to be distinguished from 'foreign language' (Littlewood, 1984; Liu, 2005). A second language is typically used because of geographical or social reasons (Marckwardt, 1965). In some countries, there are no clear cut distinctions between a second language and a foreign language, thus, these two terms are used interchangeably in these countries and some literature. As such, the term 'second language' also refers to any language that is learned subsequent to the mother tongue (Tse, 2000). As such, the

term second language can refer to the learning of second, third, fourth… language (Ellis, 1997; Liu, 2005).

2.2.3 The Concept of Foreign Language Learning and Acquisition

In the field of second or foreign language acquisition, learning refers to conscious processes for internalizing a second or foreign language, whereas acquisition refers to subconscious processes. (Krashen, 1982; Littlewood, 1984). According to the psychological theory of behaviourism, which dominated the field of language learning and acquisition between the 1940s and 1960s, learning is very much like other forms of learning: it is not a mental phenomenon, but it is behaviour which is learnt by imitation, reinforcement and repetition of behaviour, which leads to habit-formation or conditioning (Skinner, 1957, cited in Littlewood, 1984). The behaviorism view of language learning was strongly challenged from the 1960s onwards, especially under the influence of Noam Chomsky's (1965) linguistics. Chomsky proposes that learning language is not merely behaviour, but it is a creative construction.

From the point of view of Chomskians, the foreign language learning and acquisition process is seen as divided into three main processes (Littlewood, 1984, p. 29):

1. transfer of rules from the mother tongue;
2. generalization (and overgeneralization) of second or foreign language rules;
3. redundancy reduction by omitting elements.

Transfer, generalization and omission is a creative process; they work together and reinforce each other.