

**THE INFLUENCE OF CHINESE BRIDGE  
DELEGATION ONLINE PROGRAM ON ORAL  
WILLINGNESS TO COMMUNICATE AMONG  
INDONESIAN SECONDARY SCHOOL  
STUDENTS : THE MEDIATING ROLE OF  
LEARNING MOTIVATION IN MANDARIN**

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**UNIVERSITI SAINS MALAYSIA**

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LEARNING MOTIVATION IN MANDARIN**

by

**DONG WENLONG**

**Thesis submitted in fulfilment of the requirements  
for the degree of  
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## LIST OF ABBREVIATIONS

|       |                                                       |
|-------|-------------------------------------------------------|
| AR    | Artificial Reality                                    |
| BRI   | Belt and Road Initiative                              |
| CBDOP | Chinese Bridge Delegation Online Program              |
| CFA   | Confirmatory Factor Analysis                          |
| CLEC  | Center for Language Education and Cooperation Center  |
| EFL   | English as a Foreign Language                         |
| GDA   | Group Dynamic Assessment                              |
| KMO   | Kaiser-Meyer-Olkin                                    |
| L2    | Second Language                                       |
| L2MSS | L2 Motivational Self System                           |
| MOE   | Ministry of Education                                 |
| NFI   | Normed Fit Index                                      |
| NNFI  | Non-Normed Fit Index                                  |
| OA    | Online Activities                                     |
| OLV   | Online Live Courses                                   |
| OWTC  | Oral Willingness To Communicate                       |
| OWTCI | Oral Willingness To Communicate Inside the classroom  |
| OWTCO | Oral Willingness To Communicate Outside the classroom |
| PCA   | Principal Component Analysis                          |
| PCFI  | Parsimony-Adjusted Comparative Fit Index              |
| RMSEA | Root Mean Square Error of Approximation               |
| RVC   | Recorded Video Courses                                |
| SDT   | Self-determination Theory                             |
| SEM   | Structural Equation Modeling                          |
| TCM   | Traditional Chinese Medicine                          |

|     |                              |
|-----|------------------------------|
| TLC | Tucker-Lewis Coefficient     |
| WTC | Willingness To Communicate   |
| ZPD | Zone of Proximal Development |

## **LIST OF APPENDICES**

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**PENGARUH PROGRAM DALAM TALIAN CHINESE BRIDGE  
DELEGATION TERHADAP KEINGINAN UNTUK BERKOMUNIKASI  
DALAM KALANGAN PELAJAR SEKOLAH MENENGAH DI INDONESIA:  
PERANAN MOTIVASI PEMBELAJARAN SEBAGAI PENGANTARA  
DALAM BAHASA MANDARIN**

**ABSTRAK**

Kajian ini bertujuan untuk menyelidiki pengaruh *Chinese Bridge Delegation Online Program* (CBDOP) terhadap keinginan pelajar sekolah menengah Indonesia untuk berkomunikasi secara lisan dalam bahasa Mandarin dan mengkaji peranan motivasi pembelajaran sebagai pemangkin. Seramai 295 pelajar dari sebuah sekolah di Jawa Barat, Indonesia, yang telah menyertai program, terlibat dalam kajian ini. Kajian ini menggunakan reka bentuk kaedah campuran yang menggabungkan pendekatan kuantitatif dan kualitatif. Data kuantitatif dikumpulkan melalui tinjauan dan dianalisis menggunakan SEM, manakala data kualitatif dikumpulkan melalui temubual separa berstruktur dan dianalisis menggunakan analisis tematik. Keputusan kuantitatif menunjukkan bahawa CBDOP memberi pengaruh yang signifikan terhadap Kesiediaan Lisan Untuk Berkomunikasi (KLUB) pelajar, dengan kursus langsung dalam talian menjadi komponen yang paling berpengaruh dalam meningkatkan KLUB di dalam dan luar kelas. Di samping itu, motivasi pembelajaran memainkan peranan penting sebagai pemangkin dalam pengaruh program terhadap KLUB, dimana motivasi intrinsik memberi pengaruh yang lebih besar berbanding motivasi ekstrinsik. Keputusan kualitatif pula menunjukkan bahawa kebanyakan pelajar mengakui pengaruh positif program terhadap KLUB, dengan menghargai reka bentuk interaktif, pendedahan budaya, dan peluang untuk berkomunikasi dengan penutur asli bahasa

China. Walau bagaimanapun, pelajar juga mengenal pasti beberapa aspek yang perlu diperbaiki, termasuk keperluan untuk pengalaman pembelajaran yang lebih disesuaikan dan dukungan berterusan bagi mengekalkan motivasi mereka. Penemuan ini memberikan rujukan yang berharga untuk mengoptimumkan reka bentuk program, dengan menekankan kepentingan integrasi interaksi dalam talian secara langsung, laluan pembelajaran yang disesuaikan, dan mekanisme maklum balas berterusan bagi meningkatkan KLUB pelajar. Berdasarkan penemuan ini, kajian ini memperkenalkan "Garis Panduan EMOC," satu rangka kerja yang terstruktur untuk reka bentuk dan pembelajaran program Mandarin dalam talian pada masa depan. Garis panduan ini bertujuan untuk meningkatkan KLUB dalam Mandarin dan memupuk pemahaman silang budaya, sejajar dengan objektif pendidikan bahasa antarabangsa. Kajian ini juga memberikan sumbangan teori yang penting dengan mewujudkan hubungan antara KLUB dan CBDOP melalui peranan motivasi pembelajaran sebagai pemangkin, dengan menekankan kepentingan interaksi dalam talian dan pemerayaan budaya dalam meningkatkan KLUB Mandarin serta peranan pemangkin motivasi intrinsik. Kajian ini memberikan pandangan yang berharga kepada pendidik dan pembangun kursus serta menawarkan cadangan praktikal untuk mewujudkan program pembelajaran bahasa yang lebih berkesan dan menarik.

**THE INFLUENCE OF CHINESE BRIDGE DELEGATION ONLINE  
PROGRAM ON ORAL WILLINGNESS TO COMMUNICATE AMONG  
INDONESIAN SECONDARY SCHOOL STUDENTS : THE MEDIATING  
ROLE OF LEARNING MOTIVATION IN MANDARIN**

**ABSTRACT**

This study aims to investigate the influence of the Chinese Bridge Delegation Online Program (CBDOP) on Indonesian secondary school students' Mandarin oral willingness to communicate (OWTC) and examine the mediating role of learning motivation. The participants comprised 295 students from a school in West Java, Indonesia, where they had participated in the CBDOP. The study employed a mixed-methods design, integrating quantitative and qualitative approaches. The quantitative data were collected through a survey and analyzed using SEM, while the qualitative data were collected through semi-structured interviews and analyzed using thematic analysis. The quantitative results indicated that CBDOP significantly influences students' OWTC, with online live courses being the most positively influential component for enhancing both OWTCI and OWTCO. Meanwhile, learning motivation played an important mediating role in the program's influence on OWTC, with intrinsic motivation having a greater influence than extrinsic motivation. The qualitative results showed that most students recognized the program's positive influence on OWTC, particularly appreciating its interactive design, cultural exposure, and opportunities to communicate with native Chinese speakers. Nonetheless, students also identified areas for improvement, such as the need for more personalized learning experiences and sustained support to maintain their motivation. These findings provide valuable

references for optimizing program design, emphasizing the importance of integrating real-time online interaction, personalized learning pathways, and continuous feedback mechanisms to boost students' OWTC. Based on these findings, this study introduced the "EMOC Guideline," a structured framework for the design and learning of future online Mandarin programs. This guideline aims to enhance Mandarin OWTC and foster cross-cultural understanding, aligned with the broader objectives of international language education. This study also made important theoretical contributions by establishing the connection between OWTC and CBDOP through the mediating role of learning motivation, specifically highlighting the importance of online interaction and cultural immersion in enhancing Mandarin OWTC and the mediating role of intrinsic motivation. This study provides valuable insights for educators and course designers and offers practical recommendations for developing more effective and engaging language learning programs.

# CHAPTER 1

## INTRODUCTION

### 1.1 Introduction

With the acceleration of globalization, effective language communication is becoming increasingly important worldwide. Willingness to communicate (WTC) plays an important role in foreign language acquisition, reflecting learners' readiness and enthusiasm to participate in oral communication activities in the target language (Du, 2023). MacIntyre et al. (1998) emphasized that stimulating students' willingness to communicate in a foreign language should be a primary goal of language teaching. Teaching methods that fail to enhance students' willingness to communicate are considered pedagogically insufficient. Specifically, Oral Willingness to Communicate (OWTC) represents the oral dimension of WTC, focusing on learners' readiness to engage in spoken interactions. OWTC is particularly critical in second language learning because oral communication serves as the primary medium for expressing meaning, negotiating understanding, and building communicative competence (Peng & Woodrow, 2010). High OWTC levels not only promote classroom participation but also enhance learners' confidence, fluency, and language retention. In contrast, low OWTC may hinder active engagement, resulting in limited oral practice and slower language development. Therefore, fostering OWTC is essential for achieving effective communicative language teaching and improving learners' overall language proficiency (Zhang et al., 2024).

As one of the most widely spoken languages in the world, Mandarin plays a significant role in promoting international exchanges (Alindra & Siregar, 2024). In recent two decades, Chinese has become an increasingly important language taught

and learned as a foreign language globally (Gong et al., 2020; Liu & Zhang, 2023). This rise in language prominence can be attributed to China's rapid economic growth and expanding international influence, particularly in the Asia-Pacific region. As a result, a growing number of people, both within China and abroad, are motivated to study Chinese and explore its rich cultural heritage (Liu, 2023). Consequently, enthusiasm for learning Chinese as a foreign language is growing as online platforms have become a significant trend in language education. In this context, the Chinese Bridge Delegation Online Program (CBDOP) has attracted widespread attention as a new initiative in Chinese language and culture education. Sponsored by the Center for Language Education and Cooperation (CLEC), the program aims to promote Chinese language learning, enhance understanding of Chinese culture, and improve the global literacy of young students (CLEC, 2020).

Motivation has been widely considered to be one of the determining factors that influence the rate and success of second language (L2) learning (Dörnyei, 1998; Gardner & Lambert, 1959; Ushioda & Dörnyei, 2017; Yu et al., 2023;). Researchers also found that L2 motivation is shaped by learners' learning experiences and contexts (Chan et al., 2014; Gong et al., 2020, 2021; Hiver & Al-Hoorie, 2019; Liu & Dong, 2021). Coupled with the complex nature of language learning and the ongoing interaction of various variables during the learning process, there is a call for more research on the interaction between L2 motivation and the learning environment to better understand its nature.

As one of the largest countries in Southeast Asia, Indonesia has a rich cultural landscape and a large population. As the economic and cultural ties between China and Indonesia deepen, Indonesian students are increasingly interested in learning Mandarin (Lü & Zhang, 2023; Zhang, 2023). The Indonesian government has actively

collaborated with Chinese educational departments and institutions to leverage China's Mandarin education resources to promote the development of Chinese language education in Indonesia. In 2001, the Indonesian Ministry of Education (MOE) and the Chinese MOE signed an agreement to host the Hanyu Shuiping Kaoshi (HSK) in Indonesia. That same year, the Indonesian MOE officially incorporated Chinese language education into its jurisdiction, introducing Mandarin courses in primary and secondary schools and allowing universities across the country to establish Mandarin departments (Ma, 2019). In 2005, the joint declaration between China and Indonesia on establishing a strategic partnership emphasized the importance of "strengthening educational cooperation, actively engaging in training exchanges, and encouraging mutual language instruction." This marked the beginning of a new phase in the development of Chinese language education in Indonesia (People's Republic of China Central Government, 2005).

However, economic constraints, geographical distance, and language barriers hinder traditional face-to-face Mandarin teaching. Therefore, online Mandarin learning has become an effective way for Indonesian students to improve their Mandarin learning level (Hoon et al., 2019; Kuan & Mohamad, 2024). In this context, Indonesian students can participate in the Chinese Bridge Delegation Online Program to enhance their Mandarin learning outcomes, especially in their communicative skills, where they are exposed to the rich and motivated Chinese learning culture and language environment. Building on this, this study examined the interrelationship between the Chinese Bridge Delegation Online Program, learning motivation, and Indonesian secondary school students' oral willingness to communicate in Mandarin.

## **1.2 Background of the Study**

With the increasing demand for multilingual skills and cross-cultural interaction on the global stage, international Mandarin education has become a crucial component of the global language educational landscape. According to data released by the MOE of the People's Republic of China in March 2024, Chinese language education has been implemented in over 180 countries and regions. Notably, 88 nations have incorporated Mandarin into their national educational frameworks, with over 30 million foreign learners currently studying it. The prominence and influence of Mandarin on the global stage are steadily growing (Ma, 2024).

In this context, since Chinese President Xi Jinping introduced the Belt and Road Initiative (BRI) worldwide in 2013, the ‘Mandarin fever’ phenomenon entered a new phase. Over the past decade, with the sustainable development of the BRI, the demand for Mandarin, especially in oral communication, has surged in partner countries (Guangming Daily, 2023), including key regions such as Southeast Asia, in which Indonesia, as one of the primary founding countries of ASEAN and the largest economy in Southeast Asia, stands out (Zhou et al., 2023).

Building on this trend, this study focuses on a secondary school in West Java, Indonesia, which places a strong emphasis on foreign language learning, particularly the development of students’ speaking skills. In 2024, School A launched a 15-day CBDOP to address the country’s growing demand for Mandarin proficiency, driven by the deepening China–Indonesia partnership. The program combined immersive language learning with cultural exposure, aligning with the school’s focus on practical skills and cross-cultural understanding. Its compact duration balanced intensity with



academic feasibility, serving as both an immediate solution and a potential model for future Mandarin education collaborations.

At the time of this study, the program had only been piloted in School A. According to the official CBDOP statistics (CLEC, 2024), no other Indonesian secondary schools had implemented it. This pilot implementation was primarily due to School A's existing infrastructure for international programs and its long-standing collaboration with Chinese educational institutions. Consequently, School A was selected as the focus of this study to examine the influence of this initiative, particularly its influence on Oral Willingness to Communicate (OWTC).

### **1.2.1 Oral Willingness to Communicate in Mandarin in Indonesia**

Oral Willingness to Communicate (OWTC) refers to learners' readiness and enthusiasm for oral communication in the target language, and it is composed of two key dimensions: Oral Willingness to Communicate Inside the Classroom (OWTCI) and Oral Willingness to Communicate Outside the Classroom (OWTCO). OWTCI reflects learners' willingness to participate in oral interactions during classroom activities such as discussions, role-plays, and presentations, while OWTCO represents learners' readiness to engage in spoken communication in real-life or informal settings outside the classroom, such as conversations with native speakers, online exchanges, or daily social interactions.

These two components are crucial to study because they represent complementary but distinct aspects of learners' communicative engagement. OWTCI directly impacts classroom participation, oral practice opportunities, and teacher-student interactions, which are essential for structured language acquisition. OWTCO, on the other hand, reflects the transfer of classroom learning to authentic

communicative contexts, which is critical for developing fluency, confidence, and intercultural competence. Examining both OWTCI and OWTCO allows for a more comprehensive understanding of learners' oral communication behaviors, as high OWTC in both settings is strongly associated with better oral proficiency, increased motivation, and successful language retention (MacIntyre et al., 1998; Zhou, 2022).

According to the official Chinese proficiency test Hanyu Shuiping Kaoshi (HSK) guidelines, foreign secondary school students are generally expected to reach HSK Level 3 proficiency after three years of Mandarin learning. This level enables students to handle basic communication tasks in daily life, understand and respond to straightforward Chinese on familiar topics, and express themselves clearly in simple conversations (CLEC, 2024). Similarly, the Hanyu Shuiping Kouyu Kaoshi (HSKK) guidelines require students to demonstrate basic oral communication skills, including the ability to engage in simple conversations, pronounce words correctly, and respond appropriately in common social situations, reflecting the expectations for proficiency after three years of study (CLEC, 2024).

The influence of OWTC on the development of oral language proficiency is significant, as active participation in oral communication activities is closely linked to improvements in fluency, pronunciation, and syntactic accuracy (Han et al., 2024; Zhou, 2022). By increasing their willingness to communicate both inside and outside the classroom, students are more likely to practice the language in diverse contexts, seek feedback, and engage effectively in authentic conversations. Furthermore, OWTC contributes not only to language proficiency but also to building a positive learning environment and fostering cultural integration, which is especially valuable in the context of international programs.

Given the socio-economic importance of Mandarin proficiency for Indonesian students under the Belt and Road Initiative (BRI), fostering both OWTCI and OWTCO is important. Indonesian learners' limited exposure to Mandarin in daily life means that a higher OWTC can facilitate more confident and frequent language use, accelerating language acquisition and promoting cross-cultural communication (Wanghe, 2023). Therefore, this study emphasizes both OWTCI and OWTCO to capture a comprehensive picture of students' oral communicative engagement and its impact on their Mandarin learning outcomes.

### **1.2.2 Motivation in Learning Mandarin in Indonesia**

Learning motivation also plays a significant role in foreign language learning, encompassing both intrinsic and extrinsic factors that influence the intensity, direction, and persistence of learners' behaviors. It notably impacts language learners' engagement, perseverance, and overall success (Deci & Ryan, 1985; Ryan & Deci, 2000). Furthermore, learning motivation serves as an important mediator in second language acquisition, particularly in influencing students' willingness to communicate. Research consistently shows a strong correlation between motivation and WTC, with motivated learners exhibiting higher WTC in the target language (MacIntyre, 1996; MacIntyre et al., 1998; Elahi Shirvan et al., 2019). Studies focused on Mandarin learning have also highlighted a positive relationship between Chinese learning motivation and WTC (Yi Wei, 2012; Li Zhenzhen, 2014).

Moreover, this study's focus on Indonesian students is particularly relevant. In recent years, the rapid development of China's economy, particularly after implementing the BRI, has sparked a growing interest in learning Mandarin. As the birthplace of the '21st Century Maritime Silk Road,' Indonesia has experienced

substantial economic growth since 2013, largely propelled by the BRI. The collaboration between China and Indonesia has significantly benefited Indonesia's economic progress. Consequently, the number of Indonesian students learning Mandarin has steadily increased. Many Indonesian students are also choosing to pursue higher education in China, recognizing the opportunities for national development (Rakhmat, 2023). This trend is supported by the availability of Mandarin courses in Indonesian schools, with China now being the second most favored overseas study destination for Indonesian students (Lin, 2022).

### **1.2.3 Mandarin Learning in Indonesia**

Mandarin education in Indonesia has developed steadily in recent years alongside the country's increasing engagement in international trade, tourism, and cultural exchange with China (Guo, 2018; Tang, 2024). Mandarin courses are now offered in a variety of educational settings, including public and private secondary schools, universities, and Confucius Institutes, and have gradually become an important component of foreign language education in the country (Amalia et al., 2024).

In Indonesian schools, Mandarin instruction is primarily organized around structured curricula and standardized textbooks, with lessons focusing on the progressive acquisition of grammar, vocabulary, and literacy skills (Deng, 2023). Classroom activities generally follow a teacher-led framework, supplemented by exercises in reading, writing, and comprehension that support systematic learning. In addition to classroom-based instruction, some institutions have begun introducing extracurricular activities such as Mandarin clubs, cultural workshops, and online

learning platforms to create opportunities for language practice and cultural exposure (Lü & Zhang, 2023; Wu, 2023).

Recent years have also seen a growing emphasis on integrating Mandarin education with modern pedagogical tools and cultural engagement. Schools and training centers increasingly utilize multimedia materials, online resources, and technology-assisted exercises to enhance student participation and interest. International programs, such as CBDOP, further contribute to the diversification of teaching resources, combining language acquisition with cultural learning experiences (Lü & Zhang, 2023; Wu, 2023).

Overall, Mandarin education in Indonesia is progressing toward a more diversified and modernized framework. The growing social demand for Mandarin proficiency and the availability of international teaching resources provide favorable conditions for further aligning Indonesian Mandarin instruction with global trends in Chinese language education.

#### **1.2.4 Chinese Bridge Delegation Online Program in Indonesia**

##### **1.2.4(a) Overview**

Since 2020, online teaching has become popular, and the CLEC launched the Chinese Bridge Delegation Online Program. The CBDOP combines Online Live Course (OLC), Recorded Video Courses (RVC), and Online Activities (OA), integrating Chinese learning and cultural practice (CLEC, 2021). Compared with traditional offline Mandarin learning, the CBDOP has the characteristics of a short semester (1-3 weeks), large scale (more than 60 people), and diverse objects. According to incomplete statistics, the CBDOP was held 1524 times from 2020 to

2023 and has become a popular way to learn the Chinese language and culture(Wu, 2023). After years of exploration and practice, the CBDOP has been continuously refined and improved, accumulating valuable experience in platform development, technical methods, teaching programs, and other areas, thereby laying a solid foundation for the long-term growth of online programs. The CBDOP offers unique advantages, including the absence of geographical restrictions, rich content, flexible delivery methods, and low organizational costs. Additionally, the rapid advancements in network communication and virtual reality technologies have provided vast potential for the further development of online programs. From this perspective, the future of the CBDOP appears promising (Wu, 2023).

#### **1.2.4(b) Participants and Duration**

Against this backdrop, School A decided to implement the CBDOP, which lasted for 15 days. Firstly, the growing demand for Mandarin proficiency, particularly in oral communication, in Indonesia, driven by the expanding economic and educational ties between China and Indonesia, necessitates that students acquire practical language skills for academic and professional success. Given School A's existing focus on Mandarin education, the program was well-suited to meet these needs. Secondly, the CBDOP provides an immersive learning experience that integrates language acquisition with cultural exposure, enabling students to apply their Mandarin skills in real-world contexts while enhancing their communicative competence. This approach aligned with the school's mission of promoting cross-cultural understanding and global awareness. The program's 15-day duration offered an intensive yet manageable learning experience, which complemented students' regular academic responsibilities. Therefore, implementing the CBDOP at School A

not only addresses the immediate educational needs of its students but also serves as a model for future Mandarin education collaborations across Indonesia, highlighting the importance of international exchange programs in language learning.

#### **1.2.4(c) Program Structure**

Given the program's emphasis on oral interaction through speaking and listening activities in both language and cultural sessions, it is particularly relevant to examine students' Oral Willingness to Communicate (OWTC). OWTC, as a key dimension of WTC, directly reflects learners' readiness to engage in spoken communication, which is essential for maximizing the benefits of such an immersive and communicative program. Investigating OWTC thus provides a focused lens to assess how well the program fosters students' oral participation, which is often a critical goal in short-term language and culture immersion experiences.

The 15-day Chinese Bridge Delegation Online Program (CBDOP) implemented a meticulously designed syllabus that synergistically combined language acquisition, cultural immersion, and virtual exchange to enhance oral communication willingness (CLEC, 2025). The curriculum followed a progressive three-stage structure: foundational (Days 1-5), thematic (Days 6-10), and applied (Days 11-15), each carefully calibrated to build both linguistic competence and communicative confidence.

Language instruction formed the core of the program, utilizing "Kuai Le Han Yu" Book 3 as the primary textbook supplemented with WTC-focused materials. Each 180-minute daily session employed a research-based instructional sequence: 45 minutes of PPP-method grammar/vocabulary instruction, 60 minutes of scaffolded speaking practice (including anxiety-reduced role-plays of school introductions and

market negotiations), 45 minutes of authentic listening comprehension using CCTV clips, and 30 minutes of functional literacy exercises. The flipped classroom approach required pre-session review of 15-20 minute grammar videos, maximizing live interaction time.

Cultural modules provided meaningful contexts for communication, with daily 120-minute thematic units: Day 1 featured tea ceremony dialogue practice, Day 2 incorporated festival reenactments with turn-taking phrases, while subsequent days integrated martial arts commands, calligraphy compliments, and pop culture discussions. Each cultural session blended expert input (40 minutes), hands-on workshops (50 minutes), and reflective Q&A (30 minutes), all designed with embedded communication tasks.

Virtual components created authentic interaction opportunities through three scaffolded experiences: a Day 3 university tour with information-gap tasks, a Day 7 Great Wall VR exploration requiring directional guidance, and a Day 10 Alibaba visit featuring simulated interviews. These were strategically placed to allow application of accumulated linguistic and cultural knowledge.

#### **1.2.4(d) Instructors**

All the teachers involved in the program brought extensive experience teaching Chinese as a foreign language, ensuring a high level of expertise in language acquisition. These instructors were also well-versed in online teaching methods and used the CBDOP platform to deliver their courses. Additionally, the teachers collaborated in collective lesson planning, selecting appropriate teaching materials such as slides, videos, and other resources from the comprehensive teaching resource library available on the official CBDOP platform. In addition to the language



instruction, senior cultural teachers were responsible for the Chinese culture experience classes. These instructors meticulously curated the teaching materials and content, ensuring the cultural courses were informative and engaging. The courses were designed to be rich and diverse, offering students a comprehensive understanding of traditional Chinese culture. Through these thoughtfully crafted courses, students could fully appreciate Chinese culture's depth, history, and beauty, gaining valuable insights into its deep influence on various aspects of life.

#### **1.2.4(e) Teaching Methods**

Upon completion of all courses within the program, students were required to undergo a comprehensive and unified assessment to evaluate their overall performance and understanding. The final evaluation combined exam scores, which tested students' knowledge and mastery of key concepts, with their daily performance throughout the program, which reflected their engagement, participation, and consistency in applying the learned material. Instructors provided detailed and constructive feedback based on these assessments, offering valuable insights into each student's strengths and areas for improvement. This feedback aimed to guide students in refining their skills and enhancing their learning experience. Additionally, to gather insights into the program's effectiveness and impact, students were asked to complete a detailed survey. The survey included questions regarding various aspects of the program, such as the quality of teaching, the usefulness of the learning materials, and their overall satisfaction with the online learning experience. The results of the survey were intended to inform future improvements and help shape the design of similar programs, ensuring they better meet students' needs and maximize learning outcomes.

#### **1.2.4(f) Assessment and Evaluation**

Upon completion of all courses within the program, students were required to undergo a comprehensive and unified assessment to evaluate their overall performance and understanding. The final evaluation combined exam scores, which tested students' knowledge and mastery of key concepts, with their daily performance throughout the program, which reflected their engagement, participation, and consistency in applying the learned material. Instructors provided detailed and constructive feedback based on these assessments, offering valuable insights into each student's strengths and areas for improvement. This feedback aimed to guide students in refining their skills and enhancing their learning experience. Additionally, to gather insights into the program's effectiveness and impact, students were asked to complete a detailed survey. The survey included questions regarding various aspects of the program, such as the quality of teaching, the usefulness of the learning materials, and their overall satisfaction with the online learning experience. The results of the survey were intended to inform future improvements and help shape the design of similar programs, ensuring they better meet students' needs and maximize learning outcomes.

### **1.3 Problem Statement**

The fundamental problem addressed in this study is the critically low Oral Willingness to Communicate (OWTC) in Mandarin among Indonesian secondary school students, which manifests differently inside (OWTCI) and outside (OWTCO) the classroom. Within classroom settings, students demonstrate persistent reluctance to engage in voluntary oral interactions despite years of Mandarin instruction, primarily due to teacher-centered pedagogies that emphasize rote learning over authentic communication (Lü et al., 2023). This results in minimal participation in

discussions, presentations, or role-plays unless explicitly required. Outside classroom contexts, the problem is exacerbated by severely limited opportunities for practical application, as students lack access to Mandarin-speaking communities or informal conversational settings (Dong, 2018). This dual deficiency creates a self-perpetuating cycle where students neither develop confidence through classroom practice nor find meaningful opportunities to apply their skills in real-world situations, ultimately hindering their ability to achieve functional Mandarin proficiency. The current study specifically examines how the Chinese Bridge Delegation Online Program addresses both dimensions of OWTC through its integrated curriculum through structured, motivation-driven classroom activities while simultaneously enhancing OWTC by creating virtual bridges to authentic communication contexts. Crucially, the research investigates how improvements in learning motivation might differentially mediate gains in these two distinct but interrelated aspects of OWTC, with classroom-focused motivation potentially boosting OWTCI while broader integrative motivation may more strongly influence OWTCO. This distinction is particularly significant in the Indonesian context where traditional language teaching methods have failed to nurture either dimension of OWTC, despite growing economic and educational ties with Chinese-speaking regions. The study's focus on both constructs provides a more comprehensive understanding of how to break the cycle of communicative avoidance that currently characterizes Mandarin learning in Indonesian secondary education.

The CBDOP is an initiative designed to promote Chinese language learning and cultural exchange among learners worldwide. It seeks to enhance mutual understanding between Chinese and foreign youths by providing an immersive experience through real-time lectures, video courses, and online activities. From 2020 to 2021, CBDOP engaged over 95,600 students from nearly 190 countries, organizing

more than 600 online delegations with the participation of over 200 educational institutions (CLEC, 2024). Existing studies highlighted CBDOP's ability to create an enriched language environment that promotes engagement and interaction. For example, Li Jiayu (2022) found that Indonesian university students who engaged in CBDOP's cultural immersion activities, such as traditional Chinese art workshops, exhibited greater enthusiasm for Mandarin learning. Similarly, Ma Kao (2023) observed that the program's thematic approach, integrating culturally relevant content, enhanced learners' curiosity and provided opportunities for real-time interaction. This suggests that the CBDOP could create an enriched learning environment or platform, promoting both intrinsic and extrinsic motivation, which are critical in promoting OWTCI and OWTCO.

Learning motivation, comprising intrinsic and extrinsic factors, is widely recognized as a key determinant of second language learning outcomes. According to Deci and Ryan's Self-Determination Theory (SDT; 1980, 1985), intrinsic motivation arises from learners' internal drives, such as curiosity and personal interest, whereas extrinsic motivation stems from external rewards or social expectations. Both types of motivation significantly shape learners' behaviors and attitudes toward communication. Students with higher motivation are more likely to initiate and participate in oral interactions, which positively influences their communicative competence and language proficiency (Peng & Woodrow, 2010; Dörnyei & Ushioda, 2021).

While previous studies have emphasized the effect of motivation on willingness to communicate (WTC), most have concentrated on general WTC rather than its oral dimension (OWTC). This study builds on prior research but extends it by examining how motivation mediates the relationship between the CBDOP and OWTC

among Indonesian secondary school students. The mediating role of motivation is theoretically supported by SDT, which positions motivation as a dynamic psychological process that links external learning environments (e.g., CBDOP activities) to learners' behavioral outcomes (e.g., OWTC). This approach addresses a gap in prior studies, which have seldom treated motivation as a mediating factor in Mandarin OWTC, particularly in the context of online and cross-cultural programs (Khajavy & Ghonsooly, 2017; Lee & Lee, 2020).

The L2 Motivational Self System (L2MSS) has been widely applied in WTC research; however, it assumes a linear cause-and-effect relationship in which learners' ideal L2 self straightforwardly predicts WTC. Such a perspective oversimplifies the dynamic and interactive nature of motivation, which fluctuates across learning contexts and is influenced by continuous interactions between internal drives and external stimuli (Lamb et al., 2019; Lan et al., 2023). By contrast, SDT provides a more flexible framework for understanding how motivation evolves in response to engaging learning environments like the CBDOP.

Moreover, existing studies have been largely quantitative, leaving mixed-methods research underrepresented. Integrating qualitative insights, such as classroom observations or student reflections, with quantitative measures can reveal how motivation and OWTC develop over time, providing a more holistic understanding of the language learning process (Creswell & Plano Clark, 2018; Wei & Xu, 2022). This methodological combination is particularly useful for examining the nuanced psychological and behavioral changes triggered by programs like the CBDOP.

In summary, this study addresses multiple gaps: (1) limited research on OWTC in Mandarin among Indonesian learners, (2) the lack of investigation into the

mediating role of motivation between immersive online programs and OWTC, and (3) the underuse of mixed methods to capture the complexity of second language learning in a digital, cross-cultural context.

#### **1.4 Research Objectives**

1. To examine the influence of the Chinese Bridge Delegation Online Program (CBDOP) on Oral Willingness to Communicate (OWTC) in Mandarin among Indonesian secondary school students in terms of :
  - a) Oral Willingness to Communicate Inside the classroom (OWTCI)
  - b) Oral Willingness to Communicate Outside the classroom (OWTCO)
2. To examine the most positive influential dimension (OLC, RVC, OA) of the CBDOP on the OWTC in terms of :
  - a) OWTCI
  - b) OWTCO
3. To examine whether the learning motivation mediates the influence of the CBDOP on OWTC in terms of :
  - a) OWTCI
  - b) OWTCO
4. To determine which dimension of learning motivation (intrinsic or extrinsic motivation ) is more influential as a mediating role in the influence of CBDOP on OWTC in terms of :

- a) OWTCI
  - b) OWTCO
5. To explore the students' views in experiencing the CBDOP as a motivational program to enhance the OWTC in terms of :
- a) OWTCI
  - b) OWTCO

### **1.5 Research Questions**

1. Is there any significant influence of the CBDOP on OWTC in terms of:
  - a) OWTCI?
  - b) OWTCO?
2. Which component (OLC, RVC, OA) of the CBDOP has the most significant influence on OWTC terms of :
  - a) OWTCI?
  - b) OWTCO?
3. Does learning motivation mediate the influence of the CBDOP on OWTC in terms of:
  - a) OWTCI?
  - b) OWTCO?
4. Which dimension of learning motivation (intrinsic and extrinsic) is more influential as a mediating role in the influence of CBDOP on OWTC terms of :

- a) OWTCI?
  - b) OWTCO?
5. What are the students' views on experiencing the CBDOP as a motivational program to enhance the OWTC in terms of :
- a) OWTCI?
  - b) OWTCO?

## 1.6 Research Hypotheses

This study proposes directional causal and mediation hypotheses, investigating the influence of the CBDOP on students' OWTCI and OWTCO, as well as the mediating role of learning motivation. The hypotheses are as follows:

1. There is a significant influence of the CBDOP on OWTC terms of :
  - a) OWTCI.
  - b) OWTCO.
2. The components of CBDOP (OLC, RVC, OA) have a similar positive influence on OWTC terms of :
  - a) OWTCI.
  - b) OWTCO.
3. Learning motivation mediates the influence of CBDOP on OWTC in terms of :
  - a) OWTCI.
  - b) OWTCO.



4. Intrinsic motivation is more influential than extrinsic motivation as a mediating role in the influence of CBDOP on OWTC terms of :
  - a) OWTCI.
  - b) OWTCO.

### **1.7 Significance of the Study**

This study investigated the influence of the CBDOP on OWTC among Indonesian secondary school students and the mediating role of learning motivation. The findings may provide valuable insights that can be extended to other secondary schools in Indonesia and potentially to similar educational contexts in other countries, thus promoting the advancement of Mandarin learning on a broader scale.

Firstly, the study examined whether the CBDOP may significantly influence OWTC, specifically inside the classroom (OWTCI) and outside the classroom (OWTCO). The findings may benefit the Mandarin learners with effective motivations to enhance their oral willingness to communicate. Engaging in cross-cultural interactions through the CBDOP may promote students' desire for active participation and improve their OWTC. Understanding how participation in this program affects OWTC may deepen insights into the relationship between the online program and oral communication competence.

Secondly, teachers may adapt their pedagogical approaches to maximize student engagement by identifying which program components, such as online live courses (OLC), recorded video courses (RVC), and online activities(OA), may significantly influence OWTCI and OWTCO. The findings may serve as a valuable resource for enhancing Mandarin instruction and informing teachers about the

effectiveness of incorporating the CBDOP into their curriculum, ultimately enriching the learning experience.

Thirdly, exploring learning motivation as a mediator may clarify the dynamics of intrinsic and extrinsic motivation in Mandarin learning contexts. This finding may be crucial for developing targeted teaching strategies that resonate with students' motivations and cultural backgrounds by schools and curriculum designers. By demonstrating the value of Mandarin as a bridge to different cultures, the study may inspire students' interest and enthusiasm, facilitating their integration into a global society. Additionally, understanding which dimension of learning motivation, intrinsic or extrinsic, may significantly mediate the relationship between CBDOP and OWTC, and the interplay between these two types of motivation may help teachers focus on promoting intrinsic interests or leveraging external rewards to encourage participation in Mandarin learning.

Lastly, by addressing Research Question 5, the research captured students' perspectives on their experiences with the program. These insights may benefit students, teachers, and curriculum designers by informing future program designs and strategies that better meet diverse learners' needs. Such contributions are also valuable for the broader field of Chinese as a foreign language education, providing qualitative evidence to support the effectiveness of innovative language programs like the CBDOP.

## **1.8 Limitations of the study**

This study focused on Secondary School A in Indonesia, as the CBDOP has not yet been implemented in other secondary schools across the country. This limitation may affect the generalizability of the findings, since sample size is critical

for structural equation modeling and directly influences the stability and accuracy of the results. Furthermore, the relatively short duration of the CBDOP learning cycle may not produce immediate, observable effects on the participants, potentially resulting in conclusions with a narrower scope.

Despite these limitations, efforts were made to enhance the reliability of the sample. This included selecting as many representative samples as possible and ensuring network stability during online learning. Meanwhile, strict classroom management guidelines were enforced in the virtual environment to ensure effective course delivery within the allocated time frames. Furthermore, researchers actively participated in and comprehensively documented the entire program process, ensuring the timely capture of formative data and expanding the scope of effective data collection. These measures aim to reduce potential limitations and support the credibility of the study outcomes.

## **1.9 Operational Definitions**

### **1.9.1 Willingness to Communicate**

MacIntyre et al. (1999) defined willingness to communicate (WTC) in second language learning as an individual's readiness to engage in communication in specific situations, reflecting a conscious choice to either participate in or avoid communication. Building on this foundational definition, MacIntyre et al. (2001) further explored the dimensions of WTC, emphasizing the distinction between willingness to communicate inside and outside the classroom. They categorized WTC across four language skills: reading, writing, speaking, and listening into willingness to communicate inside and outside the classroom.

This study focused specifically on the speaking dimension of WTC, referred to as Oral Willingness to Communicate (OWTC). OWTC was further differentiated into Oral Willingness to Communicate Inside the Classroom (OWTCI) and Outside the Classroom (OWTCO) to capture the contextual variations in learners' communication behaviors. These concepts were applied in the context of Indonesian secondary school students learning Mandarin through the Chinese Bridge Delegation Online Program (CBDOP) to investigate its influence on OWTCI and OWTCO.

### **1.9.2 Learning motivation**

Deci and Ryan (1985) defined learning motivation as the driving force behind individuals' engagement in educational activities, distinguishing between intrinsic and extrinsic motivation. Intrinsic motivation stems from the learner's inherent interest and enjoyment in learning, leading to confident and joyful participation. In contrast, extrinsic motivation is driven by external awards or pressures, such as the pursuit of rewards, recognition, or the fulfillment of expectations imposed by others. In this study, learning motivation referred to both intrinsic and extrinsic motivational factors influencing the OWTC of Indonesian secondary school students participating in the CBDOP.

### **1.10 Summary**

This chapter gave a comprehensive introduction to this study, establishing the foundation for examining the influence of the CBDOP on Indonesian secondary school students' OWTC in Mandarin, as well as the mediating role of learning motivation. The chapter began with an overview of the study's context and significance, highlighting the research's necessity and importance. The background section