

Integrative Motivation of Students towards Learning Mandarin in Scotland and Hong Kong

LAM, Sin-Manw Sophia

CHENG, Wing-Tung Michelle*

Abstract

The study was conducted under the backdrop of the increasing demand of Mandarin-learning in Scotland and Hong Kong. Inspired by Gardner's (2010) socio-educational model, this study is the first to compare students' integrative motivation towards learning Mandarin under the two contexts. The data was obtained from a total of 132 secondary school students (54 from Hong Kong, and 78 from Scotland) through questionnaires. It also aimed to examine the robustness and culture-specific applicability of the model. Due to the geographical proximity and cultural similarity to Chinese, the integrativeness of non-Chinese speaking (NCS) students in Hong Kong is expected to be relatively higher compared to the students in Scotland. However, the results showed that NCS students displayed lower integrative motivation than students in Scotland. The significant difference we identified lay upon one of the constructs - fear of assimilation. This unexpected phenomenon could invite more in-depth studies on factors affecting integrative motivation in learning Mandarin.

Keywords: Mandarin learning, integrative motivation, foreign language learning, second language acquisition, motivation intensity

LAM, Sin-Manw Sophia, Department of Chinese Language Studies, The Education University of Hong Kong, HK. Email: ssmlam@eduhk.hk.

*CHENG, Wing-Tung Michelle, Graduate School, The Education University of Hong Kong, HK. Email: chengwt@eduhk.hk. (corresponding author)

Mandarin Chinese is recognized as one of the important languages in the global economy and has seen a rise in the number of learners over the past decades. In 2014, England had more than 13% of maintained secondary schools and 46% of independent schools offering Chinese (Tinsley & Board, 2014). In addition, the Swire Chinese Language Foundation, a private initiative, supported approximately 18,800 pupils across 127 schools to learn Mandarin in the UK in 2020/2021 (Swire Chinese Language Foundation, 2020). With the growing number of students learning Mandarin Chinese, this study aims to explore the second/foreign language learning motivation of secondary school students.

It is generally accepted that motivation is one of the key predictors of success in second language acquisition and maybe a more accurate predictor of learner achievement than aptitude. Although there is ample scholarly discussion on foreign language learning motivation (cf. Boo et al., 2015 for a recent comprehensive overview), little attention has been focused on cases of learning Mandarin. The *Mandarin Language Learning Research Study* (CILT, 2007) also revealed that secondary school students in England perceived Mandarin as one of the most difficult languages among all foreign languages and that led to fairly high dropout rates. Orton (2016) stated that the difficulties encountered and the lack of accomplishment in learning Mandarin were key reasons for the loss of motivation and interest among students. However, few attentions were given to review and examine the situation. In effort to provide a more comprehensive picture of the Mandarin Chinese learning motivation among secondary school students, two very different contexts—Scotland and Hong Kong—were selected for this comparison study.

Before examining the motivation for learning Mandarin Chinese in the European and Asian contexts, it is necessary to understand the difference between the two educational systems towards Mandarin Chinese learning. In Scotland, the 1+2 approach requires students to learn two modern foreign languages (e.g. French, Spanish, German, Mandarin Chinese, Japanese, etc.) from Year 5 to

Year 9 (Scottish Government Languages Working Group, 2012), students have the autonomy to choose which languages to study. While in Hong Kong, the government encouraged Chinese learning for all citizens disregarding ethnicity since the handover of its sovereignty to China in 1997. As a result, Non-Chinese speaking students, accounting for approximately 3% of the total student enrolment (Panel on Education, 2017), are compulsory to learn Chinese as a core subject in Hong Kong secondary schools. As proved by previous research studies, contextual differences such as education policy, language environment (second language or foreign language) as well as cultural background of learners would bring impacts to students' motivation (Karsten & Gregor, 2018; Kong et al., 2018; Taguchi et al., 2009; Yashima & Zenuk-Nishide, 2008). Given the different education and political backgrounds, it is expected that the motivation of learning Mandarin Chinese amongst students in these two contexts will be varied.

Currently, there remains a lack of research on Mandarin learning motivation. Most studies related to Mandarin Chinese primarily focused on learning difficulties, especially in learning tones and Chinese characters (Hu, 2010; Zhang & Li, 2010; Zhu & Li, 2014). Therefore, the present study aims to understand the motivation of secondary students in learning Mandarin in the European and Asian context, as the authors believe that examining Mandarin learning motivation of students might provide insights for teachers and practitioners to develop effective pedagogy and design better curriculum for teaching and learning Mandarin.

1 LITERATURE REVIEW

1.1 Language learning motivation

Motivation has long been considered as one of the most important determining factors of success in acquiring a second or foreign language. It is “a state of cognitive and emotional arousal, which leads to a conscious decision to act and gives rise to a period of sustained intellectual and/or physical effort to attain

a previously set goal” (William & Burden, 1997, p. 120). To successfully acquire a language, it is necessary for an individual to constantly decide to exert effort in order to sustain the learning behaviour. It is also regarded to be the impetus for learners continue the language process. Therefore, researchers (e.g. Dörnyei & Ushioda, 2011; Gardner, 2010) have been identifying factors that would affect language learners’ motivation such as aptitude, teachers’ practices, contact with the target language community, application of the target language in daily life (Campbell & Storch, 2011; Shum et al., 2011).

1.2 Integrativeness in learning foreign language

The fundamental tenet of Gardner’s (2010) socio-education model is that “students’ attitudes toward the particular language group are bound to influence how successful they will be in incorporating aspects of that language” (Gardner, 1985, p. 6). The two prominent orientations of this model, *integrative motivation* and *instrumental motivation* laid the foundation of this study. Integrative motivation refers to favorable attitudes toward the target language community, possibly a wish to integrate and adapt to a new target culture through the use of the language (Gardner, 1985); while instrumental motivation refers to utilitarian motives in learning a language (Gardner, 2010), such as getting a higher salary or better career developments. Integrative and instrumental motivation has been widely examined in English as a Foreign Language (EFL) learning. Yet, English is a lingua franca, learners’ attitudes toward the English language speakers or its culture lose meaning in the socio-education model (Dörnyei, 2012). In other words, the concept of target language community is no longer being recognized as specific community. This led to the question of whether integrative motivation existed among various language learner groups and diverged in different contexts (e.g. Dörnyei, 1990; Lamb, 2004; Warden & Lin, 2000; Yashima, 2009). Therefore, this study focuses on the construct of integrativeness in the case of learning Mandarin Chinese as foreign language.

Previous discussions (e.g. Hickey, 1997; McGroarty, 2001) regarding how

the context influences language learning implied that language learning not only resides in the individual, but also in the interaction of the individual with the environment. The socio-educational model focuses on the cultural context and educational setting. The cultural components concern interest in and openness to another cultural group, while the education setting includes the school environment, teaching practices and specific classroom setting (Gardner, 2010). Gardner (2005) clarified that integrative motivation does not mean one wanting to become a member of the other cultural community, but rather it refers to learners' openness to taking on characteristics of another cultural/linguistic group. Learners' subjective feelings and attitudes in relation to the target language, to the speakers of the language, and to the culture, will determine the degree of success in foreign language learning. Therefore, grounded in social milieu, this study adopted related affective variables from Gardner's (2010) socio-educational model to examine students' Mandarin learning motivation, including learners' integrative orientation, attitudes towards Mandarin Chinese speaking people, attitudes toward learning Mandarin, motivational intensity, and desire to learn Mandarin. Past studies (e.g. Gardner et al., 2004; Ruan et al., 2015) found high levels of contact with L2 community would lead to higher levels of integrativeness. Wen (2011) compared the Chinese learning motivation of bilingual, heritage and non-heritage learners in the United States and found that positive learning attitudes and experience were significant motivational forces in predicting learning efforts and strategies. Thus, it further suggested that a wide exposure to the Chinese culture is of paramount importance in order for learners to develop a sustained interest in learning the language.

1.3 Factors reduce integrativeness

Although connecting with the L2 community may lead to higher integrative motivation and enhance a person's foreign language acquisition, there are factors that may hinder learners' willingness to contact with the target community, such as foreign language anxiety and fear of assimilation. Fear of assimilation is

individual's perception on learning or using second/foreign language that will result in a loss of their own cultural and linguistic values (e.g. Csizér & Dörnyei, 2005; Taguchi et al., 2009). It is a sense of threat to the original culture imposed by the values and speakers of the second/foreign language. Usually, fear of assimilation is in opposed direction of integrativeness; as strong prejudices towards one's original culture can discourage the willingness to connect or to form close social relationships with the second/foreign language speakers (Mohammadi, 2017). In addition, the adaptation to the target culture other than English might be different from that of English. Gardner's macro L2 motivation perspective never made significant impacts among the micro-social context in which instructed language learning occurs, nor does it relate to the day-to-day realities of L2 teachers and learners. Thus, an investigation in the context of Chinese as a second/foreign language provides valuable insights to justify the applicability of the model.

On the other hand, foreign language anxiety is a situation-specific anxiety construct that refers to the negative emotional reactions to learning a second/foreign language. Such anxiety stemmed from challenging the learner's self-concept as a competent communicator (as they were usually socially adept individuals when communicating in native language), resulting in a rise of self-consciousness, self-doubt and fear (Horwitz, 2000). Past studies have found that language anxiety was correlated to motivation and the willingness to communicate (Eddy-U, 2015; Liu, 2017; MacIntyre, 2007; MacIntyre & Legatto, 2011); and was correlated to students' Chinese learning motivation in different contexts (e.g. Clément et al., 1994; Gardner et al., 1992; Luo, 2018).

1.4 The present study

Most recent research focused on the motivation of learning English, as well as how the foreign language context has influenced the language learning (Dörnyei, 2001), little attention has been paid to investigate the integrative motivation of learning Mandarin. There has been only a handful of studies related to students' motivation in learning Chinese as a second/foreign Chinese were published in

the last decade. Furthermore, there is a lack of comparative study between the European and Asian context for second/foreign language acquisition. Conducting a comparative study can shed lights on the impact of the learning environment towards language learners. Also, most of the previous studies were conducted at university level or adult learners (Bo & Fu, 2018; Campbell & Storch, 2011; Ruan et al., 2015; Wen, 2011), lacking voices from secondary school students. Instrumentality is mostly found in foreign language motivation of university students and adults, whereas it might not be the case in adolescents. It is believed that understanding the Chinese learning motivation of secondary school students in different contexts can provide valuable pedagogical insights for educators in the field.

The above-mentioned studies grasped the relevant constructs of motivation which are related to the present study. Nevertheless, they failed to explain the integrative motivation of students in learning Mandarin. Hence, to fill in this research gap, this study situates its focus on exploring possible similarities and differences in integrative motivation in learning Mandarin across the contexts of Scotland and Hong Kong. To be specific, this study objective is to

1. Examine how Gardner's socio-educational model (2010) can be used to understand students' integrative motivation towards learning Mandarin
2. Investigate the differences of integrative motivation of Mandarin learning in secondary school students in Scotland and Hong Kong

2 METHODOLOGY

2.1 Research design

This research adopted a quantitative design to explore the attitude, values, beliefs and motives of students (Dörnyei & Taguchi, 2010; Robson, 2011) in learning Mandarin as a second/foreign language. The population participating in this study consisted of adolescents studying Mandarin in secondary schools in Hong Kong and Scotland. Invitations to participate in the research were sent

to all international schools in Hong Kong and Scotland, which offer Mandarin as a second/foreign language. Since Mandarin Chinese was at its initial stage of development in Scotland, schools which offer Mandarin Chinese as formal curriculum instead of enrichment class are selected. Four private schools, 56 students in total from Edinburgh city and one Direct Subsidy School (DSS) with 78 students from the rural area in Hong Kong participated in study. The students in the two contexts are Secondary 3 and Secondary 4 students as they are eligible to sit for the General Certificate of Secondary Education (GCSE), International General Certificate of Secondary Education (IGCSE) or Scottish Qualifications Authority (SQA) Mandarin examination and attaining equivalent level of proficiency in Mandarin. In Scotland, more than 80% students are British and more than 85% have English as their first language. In Hong Kong, the students come from a more diverse ethnicities, the largest group of students is Filipino (i.e., 29.5%), followed by 15.4% of British and 11.5% of Indian. Approximately 50% of the students use English as their first language, 17.9% use Tagalog as their mother tongue. In general, the participants in both contexts are non-native Chinese speakers with alphabetic language as their first language.

2.2 Measure

The questionnaires were divided into two sections. The first section was pertaining to pupils' integrative motivation towards learning Mandarin, which were adopted from the subscales (integrative orientation, attitudes towards learning L2, attitudes towards L2 community, desire to learn the L2, motivational intensity) of the standardised Attitude/Motivation Test Battery (AMTB) (Gardner, 1985). To assess any factors that may demotivate students' foreign language learning motivation, fear of assimilation (Taguchi et al., 2009) and foreign language anxiety scale (Horwitz, 1986) were also adopted. A 4-point Likert Scale (Strongly disagree = 1; strongly agree = 4) was adopted in which participants were asked to provide their level of agreement with a statement. The second part of the questionnaire was designed to understand students' contact with the target community such as the

frequency of using Mandarin, and number of Mandarin-speaking friends. There is also an open-ended question asking students to share their “reason(s) of learning Mandarin”.

2.3 Data analysis

The data collected from the questionnaires was processed in the Statistical Package for the Social Sciences (SPSS). The scores provide descriptive statistics, which were used to represent different aspects of integrative motivation of the students (Robson, 2011). For negatively keyed statements, the score entering were processed reversely. A non-parametric test was carried out to understand the normality of the data. To compare the means of two independent groups (Scotland and Hong Kong), independent sample t-tests were conducted. In addition, correlational analysis was conducted to understand how the subscales are related with each other.

2.4 Reliability of data

To ensure the reliability of the questionnaires, Cronbach’s Alpha reliability test was used to verify the subscales. Cortina (1993) suggested that when Cronbach’s alpha reaches values around and/or above .7 are considered as valid. The reliability of the subscales is presented in Table 1. The two subscales *Fear of assimilation* and *Language anxiety* are lower than .7, this may be due to the insufficient empirical testing of the questions and some of the questions might not have been applicable in the Scotland or Hong Kong context. In addition, with only two statements under the subscale *Language anxiety*, thereby, statistical results for these two subscales shall be interpreted with extra caution.

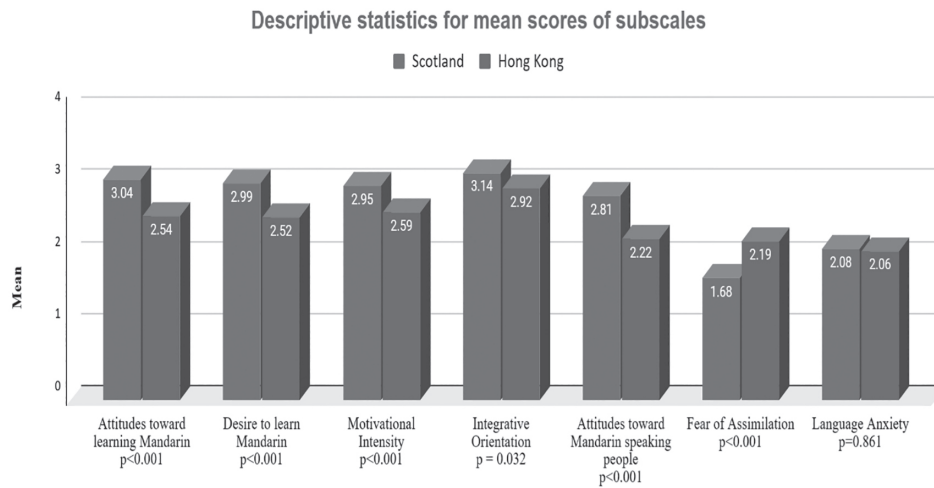
Table 1. Cronbach's alpha of subscales

Subscale	Cronbach's Alpha
Attitudes toward learning Mandarin	.904
Desire to learn Mandarin	.873
Motivational intensity	.783
Integrative orientation	.787
Attitudes toward Mandarin speaking people	.798
Fear of assimilation	.618
Language anxiety	.052

3 RESULTS

A total of 134 participants were recruited from four schools in Scotland (56 students) and a direct subsidy school in Hong Kong (78 students). The completed data were obtained from 132 participants as 2 out of 134 questionnaires were not completely filled. All of the presented data have been anonymized, ethical approval was granted for this research project. The mean scores of the seven subscales were analysed between Scotland and Hong Kong (cf. Figure 1). In general, students from Scotland scores significantly higher than Hong Kong in five of the subscales: “attitudes toward learning Mandarin”, “desire to learn Mandarin”, “motivational intensity”, “integrative orientation”, and “attitudes toward Mandarin speaking people”. For the remaining two subscales, “fear of assimilation” and “language anxiety”, a smaller number is considered more preferable in learning Mandarin. Students from Scotland scores significantly lower than Hong Kong in “fear of assimilation”, while no significant difference was found for “language anxiety”. Each subscale will be further analysed in the below sections.

Figure 1. Descriptive statistics for mean scores of subscales



3.1 Attitudes toward learning Mandarin

This scale consists of five positively worded items and five negative sentiments. After reversing the scale, a higher mean score indicates a positive attitude towards learning Mandarin. In general, there was a significant difference among students in the two contexts ($p < 0.001$), students in Scotland ($M = 3.04$) have a more positive attitude on learning Mandarin than those in Hong Kong ($M = 2.54$). Eight out of ten items under this subscale showed significantly difference between the two groups of students (cf. Table 2). For instance, students in Scotland are more agree with item 2 (learning Mandarin is really great.), and more disagree with item 9 (I hate Mandarin) and item 17 (I would rather spend my time on subjects other than Mandarin.). Only two items (item 21 and 28) have insignificant differences among students in Scotland and Hong Kong. Students from both contexts disagree that Mandarin is a very important part of the school programme and did not plan to learn as much Mandarin as possible.

Table 2. The mean scores for subscale – Attitudes toward learning Mandarin

	Items	Scotland		Hong Kong		t	Sig.
		Mean	SD	Mean	SD		
2	Learning Mandarin is really great	3.36	.653	2.63	.785	5.562***	p<.001
9#	I hate Mandarin	1.50	.720	2.26	.877	-5.190***	p<.001
11	I really enjoy learning Mandarin	3.19	.675	2.61	.752	4.412***	p<.001
17#	I would rather spend my time on subjects other than Mandarin	2.30	.839	2.97	.735	-4.740***	p<.001
21	Mandarin is a very important part of the school programme	2.72	.834	2.73	.786	-0.041	p=.968
26#	Learning Mandarin is a waste of time	1.76	.889	2.40	.998	-3.775***	p<.001
28	I plan to learn as much Mandarin as possible	2.83	.901	2.74	.708	0.605	p=.546
35#	I think that learning Mandarin is dull	1.83	.778	2.33	.822	-3.459**	p=.001
37	I love learning Mandarin	2.94	.785	2.35	.830	3.955**	p<.001
43#	When I leave school, I will give up the study of Mandarin because I am not interested in it	2.31	1.043	2.68	.919	-2.121*	p=.036
Mean of the subscale		3.04	.618	2.54	.549	4.867***	p<.001

negatively keyed; *p < 0.05; **p < 0.01; ***p < 0.001

3.2 Desire to learn Mandarin

Ten items (five positively and five negatively worded) are included, after reversed scoring, a higher mean score express a stronger desire to learn Mandarin. Students in Scotland (M=2.99) generally have significantly stronger (p<0.001) desire than those in Hong Kong (M=2.52). Table 3 presents eight out of ten items that are significantly different between the two groups. For example, Scotland students disagree more on item 25 (I'm losing any desire I ever had to know Mandarin.) and item 16 (I wish I could drop Mandarin.). Only two items (item 14

and 40) have insignificant differences among students from Scotland and Hong Kong, revealing that students from both contexts wish they were fluent in Mandarin but not necessarily willing to spend all of their time to learn this language.

Table 3. The mean scores for subscale – Desire to learn Mandarin

	Items	Scotland		Hong Kong		t	Sig.
		Mean	SD	Mean	SD		
5	I have a strong desire to know all aspects of Mandarin.	2.87	.680	2.44	.785	3.150**	p=.002
8#	Knowing Mandarin isn't really an important goal in my life.	1.96	.898	2.51	.821	-3.574***	p<.001
14	If it were up to me, I would spend all of my time learning Mandarin.	1.71	.723	1.76	.607	-0.382	p=.703
16#	I wish I could drop Mandarin.	1.86	.825	2.56	.913	-4.363***	p<.001
23	I want to learn Mandarin so well that it will become natural to me.	3.09	.861	2.67	.823	2.821**	p=.006
25#	I'm losing any desire I ever had to know Mandarin.	1.76	.710	2.46	.749	-5.169***	p<.001
32	I would like to learn as much Mandarin as possible.	3.12	.824	2.63	.763	3.405**	p=.001
34#	To be honest, I really have no desire to learn Mandarin.	1.89	.954	2.46	.916	-3.442**	p=.001
40	I wish I were fluent in Mandarin.	3.52	.574	3.28	.820	1.805	p=.073
42#	I don't have any desire to learn more than the basics of Mandarin.	1.94	.795	2.52	.704	-4.325***	p<.001
Mean of the subscale		2.99	.572	2.52	.531	4.837***	p<.001

negatively keyed; *p < 0.05; **p < 0.01; ***p < 0.001

3.3 Motivational intensity

This 10-items subscale measure the intensity of students' motivation to learn Mandarin in terms of work done for classroom assignment, a higher mean

score represents students' willingness to pay effort to acquire the language. Overall, Scotland students (M=2.95) pay significantly more effort ($p<0.001$) to study Mandarin than Hong Kong students (M=2.59). However, as shown in Table 4, only half of the items in this subscale are significantly different between Hong Kong and Scotland students. According to the significant items, Scotland students work harder to learn Mandarin (item 33), pay more attention to assignment (item 10) and feedback (item 1) received from Mandarin class; and are more willing to understand Mandarin that they see and hear (item 7) or more complex aspects of this language (item 36).

Table 4. The mean score for subscale – Motivational intensity

	Items	Scotland		Hong Kong		t	Sig.
		Mean	SD	Mean	SD		
1#	I don't pay much attention to the feedback I receive in my Mandarin class.	1.75	.705	2.21	.805	-3.327**	p=.001
7	I make a point of trying to understand all the Mandarin I see and hear.	3.09	.524	2.88	.649	2.020*	p=.046
10#	I don't bother checking my assignments when I get them back from my Mandarin teacher.	1.63	.595	2.14	.884	-3.625***	p<.001
15	I keep up to date with Mandarin by working on it almost every day.	2.12	.732	2.04	.671	0.594	p=.554
19#	I put off my Mandarin homework as much as possible.	2.02	.707	2.28	.781	-1.908	p=.059
24	When I have a problem understanding something in my Mandarin class, I always ask my teacher for help.	3.00	.784	2.76	.907	1.540	p=.126
27#	I tend to give up and not pay attention when I don't understand my Mandarin teacher's explanation of something.	1.85	.751	2.24	.898	-2.595	p=.011
33	I really work hard to learn Mandarin.	2.92	.717	2.45	.765	3.452**	p=.001

36#	I can't be bothered trying to understand the more complex aspects of Mandarin.	2.02	.866	2.63	.945	-3.715***	p<.001
41	When I am studying Mandarin, I ignore distractions and pay attention to my task.	2.51	.674	2.29	.754	1.684	p=.095
Mean of the subscale		2.95	.477	2.59	.479	4.252***	p<.001

negatively keyed; *p < 0.05; **p < 0.01; ***p < 0.001

3.4 Integrative orientation

This subscale contains four items that emphasize the importance of learning Mandarin to permit social interactions with Mandarin speaking people, a higher score indicates a student endorses integrative reasons for studying Mandarin. The integrative orientation of Scotland (M=3.14) and Hong Kong (M=2.92) students display significant differences (p=0.032). Students from Scotland tend to agree upon all the items in this subscale (Table 5), believing that studying Mandarin is important for them to meet, converse, and interact with Mandarin speaking people, as well as to better understand and appreciate the Chinese way of life. Yet, students from Hong Kong only have item 4 scored over 3 (3 = agree), revealing that they believe studying Mandarin is important only because it can allow them to be more at ease with people who speak Mandarin. But they actually have no interest to take the initiative to converse with Mandarin speaking people (item 13) or understand the Chinese way of life (item 22). This explains the significant differences regarding integrative orientation between students from Scotland and Hong Kong.

Table 5. The mean scores for subscale – Integrative orientation

	Items	Scotland		Hong Kong		t	Sig.
		Mean	SD	Mean	SD		
4	Studying Mandarin is important because it will allow me to be more at ease with people who speak Mandarin.	3.17	.643	3.09	.696	0.643	p=.521

13	Studying Mandarin is important because it will allow me to meet and converse with more and varied people.	3.19	.675	2.89	.727	2.316*	p=.022
22	Studying Mandarin is important because it will enable me to better understand and appreciate the Chinese way of life.	3.09	.883	2.80	.678	2.133*	p=.035
30	Studying Mandarin is important because I will be able to interact more easily with speakers of Mandarin.	3.13	.708	2.92	.796	1.549	p=.124
Mean of the subscale		3.14	.596	2.92	.567	2.170*	p=.032

*p < 0.05; **p < 0.01; ***p < 0.001

3.5 Attitudes toward Mandarin speaking people

This subscale consists of six positively worded items, a high score on this subscale indicates a positive attitude toward Mandarin speaking people. Students from Scotland (M=2.81) rated significantly higher scores ($p < 0.001$) towards Mandarin speaking people than those from Hong Kong (M=2.22). As shown in Table 6, Scotland students expressed a more positive attitude towards contacting Mandarin-speaking countries (item 3) and Mandarin speakers (item 12). In contrast, Hong Kong students tend to hold a negative attitude towards Mandarin people. All items under this subscale were rated below three by Hong Kong students, and they strongly disagreed on item 46 (You can always trust native Mandarin speakers.). This illustrates that Hong Kong students are not interested in making friends with Mandarin speakers (item 18), or find Mandarin speakers likeable (item 29), or trustworthy (item 46). The most striking mean difference between Hong Kong and Scotland students can be found on Item 12 ($t=7.386$, $p < .001$), which Hong Kong students do not find most native Mandarin speakers are friendly and easy to get along with.

Table 6. The mean scores for subscale – Attitudes toward Mandarin speaking people

	Items	Scotland		Hong Kong		t	Sig.
		Mean	SD	Mean	SD		
3	If (United Kingdom / Hong Kong) had no contact with Mandarin-speaking countries, it would be a great loss.	3.26	.805	2.72	.851	3.672***	p<.001
12	Most native Mandarin speakers are friendly and easy to get along with.	3.04	.488	2.11	.797	7.386***	p<.001
18	I wish I could have many native Mandarin speaking friends.	2.71	.750	2.20	.827	3.531**	p=.001
29	I would like to know more native Mandarin speakers.	2.76	.744	2.36	.888	2.642**	p=.009
39	The more I get to know native Mandarin speakers, the more I like them.	2.74	.642	2.11	.742	4.797***	p<.001
46	You can always trust native Mandarin speakers.	2.22	.652	1.78	.620	3.606***	p<.001
Mean of the subscale		2.81	.470	2.22	.517	6.736***	p<.001

*p < 0.05; **p < 0.01; ***p < 0.001

3.6 Fear of assimilation

This subscale was concerned with fear of losing the native language and culture because of learning Mandarin language, a lower score is considered as less worry about being assimilated. In general, students from both contexts disagree with the idea that learning Mandarin would affect their own culture and values, still, Scotland students (M=1.68) rated significantly lower scores (p<0.001) than Hong Kong students (M=2.19). As shown in Table 7, Scotland students strongly disagree that a more widespread use of Mandarin would result in forgetting the importance of their own culture (item 6), affecting their chance to speak their mother tongue (item 20) or losing their identity (item 45). Although Hong Kong students also disagree on these items, their disagreement is less strong. The most significant difference between Scotland and Hong Kong students lies on item

45, which is about the danger of losing one's identity when Mandarin language becomes more widespread, revealing that students actually have concern regarding their Hongkongers' identity.

Table 7. The mean scores for subscale – Fear of assimilation

	Items	Scotland		Hong Kong		t	Sig.
		Mean	SD	Mean	SD		
6	I think that there is a danger that I may forget the importance of my own culture, as a result of more widespread use of Mandarin.	1.52	.637	2.19	.982	-4.378***	p<.001
20	Because of the influence of Mandarin, I think I have less chance to speak my mother tongue.	1.29	.457	1.96	1.01	-4.480***	p<.001
31	Because of the influence of Chinese culture, I think my morals becoming better.	2.31	.787	2.32	.857	-0.042	p=.967
38	I think the cultural and artistic values of Chinese are going at expense of my nation's values.	1.86	.791	2.29	.725	-3.057*	p=.003
45	I think that, Mandarin language becomes more widespread, there is a danger of losing my identity.	1.44	.538	2.23	.887	-5.827***	p<.001
Mean of the subscale		1.68	.407	2.19	.554	-5.744***	p<.001

*p < 0.05; **p < 0.01; ***p < 0.001

3.7 Language anxiety

This is the only subscale that does not have significant differences between Scotland and Hong Kong students (p=0.861). According to Table 8, both of them feel nervous speaking Mandarin with native speakers (item 47) and both do not think it is necessary to know so much about Chinese history and culture to understand the Chinese that they read.

Table 8. The mean scores for subscale – Language anxiety

	Items	Scotland		Hong Kong		t	Sig.
		Mean	SD	Mean	SD		
44	I have to know so much about Chinese history and culture in order to understand what I read.	2.06	.669	1.92	.754	1.065	p=.289
47#	I would not be nervous speaking Mandarin with native speakers.	2.89	.769	2.79	1.092	0.543	p=.588
Mean of the subscale		2.08	.581	2.06	.646	0.175	p=.861

negatively keyed – reversed scoring; *p < 0.05; **p < 0.01; ***p < 0.001

3.8 Correlation between subscales

To investigate the correlations between the subscales, Table 9 has showcased the Pearson coefficients, means, and standard deviations by contexts for analysis. Students’ “attitudes toward learning Mandarin”, “attitudes toward Mandarin speaking people”, “desire to learn Mandarin”, “integrative orientation”, and “motivational intensity” are significantly positively correlated with each other in both countries. It is worth to mention that “language anxiety” does not significantly correlate with any subscales except “fear of assimilation” in Hong Kong, whereas “fear of assimilation” is not significantly correlated with “language anxiety” in Scotland when most other subscales do.

Table 9. Correlation matrix (by country) between the questionnaire subscales

	Subscales	Context	Mean	SD	1	2	3	4	5	6
1	Attitudes toward learning Mandarin	Scotland	3.037	.618	-					
		Hong Kong	2.539	.549						
2	Attitudes toward Mandarin speaking people	Scotland	2.811	.470	.605**	-				
		Hong Kong	2.217	.517	.499**					

3	Desire to learn Mandarin	Scotland	2.993	.572	.920**	.602**				
		Hong Kong	2.524	.531	.821**	.491**	-			
4	Fear of assimilation	Scotland	1.680	.407	-.153	-.046	-.096			
		Hong Kong	2.188	.554	-.059	.165	.071	-		
5	Integrative orientation	Scotland	3.144	.596	.820**	.555**	.813**	.032		
		Hong Kong	2.921	.567	.636**	.529**	.659**	.016	-	
6	Language anxiety	Scotland	2.083	.581	.386**	.378**	.413**	.219	.401**	
		Hong Kong	2.064	.646	-.064	-.056	.028	.433**	.062	-
7	Motivational intensity	Scotland	2.948	.477	.793**	.586**	.688**	-.282	.599**	.258
		Hong Kong	2.588	.479	.656**	.364**	.555**	-.204	.374**	-.142

**p < 0.01

4 DISCUSSION

4.1 Integrativeness between Scotland and Hong Kong students

Integrativeness reflects students' desire to learn Mandarin for social reasons, therefore, it assesses attitudinal reactions applicable to the learning of Mandarin that involves the Mandarin-speaking community. In this study, the subscales of "attitudes toward learning Mandarin", "attitudes toward Mandarin speaking people", "integrative orientation", "desire to learn Mandarin" and "motivational intensity" are significantly positively correlated with each other in both Hong Kong and Scotland contexts. As integrativeness comprises the interest in the foreign language, attitudes toward people who speak the language, and ratings of integrative orientation (Gardner, 1985). Both contexts successfully apply the Gardner's socio-educational model (2010) to understand learners' integrative motivation towards learning Mandarin.

In general, Scotland students demonstrated a higher integrativeness than Hong Kong students in learning Mandarin Chinese. This can also be supported by

analysing the answers for the open-ended question regarding students' reason(s) for learning Mandarin. Results revealed that 41.5% of Scotland students learn Mandarin because of their personal interest in the language itself and the Chinese culture, while only 7.5% NCS students share the same interest. However, more than 33% of Hong Kong students responded that they learned Mandarin because it is compulsory at school, and 18.3% regarded learning Mandarin as directly beneficial to their future career. Compared with Hong Kong, students in Scotland are more driven by integrative motivation in learning Mandarin. It is not surprising that Scotland students also have higher average mean scores in other positively correlated subscales, demonstrating their more positive attitudes towards learning Mandarin and Mandarin speaking people, having stronger desire to learn Mandarin and are more willing to give effort to learn Mandarin.

4.2 Integrative motivation: Contact with Mandarin speaking community

Integrative motivation refers to learners not only acquiring the knowledge of the language, but also willing to identify with members of the target language group and to take on very subtle aspects of their behaviour, including their distinctive style of speech and their language (Gardner, 1985). This justifies the claim that adequate contact with the target community plays an important role while discussing foreign language learning motivation.

It is out of the researchers' expectation that in Scotland, as a foreign language context, students reported to have a closer and more frequent contact with native speakers than Hong Kong students. Roughly half of the Scotland students have contact with Mandarin native speakers every day and approximately one third of them have contact with Mandarin speakers up to two to four times a week. In contrast, one third of the students in Hong Kong expressed that they occasionally had contact with Mandarin native speakers, and 16.7% of the Hong Kong respondents never had contact with a Mandarin native speaker. According to Dörnyei (1994), inadequate contact with the target community or language is

one of the major disadvantages of foreign language learning. With the study on the case of Scotland, it has been proven that more chances of communication do improve the integrative motivation of learning L2. That said, the researchers find it interesting that despite the geographical proximity between Hong Kong and Mainland China, Hong Kong students keep a minimal contact with the Mandarin Chinese speaking community.

4.3 Integrative motivation and language anxiety

Language anxiety is being considered as one of the important affective variables in foreign language learning. In this study, language anxiety is the only subscale that does not have significant mean difference between Hong Kong and Scotland, implying that students from both contexts experienced similar tension associated with Mandarin language context. Still, as revealed from the results, language anxiety is correlated with different factors among the two contexts.

With the case of Scotland, language anxiety is significantly positively correlated to all the subscales that contributed to integrativeness. Since learners with high integrative motivation are more willing to contact the Mandarin speaking community, Scotland students have more opportunities to converse with Mandarin speaking people. Past study (Öztürk & Gürbüz, 2013) found speaking in a foreign language is an anxiety provoking factor for language learners, therefore, a possible explanation is provided to understand the correlations between integrativeness and language anxiety. However, such correlation is not applicable for the case of Hong Kong.

As revealed from the results, Hong Kong students' language anxiety is only positively correlated with the fear of assimilation. Across the data, Hong Kong students have continuously shown their uninterest towards learning Mandarin and Mandarin speaking people. Fear of assimilation is not significantly correlated with any subscales in Scotland, but it was significantly correlated with language anxiety in Hong Kong. Compared with students in Scotland, students in Hong Kong are less certain about how the widespread use of Mandarin may influence

Hong Kong's culture, values, and personal identity. Although the NCS students have very diverse ethnic background, including Filipino, Korean, Malaysian, Nepalese, Japanese, South African, German and Indian, etc., yet they demonstrated a sense of local Hong Kong people identity that they wish to preserved. According to Yew and Kwong (2014), local Hongkongers, especially the younger generation, has a cumulative fears over "Mainlandization" undermining Hong Kong's cores values, identity and autonomy. This explains their unwillingness to contact with the Mandarin-speaking community, as well as their less positive attitudes towards Mandarin speaking people.

5 LIMITATION

This study has a number of limitations. First, as a quantitative study, the sample size makes the findings difficult to be generalise. While the Mandarin learner population is still relatively small, accessing and recruiting participants are difficult. Thus, the study is considered as a case study to shed light on the motivation differences between Scotland and Hong Kong students in learning Mandarin Chinese. Second, some factors that may also affect students' Mandarin learning motivation were not considered in this study, for instance, the mandatory status for NCS students in Hong Kong to learn Mandarin compared to participants students in Scotland opt to learn the language, which to certain extent will contribute to the initial motivation of the students. This study found Hong Kong students are less willing to contact with the Mandarin speaking community and is more worry about cultural assimilation, the reason behind would also be factors that affect students' Mandarin learning motivation. Future studies may explore more on these factors and include data from qualitative methods to make more in-depth understanding.

6 CONCLUSION

This study has successfully applied Gardner's socio-educational model (2010) to understand learners' integrative motivation towards learning Mandarin. By comparing the case in Hong Kong and Scotland, an overview was provided to understand how Western and Asian students perceive learning Mandarin and Mandarin speaking community. While the case of Scotland has presented us with data that evident the integrativeness and contact with community in clear terms, the situation in Hong Kong may be indicating the intriguing idea that this specific correlation could involve yet to be discovered factors; the relation cannot be solely understood in terms of the degree of objective proximity. The phenomena itself reflects our insufficient understanding of the relation between contact with the language speaking community and integrative motivation. As the major objective of the current study is to account for integrative motivation while learning Mandarin as a second language, these possible directions would be seen as opportunities inviting for future investigation.

DISCLOSURE STATEMENT

No potential conflict of interest was reported by the authors.

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學習漢語作為第二語言的綜合型動機 —— 香港及蘇格蘭的個案研究

林善敏 鄭穎彤*

摘要

漢語作為第二語言的學習日益普及，無論是香港的非華語學生，或是全球的「漢語熱」，都顯示需求日益增長。本研究以 Gardner (2010) 的社會教育模式為理論基礎，比較了兩種語境下學生學習普通話的綜合動機。是次研究的數據來自 132 名中學生（54 名香港非華語學生，78 名蘇格蘭本地學生）的問卷調查結果。本研究還旨在了解社會教育模型在特定文化的適用性。由於香港地理上相鄰內地，文化亦相似，所以香港非華語學生的綜合性預期會比蘇格蘭的學生高。然而，結果卻顯示非華語學生的綜合動機較蘇格蘭學生為低。我們發現的顯著差異在於其中一個建構因素——對同化的恐懼。這個現象能讓我們對綜合動機及跨文化的因素進行更深入的研究。

關鍵詞：漢語作為第二語言 綜合型動機 語文學習動機 第二語言習得 動機強度

林善敏，香港教育大學中國語言學系。
鄭穎彤，香港教育大學研究生院。（本文通訊作者）