

Research on the Stimulation of Chinese Learning Motivation and the Theoretical Dimension of Chinese International Communication

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ABSTRACT. *As Chinese is increasingly loved by the people of the world, the global Chinese learning boom has also arisen. Because many non-native Chinese speakers begin to have a strong interest in Chinese, learning motivation plays a crucial role in the success of learning. This paper uses the method of questionnaire survey to get the motivation of foreign students to learn Chinese, and analyzes some ways to stimulate students' motivation to learn Chinese from the perspective of communicate theory.*

KEYWORDS: *Chinese learning motivation; Chinese international communication; Factor analysis*

1. Introduction

In today's world, China's comprehensive strength is increasing day by day. After the economic strength has been greatly improved, the cultural soft power is constantly improving, which makes the use of Chinese language more and more important [1]. Many people who want to better understand China will choose to learn Chinese as the first step to understanding China. Although the reasons for studying Chinese in China are different, their ultimate goal is to learn and speak Chinese well. We call the learning motivations that play a vital role in the process of motivation formation, and the rational factors that encourage individuals to continuously study, such as certain learning activities and strong desires [2].

Learning motivation is a measure of the individual's internal and rational drivers and external incentives, and motivates them to work hard to master a particular ability and to maintain that particular ability [3]. International students want to learn Chinese because they are interested in it, so this interest is their motivation to learn. With learning motivation, students will be encouraged to study Chinese. However, with the deepening of Chinese learning and the increasing difficulty, it is inevitable that the learning motivation of international students will be reduced. For example, after studying Chinese characters, the quality of some Chinese characters' writing

work will be degraded, which is manifested by the unwillingness to write automatically and only to listen and read. Some international students have chosen to give up studying Chinese after studying Chinese for a period of time [4]. Through conversations with some international students, it is because they feel that Chinese is too difficult or not suitable for life in China, etc., which will weaken the motivation of Chinese students studying in Chinese [5].

In order to improve the Chinese language proficiency of international students, it is necessary to continuously mobilize the enthusiasm of international students to learn Chinese and continuously improve their motivation for learning. Therefore, this thesis combines the motivation theory of education and science, and analyzes the theoretical dimensions of the cases encountered in the teaching process from the perspective of communication, and considers some suggestions [6].

2. Investigation and analysis of learning motivation

2.1 Survey object

This study selected 78 African students from Guangdong University of Technology as the research object. Among them, 38 boys, accounting for 48.7% of the total number of subjects, 40 girls, accounting for 51.3% of the total number of subjects. This study conducted an online survey based on the questionnaire star website. A total of 78 questionnaires were distributed and 74 valid questionnaires were returned. The effective questionnaires accounted for 94.87% of the total questionnaires.

2.2 Questionnaire design

In order to fully understand the current motivation of Chinese students studying in Guangdong, this study compiled the Questionnaire for Chinese Language Motivation of African Students Based on Shen Yali's Second Language Acquisition Scale, using representative sampling methods to survey African students from Guangdong University of Technology. The subject was surveyed. In the process of preparing the questionnaire, the author has set up 25 questions in combination with the actual situation of interviewing African students, which basically includes the motivation factors of Chinese learning. The questionnaire contains two aspects: First, the background information of African students, a total of five questions, including gender, age, university, Chinese time, HSK scores; second, the motivation of African students, a total of 20 questions. It is divided into integrative motivation, instrumental motivation, achievement motivation, internal motivation and external motivation.

The second part of the questionnaire adopts the five-level scale method, which takes the form: 1. Very disagree; 2. Disagree; 3. No opinion; 4. Agree; 5. Very much agree. One person counts 1 point, and so on. The opposite is true. In order to ensure that the letter and validity of the questionnaire can reach the statistical standard, the author conducted a test before the questionnaire on the reliability and validity of the

questionnaire. After testing, the reliability of this questionnaire was 0.82, which reached the statistical standard. In addition, the questionnaire was sent to experts and scholars in related fields to test the content validity. After testing, the overall score of the content validity of the questionnaire was 8.5, which indicates that the questionnaire has high content validity.

2.3 Analysis and recommendations of data results

In this study, 78 African students from Guangdong University of Technology were surveyed through the questionnaire website, and 74 valid questionnaires were excluded after the invalid questionnaires were excluded. In terms of age, the largest proportion of students aged 18-25, accounting for 73% of the total number, followed by students aged 26-30, accounting for 19% of the total. In terms of learning Chinese time, the largest proportion of students is 1-2 years of students, accounting for 55% of the total number, followed by 3-4 years of students, accounting for 31% of the total. In terms of HSK scores, the Chinese level of all respondents reached HSK2, of which 25% of the total number reached HSK3 and 11% of HSK5 and above.

The second part of the questionnaire is a motivation type survey. The author mainly focuses on five motivational types: integration motivation, instrumental motivation, achievement motivation, internal motivation and external motivation. There are 25 questions. The greater the proportion of African students' motivations, the stronger the motivation for learning. On the contrary, it means that the motivation is not strong. The statistical analysis of the types of learning motivation of African students is shown in Table 1. The five motivation types are ranked as achievement motivation (33%), instrumental motivation (24%), external motivation (18%), and integration. Motivation (16%) and internal motivation (9%). The statistical results are shown in Table 1.

Table.1. Statistical data of five types of learning motivation data

| Learning motivation type | Number of cases | proportion | Standard deviation |
|--------------------------|-----------------|------------|--------------------|
| Integral | 24 | 0.33 | 0.91 |
| Instrumental | 18 | 0.24 | 0.89 |
| Achievement | 13 | 0.18 | 0.76 |
| Internal | 12 | 0.16 | 0.99 |
| External | 7 | 0.09 | 1.1 |

Achievement-based learning motivation accounts for 33% of the five types of learning motivation, with the highest proportion. The author has designed three questions under the category of achievement motivation. In the survey of "Learning Chinese to make me feel good", 80% of African students hold a very agreeable view, which shows that most African students study. Motivation is an achievement type. In addition, the survey data shows that foreign students' academic performance is good or bad, and whether they are praised will affect their motivation. In the process of learning Chinese by African students, if teachers appropriately give spiritual and

material rewards to meet the needs of African students, they will greatly enhance the enthusiasm and initiative of African students. On the contrary, they will defeat Africa. The enthusiasm of foreign students to learn Chinese, and thus weaken the motivation of learning.

Of course, the distribution of African students in these five types of learning motivation is not static, static, but dynamic. The dynamic change is characterized by a certain period of time, a certain space, and the above types of learning motivation are relatively static. For example, when an African student is in the freshman year, the internal motivation is dominant, but after a period of study, the motivation of the student to learn Chinese became the dominant external motivation.

3. The theory of Chinese international education communication

3.1 Lasswell's 5w Theory and Chinese International Education

When it comes to communication theory, you have to mention Lasswell's 5w theory [7]. *Lasswell* proposed in the book "Structure and Function of Social Communication"; "The convenient way of portraying communication must answer the following five questions: Who? What to say? What channel? Who to say? What effect?" , as shown in Figure 1. Based on this, the basic process of communication is described, and the scope of future communication studies is divided into five aspects: communicator, dissemination of meat, mode of transmission, recipient and communication effect [8].

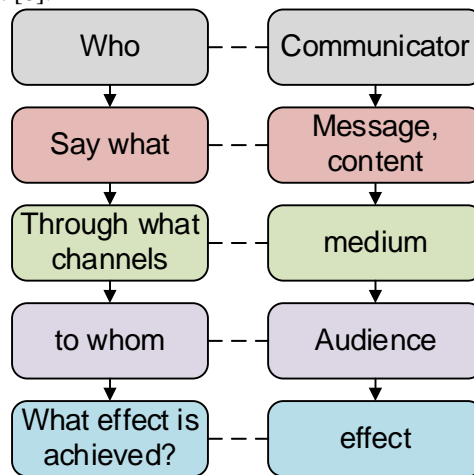


Fig.1. 5W theory

We can see from the above picture very intuitively the beginning and end of the communication: the communicator and the receiver are separated from each other. The message starts from the communicator and reaches the recipient in some way,

and has certain influence and forms a communication effect. Today's books on communication research are complicated, and some scholars have developed and perfected the theory. For example, communication is not only a one-way occurrence, but the recipient may also become a communicator, and the propagator is spread in the opposite direction. However, it is undeniable that *Lasswell's 5w* theory is still the basis of communication. The research in this paper is also based on the above process of the Chinese International Education Communication Conference.

Chinese international education is also a process of communication. First, language is the ontology of our professors, and it is the content of communication. Second, language is also the medium we use, and it is one of the main channels of our communication. Third, in terms of the effect achieved, the recipient has language ability. It is also part of what we expect to achieve. These three points also clearly point out the close connection between *Lasville's 5w* theory and Chinese international education communication, which correspond to the content of communication, the way of communication and the effect of communication. Through the process of dissemination of Chinese international education, Chinese teachers (communicators) disseminate Chinese and Chinese culture to students (recipients) through a series of methods such as teaching, display and performance. The recipients reach a certain level of language through the above-mentioned communication. Chinese and Chinese culture have a certain degree of understanding and other effects.

In today's society, language and culture have gradually exerted a deeper impact on the world's communication structure. In the spread of Chinese international education, language is like a bridge connecting strange cultures, races and karma, helping spread to better play its role: communication also provides a way for language to condense into a deeper culture, and to speak the language of a nation. The culture contained in the process of repeated teaching and communication, blending with other national cultures, or forming a new complex culture, or because of its uniqueness, in the cultural blending, the glory. In any case, Chinese international education communication will not only achieve the spread of language and culture, but will also have the corresponding effect of communication. To study the effects of communication and spread the deep influence on the culture of other countries, it is inseparable from the theory of communication effects.

3.2 Long-term effects of acculturation mode in Chinese education

The so-called acculturation model, in a nutshell, means that the long-term transmission will have a subtle influence on people. This effect is slow and not significant, and it is a process of accumulating from gradual to qualitative change. Initially, the study of the acculturation model is also the influence of television viewing on people's understanding of the world. "The prediction of the theory of acculturation is that the more viewers watch TV, the more their views on the social world will deviate from the facts of their own knowledge, and the closer they will be to the world of TV, the subtle influence of television on human cognition, resulting in People's perception of the world is more and more inclined to what is said on TV, and away from the true appearance of the world.

This mode indicates that information is inadvertently collected and fragmented. It is precisely because of these two characteristics that acculturation is a long-term result that needs to be repeated and repeated. Standing on the communicator's standpoint, although Chinese international education communication is a deliberate and systematic process, often recipients are affected by their own conditions, such as: age, study time, energy input, concentration, reasoning ability, mother tongue level, culture. Background, etc., make the international education spread without words a fragmentary. In addition, Chinese international education communication also has inadvertent characteristics when it is accepted. In fact, learning slang has the characteristics of long learning time, difficulty in learning, and energy consumption in learning. Combining the characteristics of Chinese international education, the author proposes the mode of acculturation of Chinese international education, as shown in Figure 2.

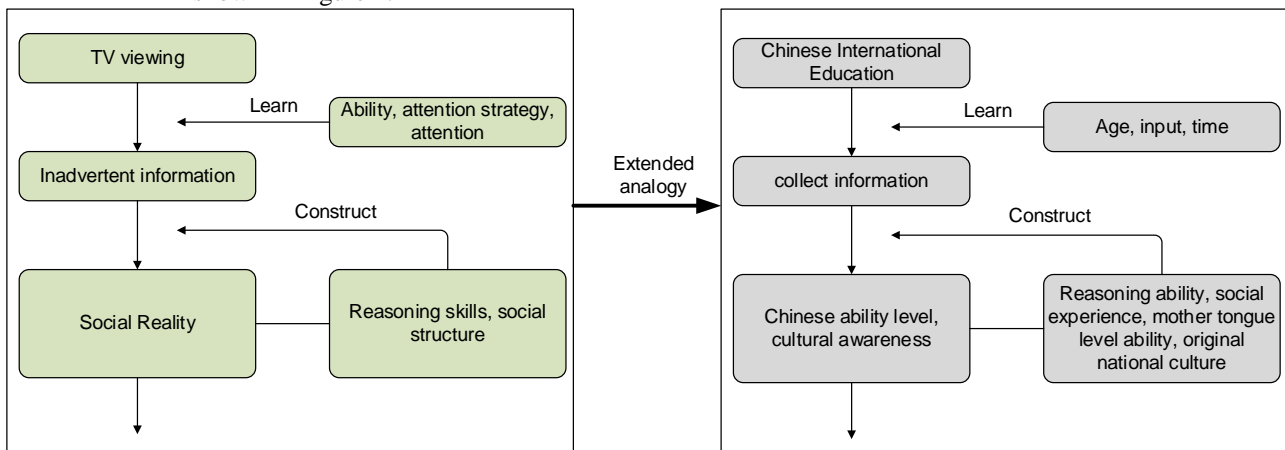


Fig.2. The mode of acculturation conditions for Chinese international education

As far as the model is concerned, the condition is still the "learning" and "construction" proposed by Hawkins Peace. Based on the characteristics of Chinese international education communication methods: First, the information is not collected inadvertently. The default information of this model is that the recipient intentionally collects and has relative integrity, although the learning process does not exclude the difference in subjective individual information collection. Second, the recipients of Chinese international education communication will be constructed in two aspects, one is the level of language ability, that is, the knowledge, and the other is the cultural aspect, that is, cognitive. The construction of these two aspects will be influenced by existing cognition and experience, such as: negative transfer of mother tongue in the process of communication, conflicts in cultural exchanges, etc., which influences the process of acclimatization of Chinese international education communication is a long-term The process will directly affect the effectiveness of

Chinese international education communication.

4. Ways to stimulate motivation

This article mainly focuses on the study of Chinese by African university students. They are in the environment of the target language of Chinese every day. The Chinese language ability has been improved in daily acquisition and in class, and it is also unfortunate. They are constantly reluctant to learn Chinese. The motivation of international students promotes the need for learning. Learning needs to be satisfied in the learning process and achieve the purpose of learning Chinese well. Through the description and analysis of some situations that appear in the teaching, it is considered that although these situations are different in expression, the root cause of the problem is caused by the lack or decrease of learning motivation. Therefore, this section is made after the detailed analysis in the previous section. Think further and propose four teaching suggestions for the problems in the case. As shown in Figure 3.



Fig.3. Ways to stimulate learning enthusiasm

Interest is the best teacher, so in order to stimulate motivation, you must start with the interest of international students. In practice, we must first understand the situation of the students, in order to find out the points of interest of the students, and to carry out classroom instruction design for their interests. Teachers create an

easy and fun teaching environment to create conditions for students to input more effectively and help students learn the language. Student-led design of relevant learning tasks to stimulate students' motivation to learn.

The international students studying in China are in the Chinese environment. More extracurricular activities will enable them to have more opportunities to contact Chinese people and contact Chinese culture, so that they can master Chinese more quickly. Maslow's hierarchy of needs theory believes that only when people's basic needs, such as respect, love, and belonging, need to be met can they achieve their desired goals. If the basic needs of the students are not met, the motivation for learning will be insufficient, and the students will not be able to achieve their learning goals. Therefore, it is even more important to solve the problem of students' needs. It can be said that the need is an important source of motivation for learning. Only when the needs of students are met will the motivation for learning be promoted and students should strive to learn Chinese.

In the classroom teaching, the interaction between the teacher and the student is particularly important. In the process of interaction, the teacher can observe the expression information of the student, thereby judging whether the student really learned the content of the class. After their own understanding, they form their own attitude feedback to the students. The students feel the teacher's expectation and exert the positive effect of the teacher's expectation effect, forming the driving force for learning. At the same time, we should actively cultivate students' self-efficacy in the teaching process. Success from direct experience and indirect experience will increase performance expectations, and failure will reduce performance expectations. Foreign students will inevitably encounter many difficulties in the process of learning Chinese. Sending some difficulties, regardless of their size, will affect the learning effect of international students.

According to the attribution theory put forward by the American physicist Weiner, if individuals attribute the successful results to their own abilities and efforts, they will have pride and confidence. When an individual believes that the failure is due to weak ability and lack of effort, it will produce a sense of guilt and self-blame. Different attribution methods also have different effects on the behavior of the subject. Therefore, according to this theory, as a foreign language teacher, in the usual teaching, we should actively help foreign students to find out the real reason for success or failure from the perspective of facilitating future study.

5. Conclusion

This paper uses a combination of questionnaires and interviews to investigate the motivations and influencing factors of Chinese learning for African students. Firstly, the types and intensity of learning motivation of African students were investigated through questionnaires. The results showed that the types and intensity of Chinese learning motivations of African students from high to low were achievement-based learning motivation, instrumental learning motivation, external motivation, integration motivation and internal motivation. The author combines the theory of communication to analyze the acculturation model in Chinese teaching, and summarizes the ways to stimulate students' motivation. The above research findings

have certain enlightening significance for educators to further reform the training model of African students, optimize training programs, improve curriculum construction, and improve the quality of education and teaching.

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