The Impact of International Students' Chinese Social Media Literacy on Mandarin Learning Motivation : Mediated by Second Language Motivational Self System

소셜미디어 리터러시가 유학생의 외국어 학습동기에 미치는 영향 연구 : 언어동기화시스템(L2MSS) 개념을 중심으로

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국문초록

Dornyei의 제2언어 동기화 시스템(L2MSS)에 따르면 제2언어의 획득은 학습 과정 일뿐만 아니라 심리적 과정이며 학습자의 자기 정체성과 관련이 있다는 것을 보여준다. 이 연구는 제2언어 동기화 시스템에 기초하여, 재중 유학생들의 소셜 미디어 능력이 그들의 중국어 학습 동기에 미치는 영향을 조사했다(N = 178). 분석결과, 유학생들의 소셜 미디어 교육은 중국어 학습 동기를 나타내는 중요한 지표 중 하나로 확인되었다. 소셜 미디어 리터러시의 향상은 L2MSS의 메커니즘을 통해 만다린 학습 동기를 향상시킬 수 있다는 것이 증명되었다. 제2언어 동기화 시스템에 영향을 미치는 유의미한 변수로 소셜 미디어 리터러시 수준(M = 2.97, SD = .63), L2MSS 수준(M = 3.68, SD = .63) 및 중국어 학습 동기 부여 수준(M = 3.88, SD = .70)이 확인되었다. 그리고 제2언어 동기화 시스템을 통해 소셜 미디어 리터러시가 중국어 만다린 학습 동기에 미치는 영향을 확인했다(p < 0.05). 또한 Dornyei의 제2언어 동기화 시스템(L2MSS)에 따르면 제2언어 획득이 학습 과정 일뿐만 아니라 심리적 과정이며 학습자의 자기 정체성과 관련되어 있음을 보여준다. 제2언어 동기화 시스템(L2MSS)상태가 양호하면보다 적극적인 학습 태도, 동기 부여 행동 및 학습 전략으로 이어질 수 있다. 제2언어 동기화 시스템(L2MSS) 만중국어 학습 동기 부여에 대한 강력한 설명 능력을 가지고 있습니다(R^2 = .472, p < 0.01). 따라서 유학생의 중국어

학습 동기를 향상시키기 위해서는 소셜 미디어 리터러시가 중요한 척도이다. 또한 유학생들이 소셜 미디어 능력, 특히 미디어 접촉 능력(M = 2.46, SD = .822)을 개발하는 것이 중요하다.

주제어: L2MSS, 중국어 학습 동기, 재중 외국인 유학생, 소셜미디어 리터러시

I. Introduction

With the continuous development of China's economy and cultural soft power, the number of students studying in China has been increasing year by year. The Ministry of Education launched Study Program for Studying in China in September of 2010 and announced the plan that foreign students who enroll in schools in China Mainland in 2020 will reach 500,000, making China the largest destination country in Asia (China Ministry of Education, 2012). International students are not only the recipients of Chinese culture, but also important disseminators. Facebook and Twitter are not available in China mainland. Local social media represented by WeChat has been widely adopted by international students and has greatly influenced their language learning. Local social media is beneficial for them to establish new interpersonal relationships. However, the language barrier, value conflict or cultural difference problems still exist. Like Chinese student, they will be faced with spam information and false information. Can they produce and disseminate information on social media appropriately? Can their social media literacy have positive impact on their Mandarin learning motivation? What is the impact mechanism? This study aims to answer these questions under the theoretical framework of media literacy and Second Language Motivational Self System.

II. Literature review

1. Media literacy and second language learning motivation studies

Media literacy concept was proposed by British scholar ER. Leavis and his student Denys Thompson in 1933 in their book *Culture and Environment:*

The Training of Critical Awareness. It has undergone changes with the social media environment change. In the context of new media, the focus of media literacy has evolved from "resisting harmful media content" to "user participation" (Wei, 2015).

In terms of the measurement of media literacy, Peng (2013) stated that the in the social media era media literacy should include literacy of media usage, content creation, information consumption, social interaction, social cooperation and social participation; Wu and Du (2011) also summarized the media literacy ability as the ability of information screening, comprehending, questioning, evaluating, creating as well as critical thinking; Wei (2015) adopted media contact, media perception, media evaluation and media usage to analyze college students' media literacy. Based on the measurements adopted by previous studies, combining the characteristics of international students, this study measured social media literacy from four dimensions, including "media contact ability", "media use ability", "media judgment ability" and "media information creating ability".

Mandarin learning motivation for foreign students is dynamic (Zhou & Rao, 2007). For example, Ding (2014) found that 251 international students' learning motivation changed after a semester. In other words, Mandarin learning motivation can be changed. Concerning influential factors, international students' nationality (Chen, 2012), time length staying in China (Hou, 2008) and Mandarin proficiency (Zhu, 2013) were confirmed. However, few studies have been conducted to investigate the impact of the media, especially new media. This paper aims to reveal the impact of Chinese native social media on international students' Mandarin learning motivation and the impact mechanism through an empirical research. Nationality, time length staying in China, and Mandarin proficiency were controlled.

2. Social media and Mandarin learning

The previous studies have focused the positive role of social media in helping international students understand and adapt into Chinese culture: in an empirical study of foreign learners, Zhang and his colleagues (2011) analyzed the correlation between media contact, cultural identity and Mandarin learning. They found that increasing foreigners' exposure to the Chinese mass media could not only help them learn language but also deepen their understanding and perception on Chinese culture. And the new media represented by social media can bridge the information gap caused by cultural differences and relieve the sense of discomfort caused by the new environment (Ni, 2018). On the other hand, cultural adaptation was recognized as one of the most important motivations for foreign students to learn language spontaneously (Wang, 2000). Based on the review presented above the following hypothesis is advanced.

H[1]: Social media literacy is one indicator of international students' Mandarin learning motivation

3. Second languagemotivational self system

Higgins believes that the language learning motivation is the outcome of learners' effort to reduce the contradiction between ideal self and ought-to self (Qiu, 2013; Feng & Zhang, 2016; Sun &Lv, 2014). On the basis of Higgins' theory, combining with the dimensions of language, learner and learning environment, Dörnyei proposed the Second Language Motivational Self System (L2MSS), which is consisted of three components: Ideal second language self (IL2S), Ought-to second language self (OL2S) and Second-

language learning experience (L2LE). The core part is IL2S, which refers to the construct of emotion and cognition for the future self and encourages learners to narrow the gap between reality and the ideal self. It emphasizes on how an individual motivate self to achieve the desired state in terms of emotion, cognition and behavior (Sun & Lv, 2014). Researchers from different countries (Japan, Australia, etc.) through their empirical researches verified applicability of the second language motivational self system (L2MSS for English and French learning motivation explanation. The present study attempted to verify whether this theoretical frame is suitable to explain Mandarin learning motivation.

The interaction and connectedness strait of social media has been confirmed by a large number of empirical studies (Tham & Ahmed, 2011, Seeman & Berkman, 1988). Using Chinese social media can help international students accumulate social capital and obtain social support (An & Chen, 2017), which is helpful for them to overcome language obstacles, enhance self-esteem, and to have faith that they can complete their learning tasks; conse-quently, they are willing to give more efforts for ideal self. Meanwhile, social media can be applied as a tool in teaching and improving learning experience of foreign students (Ge, 2014). Cui (2015) argued that the platform the new media offered to the second language learners is more convenient for language acquisition. And accumulation of positive learning experience can enhance ideal self of learners (Su, 2012). Thus, social media usage is supposed to have positive influence on learners' ideal second language self, ought-to second language self and learning experience. Based on the review presented above the following hypothesis is advanced.

H[2]: Social media literacy of international students is one indicator of their second language motivational self-system (L2MSS).

H^3: International students'second language motivational self-system (L2MSS)
level is one indicator of their Mandarin learning motivation.

III. Methodology

1. Questionnaire design

The questionnaire consists of four main components (61 items): the first part collects basic information of the respondents, including gender, age, the region they come from, the time length they have stayed in China, and the time length they have learnt Mandarin before came to China; the second part was designed for social media literacy; the third part is about the second language motivational self-system (L2MSS); the fourth part solicits information about Mandarin learning motivation. All participants were presented with questionnaire instruction which explains the research purpose of the present study. And all respondents signed consent form and are all aware that data will be used for the present paper.

2. Measurements

1) The selection of social media

Social media is categorized as five categories: comprehensive platform category, content creating category, collaborative editing category; resource sharing, trade and business category (Cao, 2011). Referring to data released by CNNIC (2019), this study selected the following social media according to usage rate as the investigation objects: QQ, WeChat (comprehensive category); Sina Weibo (creating and publishing category); Baidu encyclopedia (collaborative editing category); Youku (resource sharing category); Taobao (trade

and business category). Namely, "social media usage" will be reflected by measuring the use of the above media, including use or not, usage habits, daily average time of use.

2) Social media literacy

The present study adopted "media contact ability", "media use ability", "media judgment ability" and "media information creating ability" to investigate the Chinese social media literacy of international students. "Media contact ability" is measured by the degree of media adoption diversity, usage satisfaction; "media use ability" inquires their Chinese character typing speed and proficiency of network expressions and online buzzwords; "media judgment ability" measures the extent to which they can determine the authenticity of media information and the extent to which they are aware of the functions of Chinese social media; "media information creating ability" measures the extent to which their needs are fulfilled by creating and disseminating information on Chinese social media. The answer is a five-level Likert scale (1-strongly opposed, 5-strongly agreed).

3) The second language motivational self-system (L2MSS)

Considering international students' characteristics, some adjustments were made basing on the measurements adopted by the previous study (Sun &Lv, 2014). Factor analysis was conducted to delete improper items, and three factors were extracted: ideal second language self, ought-to the second language self and to the second language learning experience. The answer is a five-level Likert scale (1-strongly opposed, 5-strongly agreed).

4) Mandarin learning motivation

Mandarin learning motivation was measured by learning attitude, motivational behavior and learning strategy (Sun & Lv, 2014). The answer is a five-level Likert scale (1-strongly opposed, 5-strongly agreed). <Table 1> shows all measurements and representative items.

⟨Table 1⟩ Measurements and representative items

Variables	Scales	Representative items
Media literacy (a=.71)	Media contact ability	"Generally I am satisfied with Chinese social media."
	Media use ability	"I can use Chinese network buzzwords well to do online communication."
	Media judgment ability	"Chinese social media overuse can cause problems."
	Media information creating ability	"Via Chinese social media, I can post and repost information, which is beneficial for me to bulid self-image."
L2MSS (a=.78)	Ideal second language self	"I usually imagine I can speak Mandarin like local pepole do."
	Ought-to second language self	It is very important for me to study Chinese, because if fail to pass the test, I will confront difficulties in graduating, pursuting further education or hunting a job."
	Second language learning experience	"I like the study atmosphere of my Mandarin learning class."
Mandarin learning motivation (a=.81)	Learning attitude	"I have been trying my best to study Mandarin."
	Motivational behavior	"I have been trying my best to accumulate my Chiense vocabulary."
	Learning strategy	"I follow the learner's study method who can speak Mandarin better than me."

3. Pilot test and questionnaire adjustments

In order to test reasonableness of the questionnaire, a pilot test was conducted on October of 2018, subjecting on 27 international students of Southwest University of Political Science and Law, 25 valid surveys were recalled. In response to the results of the pilot test, the questionnaire was adjusted from the following aspects: 1) the words and expressions that caused the semantic misunderstanding were modified, and the questionnaire was changed to Chinese-English bilingual version to make the items more understandable for respondents; 2) in view of the absolute popularity of WeChat (all 25 participants use WeChat), a multi-choice question was added to ask the use motivation of WeChat.

4. Data collecting

As the youngest municipality of China, Chongqing has attracted much attention globally. Due to the continuous improvement of education quality and the student service as well as the attraction of the scholarship program in Chongqing, the number of foreign students who are studying there has been increasing rapidly. According to the data released in December of 2018, the number has reached 9000 (Chongqing Education Committee, 2018).

Five universities in Chongqing covering five major categories were selected from top ten universities issued by 2017 Chinese university evaluation research report: Chongqing University (comprehensive), Southwest University of Political Science and Law (political science and law) of, Chongqing Medical University (medical), Chongqing normal university (normal), Chongqing University of Posts and Telecommunications (engineering). An online survey site (https://www.wjx.cn/) was used to collect data for subsequent

analysis from November 1th to 30th, 178 copies of valid electronic question-naires were collected.

IV. Results

The average age of 178 respondents was 21.9 years old, and women participants occupied 56%, and the ratio of male to female was roughly balanced. Concerning the region, the Asian region accounted for 73%, followed by Europe (17%), Oceania (3.4%), Africa (3.3%), North America (2.2%), and South America (1.1%) in order. Most of them (33%) have been in China for less than 6 months, and participants who have been in China for "7 months to 1 year" and "1-2 years" occupied 28%; 48% of respondents have studied Mandarin for less than half a year before they came to China, and followed by "1-2 years (including 2 years)" (16%), "more than 3 years" (14.5%), and "7 months to 1 year". (12%), "2-3 years" (including 3 years) (9.5%) in order.

The survey results revealed that the usage rate of WeChat reached 99%. Concerning the usage motivations, the results of multi-choice item: texting (85.3%), voice messages (71.2%), video calling (67.8%), voice calling (60.5%), the moment (59.3%), WeChat payment (55.4%), red packets (52.5%), QR code scanning (52.5%), file transmission (40.0%), subscription (23.2%), gaming (7.3%), other additional applets (7.3%). It can be concluded that international students mainly motivated by the need for personal relationship establishment and maintenance.

1. Social media literacy

<Table 2> shows the media literacy level as well as levels of four measurements. The survey results indicate that, among the four dimensions

of media literacy, international students' media information creating ability level is highest (Mean=3.50, S.D=.66), followed by media judgment ability (Mean=3.45, S.D=.57), media use ability (Mean=3.10, S.D=.74) and media contact ability (Mean=2.48, S.D=.82). The mean value of general social media literacy level is 2.97 (S.D = .63). Basing on the statistics, it can be concluded that international students' Chinese media literacy is not so optimistic, especially the media contact ability has a comparatively larger room for developing. Researchers and educators should pay more attention on how to guide the international students to access more types of Chinese social media.

〈Table 2〉 Social media literacy level

	N	Minimum	Maximum	Mean	S. D	Variance
Social media literacy	178	1.46	4.96	2.97	.63	.398
Media contact ability	178	.75	4.67	2.48	.82	.675
Media use ability	178	1.33	5.00	3.10	.74	.553
Media judgment ability	178	1.67	5.00	3.45	.57	.325
Media information creating ability	178	2.00	5.00	3.50	.66	.435

2. L2MSS

<Table 3> reveals L2MSS level and the levels of three measurements. According to the survey results, there is no large disparity with the three dimensions of international students' L2MSS. The highest level is ideal second language self (Mean=3.79, S.D=.63), followed by second Language learning experience (Mean=3.73, S.D=.70) and ought-to second language self (Mean=3.50, S.D=.83). The mean value is 3.68 (S.D = .63). Basing on the statistics, it can be seen that the value of international students' ideal

Mandarin self and ought-to Mandarin self is similar, and there is no big difference between their ideal and ought-to Mandarin learning self. As the core part of L2MSS, ideal second language self bears the highest level. Generally, L2MSS level of Chinese international students is acceptable.

〈Table 3〉 L2MSS level

	N	Minimum	Maximum	Mean	S.D	Variance
L2MSS	178	1.60	5.00	3.68	.63	.395
Ideal second language self	178	1.00	5.00	3.79	.79	.630
Ought-to second language self	178	1.00	5.00	3.50	.83	.683
Second Language learning experience	178	1.00	5.00	3.73	.70	.485

3. Mandarin learning motivation

<Table 4> reveals Mandarin learning motivation level and the levels of three measurements. The survey results indicate that, among the three dimensions of Mandarin learning motivation, international students' learning attitude is highest (Mean=3.93, S.D=.83), followed by learning strategy (Mean=3.90, S.D=.77) and motivational behavior (Mean=3.80, S.D=.78). The mean value of general Mandarin learning motivation level is 3.88 (S.D = .70). Basing on the statistics, it can be concluded that international students has comparatively satisfying learning attitude and learning strategy, however, they have problems when transfer them into practical behaviors. Researchers and educators should pay more attention on how to guide the international students to practical learning behaviors.

〈Table 4〉 Mandarin learning motivation level

	N	Minimum	Maximum	Mean	S.D	Variance
Mandarin learning motivation	178	1.17	5.00	3.88	.70	.483
Learning attitude	178	1.00	5.00	3.93	.83	.686
Motivational behavior	178	1.00	5.00	3.80	.78	.603
Learning strategy	178	1.00	5.00	3.90	.77	.593

4. Hypothesis testing

H[1]: Social media literacy is one indicator of international students' Mandarin learning motivation

〈Table 5〉 Regression model of social media literacy and Mandarin learning motivation

	B	Std. Error	Beta	Sig.	R Square	Adjusted R Square
Mandarin learning motivation	.238	.076	.216	.004	.057	.041
Constant	2.981	.218		.000		

Note: independent variable: social media literacy; dependent variable: Mandarin learning motivation; N=178

Regression results <Table 5> indicate that social media literacy indeed serves as a significant indicator of Mandarin learning motivation ($p < 0.01$). The higher the level of learners' Chinese social media literacy, the stronger the level of their Mandarin learning motivation is (Beta=.216). Chinese social media literacy can significantly explain the change of international students' Mandarin learning motivation (R^2=.041). H1 was accepted. Thus, it can be concluded that it will be beneficial for international students to take the usage of Chinese social media during their Mandarin learning process.

H[2]: Social media literacy of international students is one indicator of their the second language motivational self-system (L2MSS).

〈Table 6〉 Regression model of social media literacy and L2MSS

	B	Std. Error	Beta	Sig.	R Square	Adjusted R Square
L2MSS	.246	.076	.238	.001	.057	.051
Constant	2.981	.218		.000		

Note: independent variable: social media usage; dependent variable: L2MSS; N=178

In the regression model of social media literacy (dependent variable: L2MSS), as Table 6 shows, social media literacy has a significant impact on the second language motivational self-system (L2MSS) ($p < 0.01$). The level of learners' Chinese social media literacy, the stronger the level of their second language motivational self-system (L2MSS) is (Beta=.238). Chinese social media literacy can significantly explain the reason why international students' L2MSS changed ($R^2 = .051$). H2 was accepted.

H[3]: International students' L2MSSlevel is one indicator of their Mandarin learning motivation

〈Table7〉 Regression model of L2MSS

	B	Std. Error	Beta	Sig.	R Square	Adjusted R Square
Mandarin learning motivation	.753	.060	.689	.000	.475	.472
Constant	1.111	.222		.000		

Note: independent variable: L2MSS; dependent variable: Mandarin learning motivation; N=178

Regression results <Table 7> indicate that the second language motivational self-system (L2MSS) indeed serves as an important indicator of Mandarin
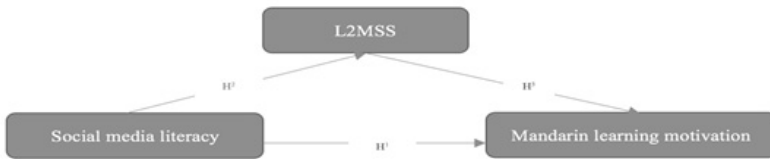
learning motivation ($p < 0.01$). Higher the level of learners' L2MSS level, the stronger the level of their Mandarin learning motivation is (Beta=.689). L2MSS can offer significant explain on the change of international students' Mandarin learning motivation (R^2=.472). H3 was accepted. Thus, the explanatory power of the second language motivational self-system (L2MSS) for Mandarin learning was verified. And correlation test <Table 8> was conducted to examine the specific variable correlations. As the test results show, both media judgment ability and media information creating ability have significant strong correlations with all scales of Mandarin learning motivation ($p < 0.01$), all scales of L2MSS and Mandarin learning motivation were significantly correlated ($p < 0.01$). Mediated role of L2MSS on the relationship between social media literacy and Mandarin learning motivation was verified.

〈Table 8〉 Variable correlations

	1	2	3	4	5	6	7	8	9	10
Media contact ability	1									
Media judgment ability	.233**	1								
Media information creating ability	.113	.581**	1							
Media use ability	.362**	.422**	.251**	1						
Ideal second language self	.037	.292**	.367**	.059	1					
Ought−to second language self	.183*	.297**	.256**	.297**	.569**	1				
Second language−learning experience	-.009	.334**	.331**	.145	.533**	.444**	1			
Learning attitude	-.073	.351**	.434**	.078	.552**	.517**	.542**	1		
Motivational behavior	.036	.433**	.462**	.186*	.523**	.502**	.471**	.762**	1	
Learning strategy	.072	.494**	.441**	.180*	.466**	.428**	.479**	.583**	.621**	1

Note : $^*p < 0.05$, $^{**}p < 0.01$

The Survey results are summarized in <Figure 1>.

〈Figure 1〉 Research results model

5. Discussions

First, research results show that international students' social media literacy is one significant indicator of their Mandarin learning motivation with the mechanism of the second language motivational self-system (L2MSS). And strong correlations were verified 1) between media judgment ability and learning attitude (r = .351, p < 0.01), motivational behavior (r = .433, p < 0.01), learning strategy (r = .494, p < 0.01); 2) between media information creating ability and learning attitude (r = .434, p < 0.01), motivational behavior (r = .462, p < 0.01), learning strategy (r = .441, p < 0.01). Media judgment ability enables users to fully understand social roles and functions of Chinese social media, to discriminate and avoid harmful or false information, and to search media according to their own needs; media content producing ability enables them to build new relationships and obtain social support for language learning. Satisfying experience on Chinese social media enhances the student's sense of self-identity, and this kind of mental mechanism stimulates self-motivation. Through testing the three research hypothesis, it was found that social media can change the motivation of Mandarin learning by changing the second language motivational self-system (L2MSS) of international students. As a core part of the second language

motivational self-system (L2MSS), "Ideal second language self" refers to the construction of emotion and cognition for the future, which enables learners to generate motivation during the learning process and strive to reduce the gap between the real self and the ideal self. "Ideal second language self" emphasizes how the individual acts as a complete person to motivate himself to achieve his or her ideal state of language learning. Therefore, a good state of L2MSS can lead to more active learning attitudes, motivational behaviors, and learning strategies. Pearson correlation coefficient (Table 8) indicates that the second language motivational self-system (L2MSS) is significantly correlated with learning motivation: 1) learning attitude is positively correlated with all three scales of the second language motivational self-system (L2MSS)- ideal second language self (r = .552, p < 0.01), learning experience (r = .542, p < 0.01), ought-to second language self (r = .517, p < 0.01); 2) motivational behavior is also positively correlated with ideal second language self (r = .523, p < 0.01), ought-to second language self (r = .502, p < 0.01) and learning experience (r = .471, p < 0.01); 3) learning strategy is positively correlated with ideal second language self (r = .466, p < 0.01) , learning experience (r = .459, p < 0.01), ought-to second language self (r = .428, p < 0.01). In other words, the improvement of international students' Chinese social media literacy level can improve their Mandarin learning motivation. For international students, the adoption of Chinese social media is beneficial for them to understand Chinese culture, to find a sense of cultural identity, and to integrate into local community. More importantly, cultural integration, and new interaction can enhance the ideal second language self. The externalization of this psychological stimulation mechanism is reflected in more independent learning attitude and more active Chinese vocabulary accumulation, self-driven learning strategies. Thus, it can be concluded that it will be beneficial for international students to take the usage of Chinese social

media during their Mandarin learning process.

Second, verified the explanatory power of the second language motivational self-system (L2MSS) for Mandarin learning. Second Language learning is the important foundation of cultural inheritance and intercultural communication. The studies of learning motivation reflect the desire for improving the learning efficiency. Since the 1990s, as global immigration and migration expanded, second language learning has become increasingly common. Scholars note that a foreign language is not only a communication tool, but also a main constitution of the individual personality and self-recognition. Second language acquisition is not only a learning process, and also a psychological one. Academic researches on second language learning motivations are increasingly associated with learners' self-identity. Following this research direction, the second language motivational self-system (L2MSS) was proposed by Dörnyei. Researchers in different countries (Japan, Australia, etc.) through their empirical researches verified explanatory power of the second language motivational self-system (L2MSS) for English and French learning motivation. In present study, Regression analysis result revealed that the second language motivational self-system (L2MSS) indeed served as an important indicator of Mandarin learning motivation (Beta=.689, R^2 = .472, $p <$ 0.01). This result expanded applicability of the second language motivational self-system (L2MSS) to Mandarin learning motivation.

Third, basing on the research results, in order to improve academic achievements, media literacy education subjecting on international students in China is necessary. The survey results revealed that the use rate of WeChat reached 99%, which is much higher than other social media. The use rate of QQ and Weibo, which are very popular among Chinese users, were only 48% and 29% respectively; and less than 10% of the respondents reported they were co-editing social media users. There is a large room for international

students to develop their social media literacy, especially media contact ability (M=2.46, SD=.822). Universities are obligated to guide them adopt more diverse social media, to use Chinese social media as platforms to understand Chinese culture, integrate into local culture, communicate with Chinese friends, maintain contacts with home country, and lead a convenient life in China.

6. Summary

In 2020, the population of international students in China mainland will reach 500,000 (Ministry of education, 2013).[1] The common motivation of this group is Mandarin learning. Since social media which are popular in other countries, like Facebook, Twitter, WhatsApp and Liner, are not accessible in China mainland, adopting local social media becomes inevitable. Therefore, it is necessary to conduct a study on the impact of China social media on international students' Mandarin learning motivation as well as impact mechanism. According to research results, 1) international students' social media literacy is one significant indicator of their Mandarin learning motivation. The improvement of social media literacy can enhance Mandarin learning motivation through the mechanism of the second language motivational self-system (L2MSS); 2) Dornyei's second language motivational self-system (L2MSS) illustrates second language acquisition is not only a learning process, but also a psychological one and is associated with learners' self-identity. A good state of the second language motivational self-system (L2MSS) can lead to more active learning attitudes, motivational behaviors, and learning strategies. The second language motivational self-system (L2MSS)

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1) The number of overseas students in Chongqing exceeded 7,000 for the first time. http://www.cq.gov.cn.

has a strong explanatory ability for Mandarin learning motivation (R^2=.472, p < 0.01). Thus, in order to improve international students' Mandarin learning motivation, social media literacy education is an important measure. And 3) there is a large room for international students to develop their social media literacy, especially media contact ability (M=2.46, SD=.822).

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⟨ABSTRACT⟩

The Impact of International Students' Chinese Social Media Literacy on Mandarin Learning Motivation: Mediated by Second Language Motivational Self System

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Dornyei's second language motivational self-system (L2MSS) illustrates second language acquisition is not only a learning process, but also a psychological one and is associated with learners' self-identity. Basing on theory of the second language motivational self system (L2MSS) and media literacy, the present study investigated Chinese international students' (N=178) Chinese social media literacy level (M=2.97, SD=.63), second language motivational self system (L2MSS) level (M=3.68, SD=.63) and Mandarin-learning motivation level (M=3.88, SD=.70). This study also examined the impact of international students' social media literacy on their mandarin learning motivation. H^1 (Social media literacy is one indicator of international students' Mandarin learning motivation), H^2 (Social media literacy of international students is one indicator of theirsecond language-motivational self-system) and H^3 (International students'second language-motivational self-systemlevel is one indicator of their Mandarin learning motivation) were proposed and tested. All three hypothesis were accepted via regression analysis. Thus, the present study 1) confirmed the impact of social media literacy on Mandarin learning motivation via the mechanism of

second language motivational self-system (L2MSS) ($p < 0.05$); 2) expanded explanatory power of second language motivational self system (L2MSS) to Mandarin learning.