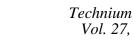


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# A new decade for social changes







# Learning Arabic language in China: Investigation on instrumental and integrative motivations of Chinese Arabic learners

#### Yousef Ali Ahmed Al-Nahdi<sup>1</sup>, Shuo Zhao<sup>2</sup>

<sup>12</sup>Communication University of China

aliucv@yahoo.com<sup>1</sup>, 1754224618@qq.com<sup>2</sup>

Abstract. There is an increasing demand in recent years for the study of the Arabic language by foreign learners as a second language, especially Chinese students. There are wide ranges of necessity to Arabic language, such as commercial, industrial, economical, cultural, political, media, and other fields. Many foreign learners are learning this language to increase demands in all areas of life and use it at non-Arabic speaking countries. China is one of those earliest countries that decided to take this advantage, and offered this program for academic major. It's almost 37 of universities and institutes where the Arabic language is taught in China. The request of learning this language has increased due to the urgent needs in exchange programs with the Arab speaking-countries. As results, international experts believe that motivations are an important factor in teaching Arabic to non-speakers that can be influential reasons for the foreign learners to practice, argue, push and motivate them to benefit more and overcome with the difficulties of Arabic language. This study examines two facial types of motivations, instrumental and integrative motivations. In this study, all participants are Chinese students currently studying in China. The number of participants was 125 students from both genders, including 4 academic directors of Arabic language department in five public Chinese Universities. The findings show that Chinese students learning Arabic as a second Language (ASL) are highly instrumental than integrative to study Arabic. Their attitude is guided by lack experience of Arabic language in their classrooms as well as society. The findings also revealed that there is a relationship between the language structure as well as classroom environment that decrease their motivation and achievements of learning Arabic.

**Keywords**. Motivation, instrumental, integrative, Chinese-Arabic Learner, Arabic language in China

#### Introduction

Motivation is a complicated psychological process. It starts with a need and leads to a behavior that helps move people towards achieving their goals (Melendy, 2008). It is also believed to be an uplifting non-intellectual factor that raises people's eagerness, willingness, and happiness to do and learn things. Learning Arabic also is no exception. The different approaches to figure out this complexity and ultimately comprehend the issue of student motivation are worthwhile as they can assist teachers to predict and influence the students' behavior positively. Therefore, students' motivation to learn a language has been long



investigated, particularly, in the domain of second language acquisition (SLA). In SLA, Dornyei (1994) has claimed that motivation refers to an individual attempt and desire to learn a specific language and his/her positive attitudes toward learning it.

Initially, learners have several reasons for studying a second language (L2). They may either study a language for specific reasons or have a special affinity for the target language and its community. Teachers, on the other hand, are often very aware of the advantages that learning a second language as well as language proficiency can bring in terms of career, but to many language learners, studying the language is only a language requirement fulfilled to obtain an academic degree.

Since the appearance of the seminal works, Gardner and Lambert in (1972), language teachers and researchers have started to realize the central role that motivation plays in language learning. Gardner and Lambert have established the most commonly used framework for understanding the different attitudes and motivation that language learners typically have. Gardner's (1985) particular, quite narrow, use of the term *motivation* has required clarification, which Masgoret and Gardner (2003) provided by distinguishing between orientations and motivation. Masgoret and Gardner have contended that motivation is mainly goal-directed behavior, revealed in a variety of more specific behaviors and cognitions that serve as the manifestations of motivation. Motivation in this sense is operationalized as the sum of motivational intensity; desire to learn the target language, and attitude toward learning the target language. These concepts are closely related to the actual amount of effort, the desire to attain a high and satisfactory level of competence, and that effect experienced while learning the language. In Gardner's socio-educational model, this factor rather than orientations, is most directly related to achievement.

Orientation, on the other hand, refers to the intention of learning an L2, which is recognized as: *integrative* and *instrumental*. Learners who are integratively motivated actually have their own reasons to integrate into the target language community. They have personal affinity for people speaking a particular language. They learn a language because they are interested to better understand and get to know the native speakers of that language and their culture, etc. In contrast, learners who are instrumentally motivated have no intention to integrate with the L2 community, rather, they have different reasons for learning a second language<sup>1</sup>. They learn a language, for instance, to get into university, to fulfill a university language requirement or get a salary bonus etc.

Fundamentally, most of the studies that have been conducted in Southeast Asia are done in Countries such as Indonesia and Malaysia. Almost of those studies are typically dealt with Arabic language. The present study is carried out in China, which dealt with Arabic Language that is still noticeably under-researched when it comes to the investigation on second language learning motivation. The motivation theory and the permanent focus on motivation in SLA, remain constantly significant regardless of contemporary educational issues (Wei, 2007). Therefore, more research is required in this area due to the important role learning Arabic language - even any other language - that motivation plays on SLA. In the Chinese context, learning language studies where Arabic is used as a second language are accounted, so no more obtaining of a better understanding of the students' integrative and instrumental motivation and attitudes towards Arabic language.

Many researchers consider motivation as a very important component of the second language learning process (Zoltan Dörnyei; 2001: 43). Arabic learning is becoming global.

<sup>&</sup>lt;sup>1</sup> "reflect the more utilitarian value of linguistic achievement" (Gardner's, 1985: 267)



Chinese-speaking countries and students are, and have been, leading the world economically, politically, and educationally. Arabic-language educators all over the world have specific concerns regarding what programs are to be taught to the learners, what knowledge to deliver in the future to students, and by what means. When learning a foreign or second language, the success of our learning is measured, not by how many years we spent learning, the certificates we earned, the courses taken, or number of exams we had, but by the mastery of language and by how many of our goals are achieved.

Arabic is a very interesting language. It's a very interesting language. Some people think, in their point of view that it's somehow difficult. In other words, the rich systems of phonology (nunation), morpho-syntactic structure, grammar, and language dialects lead Arabic language makes a challenge for many learners around the world. However, these challenges could affect the students' motivation in learning Arabic as a second language. For examples, a majority of ASL student's has a strong motivation in learning Arabic just to secure a better job, another students to attain a higher respect in their society, others because their love to learn this language or for different purposes. These motivations are variable since the first time they enrolled to the classes then the last year. The motivation process could be in many ways changeable due to the learners interest in the motivation they have during the schooling years.

This study addressed the second language motivational process of instrument and integrative Systems (Dörnyei 1983, 1985, 2005) as a framework to compare differences in the types of motivation reported by Chinese learners of Arabic as a foreign language in The People's Republic of China. It's a comprehensive context of five universities in two cities. The total number of participants consisted of 125 current students at Chinese universities. This study adopted a language questionnaire approach, using an internet-based questionnaire which followed by an individual interviews. The investigation aimed to explore two types of learning motivation of Chinese students and their achievements in Arabic. The findings of this study can be used as a reference to align language learners' motivational self-system with their own pattern of development.

It has been commonly accepted that the learner's achievement in learning a second/foreign language is related to their level of motivation to learn the language. "Motivation is a kind of internal drive that encourages a learner to pursue a course of action and is responsible for initiating the learning and later the driving force to sustain the learning process over the long and arduous years it takes to learn a language. It is believed that without sufficient motivation no other factor on its own can ensure student achievement" (Dörnyei, 2001).

The first three decades of L2 motivation research saw a considerable number of empirical investigations which were mostly inspired by Robert Gardner and his associates in Canada applying versions of a standardised motivation test. The results of this research have demonstrated that attitudes and motivation are related to how well individuals learn a second/foreign language. By the early 1990s the study of motivation took a turning point following a call to arms by Crookes & Schmidt (1991) to explore various directions in which the social psychological construct of L2 motivation could be further developed. As a result of this, the 1990s saw an influx of L2 research that extended and covered a variety of issues, particularly cognitive and situation-specific variables.

#### **Motivation of this Study**

This study provides an analysis of the motivation and attitude of Chinese university students who are currently learning Arabic at Chinese Universities. It helps Chinese universities policymakers and curricula designers (such as teachers, educators, administrators, etc.) to



understand how students' motivation and attitudes toward learning Arabic have or have not changed before, during and after taking these classes.

Furthermore, this study investigates the effect of current ASP programs on students' attitudes towards learning Arabic and how these attitudes might correlate to learners' demographic information. Such studies are needed in Chinese Universities so the curriculum might be changed, based on results of this and similar studies and tap-recorded interviews with directors of Arabic department in Chinese universities<sup>2</sup>. For the academic world at large, this study is important because it is one of the few that studied university-student learners of ASP. This study is also one of the first that started tapping into the construct of ASP as defined in the ASL literature. By the end of study, the Chinese version of the International Attitude/Motivation Test Battery will be available to foreign researchers.

I have focused on two motivation approaches that seem to be important among this target as well as the challenges they may have during their classes that could affect the motivation process.

#### **Debate around the topic**

Many studies have shown that language learners' motivation for learning a language in many context that it plays an important role in the process of language acquisition. Motivation is an inseparable part in the second or foreign language learning process, especially for Chinese learners who have very limited contact with native speakers of the language and the culture since their acquisition of this language is mainly in an academic context. Chinese students' motivation toward learning Arabic language might be different from the others (e.g., ESL) because AFL students learn the language as a school subject and they do not have immediate contact with native Arabic-speakers outside schools in compare to English. It seems that integratively motivated ASL Chinese learners who have significant others (such as friends, coworkers, or family members) who speak the language, AFL learners' in China are limited contact with a community using Arabic than English (Muneera Muftah 2000) that might influence their motivation toward acquiring the language. According to Gardner and Lambert (1972), integrative orientation appears to be superior to instrumental orientation in SLA. It has also been revealed that language learners could potentially be motivated by using the metacognitive language learning strategies, and that strategy use might be associated with integrative motivation, rather than instrumental motivation (Wu Man fat, 2007). In addition, it was found that the classroom atmosphere might be positively correlated with the language learners' motivation (Wu and Wu, 2008).

A review of the literature on motivation in an educational context reveals that even though research has been carried out on student motivation, only a few studies have been conducted analysing the dynamics of L2 motivational change in educational institutions (Chambers, 1999; Williams & Burden, 1999; Williams, Burden & Lanvers, 2002; Tachibaba, Matsukawa & Zhong, 1996; Gardner, Masgoret, Tennant & Mihic, 2004) despite the fact that the learners' interest needs to be sustained over the many years it takes to learn a language. It appears logical therefore, that research on the temporal dimension of L2 motivation is important to our understanding of the different influential factors that affect learners throughout the lengthy process of their study. Since the results of the above studies suggest that the motivation of learners in school contexts declines with age and that it is influenced by external factors related to the teacher and course-specific motivational components outlined in Dörnyei's (1994)

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<sup>&</sup>lt;sup>2</sup> I have the tap-recorded interviews which included some related information about the students motivation from teachers point of views.



dy were to find out: (a) the extent

framework of L2 motivation, the objectives of the current study were to find out: (a) the extent in which various factors affect students" motivation and achievement in second language learning particularly as they enter the senior high school; (b) to carry out a cross-comparison of the results obtained by the questionnaire with those of the interviews and (c) to obtain additional information on how students motivation can be enhanced.

In particular, some reviews of literature have shown that integrative motivation might reduce anxiety (Wei, 2007) and that motivational practice of the teachers could help uplift the motivation of the students (Guilloteaux and Dörnyei, 2008). However, there is no clear cut agreement among the language learning researchers on the superiority of one type of motivation or orientation over the other. The findings of some studies on language learning motivation have even contradicted that of a previous study on a similar subject in the same context (Lamb, 2007). Some other studies have exclusively aimed at describing the motivational patterns of the participants rather than proving whether certain kinds of motivation can guarantee success in learning a second language (e.g., Rahman, 2005; Chen et al., 2005).

Language learning researchers have relied on Gardner's theory of attitudes and motivation to present a clear understanding of motivation by providing some major distinctions between motivation and orientation, and finding out logical interpretations to compare their own research findings (for more detailed examples see Babaee, 2012). Although numerous research studies have been conducted on motivation in SLA within the past ten years, most of these studies that have been done in Asia such as in China and Hong Kong (Liu, 2007; Wang, 2007; Wei, 2007; Wu Man fat, 2007; Yihong et al., 2007) and others in South Asia (Rahman, 2005), Southeast Asia (Lamb, 2007), Southwest Asia (Balkir and Topkaya, 2009), or East Asia (Guilloteaux and Dörnyei, 2008; Melendy, 2008; Wu and Wu, 2008; Takase, 2007; Chen et al. 2005).

Cao Xiaoxiao<sup>3</sup> (2015) work analyzing the Motives of Arabic Language Study for Regular Chinese Students. The author examined in his study the most important trends that concerned with the subject of the motives of studying the Arabic language among Chinese university regular students. It aims to find solutions to the problem of the motives of studying the Arabic language. The most important results of his study were analyzing different mechanism, including instrumentality, integrativity (internal), social assessment, learning environment, responsibility, eligibility, and religious feelings. The most important motives are the internal motivation that plays an important role in the result of the fourth-level Arabic language test. The findings present some strategies on how to raise the motives for studying the Arabic language.

This research is somehow related to my research in terms of the topic, the curriculum and its intelligence of motives, and it differs in levels of the study sample, however the sample of this study consists of regular Chinese students in Chinese universities. Since conducting this study, I used to read more about ESL questionnaires which is made in different contexts of second language acquisition. It's interesting branch of linguistic research to compare and understand Arabic learning context use in China. In other words, to explore how educational system of Arabic Language in Chinese universities works. I followed up a face-to-face interviews with Arabic department directors which will discuss in the following sections.

<sup>3[</sup>曹笑笑《高校本科阿语专业学生学习动机激发的策略》文学教育:中2015年]



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### **Defining Key terms** *Motivation*

Motivation is an easy word to pronounce, but it is still difficult to define. Even though motivation is a term used in academic and research settings, it is unexpected to find too little consensus regarding its precise meaning (Dornyei, 1998). Motivation was defined as the orientation a learner has with respect to the purpose of learning a second language (Crookes and Schmidt, 1991). There is no collective agreement on the meaning of motivation even though the majority of motivation investigators would see that motivation has to do with the trend and extent of human conduct, that is, the choice of a certain action, the perseverance with it and the effort extended upon it (Dornyei, 2001).

#### Arabic Language:

Arabic (العربية) /al'arabbiya/ is a Semitic language, in the same family as Hebrew and Aramaic. Around 260 million people use it as their first language. It is the official language of Arab countries. Many more people can also understand it, but not as a first language.

#### Second-language acquisition (SLA):

Second-language acquisition (SLA), second-language learning, or L2 (language 2) acquisition, is the process by which people learn a second language. Second-language acquisition is also the scientific discipline devoted to studying that process. The field of second-language acquisition is a sub-discipline of applied linguistics, but also receives research attention from a variety of other disciplines, such as psychology and education.

#### Instrumental Motivation:

Instrumental motivation refers to a practical or pragmatic reason for language study. Instrumental motivations for language learning include passing a language requirement, getting a monetary reward such as an increase in pay grade for language competence, or having a better chance of getting into school rolling requirements.

Dörnyei (1990) suggested that instrumental motivation could be more important than integrative motivation for foreign language learners since foreign language learners are not likely to have sufficient knowledge and experience to take part in the culture of the people who speak the target language in their early stage of language learning. Integrative motivation may not play a significant role in the early stage of foreign language learners. The importance of different kinds of motivation can be different between second language learners and foreign language learners.

Gardner's emphasis on integrative motivation for language learning may not fit in all language learning situations (Schmidt, Boraie, and Kassabgy, 1999). The Gardner's model have limited applicability for the learners who do not have frequent contact with the target language speakers since they have few opportunities to integrate with the speakers. There are many other factors contributing to the motivation of the learners who are far away from the target language speakers, such as instrumental motivation and knowledge orientation. Gardner should not overstate the importance of integrative motivation in all language learning situations. The significance of different types of motivation may vary from one to another language learning situations.



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#### Integrative Motivation:

Integrative motivation refers to a favorable attitude toward the target language community, possibly a wish to integrate and adapt to a new target culture through use of the language (Gardner, 1985, p. 54). Integrative motivation is the central concept in the Gardner's model. However, the support of the importance of the integrative motivation is not consistent. Some early studies did agree that integrative motivation was significant in second language learning (Gardner and Lambert, 1959) but some recent researches has shown that the instrumental motivation has an equal or better impact than the integrative motivation. In some cases, the integrative motivation is even considered as having a negative correlation with proficiency which in turn affecting the success of second language learning (Belmechri and Hummel, 1998; Dörnyei, 1990).

#### Instrumental & Integrative motivations:

Integrative and instrumental motivations are not necessarily mutually exclusive. Brown (2000) stated that learners rarely select only one type of motivation when learning a second language. The motivation of learning a second language is usually a combination of different forms of orientations. He has cited an example of international students who are residents in the United States. For instance, the international students learn English for academic purposes while wishing to be integrated with the people and culture of the country at the same time. This example has clearly shown that integrative and instrumental motivations can mutually exist. In some cases, it is difficult to divide instrumental and integrative motivations.

#### Attitude/Motivation Test Battery

Major constructs and scales in the socio-educational model are not only operationally defined but can also be assessed (Gardner, 1985). Gardner and his associates established scientific research procedures and introduced standardized assessment techniques and instrument in L2 motivation research (Dornyei, 1994). The instrument Gardner (1985) created to assess attitudes and motivation is called Attitude/Motivation Test Battery (AMTB). AMTB consists of over a hundred items measuring5 constructs and 11 scales.

#### Theoretical framework

The theoretical framework used in this study is the theory of motivation of second language learning proposed by Robert Gardner. He established a model of motivation in second language acquisition in 1985. The field of language teaching has been influenced for many years by the model which came from the studies of language immersion in Canada. The model describes two forms of motivation, instrumental and integrative. Instrumental motivation refers to learning to accomplish a task, such as passing a course, getting better pay, and so on (Ehrman, 1996, p.139), (Gardner, 1985, p. 53, 54). Integrative motivation refers to a favorable attitude toward the target language community, possibly a wish to integrate and adapt to a new target culture through use of the language. One of the Gardner's main ideas is that the integrative motivation plays an important role in second language acquisition. It is directly and positively related to second language achievement. However, the Gardener's model has received lots of criticisms since it was published.

The model is criticized for overstating the importance of the integrative motive. Gardner simply used the candidates' selection of integrative reasons over instrumental ones as



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evidence that integrative reasons have a higher level of motivational intensity<sup>4</sup>. Gardner found that the integrative motivation has an extremely high significance in his studies. Nevertheless, the instrumental orientation such as getting a job and passing an examination is also an important factor in second language learning. If learners with integrative motivation can achieve success since they are active in their learning, the same theory might be applicable to the learners with instrumental motivation. Instrumentally motivated learners may be successful since they are eager to learn to achieve their instrumental purposes.

David McClelland's (born 1917) theory about the motivation and achievement. As a psycholinguistics his theory called the incentive of achievement, that is, there are individuals with a tendency and desire to complete the work well unlike ordinary individuals. These individuals have been called high achievement. Where he sees that societies with more motivation for achievement produce more energy and active businessmen, and that these men, in turn, achieve faster economic growth. Such people must take the risks of taking risks and being prepared to take medium levels of risk related to the high level of need for achievement.

In fact, those who have greater motivations for achievement are more likely to succeed and more than those who are not, just as they are usually more active, innovative, able to work and exert effort, and finally, these people derive a sense of contentment from their work that they are more successful than their fame and praise.

Friedrich Harzberg (born 1923). In his theory 1987 he marked the nature of the man who has a major impact on behavioral trends, especially in motivation and motivation research. Where he conducted a study of two hundred engineers and accountants working in the factories in Pittsburgh and began interviewing respondents to their questionnaire and asking them to tell their experiences about events or events that made them feel very satisfied or extremely dissatisfied with their work. Results analyzes have shown things that researchers have not been able to discover from the past, including that factors that lead to job satisfaction differ from things that lead to feelings of discontent. In other words, their questions were like: *Can you remember when you were feeling happy about your job? Who made you feel that?*.

By analyzing their answers, it was found that there are two groups of factors: The first group and its presence increases employee satisfaction, but its absence does not negatively affect employee satisfaction. These motivating factors are called: achievement, work challenges, appreciation, management recognition of achievement, increased responsibility, and Progress and self-development. As for the second group of factors whose existence prevents dissatisfaction but does not increase the employee's satisfaction if they exist and these are called preventive factors: salary, management style, interpersonal relations, supervision and material working conditions.

Herzberg's theory has had many positive effects not only on psychology but also linguistics. Herzberg proposed the motivator-hygiene theory, also known as the two-factor theory of job satisfaction. According to his theory, people are influenced by two sets of factors. The theory deals with satisfaction and dissatisfaction in jobs which are not affected by the same set of needs, but instead occur independently of each other. Herzberg's theory challenged the assumption that "dissatisfaction was a result of an absence of factors giving rise to satisfaction." Motivational factors will not necessarily lower motivation, but can be responsible for increasing motivation. These factors could involve job recognition, potential for promotion or even the work in itself.

774



Herzberg (1987) describes the growth factors (or motivators) as "achievement, recognition for achievement, the work itself, responsibility, and growth or advancement," which are intrinsic. Intrinsic factors include "orientations toward money, recognition, competition, and the dictates of other people, and the latter includes challenge, enjoyment, personal enrichment, interest, and self-determination.

#### The importance of Motivation in Language Learning

The importance of instrumental motivation is being concerned more in the later studies while the significance of integrative motivation has continued to be emphasized. However, it is important to note that the instrumental motivation has only been regarded as an important factor in second language learning while integrative motivation is continually linked to the success of second language learning. Motivation is a significant contribution to second language learning achievement. Therefore, identifying the types and combinations of motivations is one of the keys to successful second language learning. At the same time, learners should be reminded that there are always other variables which can be unique to each language learner affecting the success of second language learning.

#### **Analysis of the Data**

The methodology I used here in my research is based on the recent situation of almost Chinese universities as well as students background. It touches their common motivational reasons of language learning. All questions in this part are basically focused on the two motivations - instrumental and Integrative. In the previous chapter, I have discussed a general information regarding the participants background and related academic information. In the following chapter, I will discuss a general analysis of the questionnaire data that related to integrativity and instrumentality of these samples which includes language scales, motivations items as well as short questions.

#### **Data Collection Procedures**

Descriptive data

According to English version of the Attitude/Motivation Test Battery (AMTB) 7-point Likert Scale format that is originally developed by Gardner (2004) along with Clement et al.'s (1994) 7-point Likert Scale format were adapted to a 5-point scale, ranging from 'Strongly Disagree' to 'Strongly Agree'. Gardner's AMTB is reported to have a good reliability and validity (Gardner, 1985, 2005; Gardner and Macintyre, 1993). The literature also shows that the AMTB has been used in many studies of L2 motivation (e.g., Baker and Macintyre, 2000; Masgoret, Bernaus, and Gardner, 2001, among others)<sup>5</sup>.

The original instrument comprising of over 80 items is adapted to the English context (see appendix). In my thesis, I adopted the Chinese context following the recommendations put forth by my supervisor as well Arabic-native and non-native linguists who they suggest adjusting instruments to the context where they are going to be used.

In other words, Gardner himself has advised researchers who are going to adapt his instrument to make sure to adapt the items carefully so that they measure what they are supposed to measure. Therefore, I have adopted the content of the questionnaire which was based on

<sup>&</sup>lt;sup>5</sup> The methodology used by other linguistics refers to the motivational scales in English Language proficiency, for example, Gardner and others.



Chinese university students. The suggestions were recommended from different linguistic in China, Arabic and foreign countries to fit this purpose.

In the context of the present study, the adaptation of the AMTB shows the following:

- Negatively keyed items are eliminated to prevent students' confusion (Brown and Rodgers,
- The background information is discussing more details about the students' language ability, physical and anxiety problems and evaluation of their teachers teaching in classroom.
- The scale about anxiety was added because this is including the scope of this study.
- According to Dörnyei's (2001) suggestion to adjust scales if they going to be used in contexts other than where it was developed, all other items are considerably adjusted and adapted to fit into the Chinese context.
- The items which are designed to assess the performance of teachers, course evaluation items, subscales which are included in the first part of the AMTB in a more general format and items which are semantically different are all added.
- The use of teacher's evaluation by the student's is to determine students less/more languages proficiency during college years of studying and after graduation.
- The use of student's evaluation by the teachers' is to determine teacher classroom rules on students proficiency during college years of studying.
- I have edited, deleted and added some of AMTB items to come across with the Arabic Language policy in China. I have realized Chinese student's educational, ethnicity, and university current statue.
- I used English version-questionnaire in which given more clear information for multilingual environment readers to access to the data base.
- The final version of the instrumental and integrative questionnaire included 3 sections (Background information, language self-efficiency and Arabic-learning motivation scale).
- Necessity of attaching Teachers' survey, for example, class evaluation, student acquiring during teaching, class influence, academic achievements, etc.

#### Data analysis and descriptions:

The purpose and reasons for undertaking research on L2 motivation and different terms used are explained to the students by their instructors before the distribution of the questionnaire. During the completion process of data collection, the instructors are requested to help the students to understand all sections and all different parts and subscales of the questionnaire. Students are also assured that the information they give would be kept confidential and be used for research purposes only. This part consists of background information, integrative part, instrumental part and other questions.

#### Arabic Educational system at Chinese Universities: Arabic Language in China 6

Arabic language in China has been used in many religious, political, academic and business purposes. Chinese government extends cultural relations not only with the world, but with Middle East and Arabic countries under 'One Belt One Road Initiative'. It brings up a lot

<sup>&</sup>lt;sup>6</sup> This section explores a general overview about Arabic Language department in Chinese Universities. It shows DAL internships, cultural exchanges, student's and faculty information. I'm really grateful to all of: Dr. Hassan., Mansoor, Shadi and Ahmad for their time and kind support, providing me with these data; March 3, 2019. Please, find contact information of all surveyed schools leaders attached with the

<sup>&</sup>lt;sup>7</sup> The Belt and Road Initiative (BRI) is a global development strategy adopted by the Chinese government involving infrastructure development and investments in 152 countries and international organizations in Asia, Europe, Africa, the Middle East, and the Americas.



of opportunities to access to many academic exchanges, jobs hunting, cultural understanding, and business stabilization with Arabic countries. In result, there is a need to get in touch with the different Arabic regions.

Depending on face-to-face interviews with the directors of DAL in Chinese Universities, these universities are following both full and part time academic calendars. In other words, four full academic years programs for undergraduate, and three to four academic years for postgraduate studies. There are some language training programs as well as internships from/to China mainland and with foreign countries. In this part, I have separately enclosed face-to-face interviews with directors of DAL as it shows the recent situation Chinese Universities system using Arabic language context.

#### Beijing Language and Culture University (BLCU)

BLCU, is a key school of languages in China. As far as it stands with a good reputation in teaching languages not only for foreigners but also for Chinese, the school of Arabic Language and Middle East Studies is the second busy department at the university with a higher number of students. Mr Hassan<sup>8</sup> has provided us with some information about student's motivation of study Arabic Language at BLCU. With total of 11 years teaching experience at BLCU, Mr Hassan thinks students are highly motivated to study Arabic but they should work hard to achieve what they want. The students are required to complete compulsory courses to get an academic credit every year (undergraduate) and to pass written examinations. DAL follows the systematic method of Arabic-countries universities ways of teaching in many aspects. BLCU introduces some Arabic native speaker instructors who are conducting some remedial courses to support Chinese students.

In term of educational relations, BLCU has cultural exchange programs with foreign and Arabic well-known universities. Mr. Hassan remarks on the academic projects and research programs with Middle East, North Africa, Europe and United States. He adds, 'Every year, many of Chinese students are studying in: Egypt, Saudi Arabia, U.A.E, Algeria, Yemen<sup>9</sup>, Israel, United States, and Europe respectively. Recently, the schools in Egypt, Saudi Arabia and United States have the prior culture exchange programs and number of students. BLCU has 10 masters and doctoral international students (5 Egyptians, 2 Tunisian, 3 Moroccan) who are currently studying with Chinese classmates. Mr. Hassan is teaching the second level this academic semester. He is uncertain about student's level in class but he evaluated all students' levels as 'Average' and he wished them to work hard in the future. He pointed out, there's no difference between the both genders in term of proficiency as they have the same curriculum in classroom.

The situation of Arabic world affects student's motivation to learn Arabic Language. In his point of view, it's naturally behaviour to have some fears towards the target culture and community. However, it is not the full image of students about the Islamic culture and Arabic world because they are motivated to learn the language and history. He is full-satisfied with university system of teaching because it promotes and supports directly by the Ministry of Education. At the end, Mr Hassan added 'the motivation of learning Arabic language could not be achieved by the learners but also by the Arabs' themselves. That's to say, Arabic language has a great impact on the other languages and cultures and we should know how we do best to make it easier for other learners.

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<sup>&</sup>lt;sup>8</sup> Mr. H. is a doctor of philosophy. He is majoring in Arabic language and Middle East Studies (Arabic language and literature, Rhetoric, Literary Texts, Arabic Prose). He is the dean of Arabic language and Middle East studies at BLCU.



#### Beijing International Studies University (BISU)

Prof. Mansoor<sup>10</sup> also pointed out that during 2019 the number of Chinese students enrolled in DAL reaches over 200 (male and female) undergraduate and postgraduate levels who are specialized in Arabic language and Literature studies. The total number includes 170 students for bachelor degree (Arabic Language studies), 12 master degrees, and 18 doctoral degrees. The main courses are Arabic language and literature, translation theories, Applied Translation (Arabic-Chinese), Chinese-Arabic Relations. The school introduced two crucial departments which are the well-known and conspicuous in the term of national basis and Chinese universities history titled: Research and Translation Academy of China and The Arab World, and Arabic & Chinese Center of Reform and Opening Studies.

Since 2000 BISU was well-developed. DAL merges between Arabic Language and Regional Studies Specializations. Many scholars are studying in many Arabic and Foreign countries such as United States and Europe. Their main interest of studies included Arabic language relations (Regional Studies), Arabic Language heritage, Arabic culture and literature, Arabic language (Ancient) philosophy. Some scholars are going to graduate by July, 2022 from Oxford University and their major is Ancient Arabic Philosophy. Many students are preferring to pursuit their higher studies in the United States. We should comment on the recent academic relations between BISU and many European and US schools. Mr Mansoor has been in at Exeter University, England, before two years as a visitor and researcher. He has made some papers about Arabic and Islamic studies and, until now there are good relations between both of schools. In addition, He also has visited many American and European universities and conducted many academic projects. In the meanwhile, there are about 50 foreign students who are studying at BISU. Some of these students are Arabic-native speakers. They use to study with Chinese classmates and, if we compare, their academic background with Chinese students, for sure they have a high proficiency so we put them in higher position of their academic levels. 11 BISU remarks by teaching very common and preferable academic program in China 'Tourism Sciences' which almost of Chinese and Foreign students enrolled in this program.

The school includes 23 Chinese Professor who are well experts in Teaching Arabic for Foreign Speakers. Bedsides, the school adopted 4 Arabic-native experts (2 Egyptians, 1 Tunisian, 1 Algerian) to support educational system of the school. In addition, there are some researches and studies about Persian, Hebrew and Turkish languages as well. BISU is one of the biggest schools that has a long history in teaching Arabic language for Chinese students in China. The main interest of school is to teach Arabic language skills in general and 'The Regional Studies of Middle East and North Africa' in particular. Mr Mansoor assured that BISU has friendly relations with Arabic well-known universities and academic institutions. For instance, BISU Inaugurated Confucius institution in King Mohammed V University at Rabat, Morocco under the cooperation project of Chinese-Moroccan relations program of teaching Arabic. He said 'we have also good relations with some Egyptian and Tunisian universities." In fact, that leads many Chinese students to be sent abroad for educational exchange programs. He also added: 'Before two months ago, there were about 20 of Chinese students who have graduated and back to BISU from Al-Nahda University<sup>12</sup> (abbr. NUB) in Egypt.

 <sup>&</sup>lt;sup>10</sup> Mr. Mansoor is a doctor of philosophy. He is majoring in Arabic Language Syntax and Middle East Regional Studies. He is the dean of Department of Arabic Language and Middle East Studies at BISU.
 <sup>11</sup> By means after finishing first schooling-year, they use to join a higher academic degree(s).

<sup>&</sup>lt;sup>12</sup> Al-Nahda University (Beni Suef) is located in Upper Egypt. It was established in 2006. It is a private University run by the Thebes Education



After Arab's Spring Revolutions<sup>13</sup>, the motivation of studying Arabic language was somehow less and badly affected than before last ten years. As Mr Mansoor has been teaching since 1964, with total 50 years teaching experience, he said 'this affect could not be only for Arabic language but also for any other language'. He added: 'In China we think students are studying Arabic not only from regionalism perspective of Arab countries, but from a linguistic perspective because Arabic language has an important and special condition among Chinese and foreign speakers." Mr Mansoor measures students' ability and language level as a 'satisfied and good'. he thinks students are hard-working during their studies. He suggested them to keep going on their studying and not to be affected with any problems of any part of Arabic countries. He promised them to get a higher social respect and work position in the future.

#### Beijing Foreign Studies University (BFSU)

Beijing Foreign Studies University BFSU is a key school deals with teaching foreign languages for Chinese and foreign students. Collecting the data from this school was somehow really hard. That's because all the students and teachers are busy with lectures. Mr. Shadi<sup>14</sup> have been studying Arabic since 2000 and has been teaching since 2006. His bachelor degree was Arabic Language and Literature. His masters and doctoral degrees were on Arabic and Middle East Current Issues and Regional Studies. He has been teaching Arabic in Damascus University, Syria. The Chinese students' motivation of studying Arabic language in his school is really high. The school accepts foreign students who attending Semitic Languages school, International Relations and International Trade and Economics school and some of them are majoring in Arabic and Islamic studies. In our school there are only three students.

The students' level in general is good, as Mr. Shadi pointed out. He said students' academic achievements are really high, in which is getting more scores, attendance, participation and knowledge during their academic years of studies. Regarding the events of 2011 ahead, students for sure are worried about what happened in Arab world but there's no special effect on their achievements or motivation of learning of Arabic. Students are increasingly enrolled to the Arabic departments every year as usual. BFSU have many Academic cooperation with many schools around the world. For instance, the school has signed many cultural cooperation and academic agreements with some Arabic and foreign universities such as Cairo University, Ain Shams University, King Saud University, Oxford University, Cambridge University, and more. Besides, the school has introduced some foreign teachers and also every year the school conducting some academic seminars in many filed related to political, economic, educational and cultural understanding programs. There are some students who are studying abroad and some of them will graduate by July session 2022. They are typically specialized in Arabic and Middle East Studies, regional studies and history. Some of them also are majoring in Arabic diplomatic studies and relations.

#### Guangdong University of Foreign Studies (GDUFS)

Guangdong University of Foreign Studies GDUFS is one of the Chinese Universities key featured that included our study. It's one of the most well-known school in the northern

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<sup>&</sup>lt;sup>13</sup> (2011) The Arab Spring was a series of anti-government protests, uprisings, and armed rebellions that spread across the Middle East in late 2010. It began in response to oppressive regimes and a low standard of living, beginning with protests in Tunisia, Egypt, Libya and Yemen.
<sup>14</sup> Mr. Shadi is a doctor of philosophy. He is majoring in Arabic Language Syntax and Middle East Regional Studies. He is the dean of Department of Arabic Language and Middle East Studies at BFSU.



part of China. Mr. Ahmad<sup>15</sup> is a foreign instructor at GDUFS well known with his dissertation (*Studies on al-Bahr al-Muhit by Abi Hayyan*)<sup>16</sup>. Mr Ahmad also has worked in Syria. Mr Ahmad has been working since 1997 as Arabic Language Teacher for Foreign Speakers. He has provided me some information about his experience in teaching Arabic at GDUFS since 2012. He has taught Arabic for many nationalities and worked in some European countries including Sweden, Denmark, Norway, Germany. His main interest and experience are teaching Arabic language skills. He participated in many international conferences such as Canada, United States, Europe and Asia. He also published many academic papers at GDUFS and introduce some academic curricula which fitted, described and evaluated Arabic language scholars' levels, methodologies, motivations and so on.

Mr. Ahmad mentioned that the recent motivations for Chinese students are varied in many ways depend on student's background and self-motivation. He mentioned there are external and internal motivations not only for Chinese students but also for any other learners. The external motivation can be described by teachers, schools or parents. The internal be described motivation can by 1) the scholar aims of studying language to get specific achievements such as getting contact Arabic friends, working in a good position (e.g., diplomatic divisions, commercial and business scientific research purposes, agencies), or 2) he/she loves the language and wants to learn it.

He mentioned Chinese students are normally strange with the language they are studying in first stages after enrolling to the class. They getting familiar with it after short time of studying. He pointed out, unfortunately, there's no use for the European curriculum in teaching (CEFR) <sup>17</sup> systems in the school, but he using his own curriculum and the students are satisfied. His method of teaching is following the using of simple vocabularies, simple sentences and then complex sentences. also consider student's level and language proficiency. He also mentioned many various motivations appears during undergraduate years but the student still confused about which particular target of his studying. Regarding less/high motivation of students during their undergraduate years of study, Mr A. relies answering on the teachers, scholars, environment, schools and teaching curricula. He assured that if the teachers are good in the way of teaching it surely increases student's motivation of learning. In addition, scholars should know what is the target intention of learning language. In the meantime, environment works as student's precipitation in learning language. That's to say, Arabic-native speakers' friends, media, work or living environment, family encouragement, and the time spending in learning language and so on are really important. Moreover, school/campus/administrative is one of the most important mechanism of student's motivation. We should know what the proper teaching curriculum that fitting scholars' level during their studies, and what's the right place they should

Mr. Ahmad refereed to the background of the learners' identity and ethnicity as an important role of student motivation. For example, comparing study Arabic language in the northern part of China which some majorities are Muslims is more than that in the southern part. That's to say, the north may refer to religious or ethnicity heritage and background. He

<sup>15</sup>He is a Syrian Arabic instructor. He has two Masters degree of Arabic Language, specialized in Arabic Syntax and Morphology. He studied at Damascus University, and he has written some articles on Arabic language linguistics.

<sup>&</sup>lt;sup>16</sup> Mohammed Bin Yusuf Bin Ali al-Tabri al-Nimiri al-andulusi better known as Abu/i Hayyan al-Gharanti is Arabic Linguist, grammarian and a Muslim commentator on the holy Quran. He was born in Spain 1256 and was known by his contributions to Arabic Grammar. He was died on 1344.

<sup>&</sup>lt;sup>17</sup> CEFRL The Common European Framework of Reference for Languages: Learning, Teaching and Assessment. CEFR is a guideline used to describe achievements of learners of foreign languages across Europe and, increasingly, in other countries.



also mentioned that he himself used to teach some Islamic and Arabic culture courses for graduate students. The teaching skills (Listening, Reading, Speaking and Writing) are used as a basic part of teaching during undergraduate years of study. The students used to take advanced courses related to the Islamic and Arabic culture, heritage and history. The using of videos, short films, cartoons, music and stories as educational instruments to link with the target culture and make it more amused and easier during teaching in classroom. That's to say, it is not for religious suit but because it's one of the language cultures, heritage. After graduation, student would be able to communicate and work in any different fields and language environments.

With a long experience in teaching and preparing curricula for other speakers, he added: 'The current curricula used in Chinese universities are somehow 'Old, traditional, overstatement and detailed'. It should change in term of typology. It doesn't have a strategy such as partial and complete understanding for those who are teaching the second language. Mr A. assured teacher's play main role in motivation so when teacher use first/mother language in teaching at classroom, it will dedicate what so called 'Adaptive' or 'dependency' and the learner will not have a target aim of himself inspiration but will wait for the teacher's comments. Mr. A. refers to the 'al-Jadid fi al-lughat-u al-Arabia' series as 'not proper' for teaching Arabic as a second language. He put some notes about the first book (Basic level)<sup>19</sup>, that it illustrates 'phonology and sounds' in a massive course. He said, it includes some unused/uncommon words in Modern Arabic so with time student faced a massive of strange vocabularies, so instead of focusing on sounds production he/she will focus on translating vocabularies and conversations, so students spend more time in learning a different path of Arabic.

#### Analysis of the study tools

#### Analysis of close-ended questions

This section was designed to elicit information on demographic and educational profile of the participants (i.e., Q. 1 - 8). According to the data analysis in the previous chapter II participants' background data were described in Table. 2. Participants are from different ages, sex, degrees, language abilities, and academic background. All participants have language skills ranged from three languages (63.0%) and (28.0%) as a high range. Students also are more familiar with Arabic language just when they enrolled to university with high range (80.0%).

Table 3. Participant's' Background information.

Ite m	Category	Sub-Category	Frequenc y (N=125)	Percentage
Q1	Gender	Male	61	40.0%
<u>Q</u> 1	Gender	Female	64	60.0%
	Age	17 - 20 years	58	40.0%
02		21 - 25 years	61	50.0%
Q2		26-30 years	03	5.0%
		Above 30 years	03	5.0%
	<b>Mother Tongue</b>	Mandarin	117	89.0%
Q3			01	1.5%
		English	06	8.0%

<sup>&</sup>lt;sup>18</sup> A serious of books published by Chinese authors, who are specialized in Arabic Language Teaching for Foreign Speakers. It used in teaching Arabic for Foreign speakers in many Chinese institutions and universities.

<sup>&</sup>lt;sup>19</sup> The first book includes phonology, grammar, writing and conversations.



		Arabic	01	1.5%
		Others		
		Bachelor Degree	114	46.0%
Q4	Level of Education	Masters Degree	07	34.0%
	Level of Education	Doctoral degree	03	14.0%
		Others	01	6.0%
		Freshmen	26	25.0%
05	A andomia waan	Sophomore	37	38.0%
<i>Q5</i>	Academic year	Junior	31	20.0%
		Senior	31	17.0%
Q6	Foreign languages they speak	Non	00	0.0%
		One	06	6.0%
		Two	29	28.0%
		Three	72	63.0%
		More than three languages	18	13.0%
		At school	14	16.0%
	I comed Auchio	Outside school	00	0.0%
<i>Q7</i>	Learned Arabic	At his/her university	109	80.0%
	language	At another university	02	4.0%
		Others	00	0.0%
		PKU	09	20.0%
	Name of University	BLCU	42	20.0%
00	Name of University	BFSU	02	19.0%
<i>Q8</i>	you're currently	BISU	06	19.0%
	studying at	GDFSU	55	19.0%
		Others	11	3.0%

#### **Close ended-questions** (Specific questions)

In the first part of data collection questions 10, 11, and 12 discussed the importance, interaction and physical condition when they speak Arabic. Among the students participated in this study, (40.1%) "Agree" and (39.6%) "strongly agree" that speaking Arabic is very important. In comparison with (2.2%) of the students are "disagree" and (2.7%) "Strongly disagree", that speaking Arabic is important. Although, differences in levels of agreement and disagreement are observed, there is an uncertainty among some of the students (15.4%) about the importance of speaking the language. (see Table. 4)

Q9	1	2	3	4	5	M	SD
(N=125)							
Importance to encels A vahia	0	2	16	22	27	20	107
Importance to speak Arabic	9	0	40	23			18.7

1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree, M=mean, SD= St. Deviation

#### Table. 4 The importance of Speaking Arabic.

According to their answer of Q. 10 the students are highly interacted with Arabs using Arabic at the range (22.05%) 'Always' and less at (1.03%) 'Never. (See Table 5)



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Q10	1	2	3	4	5	M	SD
(N=125)							
Interaction with foreign speakers or visitors using Arabic	19	33	51	19	03	00	00

1=Always, 2=Often, 3=Sometimes, 4=Seldom, 5=Never, M=mean, SD= std.deviation

#### Table. 5. The interaction using Arabic.

Specific close-ended questions were asked to the participants considering their interaction with foreigners, visitors or other native speakers using Arabic and also their physical, mental brainstorming in speaking Arabic.

<i>Q11</i>	1	2	3	4	5	M SD
(N=125)						
Students physical, anxiety and brainstorming when	14	22	61	21	0	0 00
speak Arabic	14	23	01	21	6	0

1=Always, 2=Often, 3=Sometimes, 4=Seldom, 5=Never, M=mean, SD= std.deviation

Table. 6 The physical statues of students in Speaking Arabic.

According to the participants evaluation of themselves if their physical condition using Arabic, they agreed at the point (70%) 'Sometimes, and less to (3.03%) 'Never'. (See table6)

#### Other close-ended questions

The close-ended part was constructed to measure the participants' Arabic language self-efficacy or their perception as learners by requesting them to rate their own Arabic proficiency level from poor to excellent so as to indicate how proficient they are at Arabic. It also includes their preference to speak Arabic dialects. In addition, It consists of evaluation of their teachers in class. It also includes the purpose and academic challenges of Arabic language.

Item	Category	Sub-Category	Frequency (N=180)	SD
		Poor	23	26.0%
	How do you rate your	Fair	19	24.0%
Q12	ability to speak	Average	64	33.0%
	Arabic?	Good	17	17.0%
		Excellent	02	0.0%
	Arabic dialects preferred in speaking Arabic.	Egyptian Arabic	86	45.0%
		Sudanese Arabic	04	0.0%
		Syrian Arabic	12	20.0%
012		Moroccan Arabic	08	15.0%
Q13		Yemeni Arabic	06	10.0%
		Gulf Arabic	02	2.0%
		Jordanian Arabic	02	5.0%
		Others	05	3.0%
	Harrida way nata wayn	Poor	03	3.0%
014	How do you rate your	Fair	02	4.0%
Q14	teacher's teaching in class?	Average	11	14.0%
		Good	46	41.0%



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-		Excellent	63	38.0%
		Employment/Job	105	89.0%
		Political/Military	16	5.0%
		Cultural understanding	66	20.0%
	I learn Arabic for purpose of:	Academics & linguistics purposes	51	15.0%
Q17		Religion Ethnicity	14	9.0%
		Traveling and living abroad	42	13.0%
		My family speaks Arabic	05	4.0%
		Humanitarian/organizational skills	19	3.0%
		Other	02	2.0%
		Speaking	73	45.0%
		Reading	34	10.0%
	A an domin abilla	Writing	38	15.0%
Q18	Academic skills	Grammar	66	10.0%
	challenges/problems	Listening	70	27.0%
		Nothing from all above	11	10.0%
		Others	06	4.08%

Table 7. Analyzing of students 'ability.

In the above table 7, the students show a uncertain condition of their language skills regarding Arabic with medium range of (33%). They also show a high preference of using Egyptian Arabic in speaking with range (45%) among other dialects. They ranged their teachers teaching in class as good (41.00%). The prominent thing is their interest in using Arabic in term of Employment/Job with a higher range of (89%) and less interest in term of political/Military purposes and family experience with (5%). The students also show some language difficulties during learning Arabic in their schools. These obstructions can be described in Listening and Speaking skills with high score (45%), Listening (27.0%), Grammar (20%), Writing (15%) and less in term of reading (34%). Some students show that no one of these difficulties in his learning with (10.0%). Students also agreed that the difficulty of using Arabic dialects is the most prominent in learning language (4.08%). In general, the students have a high agreement with Q12 'Average', Q13 'Egyptian Arabic', Q14 'Good', Q17 'Employment/Job', and Q18 'Speaking'.

#### Analysis of Open-ended questions

Arabic plays an important role in the past and modern academic, ethnic, cultural, and economic purposes. Arabic becomes widely used by Chinese students who are working in many positions, such as Arabic embassies and consulate in China or other countries. One of the important aspects of language use is how the students themselves feel about the importance of speaking Arabic.

The qualitative data is derived from the two open-ended questions (i.e. Q. 15, 16). This part was generated for the participants to identify the main reasons why learning Arabic is so important to them. It also aimed to determine if the students' motivation towards learning Arabic has changed after entering the university as well as the reasons that motivate them. That's to say, are the students motivated integratively or instrumentally in learning Arabic?



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The data collected shows a high agreement 25 student with range of (30%) as 'It's my major in my university' which clearly shown an instrumental feature. It also shows 'Arabic helps me in getting better job' with students' agreement of 11 with range of (14%) among Chinese participants.

<u></u>	Arabic language is important to me because  N= 125	
No.	Responses	Z
1	It's my major in my university	25
2	Arabic helps me in getting better job.	14
3	I want to know more about the Arabic culture.	5
4	I will probably do Arabic-related job.	5
5	It makes more money, a tool of high work payments.	5
6	It's essential/related to my future work.	5
7	Useful for me to travel to Arab world.	5
8	It's interesting.	5
9	A bridge to communicate and contract with Arab people.	5
10	I must use it. It requires for my work in Arabic language communication skills.	3
11	The development of some Arabic countries	3
12	I'd like to use it in my work in the future.	3
13	Arabic culture is interesting.	3 2
14	Arabic helps me making more Arabic-speaking friends.	2
15	I want to work in Arabic in the future.	2 2 2
16	I want to travel to Arabic countries.	2
17	Arabic is beautiful.	2
18	It's my work language.	2
19	I want understand the Arabic culture.	2 2 2
20	It's a key to find a job.	
21	It's a global, I can use it abroad.	2 2
22	It is new challenges in my life, I like to go through it.	2
23	I like it.	2
24	(No response)	2
25	The global economy.	1_
26	It's a new foreign language for me.	1
27	I am a Muslim.	1
28	I like translating Arabic into Chinese.	1
<u>29</u>	Arabs start studying Chinese.	_1_
30	Connection between Arab-Chinese societies.	_1_
31	My parents encouraged me.	_1_
32	I learn it to get my degree.	1_
33	I can't live without it! /It's important in my life.	1_
34	It's important for my life.	_1_
35	Many people use it.	_1_
36	I learnt Arabic in middle school.	_1_
37	It's a unique language among other languages.	1_
38	I can learn different cultures of Arabs.	1



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39	Arabic is one of the ancient languages.	1
40	Arabic is one of the difficult languages.	1_
41	Many international organizations use Arabic language in official occasions.	1
42	The attraction of Arabic language.	1_
43	To achieve my dream to be a diplomatic member.	1
44	I am very interested about Arabs.	1
45	With learning Arabic, I will contribute to my society.	1
46	It's challenging.	1_
47	Getting better scores in my classes.	1_
48	Employment's pressure/obligation	1_
49	The Cooperation between China and Arab world.	1
50	Knowing about different cultures.	1
51	Because of economy.	1
52	The time is changing.	1
53	Scarcity of Chinese people who speak Arabic.	1
54	Many countries speak Arabic.	1
55	The policy of the One-Belt One-Road initiative.	1
56	It's a beautiful and expeditionary language.	1
57	It so challenging and changes my way of thinking.	1
58	It is a useful skill.	1
59	It's a key to achieve my life's goal.	1
60	It's my hobby.	1
61	I select studying Arabic with a deep concern.	1_
62	To learn more languages.	1
63	Learning Arabic is advantageous.	1_
64	It improves my skills in other languages.	1
65	I am curious about foreign languages including Arabic.	1
66	I am closer to my dream!	1
67	I want to pass exams.	1
68	There are many good chances after graduation for those who learn Arabic.	1_
69	It can broaden my horizons and perceptions.	1_
<b>70</b>	It has a long history and rich heritage.	1_
No. =	Number of correspondent answers among all participants; SD = Standard Deriv	ation

Table 8. The importance of Arabic Language according to participants' responses.

The study tries to show how the students are motivated to learn Arabic during their schooling and how it may or may not change before or after the time of enrolling into the university. The experience that they may find of taking Arabic could affect their motivation battery towards second language. The students showed an obvious less motivation to study Arabic with range (85%). It's very clear that 'Arabic is too difficult' with number of agreements of 60 participant with range of (45%) among all target. In the same time, 'The Arabic grammar is really difficult' about 20 agreements of participants with range (18%). Some other responses showed that Arabic is harder than before and almost of them do not have enough contract with Arab-native speakers.



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The survey also showed that majority of Chinese university students who are studying Arabic are having a high motivation to study Arabic after attaching to the university (40%). They agreed that 'I have a great interest in Arabic' with range (5%), 'Arabic language is a very interesting and beautiful when we study it deeply' with range (5%), 'I think those who learning Arabic would have a good future' and so on, (See Table 13).

Arabic would have a good future and so on, (See Table 13).  Are you less or more motivated to learn Arabic than you join your university? Why?										
Frequency N= 125										
More motivated N= 40				Less motivated N= 85	Fr eq					
1	Learning Arabic gives me confidence and pride. I love it's voice very much.	01	1	It is too difficult.	50					
2	I have a great interest in Arabic.	03	2	There are many classes in my university that I can't really learn something.	01					
3	I am a Muslim.	01	3	It's harder than I thought.	01					
4	It's a good to using Arabic as a communication language.	01	4	I think it useless.	01					
5	It earns great!	01	5	The Arabic grammar is really difficult.	15					
6	When I go deeper in my study, I feel it's more beautiful and I am so motivated.	01	6	It is harder than I thought.	01					
7	with the sense of my achievement and the encouragement from my teachers.	01	7	The Arabic dialects make me so frustrated.	01					
8	Arabic language is a very interesting and beautiful when we study it deeply.	03	8	There is no learning atmosphere in learning the language.	01					
9	I think those who learning Arabic would have a good future.	03	9	Class atmosphere is only about language learning, there is not practical Arabic.	01					
1 0	The ability of speaking foreign languages is a hot issue in our university. Arabic is a valuable and a good degree to graduate with.	01	1 0	Campus is only a place we meet for getting classes. We need meet other people to improve our language skills.	01					
1 1	I enjoy learning Arabic.	01	1 1	I love Japanese more than Arabic.	01					
1 2	Arabic is more useful after graduation.	03	1 2	Arabic culture is not appeal to me.	01					
1 3	Arabic is actually a very interesting language.	03	1 3	It is not interesting.	01					
1 4	Studying Arabic is my own choice. I want to study hard to get a good grade and well achievements for my future.	03	1 4	We study more things than usual.	01					
1 5	I like to go through challenges.	01	1 5	Arabic has many assignments to be fulfilled.	01					
1 6	I am majoring in Arabic.	01	1 6	It is somehow boring.	01					

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1	L'yra mada a pragragg on Arabia It		1	Lagraina Archia is not really		
_	I've made a progress on Arabic. It	01	1	Learning Arabic is not really	01	
7	encourages me to learn more.		7	funny.		
1	I am motivated than before because the	01				
8	mystery of language.	01				
1	My motivation is high. Because my					
1	classmates are good in Arabic than me so	03				
9	I want to do better.					
2	I am more interested in it than other	0.1				
0	languages.	01				
2	I am interested in learning languages	0.1				
1	whatever language is.	01				
2	T1'1 '4	02				
2	I like it.	03				
2	T.1 1.1. 1100 1. D. 110 11 1	0.1				
3	I thought its difficult. But it's really nice.	01				
2	I C.11	0.1				
4	I want to pass my exams successfully.	01				
2	I dow't have any valated anary			N_ 05		
5	I don't have any related answer. N= 05					
No	= Number of correspondent answers among	all p	artic	cipants		

Table 9. The measurement of motivation of Arabic Language before/after joining Arabic

#### **Integrative motivation data**

**Part I:** The second part of the paper shows the Arabic learning Motivation scale as a integrative results during surveying. (See Table 10).

The mean scores of culture questions on integrative orientation and attitudes toward Arabic–speaking people as illustrated in Table 10 shows that the university students were 'neutral' in questions Q19, Q29, Q35, Q37, Q38, Q39 and 'agree' in questions Q20, Q22, Q28, Q31, Q32, Q33 and Q34. Arabic is important to them because it allows them to be more at ease with other people who speak Arabic. It is used as a mean of communication as it allows the students to meet and converse with more and varied people. Other questions including Q37, Q38 and Q39 show that the students are moderately like the atmosphere of Arabic. In comparison to other questions (Instrumental) Q27 (I can graduate with very good Arabic language abilities) and Q30 (I will know what's happening in Arab world) and Q31 (I will be able to read....), with mean scores of 3.346 and 3.324 respectively, show a little high level of integrative motivation. The overall mean score of students' integrative motivation (M=4.067) indicate that they have quite high integrative orientation and attitudes toward Arabic–speaking people.

Generally, the students 'agree' that studying Arabic is important to them to interact with other Arab speakers and to meet various cultures and people. However, they seem to be 'neutral' in viewing Arabs as kind and friendly people. It might be due to their lack of contact with Arab native speakers.



(Integrative Orientation) I am learning Arabic because:				=125	)		
Q		1	2	3	4	5	SD
1 9	It's the language of Holy Quran and Arabic Language.	16	27	53	17	1 2	14.8 4
<b>2</b> <b>0</b>	to understand the Arabic language, history, linguistics, literatur e and culture.	00	03	25	71	2 6	25.4 0
2 2	It will make me a more, educated and knowledgeable person.	01	02	24	64	3 4	23.2 7
2 8	to achieve a special goal (e.g. to get a degree, scholarship, etc)	01	12	41	58	1 3	21.1
2 9	in order to attain a higher social respect.	03	32	67	15	0 8	23.1 7
3 1	I will be able to read, watch and search for news, movies, films, problems, programs in Arabic on the internet.	01	11	38	64	1 1	23.0 5
3 2	It makes me happy and feeling of success.	08	14	43	48	1 2	16.9 2
3	to make more Arabic-speaking friends.	03	12	49	51	1 0	20.6
3 4	Arabic is an interesting and beautiful language.	00	15	29	47	3 4	16.1 6
3 5	I like Arabic more than English.	10	23	61	26	0 5	19.6 2
3 7	I feel happy when I speak in Arabic.	14	32	53	21	0 5	16.5 5
3 8	I like the atmosphere of Arabic classes.	18	45	49	11	0 2	18.7 0
3 9	I look forward to Arabic classes.	14	32	55	20	0 4	17.5 2
	I look forward to Arabic classes.	14	32	55	20		

1 Strongly disagree, 2 Disagree, 3 Neutral, 4 Agree, 5 Strongly Agree, SD=Standard Deviation **Table 10. The results of the integrative orientation scales.** 

According to the above integrative data, Q19, Q20, Q22, Q28, Q29, Q30, Q31, Q32, Q33, Q34, Q35, Q37, Q38 and Q39 showed a 'strong disagree' and 'strongly agree' regarding integrative orientation results. In other words, Q19, Q32, Q34, Q35, Q37, Q38, and Q39 showed a positive integrative motivation using Arabic with (M=16.938) comparing with other items that showed more highly positive integrative (M=22.775) as well.

#### **Instrumental motivation data**

The instrumental data show the frequency distribution and mean scores of the instrumental orientation and motivational intensity items represented in Table 11 reports that questions Q21, Q23, Q24, Q25, Q26, Q27, Q30, Q36, with the mean scores approximately 4 indicate the students' high motivation with an overall mean score of 4.318. In the other hand, questions number Q40, Q41, and Q42 shows a medium range with overall results 2.30 that show most of the university students have a very high instrumental motivation toward learning Arabic as a foreign language (see Table 11).

The questions which have the highest mean scores including Q21, Q23, Q24, Q25, Q26, Q27, Q30 and Q36, concern getting a good job or their future career, making a person



more knowledgeable, give them a chance to work globally as well as show the students' need to understand Arabic-speaking films, videos, TV/ radio and their need to read Arabic books and to communicate. The results seem to show that the students are instrumentally motivated (M=11.875) but they still have a higher degree of integrative motivation (M=09.66) toward learning Arabic.

(Instrumental Orientation)							
I am learning Arabic because: (N		(N=125)	)				
Q		1	2	3	4	5	SD
2	It is essential for my recent/future career.	0	0	2	5	3	19.0
1	it is essential for my recent/future career.	2	5	9	2	7	6
2	I'll need it for my future studies and research	0	0	4	5	1	20.4
3	'll need it for my future studies and research.	3	7	3	5	7	7
2	I can would alabally	0	1	3	5	2	19.4
4	I can work globally.	0	0	7	5	3	8
2	T. CC	0	1	1	6	3	21.1
5	It offers a new Challenges in my life.	1	0	8	1	5	9
2	I think it will be useful in getting a good job.	0	0	2	6	3	23.1
6		0	2	6	3	4	5
2	T 1 / 1/1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	0	1	4	4	2	17.7
7	I can graduate with very good Arabic language abilities.	2	2	4	7	0	0
3	r '111 1 4 1 ' ' A 1 337 11	0	1	4	5	2	19.4
0	I will know what's happening in Arab World.	0	0	2	2	1	1
3	I want to go to live and work in some Archia countries	0	1	5	3	0	18.6
6	I want to go to live and work in some Arabic countries.	7	8	7	4	9	2
4	I really enjoy learning Arabic.	1	3	6	1	0	19.9
0		6	1	1	2	5	0
4	I think the time passes fast when I learn Arabic.	1	3	4	2	0	13.8
1		6	2	8	1	8	8
4	There should be an Arabic linguistic seminars and lectures	si 0	4	4	2	0	17.0
2	n my school.	9	4	4	5	3	9
1 Strongly disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree/							

1 Strongly disagree, 2 Disagree, 3 Neutral, 4 Agree, 5 Strongly Agree/SD Standard Derivation

#### Table 11. The results of the Instrumental orientation scales.

The descriptive statistics of attitudes towards learning Arabic as presented in Table 11 show that the students have positive attitudes towards learning Arabic with mean scores ranging from 13.88 to 23.15. In general, the students enjoy learning Arabic in a little attitude. They like the atmosphere of their Arabic classes. They further find learning Arabic is somehow interesting (M=04.90).

#### **Motivational-related questions**

Considering students experience using Arabic language and also family or friends experience, some questions were designed to value and describe students' familiarity in using Arabic. In this point, I used Yes/No questions to evaluate this implication. Q43, Q44, Q45, Q48, Q49, Q50, Q51, and Q52 showed positive results towards Arabic. However, Q46, Q47, showed a high positive range. In the other hand, Q43, Q44, Q45, Q48, Q50, Q51 and Q52 showed a high negative result. Q44 was designed to know whatever Chinese students have been in any other Arabic countries that may or may not affect their motivation process. Almost of

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participants shows that they were in Egypt (80%), Lebanon (04%), UAE (04%), Algeria (04%) Syrian (04%), Morocco (02%), and Israel (02%).

Special Questions: Please indicate the appropriate answer following:				N:	N = (125)		
Q		1	2	SD			
43	My family speaks Arabic.	05	12 0	57.0 5			
44 **	Have you been in Arabic country? (If yes, please indicate the name of the country)	52	73	10.0 5	Egypt, L ebanon, Morocco		
45	Arabic is a part of my ethnic heritage.	45	80	17.0 5			
46	I have taken some Arabic classes.	114	11	51.0 5			
47	Arabic is really different language.	116	09	53.0 5			
48	I learn Arabic because it's the only language class opens.	19	10 6	43.0 5			
49	I learn Arabic because of my parent's encouragement.	27	98	35.0 5			
50	My parents enforced me to study Arabic.	10	11 5	52.0 5			
51	I live in Arabs neighborhood	10	11 6	53.0 0			
52	I learn Arabic to read Quran and religious texts.	20	10 5	42.0 5			

1=Yes, 2= No, \*\* Open-ended Question

## Table 12. Yes/No questions Analysis Discussions and conclusions

#### Arabic Language enterprise

The research shows a clear less of motivation on learning Arabic Language in Chinese Universities. However, we cannot conclude this finding as final stage of students' motivation in China. That's to say, it's often changeable due to the recent development of Arabic language in China for the last ten years. The study shows that Chinese university students of Arabic language major are less motivated to study Arabic language because they feel Arabic is difficult. That's to say, around more half number of participants agreed that Arabic is really hard with mean (85%). They also introduced the difficulty if grammar and dialects. However, students show a more motivation of using Arabic language in term of communication, culture, religion, as well as language identity which represented by (40%) in which they marked the necessity using Arabic. (*Please, see page 12*).

Students show instrumental than integrative using Arabic language because they need the language it for major themes in their points of view. In one hand, almost of students are motivated to learn Arabic just to pass exams. Majority of students show their job requirement using Arabic as well as they need to use Arabic in commercial and social interaction (*please*, *see page 13*).



In the other hand, students show integrativity with their opinions towards their love, religion purposes, making Arabic-speaking friends, they like the sound of Arabic, culture, and also understand the target culture.

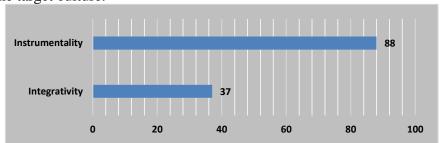


Figure 16. Student's Instrumentality and Integrativity scales

Results of the open-ended question displayed that the majority of the students (88.3%) have actually become less motivated to learn Arabic (see Table 12). Most of them believe that they were more motivated to learn Arabic before entering university and their motivation has decreased because they have realized their motivation of Arabic becoming more difficult in their learning, especially for using speaking skills and intention to search and finding scientific sources concerning their majors and studying reference books and journals.

	(N=125)		M	SD	
Motivation to learn	More motivated	40	62.0	31.8	
Arabic	Less motivated	85	5	1	
M= mean_SD= Std_ Deviation					

Table 13. Students' motivation before/after joining Arabic

The university students have mentioned different reasons why they are more motivated to learn Arabic than when they before entering the university. Basically, the contact hours in the school were only at the time they studied the Arabic subject but in university, although the students met for few hours a week, they themselves did self-reading and searching where needed to prepare for assignments, written reports, presentations, papers or any other kind of activities, all of which required research, reading and writing in Arabic. Some of other reasons are presented below:

#### Motivationality, Instrumentality and Integrativity

Although two motivations are the most and important features of Chinese university students of Arabic, it seems that these motivations characterize the recent enrollment of Chinese University students. According to the previous response through the participants' survey, the instrumental motivation results show that it's higher than integrative one. Table 14 shows the important variables of the study regarding orientations and impression among participants.

Variables		<i>N</i> =125			
		Motivational range			
Orientations to Learning Arabic	125				
Attitudes Toward Studying Arabic	76	average			
Frequency of Contact with Native- Speaking People	86	high			
Frequency of Contact with Target Language	65	average			
Quality of Contact with Native-Speaking People	74	average			
Quality of Contact with Target Language	48	low			
Attitudes Toward L2 Community	80	average			



Parental Encouragement	67	average
Parents Expectations	69	average
Friends Influences	86	high
Anxiety in Class	88	high
Arabic Use Anxiety	89	high
Expectations	92	high
Effort	81	average
Self-Evaluation of Arabic	66	average
Desired Arabic Proficiency	76	average
Satisfaction	90	high
Attitudes Toward the Arabic Lessons	78	average
Attitudes Toward the Arabic Textbook	65	average
Integrativeness	37	low
Instrumentality	88	high
Undefined objectives	12	low

125-100 highest, 99-85 high, 84-65 average, 64 < low

Table 14. Analysis of the variables of the study

#### **Conclusions**

The results of the study show that the university students have a very less motivation towards learning. Although the final findings seem to show that the university students are high instrumentally motivated (M=4.318), their integrative motivation toward learning Arabic is still less (M=2.067). Instrumental motivation contains the purpose of gaining some social or economic incentive through L2 achievement, consequently, referring to a more functional reason for language learning. Integrative motivation is characterized by the learners' optimistic and positive attitudes towards the target language society and the aspiration to join together into the target language society (Gardner and Lambert, 1972). Knowing that the university students' degree of instrumental motivation is higher than their integrative one could indicate that the students are trying to preserve their identity.

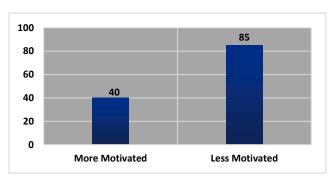


Figure 17. Students' motivational scale

Aspiration related to Integrativeness might in one way or another affect their identity and their fear to be identified with western culture and values may be related to their sociocultural and religious affiliation. On the other hand, Instrumentality is found to be more prominent in some situations mainly where there appears to be little desire to integrate to the target language community.

The motivation could be perceived as the realization of human needs and human needs function as drives or incentives which shift one to a particular action. With respect to the second



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language learning, the second language learners need to feel safe and confident that learning the target language and its culture doesn't negatively affect their own culture or language. Furthermore, openness in general and learning languages in particular needs a secure and an unstressful atmosphere to facilitate language acquisition. Admiration and social needs also indicate that the learner needs to be an educated person who is capable to communicate and assimilate with others by learning their language. Failure to suit students' needs is prone to hamper their risk-taking and motivation. According to the data collected in the questionnaire, some of the de-motivating factors of the university students as mentioned are:

- ➤ The students had a few opportunities to access Arabic libraries and interact with others using Arabic.
- The students have a few chances to communicate with Arabic native speakers.
- ➤ The students are also not encouraged to speak Arabic during their per-elementary studies and thus feel less confident to speak Arabic.
- The students could not have enough strategical methods to learn Arabic, especially the most favoured language skills such as listening and speaking due to the limited instruction hours as the program for teaching Arabic is not designed to do so.
- The students have to spend a lot of time and effort just o learn the language vocabularies and its grammar, ignoring other inter and cross-linguistic branches.
- The curriculum uses at the Chinese universities would be preferably change because it seems that does not match the Chinese context skills as Arabic language teaching purposes that obviously not qualified the language level requirements.
- ➤ The current curriculum uses vocabularies that do not use in modern Arabic the student can use it after graduation.

As a result, their Arabic motivation would have probably decreased. It is true to say that to maintain the students' positive attitudes and motivation towards learning Arabic and to ultimately improve their language proficiency, it could be useful for the universities to offer some intensive Arabic courses such as Arabic for Special Purposes (ASP) throughout the university years including the foundation level of study so that non-Arabic major students could have constant contact with the target language.

This research attempted to analyze the motivations that encourage learners to study Arabic in Chinese universities. After analyzing the questionnaire and data, we know that there are six types of drivers, which are internal, motivation, and motives in traveling outside the country, motives for a sense of social responsibility, motives for the learning environment and motives for belonging and identity, and these motives play an important role in the process of studying the Arabic language and are closely related to the results of the national exam for the fourth level of the Arabic language, especially the internal motives, And if the learners had internal motivations in studying the Arabic language, the results of studying the Arabic language will be better for the learners who have other motives. Second, after analyzing the relationship between motivations, their types, and the level of learners in the Arabic language, we know that the basic motivations.

It is the motives of achievement, but the questionnaire represents a model of the real conditions in the study of the Arabic language in Chinese universities at the present time, and in the opinion of the learners, the most important motives for studying the Arabic language are the motives of achievement. And therefore, no interested in studying the Arabic language only before the exam, and the results of studying the Arabic language are less than the results of learners who are interested in studying the Arabic language from the beginning to the end. This



result reflects the traditional characteristics of the idea of Chinese education and the educational systems in China, and therefore many learners study Arabic, not through internal motivations.

Finally, after comparing the types of motivations and the effect on the study of the Arabic language, we know that the internal motivations are the most important drivers that affect the level of Arabic language education. But few learners have these motivations, so if the learners want upgrading the level of the Arabic language should take some strategies to stir up the heart tendencies in the study process Arabic. In addition, this research reflects the discomfort of learners in the learning environment, by improving the learning environment and by raising the level of the Arabic language, and all of this needs the guidance of society.

I have a great notion to recommend all graduates to work on motivational works of 2L acquisition especially in Arabic targets of Chinese Language, English as well as other languages. I recommend to update ATMB (Attitude/Motivation Test Battery) of motivational work as it enhances the reliability of data for the Chinese linguistics and apply them on other contexts. I also recommend universities to make more linguistic seminars and teach modern Arabic. Regarding the Chinese curricula use in the classrooms, it's clearly appeared that CEFR which seems absent in all students' book that cause some difficulties for learners of Arabic Language.

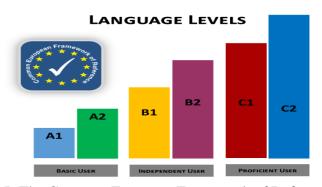


Figure 18. CEFRL The Common European Framework of Reference for Languages

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