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MOTIVATION IN LEARNING MANDARIN AS A FOREIGN LANGUAGE AMONGST SECONDARY STUDENTS IN INTERNATIONAL SCHOOLS.



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HONG CHIA CHIA

SULTAN IDRIS EDUCATION UNIVERSITY

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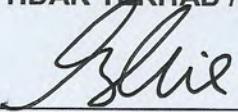
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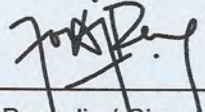
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ABSTRACT

The objective of this research is to investigate motivation in learning Mandarin as a foreign language among secondary student in international school. Both quantitative and qualitative method have been employed in this study. Survey questionnaire and interview have been used as the research instruments to collect data. The sample of the study collected were the 212 secondary students from year seven to eleven who are currently learning Mandarin as a foreign language in international school for quantitative study whereas 15 secondary students were selected among the 212 secondary students for qualitative study. Quantitative findings reveal that Ideal L2 self is the key motivator for the secondary students to put in effort in learning Mandarin with a high correlation coefficient(r) of .776, $p < 0.001$. The study also proved that there is a significant difference between male and female students in term of the score on motivational factors and the correlation coefficient between variables. Qualitative findings report that secondary students who have accumulated more cultural capitals based on Bourdieu's (1986) concept of capitals and having experiencing a smooth process during their situated learning based on Wenger's (1998) community of practice during their early learning experience are more able to develop their Ideal L2 self. However, economic and social capital have been an exception in this situation. This might be due to the fact that secondary students are not financially independent and they have less real life experience. In conclusion, results concluded that the development of Ideal L2 self and current motivation level of a secondary student are interrelated and teacher's teaching method is a significant factor in the student's motivation. As an implication, this research has provided valuable insight to the education field and recommendation given can help teachers to enhance their lesson plan that is best suited for their students.

MOTIVASI DALAM MEMPELAJARI BAHASA MANDARIN SEBAGAI BAHASA ASING DALAM KALANGAN MURID MENENGAH DI SEKOLAH ANTARABANGSA

ABSTRAK

Objektif kajian ini adalah untuk mengkaji motivasi dalam mempelajari Bahasa Mandarin sebagai bahasa asing dalam kalangan murid menengah di sekolah antarabangsa. Kajian ini menggunakan kaedah campuran iaitu kaedah kuantitatif dan kualitatif. Kajian kuantitatif menggunakan soal selidik tinjauan dan temu bual digunakan untuk kajian kualitatif sebagai instrumen pengumpulan data. Seramai 212 murid menengah dari tahun tujuh - sebelas yang kini belajar Bahasa Mandarin sebagai bahasa asing di sekolah antarabangsa dipilih menjadi responden untuk kajian kuantitatif dan 15 murid menengah dipilih antara 212 murid menengah untuk kajian kualitatif. Dapatan kajian kuantitatif menunjukkan bahawa faktor Ideal L2 diri adalah motivasi utama untuk murid menengah belajar Bahasa Mandarin dengan pekali korelasi tinggi (r) .776, $p < 0.001$. Kajian kuantitatif ini juga menunjukkan bahawa terdapat perbezaan yang signifikan antara murid lelaki dengan perempuan dari segi skor pada faktor motivasi dan pekali korelasi antara pemboleh ubah. Dapatan kualitatif melaporkan bahawa murid menengah yang telah mengumpulkan lebih banyak model budaya berdasarkan konsep model Bourdieu (1986) dan mengalami proses yang lancar semasa pembelajaran mereka berdasarkan komuniti amalan Wenger (1998) lebih mampu mengembangkan faktor Ideal L2 diri. Walau bagaimanapun, terdapat dua jenis model yang menjadi pengecualian dalam keadaan ini iaitu model ekonomi dan model sosial. Kesimpulannya, pengembangan Ideal L2 diri dan tahap motivasi murid menengah adalah saling berkaitan dan salah satu faktor utama dalam motivasi murid mempelajari Bahasa Mandarin ialah kaedah pengajaran guru dan ia harus diberikan perhatian yang berat. Implikasinya, kajian ini telah menambahkan perspektif yang berbeza dan garis panduan yang dihasilkan dapat membantu guru merancang pengajaran yang paling efektif untuk murid mereka.

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LIST OF ABBREVIATIONS

L2 Second language/Foreign language

CHAPTER 1

INTRODUCTION

1.0 Preface

This research is to study the motivation in learning Mandarin as a foreign language amongst secondary students in international schools. Both quantitative and qualitative approaches were used in this research. In Chapter 1, the objectives, the rationale and outline of the conceptual framework of the study will be presented. The research background, problem statement, research questions, hypothesis, importance of the study, study limitation and operational definition of the study will also be discussed in this chapter to give the readers an overview of this thesis.

In Chapter 2, the literature on the definition of motivation, the situation of learning Mandarin as a foreign language in Malaysia, the history of motivational theories and models in learning foreign language over the years will be reviewed. Each theory and model will be reviewed in details to understand the important components within the model in the field of foreign language learning. Other important theories that going to be used to study this research will also been reviewed in this section. They are sociology theory which is notion of capital and sociocultural theory of education which is

community of practice. The next section in Chapter 2 will review on the interview technique of the research and issues faced by using these interview technique. Then, past researches on second/foreign language learning and the differences between each past researches and this study will be stated in the next section. At the end of Chapter 2, the gaps in the past researches and the importance of this study to fill the gaps will be presented.

In Chapter 3, the research design and method, sample, instruments, data collection procedures and method of analysing the data used in this study will be detailed and presented. The purpose of this chapter is to let the readers to have the concept and technique of how the findings of the survey questionnaire and interview will be presented in Chapter 4.

In Chapter 4, the data collected from the quantitative and qualitative studies will be presented according to sequences. The sequence started from data from quantitative study to qualitative study. Analysis will be shown based on the data collected. In Chapter 5, discussion of the data analysed in Chapter 4 will be carried out and previous researches results will be used to compared with the current research. Then recommendation, and implication of study will be presented after discussion. Finally, conclusion will be presented after the implication of study.

1.1 Introduction

As globalization happened rapidly in today world, world language learning has become an important module in the education sector. Among the world languages, Mandarin has gained the most attention in the education sector. Mandarin is the most common spoken language among the Chinese throughout the world. It has been gaining popularity among non-Chinese all over the world following China's rapid economic growth and enhanced influence in international affairs during the past two decades. The rapid development of the economy and the huge market in China has generated the interest of learning Mandarin throughout the world (Ramzy, 2006; Odinye, 2015). According to a study conducted by Graddol, D., (1997), Mandarin will eventually become the one of the world's top languages by 2050. There are also other studies proved that the influence of Mandarin has become stronger by days and has becoming a very important world language. (Gil, 2011; Kirkpatrick, 2011, Zhang, 2011; Hartig, 2012; Hua & Wei, 2014; Plumb, 2016)

People who can speak Mandarin will be a bonus point for themselves to communicate and deal with China's economic entities for more and better corporations opportunities. (Spencer, W, A., 2015) Therefore, it is not surprising that the number of Mandarin learners who are non-native speaker are increasing tremendously around the world. Based on the research by Shao (2015), the number of primary school, junior high school and senior high school in United States that offering Mandarin as second language courses and programs has doubled from 2013 to 2015 which is all time new record to 550 schools. While in United Kingdom, "Mandarin Excellence Programme" was funded by British Department for Education with the goal to train and produce



5,000 fluent Chinese speakers by 2020. There are more than 1,400 students in the UK are attending this programme as of now. (Wei, Q., 2018).

Mandarin is known as one of the world's most difficult languages to learn especially for those non-native speakers. (Spencer, W, A., 2015). Learner's motivation in learning Mandarin is very important towards their learning outcomes. According to Dörnyei and Csizer (1998), learner's second language motivation is influencing the success rate of the second language achievement. Learner with high motivation will achieve good outcomes while learning second language. Motivation is a very crucial element in learning foreign language. It is classified by the educators and researchers as one of the most important elements that determine the success rate of foreign language learning . (Gardner, 1972; Oxford, 1996; Calvo, E., 2015).



With increasing number of foreign language learners around the world, motivation has become one of the most important topics in the foreign language research field. According to Yetkin, R., and Ekin, S., (2018), publication which related to motivation in foreign language learning has increased drastically from 2005 to 2013. These motivation studies were tried to identify the most influence factor that motivate learner to learn a foreign language and the way educator can continue to enhance the motivation among the learners. The drastically increase of the studies was due to “the environment in these studies are dynamic and accommodating, as opposed to one that is static and stagnant”. (Boo et al., 2015, p. 155) Based on Calvo, E., (2015), new background of the learner and framework used will produce different results due to the uniqueness of every research.





The earliest motivation research started in 1972 by Gardner and Lambert who focused on the psychological aspect which is integrativeness of learning a foreign language. Gardner's Socio-education model was then developed in 1985. In 1990s, the focus of the motivation research switched to cognitive aspect which emphasizes on cognitive and mental processes in foreign language learning. From late 1990s until 2000, the motivation study emphasized on the development of the learner's motivation across different period of time. (Dörnyei and Ushioda, 2011). From mid-2000 until now, the last motivation study is emphasized on the Ideal self in foreign language learning. The motivational theory was proposed by Dörnyei in 2005 named as L2 Motivational Self System. L2 Motivational Self System comprised of three main components which are Ideal L2 Self, Ought-to L2 Self and L2 Learning experience. This framework has reconceptualised few previous theories in motivation to make it a proper and efficient framework with additional attention on the self to study on the motivation in learning a foreign language. With the proper and efficient framework designed, L2 Motivational Self System is the most significant theoretical framework in the past 10 years in motivation research field. Apart from self, identity will also be another important component that affect the learner's motivation and development of Ideal self in learning a foreign language. Identity is shaped by the external factors such as economy status and social status. According to Dörnyei et al. (2015), there is a recent dynamic changes in motivation research. Motivation theory should not only focused on psychological aspects, but also social context in order to get a more vibrant view of motivation of a learner.

Hence, a clear understanding on what motivates the foreign language learner has been a major objective in most of the researches conducted in the education field.



As the number of learner learning Mandarin as a foreign language is increasing, it is important for the educator to plan their lesson that best matched the need and interest of the learner.

1.2 Research Background

Education sector in Malaysia has been developed rapidly in various aspects in these few years. It is a hot topic among Malaysia's community today, it started from various aspects such as student learning experience to teacher teaching experience. One of the most important points is the student's learning experience, whether in national schools or international schools. According to the Malaysian Education Ministry's statement, the official exams for the students of year one to year three of national primary school will be abolished. (Education Ministry, 2018) This allows primary school students to study in a more pleasure environment without the pressure of exams. One of the important policies that have been established by Ministry of Education to become the foundation of Malaysia education system is Education Act (1961). Malaysia is a multi-cultural country which made up from people from different cultural and language background. The main purpose of Education Act (1961) is to set up an education system that can meet the needs of every nation, as well as to promote social, economic, cultural and political developments.

Teacher's teaching experience and student's learning experience should be prioritized in an education system. These are the basis to support the Philosophy of National Education. Malaysia's education is a continues effort towards developing a comprehensive individual. The aim is to create a balanced and harmonious individual



in terms of spiritual, intellectual, emotional and physical harmony based on God's trust and obedience. In another term, education in Malaysia is to produce a citizen who are responsible, knowledgeable, skilled and contribute to the harmony and prosperity of families, communities and country.

Malaysia as a multi-cultural country, language learning plays an important role to ensure an effective communication among nation with different language background for a harmony country. Hence, effective language learning instruction needs to be made. Language is the ability of humans to acquire and use complex communication systems, and language is a special case of such systems. It is defined as a human communication system that uses arbitrary signals, such as speech, gestures or written symbols. (Odinye, S, I., 2015) Language is an important tool in one's life to communicate their idea to another or learning a new knowledge. Hence, language learning is very important and it is a core subject in many education system.

In the world context, with the globalization happened rapidly now, foreign languages have become one of the major learning area in the education sector. This is all because of the interest in learning and teaching foreign language has grown tremendously. (Dixon et al., 2012 ; Wiskel, H. et al 2015) According to American Association of Community Colleges (AACC) in July 1, 1992, the government has listed foreign language education as their national priority. (Eisenberg, 1992 ; Takagi, H., 2014) Learning a foreign language has become one of the major purpose for children of next century. (Agresto, 1985) In Malaysia context, foreign language classes are organised by the Ministry of Education in public primary school since 2003. Students





in year one can choose a foreign language as an elective as part of their study subject. (Education Ministry, 2002).

Learning a foreign language is seen as a skill that can add points to one's future career in this rapidly changing 21st century. Learning a foreign language is increasingly important in the global community. In a globally diverse society, there are more opportunities to work with people who speak different languages. Countries and countries are commercially interdependent, for example, in homeland, education, global trade and security, they need to maintain good relations with other regions or countries in order to maintain it. If a country isolates itself, the people of that region or country cannot be developed. Today, the ability to communicate and interact with people from different cultures and understand their cultural background is very important. (Takagi,H., 2014) Most of the schools have listed foreign languages as one of the electives in the student study program.

Numbers of international school in Malaysia has increasing from 66 schools in 2010 to 126 schools in 2017, 39,161 are Malaysian and 21,995 are foreigners which add up to a total of 61,156 students in Malaysia. ISC Research's Market Intelligence Report for Malaysia (2018) also indicated the total number of student enrolment in English medium international schools in Malaysia has increased by 85 percent since 2012. The increasing number of students in international school within last five year following the initiatives by the government under 2010 National Key Economic Area(NKEA) which aim to promote Malaysia towards a high income nation status and increase global competitiveness. NKEA is an initiative under the Economic Transformation Programme (ETP). (Education Ministry,2017) Most of the





international schools in Malaysia have offered foreign language options such as Mandarin, French, Japanese and German to the students in order to cultivate them to be global citizen in future who is able to speak more than one language. Students are required to select one to two foreign languages from the options offered as a compulsory subject according to the school's curriculum. Among the foreign languages offered, Mandarin is the most signed up foreign language by the students. It is due to the booming of China's economy. More Mandarin classes needed to be opened due to high demand from the students.

However, learning a language as a foreign language has many major issues because foreign language learners do not experience a favourable interactive environment like when they are learning a first language. (Wiskel, H et al 2015) Most of the learners begin their foreign language acquisition process with a silent period which they will speak only a little. Rahman, H, A. et al (2017) In a foreign language class, learners should be given more opportunities to interact and communicate with each other, like what they did in first language class. In Malaysia, foreign language programme is introduced in national primary school which the foreign languages that are teaching are not the first language of the students, foreign language teachers should have encourage the students to use it and practice what they learnt in class with native speaker by taking the advantage that Malaysia is a multi-lingual country.

According to Wei, N. (2016), research proved that one of the reasons learner could not achieve the goal of learning foreign language is due to they unable to form a clear motivation towards the foreign language. When a learner has motivation toward learning a foreign language, they will take initiative to learn and they are more likely





to achieve their goal in learning foreign language. On the other hand, when a student learning a foreign language due to the requirement of the study but he has no motivation in learning the foreign language, he is less likely to achieve his goal. There is a mutual relationship between motivation to learn and learning a foreign language.

Motivation plays an important role in the realization of student participation and language learning goals. Henter, R. (2014). Gardner's socio-educational model was first developed to explain the theory of motivation in second language learning (Gardner & Lambert, 1959). This socio-educational model was first developed in Canada based on the research for French as second language learners. It was stressed on the social, contextual and pragmatic reasons for learners to engage in learning of second language. Integrative orientation is one of the important concept in the model which refer to the wish to learn second language for a purpose of communicate with the second language community. Other than the concept of integrative orientation, it also include the attitude of the learner towards the teacher and the course itself. (Liu, X. & Wang, L, C, C., 2017) Gardner's socio-education model is widely used in the second language learning in the last 30 years. However, Socio-education model also received criticism from other researchers in the motivation field due to the inconsistent results found. The integrativeness variable in the model only shown positive result in target market group which is from a multicultural background. (Clement and Kruidenier, 1983)

The latest motivation theory in the field was introduced by Dörnyei in 2005 which is L2 Motivational Self System. This theory focused on the individual difference of motivation in learning a foreign language. It looks into the aspect of self and learner's learning experience. It is influenced by many other motivation theories and one of it is





Gardner Socio-education model (1985). (Dörnyei and Al-Hoorie, 2018) Most of the recent researches in the motivation field have used L2 Motivational Self System to be the theoretical framework for their study. Although there are many researches been done using L2 Motivational Self System, the findings of the study were vary due to differences in term of foreign language study, target market and geographical aspect of the research. Gender differences plays an important role in motivation in learning a foreign language. According to researcher's observation in an international school in Malaysia, among the 3 main variables from the L2 Motivational Self System, for secondary male students, the variable of ought-to L2 self is stronger compared to the other 2 variables due to family reasons whereas the variable of Ideal L2 self is stronger among secondary female students. Hence, it can be seen that different demographic profile of the target market will show different result in motivation in learning a foreign language when based on the same theoretical framework.



In this study, all related issues are focused on the factors affecting motivation in learning Mandarin as a foreign language among secondary students and will study the motivation through various aspects. Both related issues are often regarded as persistent issues that need to be resolved in order to help the foreign language educator to know their learner's learning intention so that they are able to plan a curriculum that is suitable for the learner to spark their interest in learning a foreign language. The interpretation of the related problem is in the problem statement. Questions may arise on why the respondents are not separated into two groups for example Chinese and Non-Chinese learners as this research is for the purpose of finding the motivation factors of learning Chinese. There can be argument that the motivation factors affecting Chinese and Non-Chinese learners differentiate greatly as Chinese can be seen as the





mother language of Chinese learners compared to Non-Chinese learners. However, the justification for not separating this into two different groups is because the research is based on students learning Chinese in international school. As such it is not relevant anymore to separate it into two different groups as Chinese learners command and background of Chinese is similar to that of Non-Chinese learners. The mother language of most Chinese learners in the research population is English and as such it does not warrant a need to separate Chinese and Non-Chinese learners in the research respondents.

1.3 Problem Statement

With the China's economy blooming in 21st century, the call of teaching and learning of Mandarin has increase rapidly. (Dixon et al., 2012 & Winskel, H et al., 2015). The demand of learners learning Mandarin as foreign language is also increasing in Malaysia. (Hoe, F, T. & Lim, T, H, 2013). Although the number of learners learning Mandarin as a foreign language in Malaysia is increasing from year to year, the desired outcome of the learner learning Mandarin does not seem to be achieved. Most of the learners still unable to communicate the target language that they learnt fluently and effectively. Hence, they are lack of the motivation in continuing to study the target language. There are many reasons behind these problems. (Naimah, 2005; Tan, T. et al, 2016) The learner might face issues such as the difficulties of the Chinese characters, interference of the learner mother tongue and lacking of vocabulary. (Cheun, 2006; Tan & Hoe, 2009; Tan, T. et al., 2016) More studies in term of Malaysia context need to be carried out to examine the language learner's psychological aspect especially the



learner's learning motivation. (Tan & How, 2007; Tan, T. et al., 2016) Intrinsic motivation such as ideal L2 self should also be examined.

Based on the observation from a Mandarin teacher¹ (Tan, 2020) in Malaysia, Tan has noticed that the number of students taking Mandarin as a foreign language in international school is increasing from year to year due to the booming of China's economy until extra Mandarin classes needed to be open to accommodate the number of students. While the number of taking other foreign language such as French is just a small amount compared to Mandarin. Although the number of Mandarin learners is increasing, the Mandarin teacher noticed that some of the secondary students lack of motivation in learning the language. Some of the secondary students show lack of interest in learning when the number of Chinese characters taught increasing. They would comment that the Chinese characters are very difficult to write due to complexity of the character. Motivation plays a very important role in foreign language learning. It is very useful and important for a Mandarin teacher if the secondary student's motivation in learning Mandarin are examined and identified. The Mandarin teacher will be able to plan the differentiated curriculum that best match the secondary students in order for the learner to achieve better outcome in learning Mandarin. However, the Mandarin teacher mentioned that there are very few researches (in international context) and no research (in Malaysia context) in the area of Mandarin study that focus on secondary student's motivation in learning Mandarin as a foreign language. Most of the Mandarin as a foreign language motivation studies in Malaysia were focused on university students. Hence, there is a gap in this research area.

¹ Mandarin teacher (Tan, 2020) Experienced teacher with over 17 years of teaching experiences in numbers of International Schools in Malaysia.

According to past researches, motivation has played an important factor in learning a foreign language. (Gardner, 1985; Ellis, 1994; Dörnyei and Csizér, 2005) Gardner, R. (1985) mentioned motivation and attitudes are very important in foreign language learning as they will directly affect the success or failure in the learning. It is directly rely on the usage of teaching and learning strategies, desire to learn, and success. Student's self-motivation is one of the crucial point in learning Mandarin as foreign language. Research has shown when a student has no self-motivation toward learning a foreign language, they will not take initiative to learn and they are more likely unable to achieve their goal in learning foreign language. It has concluded that there is a mutual relationship between motivation to learn and learning a foreign language. (Wei, N., 2016) Motivation is often seem as intrinsic motivation, impulsivity, emotion or desire to move students to certain actions. (Brown, 1980 & Wei, N., 2016) Factor affect motivation is a crucial item in encourage and retaining student learning. It is very important for an educator and a curricula planner to identify the learner's motivation in order to plan a curriculum, learning materials and activities that best matched the values and interest of the learner. (Dörnyei, 2001). It will help to motivate the learner during the learning process. (Shearin & Oxford, 1994).

There are many motivational theories and models been developed for the past 40 years. Among the theories been developed, Dörnyei's L2 Motivational Self System (2005;2009) is currently the most dominant theoretical framework in the education field. Based on Boo et al. (2015), Dörnyei's L2 Motivational Self System (2005;2009) has the dominance of flexibility and the theory is able to accommodate various perspective from different theoretical angles. L2 Motivational Self System generated "an exceptional wave of interest with literally hundreds of studies appearing worldwide"



(Dörnyei & Ryan, 2015, p. 91). According to a survey conducted by Dörnyei & Ryan, 2015, there are more than 400 recent publication are based on L2 Motivational Self System. (Boo, Dörnyei, and Ryan, 2015). However, Dörnyei and Ushioda (2017) have mentioned in a recent issue of the Modern Language Journal that most of the second language acquisition motivation theories in the 21st century are based on the results in English as the second/foreign language research. According to them, if a theory or a model is stated that it is applicable to second/ foreign language in general, it is very important to study on most of the languages in order to prove the validity of the model or theory. Hence, there is a need to study on motivation in learning Mandarin as a foreign language using L2 Motivational Self System to prove the statement by Boo et al. (2015). L2 Motivational Self System comprised of three core components which are Ideal L2 self, Ought-to L2 self and Learning experience. In Chapter 2, the detail of each core component will be elaborated further and the evidence of each component will be presented.

According to Boo and colleagues (2015), there are many researches in education field are related to second language acquisition in between 2005-2014. Among the researches, English as a second language has been the major topics discussed and studied in the field. Most of the results acquired are applicable and only useful for English teachers. For example, for some of the researches based on L2 Motivational Self System, Ideal L2 self has been concluded as the most influential factor in motivation in learning English as a foreign language. (Kim & Kim, 2014; Calvo, 2015). However, some of the researches have acquired the opposite result such as the study conducted by Taguchi, T., and Papi, M. (2009) and Csizér, K. and J. Kormos, 2009. The result shown that Learning experience has strongest influence on the learner's





motivated behaviour. With the results from the researches, English teacher can design their curriculum matched to the needs of the English learner. According to Tan and Ooi (2008) and Tan, T (2010), limited understanding of the factors influencing the student's motivation in learning Mandarin as a foreign language as there is lack of study in the area in Malaysia.

Although there are also many studies investigated the impact of gender on learning foreign language motivation, relative to its importance "the amount of systematic sex-specific research has been meagre". (Dörnyei, Z. and K. Csizér, 2002, p.427) If the motivation factor of the each gender can be identified, educator can design more specific curriculum that best matched the learner. According to Henry, A. (2009), gender is a main variable in a foreign language research need to be further examined within L2 Motivational Self System. In Malaysia, there is very limited motivation studies been conducted based on gender.

Most of the recent motivation studies in Malaysia are focused on psychological aspect through statistical approach. (Hoe, F, T. & Lim, T, H, 2013; Tan, T. et al., 2016). According to Kwok (2017), there are many previous studies indicated that self-identity in L2 Motivational theory is a unsolidified and complicated concept that will change over time and space and learner's early foreign language learning experience is important, therefore the use of only linear statistical approach is inadequate to explain the nature of self-identity and its relationship with motivation. Some of the learner was able to develop Ideal L2 self while some of them was unable to develop the Ideal L2 self. Most of the previous researches are focused on the psychological aspect. Dörnyei et al. (2015) has shown that the recent dynamic turn in motivation in learning foreign





language field has drew most of the researcher's attention to more vibrant view on the existing foreign language theories. Hence, most of the researchers started to divert their attention towards socially situated nature of self-identity and motivation and agreed that motivation research should not only focused on psychological aspect but also cognition and social context. (Mercer, 2011, 2015; Dörnyei and Ushioda, 2011 and Dörnyei and Ushioda, 2011.) In order to have a better understanding of the relationship between self-identity and foreign language learning, it is essential for a researcher to study on both psychological and social context.

Although there are many researches were carried out based on L2 Motivational Self System framework in the world context, there seem few researches study on L2 Motivational Self System when reviewing the literature in Malaysia. According to these few researches, most of the researches employed quantitative approach in their study. In addition, most of the studies on L2 Motivational Self System are focused on university students in Malaysia context. (Prasangani, K., 2014 and Tan, T., Lim, T. and Hoe, F., 2017) It seems that the situation for secondary school students remains unclear.

With the increasing number of student studying Mandarin as a foreign language, there is a need to study on the Mandarin as a foreign language acquisition in order to collect the most relevant data that can benefit both Mandarin teacher and learners. Based on the problems stated above, this research attempt to study on the motivation in learning Mandarin as a foreign language among secondary student. This study will focus on Malaysia context and will use L2 Motivational Self System theory as the theoretical framework to examine the most influential factor among Ideal L2 Self, Ought-to L2 self and learning experience towards the secondary student's motivation



in learning Mandarin as a foreign language which intended effort will become the criterion measure of the quantitative study. Researcher will also focus on the gender difference when analyse the factors. It is stated in the earlier research that self-identity in L2 Motivational theory is a unsolidified and complicated concept that will change over time and space and learner's early foreign language learning experience is important, the secondary student's early Mandarin learning experience will be explored in this study. Both theories sociology which is notion of capital and sociocultural theory of education which is communities of practice will be employed to study on the student's early Mandarin learning experience together with Ideal L2 self and current motivation.

The objective of this study have been formed as below which indicates that what this paper wants to be achieved at the end of this research:

- a) To investigate secondary student's motivation for learning Mandarin as a foreign language
- b) To examine the motivational background and role of the Ideal L2 self in different type of the secondary student's group
- c) To explore student's early language learning experience of Mandarin on their current motivation



1.5 Research Question

The research questions have been formed as per below:

- a) What are the motivational factor of secondary student learning Mandarin as a foreign language?
 - i) What are the motivation orientation of the secondary student?
 - ii) What are the key motivator(s) for the secondary student to put effort in learning Mandarin?
- b) Are different group of secondary student motivated by different reasons in learning Mandarin as foreign language in Malaysia?
 - i) What is the outcome of gender on the score on motivational factors and student's intended effort?
 - ii) What is the outcome of gender on the key motivator for the secondary student to put effort in learning Mandarin?
- c) Why do some of the secondary students able to develop their Ideal L2 selves successfully whereas some of the secondary student's Ideal L2 selves are rather weak?
 - i) How does the early Mandarin learning experience (social situation and the capital) of the secondary students affect their negotiation to form their Ideal L2 selves?
 - ii) What is the relationship between Ideal L2 self of the secondary students and the motivation in learning Mandarin as foreign language?



1.6 Research Hypothesis

The research objective focus the research works to study motivation in learning Mandarin as a foreign language among secondary students. Based on the research objectives, the following hypotheses have been developed.

H1 :Ideal L2 self has significance influence towards motivation on learning Mandarin as foreign language among secondary students.

H2:Ought-to L2 self has significance influence towards motivation on learning Mandarin as foreign language among secondary students.

H3: L2 Learning experience has significance influence towards motivation on learning Mandarin as foreign language among secondary students.

1.7 Theoretical Framework of Research

The theoretical framework of this research is mainly based on the L2 Motivational Self System developed by Dörnyei's (2005, 2009) and supported by two other theories which are Bourdieu's (1986) concept of capital and Wenger (1998) community of practice. L2 Motivational Self System is used to support both quantitative and qualitative approach in this study whereas concept of capital and community of practice are used to support for the qualitative approach of this study. These theories have been used by many researchers in the past but on different target group which mostly on university's students and adults.

This paper wants to find out which is the most influence variable in L2 Motivational Self System towards the motivation of a secondary student in learning Mandarin as a foreign language. Learner's intended effort will be served as a criterion measure of motivation level. This paper also wants to find out how early learning experience of a secondary student affect the formation of their Ideal L2 self and their current motivation. All the data collected will be compiled and analysed in Chapter 4.

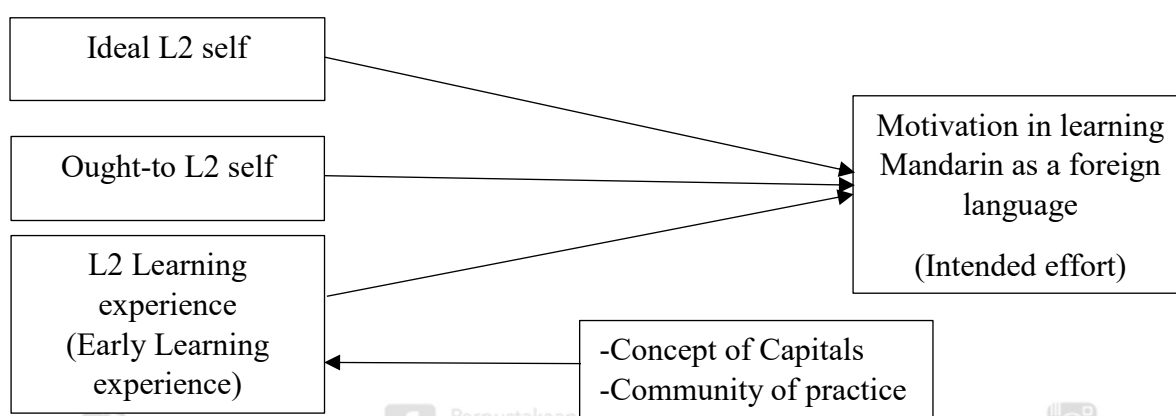


Figure 1.1. Theoretical Framework

1.7.1 Quantitative approach

For quantitative approach, three core variables in L2 Motivational Self System are Ideal L2 self, Ought-to L2 self and Learning experience of a secondary student will be examined together with learner's intended effort in the study to measure motivation level of the learner in learning Mandarin as a foreign language. Learner's intended effort will be the criterion measure in this study. Hence, the independent variables in this study are Ideal L2 self, Ought-to L2 self and L2 Learning experience whereas the dependent variable in this study is learner's intended effort.

The definition of the three core variables in L2 Motivational Self System are shown as per below:

Ideal L2 self

Ideal L2 Self is defined as the desire to reduce the discrepancy between our actual and ideal selves.

Ought-to L2 self

Ought-to L2 Self is concerns the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes.

L2 Learning experience

L2 Learning experience is defined as the situated, executive motives related to the immediate learning environment and experience.

1.7.2 Qualitative approach

For qualitative approach, apart from the core variables in L2 Motivational Self System, Bourdieu's (1986) concept of capital which comprised of four main aspects which are economic capital, cultural capital, social capital and symbolic capital and Wenger (1998) community of practice which comprised of three main process which are engagement, imagination and alignment will be used to explore a learner' early Mandarin learning experience in more details from various aspects such as social aspect, economic aspect and perception of a learner (imagination). Then, how the learner's early Mandarin learning experience affect the negotiation of the Ideal L2 self and their current motivation will be explored latter.

The definition of the four main aspects of Bourdieu's (1986) concept of capital are shown as per below:

Economic Capital

Economic capital is refers to material assets that are “immediately and directly convertible into money and may be institutionalized in the form of property rights.”

Economic capital includes many types of resources such as financial resources that could be used to gain more or maintain better wealth such as go for extra language classes to improve oneself so that he or she can utilize it in future for business or job.

Cultural Capital

Cultural capital comes in three different forms which are embodied, objectified and institutionalized. An individual's dialect or accent is the example of embodied cultural

capital whereas a good academic record collection is the example of cultural capital in

its objectified state. While in its institutionalized form, cultural capitals refers to the qualification and credentials such as degrees or titles that symbolize cultural competence and authority.

Social Capital

Social capital is refer to “the aggregate of the actual or potential resource which are linked to the possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition.” According to Bourdieu, social capital is a property of an individual but not the collective, derived mainly from a person's social position and status.

Symbolic Capital



Symbolic capital is refer to “the acquisition of a reputation for competence and an image of respectability and honourability.” It also refer to “the form that the various species of capital assume when they are perceived and recognized as legitimate.” Although the concepts existing in Bourdieu’s work along with other form of capitals such as economic capital, cultural capital and social capital, symbolic capital is not another different form of capital, but it should be seen as the legitimated, recognized form of the other capitals.

The definition of the three main processes of Wenger (1998) community of practice are shown as per below:

Engagement

Engagement is refer to a learner’s participation in any activities in a community of practice. When a learner participate in the activity of the community of practice, he/she is negotiating and creating their own identity that agreed by the community members. Through the activity with the community members, learner will get to know the competency that mean by the community members and it will help them to work harder to gain the competency that required to be part of the community of practice.

Imagination

Imagination is refer to the image of possibilities of ourselves, image of possibilities of a community and image of possibilities of a world that one can imagined to reflect and explore a better future. There are differences between engagement and imagination. Engagement is limited to a specific time and space whereas imagination is surpasses time and space. For imagination, a learner has no direct participation in the community



of practice but he/she can gain sense of belonging in the community of practice through imagination.

Alignment

Alignment is refers to a learner's effort to ensure his/her engagement is matched with the requirement set in the community of practice. Alignment is a two way scheme. It does not only refer to a learner comply with the rules and regulation set by the community but also the members can coordinate the other member's interpretation of their action. Encouragement is one of the methods in coordination.

1.8 Importance of Research

This research is of relevance importance as due to rapid globalization, foreign languages are now recognised as an important aspect of education. The interest in learning and teaching foreign languages has grown enormously during the past decade. With addition to the fact that China as a country is surging in terms of their economic power, Mandarin as an official language of People Republic of China (China) too has climb up in its importance as a foreign language to master. This has proven in many countries not only in Malaysia whereby in America, many parents and educators are increasingly in favor of the addition of Mandarin as foreign language in their k-12 curriculum. Besides that, over 100 Confucius Institutes which is staffed and funded by China have been set up in America. This has resulted in the doubling of elementary, junior and senior high schools in the States that offer Mandarin as a foreign language to an unprecedented 550 schools in 2015. As for the United Kingdom, there is a



programme named the “Mandarin Excellence Programme” which is funded by the British government to train and produce at least 5,000 fluent Chinese speakers by 2020. As of the year 2018, there are 1,400 students in the UK attending this programme.

Our country Malaysia does not lag behind from these countries as well. The Malaysia government too has recognized the importance of Mandarin as a foreign language for the benefits it can bring to the next generation of people in terms of providing opportunities to deal with Chinese economic entities. Since 2007, our country Education Ministry has initiated and funded Malay students to study in China with the goal of having them able to subsequently train and teach Mandarin in national schools in which Bahasa Malaysia is the primary language. This programme is known as the “Program Penghantaran Pelajar Ke China Untuk Pembelajaran Bahasa Mandarin Dalam Kalangan Penutur Jati Ke Arah 1Malaysia”. Besides this initiative, our country has also made Mandarin as an elective subject in national schools since 2003.

With all these being mentioned, it is needless to say the paramount importance of the language Mandarin in the current globalized economic context. However, while the importance of Mandarin is undeniable, the mastering of the language is another story altogether. There are many evidences that students in Malaysia struggled in their process in learning Mandarin both in national and private international schools. This should not come as a surprise however as according to research Mandarin is known as one of the world’s most difficult languages to learn for non-native speakers. In many cases reported in National Chinese Schools known as SJK (C), there are a huge number of Chinese in Malaysia who faced difficulties in mastering the language as well. In can





be concluded that Mandarin as a language is perhaps one of the most difficult languages to master for practically anyone.

This study can contribute to the motivation in various aspects. There is limited number of motivational researches have been conducted that focused on Mandarin as a foreign language, researcher believed that the findings of this research will contribute to the literature studies on the motivation learners of Mandarin in Malaysia and the world context. Based on Dörnyei and Ushioda (2017), if a theory or a model is stated that it is applicable to second/ foreign language in general, it is very important to study on most of the languages in order to prove the validity of the model or theory. If the result of the quantitative study in this research is positive, it will help to prove the validity of the L2 Motivational Self System theory.



Although the number of students learning Mandarin as a foreign language in Malaysia is increasing, the desired outcome of studying Mandarin are not satisfied. Based on researcher's teaching experiences in delivering this subject to secondary students, researcher has experienced first-hand the difficulties and challenges facing students in learning Mandarin. This has resulted in their poor command of Mandarin in both speaking and writing the language. There is concrete evident that motivation can determine a significant amount of variance in the student engagement and goal attainment in learning Mandarin as a foreign language. According to Gardner (1985), motivation plays an important role in foreign language learning. Researcher believed the quantitative findings of this study will help to contribute to the Mandarin language teaching field or act as a reference for the educators when planning their Mandarin curriculum. Based on the result, the curricula or educator can plan a curriculum and



teaching materials that best matched the interest of the Mandarin as a foreign language learner. It is important to improve their Mandarin language proficiency in various aspects such as listening, speaking, reading and writing.

The current study also contribute to the motivation field through the integration of psychological theory (L2 Motivational Self System), sociological theory (notion of capital) and sociocultural theory of education (communities of practice) to study on learner's early Mandarin learning experience and Ideal L2 self. As previous motivation studies are focused on psychological theory, the findings of this research will be an addition to the motivation field. This method of involved three aspect of theories to study on the self-identity of the Mandarin learner helps to enhance the recent the reconceptualization of self-identity that involved cognition and is formed by social

Researcher has chosen the study group of this research focusing on secondary student as there is a lack of research in this context. As motivation plays a vital part in determining the success of learning a foreign language, the factors affecting the student's motivation in learning Mandarin has to be studied so that more effective teaching technique could be applied according to factors that motivate them. This research aims to curb the seemingly poor performance learner and uninterested students during Mandarin class in Malaysia with the goal of improving the delivery method of the language according to what motivates them in order for them to master this important language for their future personal and career prospects.

1.9 Study Limitations

Based on the topic of this research paper which is motivation in learning Mandarin as a foreign language among secondary student, there are few limitations will be discussed here. One of the limitations is the sample of this research. This research only select secondary students from few schools to do the questionnaire. The data that will be collected cannot be used to represent student from other age group such as university's students and adult learner. The total sample size of the qualitative study that targeted at four is considered small and it means that the findings of this research cannot be generalizable on most of the secondary students who are learning Mandarin as a foreign language in Malaysia. Separate research can be conducted if it is required.

Furthermore, the research area can be expanded. Secondary school from Malaysia is selected as the research area for this study. It might not be able to represent majority of the schools in Malaysia such as primary school and university due to the differences in the nature of the learner and teaching context.

Finally, Statistical Package for the Social Sciences (SPSS) will be used to analyse the data collected for quantitative study. The analysis of scores might be different if different instruments are used.



1.10 Operational Definition

International School

According to Bagnall, 2008; ISC Research Ltd., 2015; Hayden, 2006; Hallgarten, Tabberer, & McCarthy, 2015), international school is a school that are using a specific national curriculum from a country other than the host country, or a specific international curriculum like the International Baccalaureate. According to Malaysia Ministry of Education, 1996, international school is classified as private school which provides pre-school, primary and secondary school education using an international curriculum and medium of instruction will be English. International schools in Malaysia are not overseen under Malaysia Education Act 1996. However, they are subjected to the supervision by the Ministry of Education through its Private Education department. Although these international schools are mainly aim to cater for the international community in Malaysia such as the children of the employee of international organizations and foreign embassy from other countries, there are up to 40% of students maybe Malaysian and with the liberalisation and unique teaching technique of these international school, the numbers of Malaysian registered in international school are on the rise every year. ISC Research's Market Intelligence Report for Malaysia (2018) also indicated the total number of student enrolment in English medium international schools in Malaysia has increased by 85 percent since 2012. British curriculum, Australian curriculum, American curriculum and Canadian curriculum are the four main types of renowned international curriculum that approved by the Ministry of Education. There are few types of international examinations available such as IGCSE “O” level and International Baccalaureate Diploma. (Ministry of Education, 1996). International schools aim to provide an education for the real



world of international communication, global opportunity and cultural diversity. Students in international school are encouraged to achieve their full potential in different aspects such as academically, physically, spiritually and socially. Based on the definitions mentioned above, international school is a school that offers an international curriculum such as Cambridge syllabus to the students with the intention to cultivate the students to be a global citizen.

Secondary student

According to article from Education in the United Kingdom, secondary students refers to students who are attending year seven to eleven. According to Malaysia Ministry of Education, secondary students refers to students who have reached age of 13 and required to attend 1st -5th Form. Based on the article from Secondary education in Singapore, Singaporeans who aged between 13-16 years old are required to attend secondary school. All the three definitions mentioned above are subjected to the country's education rules. Hence, if an international school is based on United Kingdom's curriculum such as Cambridge syllabus, the age and criteria of secondary student will be based on the United Kingdom definition of secondary student.

Motivation

According to Chilingaryan, K. & Gorbatenko, R. (2015), motivation is the desire to achieve goals, combined with the energy that works to achieve this goal. Motivational words make us think about goals, efforts, desires, energy, positives, and perseverance. Based on Tan, T., Ismail, H., Hoe, F. & Ho, C. (2016), motivation has been defined as the orientation of the student on the goal of learning a second or foreign language. Scientists and researchers believe that second or second language learners will focus



enough efforts to achieve their learning goals. Learning goals are essential for learning a second language or foreign language successfully. According to Bambirra, R. (2017), motivation is conceptualized and discussed as participation, and analytical units are observed behaviours, activities. In other words, the students' attitude towards the language curriculum and their participation in group learning activities will be a behaviour that can be viewed as a motivation. At the individual level, participation will be assessed through student volatility. For example, changes in interest in participating language courses and participate in semester surveys. Thus, based on the three definitions above, there are many similarities between them. All three definitions are relevant and one can conclude that motivation is an internal situation or situation sometimes described as needs, desires, or desires that work to activate or energize behaviour and give common directions.



Ideal L2 Self

Ideal L2 Self is defined as the “desire to reduce the discrepancy between our actual and ideal selves”. (Dörnyei, 2009, p. 29). Ideal L2 Self represents “an ideal image of the kind of L2 user one aspires to be in the future”. (Papi, 2010, p. 468) According to Calvo, E. (2015), Ideal L2 Self is defined as the ideal image a language learner would like to have in future. Based on the three definition mentioned above, Ideal L2 Self can be defined as a secondary student’s desire and perception of themselves as a Mandarin speaker in the future.

Ought-to L2 Self

Ought-to L2 Self is “concerns the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes”. (Dörnyei, 2009, p. 29).





According to Kim (2012), Ought-to L2 Self can be defined as a situation in which language learners are afraid of facing negative outcomes such as failing a target language test or it can be referred to when a language learner seeks approval by meeting the requirements of parents, teachers and friends. According to Al-Hoorie (2018), Ought-to L2 Self is defined as the state which a language learner would like to achieve, it representing the expectations shown by significant persons such as parents and teachers. Based on the three definitions mentioned above, Ought-to L2 Self can be explained as a secondary student's self-obligation and responsibilities to achieve a possible self or an outcome that he/she would like to be achieved.

L2 Learning experience

L2 Learning experience is defined as the "situated, executive motives related to the immediate learning environment and experience". (Dörnyei, 2009, p. 29). According to Dörnyei and Chan (2013), L2 learning experience concerns situation-specific motives related to the immediate learning experience and surrounding environment. Based on Liu and Thompson (2018), L2 Learning experience refers to the relationship between the internal factor (language learner) and external factor (classroom and syllabus) that happened in the learning process. Based on the three definitions mentioned, L2 Learning experience is the secondary student's actual learning environment and the student's Mandarin learning experience in terms of the teacher of Mandarin, context and materials used.

Intended Effort of Learning L2

According to Dörnyei (2009), the definition of intended effort in foreign language learning is viewed as the mediating variable between motivation and success. Based on



Wen, X. (2011), intended effort is the effort that mediated through motivational factor. According to Kwok (2017), intended effort is defined as the amount of effort that a participant is willing to put into learning a foreign language. Based on the three definition mentioned, the intended effort can be considered as the amount of effort a foreign language learner is willing to contribute in the learning process such as the time contribution and it served as a criterion measure in the study.

The dependent variable in this study will be motivation in learning Mandarin as a foreign language whereas the independent variable in this study will be the Ideal L2 Self, Ought-to L2 Self and L2 Learning environment. Intended effort of learning L2 will be criterion measure in this study. The operational definition of the factors mentioned above will be presented in the table below.

Table 1.1

Operational definition of variables

Variables	Operational Definition
Dependent Variable	
Motivation in learning Mandarin as a foreign language	The amount of intended effort the secondary student willing to put in learning Mandarin as a foreign language
Independent Variable	
Ideal L2 Self	Secondary student's desire and perception of themselves as a Mandarin speaker in the future
Independent Variable	
Ought-to L2 Self	Secondary student's self-obligation and responsibilities to achieve possible self or an outcome that he/she would like to be achieved
Independent Variable	
L2 Learning environment	Secondary student's actual learning environment and the student's Mandarin learning experience in term of the teacher of Mandarin, context and materials used.



The above variables will be operationalized in term of mean values by analysing the responses using a score and compared against the dependent variable which is the motivation in learning Mandarin as a foreign language.

