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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

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(RESEARCH MODE)

FACULTY OF LANGUAGES AND COMMUNICATION
SULTAN IDRIS EDUCATION UNIVERSITY

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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.

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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

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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

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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.

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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.

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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 became 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

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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).

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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.

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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.

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As the number of learner learning Mandarin as a foreign language in 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

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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

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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

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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

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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

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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

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mother language of Chinese leaners 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

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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 teacher[1] (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.

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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"

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(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 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

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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

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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

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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.

1.4 Objective of the Study

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

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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?

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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.

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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.

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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.

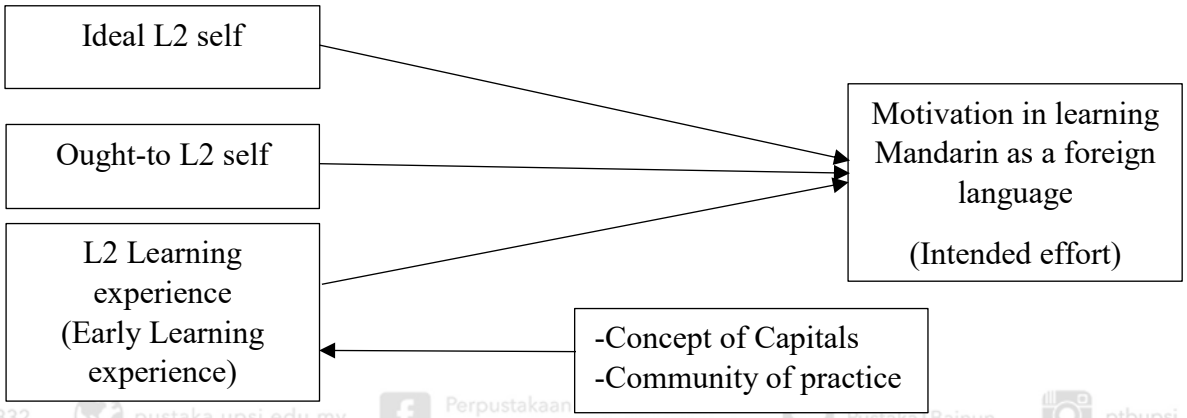


Figure 1.1. Theoretical Framework

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.

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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.

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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.

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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

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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

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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

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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

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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

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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.

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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

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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 contexts.

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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.

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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.

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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

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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

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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.

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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).

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According to Kim (2012), Ought-to L2 Self can defined as an situation which language learners are afraid facing the negative outcomes such as failing a target language test or it can be referred to when a language learner seek approval by meeting the requirement of parents, teachers and friends. According to Al-Hoorie (2018), Ought-to L2 Self defined as the state which a language learner would like to achieve, it representing the expectations shown by significant person such as parents and teachers. Based on the three definition mentioned above, Ought-to L2 Self can be explained as a secondary student's self-obligation and responsibilities to achieve 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 is concerns situation-specific motives related to the immediate learning experience and surrounding environment. Based on Liu and Thompson (2018), L2 Learning experience refer to the relationship between the internal factor (language learner) and external factor (classroom and syllabus) happened in the learning process. Based on the three definition mentioned, L2 Learning experience is the secondary student's actual learning environment and the student's Mandarin learning experience in term 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

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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.

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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.

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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.

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CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

In this Chapter, Mandarin learning in Malaysia will be reviewed under section 2.2. Definition of motivation in Foreign Language learning will be presented under section 2.3. Under section 2.4, development and definition of motivation theories in Foreign Language learning will be reviewed. Dörnyei's (2005, 2009) L2 Motivational Self-System will be presented under section 2.4.1, Bourdieu's (1986) concept of capital will be reviewed under section 2.4.2 and Wenger (1998) community of practice will be presented under section 2.4.3. Research techniques used in this research will be reviewed under section 2.5. Then, past researches on motivation in second or foreign language acquisition will be reviewed under section 2.6. Lastly, summary of chapter 2 will be presented under section 2.6.

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2.2 Mandarin as a Foreign language in Malaysia

In view of the Malaysia's growing collaboration with China, the people who are learning Mandarin has increasing. In Malaysia, Education Ministry has organised and sponsored Malay students to study in China since 2007 with the aim to train them to teach Mandarin in national school (Sekolah Kebangsaan) which the students in the school Mandarin is not the first language in Malaysia. The program named as 'Program Penghantaran Pelajar Ke China Untuk Pembelajaran Bahasa Mandarin Dalam Kalangan Penutur Jati Ke Arah 1Malaysia". Ministry of Education in Malaysia also started to introduce Mandarin as elective subject in national school (Sekolah Kebangsaan) since 2003. (Education Ministry, 2002). Although now is the right time to learn Mandarin as foreign language, Mandarin is not an easy language to learn. According to Naimah, 2005 and Tan, T. et al. (2016), the number of students learning Mandarin as a foreign language in Malaysia is increasing, but most of the desired outcome of the learners are still unable to achieve. They still not able to use the target language which is Mandarin to communicate with the target language community after a long period of learning due to many reasons such as difficulty of the Chinese characters and lacking of vocabulary. Hence, it caused them lacking of motivation in learning Mandarin as time passes by.

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There were few researches have been done by the researchers in Malaysia to study on the university students in learning Mandarin as a foreign language. Based on Tan, T. et al. (2016), the result of the study shown that learning experience plays a very important factor that affect university student's motivation in learning Mandarin as a foreign language. Learning experience including the Mandarin classroom setting, the

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teaching method by the Mandarin teacher and the contact hours with Mandarin. Tan & How (2007) and Tan, T. et al., (2016) mentioned in their study that more studies for motivation in learning Mandarin as a foreign language needed to be carried out. Learner from different background will has different motivation in learning a foreign language. The number of international school has been increasing over the years in Malaysia and number of students who chose to study Mandarin as a Foreign language has been increasing accordingly. It is because foreign language is part of the international school curriculum that students are required to study as part of their effort in developing language skill to become a global citizen in future. (ISC Research's Market Intelligence Report for Malaysia, 2018)

As Malaysia is one of the Asia countries and Mandarin has becomes one of the most important language in the world especially Asia, the demand of learners studying Mandarin has increased drastically. Mandarin has becomes the popular selection for foreign language subject in international school. Majority of the international school in Klang Valley would also offered Mandarin as a subject as part of their curriculum and some even made it as compulsory subjects for the students to study. Most of the students who chose to study Mandarin as a foreign language are non-native speakers and some of them are experiencing difficulties during of journey of learning Mandarin. Some of them have studies Mandarin for few months while some of them have studies Mandarin for few years but still not able to foresee the image of future selves speaking in Mandarin and lack of motivation in learning Mandarin when the time passed. It is important to identify the problems now and help these students to overcome the difficulties that they are facing now so that they will have better outcome in future. There is lack of research in the field that focus on the motivation of secondary student

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in learning Mandarin as a foreign language in international school in Malaysia. Hence, this research will focus on motivation in learning Mandarin as a foreign language among secondary student in international school in Malaysia.

2.3 Definition of Motivation in Foreign Language Learning

According to Kovac, M. M. & Zdilar, A. M. (2017), motivation is a very crucial factor that influence the learning of a foreign language. Gardner (1985) finds motivation as the most influencing factor in learning a new or foreign language. (Zareian, G. & Jodaei, H., 2015). There were more than 100 studies published in 1990s with regards to the importance of motivation for researchers. (Dörnyei, 2005; Zareian, G. & Jodaei, H., 2015) There are also many arguments about the definition of motivation. As per Dörnyei, Z. (1998), he argues that there are many research in educational and research context, but there are little agreement in the literature for the actual definition of "motivation". (Zareian, G. & Jodaei, H., 2015) Sometimes the inconsistent in the result of a study conducted can lead to different interpretation of the concept of motivation.

Based on Maslow, A. (1943), motivation is defined as the basic needs for survival which are physiological needs, safety needs, love and belonging needs, esteem needs and self-actualization needs. Motivation is acted like a instrument to prevent negative outcomes and to attract positive. A highly motivated person would show wanted behaviour and would remove unwanted outcome. (Skinner, 1953). According to Gardner, R (1985), the concept of motivation is related to effort, desire, want, behavioural reasons, and emotions associated with learning a foreign language, and is

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closely related to language learning. Graham and Weiner (1996) defined motivation as motive of the way of certain people behaved. While according to Dörnyei, Z. (2005), motivation is a collective force of motives that is "on a continuum from zero to strong". (Zareian, G. & Jodaei, H., 2015).

The researches of psychological factors foreign language learning have started before 1950 such as Mowrer (1947). However, the first time that drew researchers attention towards motivation in learning foreign language was when Gardner and Lambert (1959 ; 1972) did a study about motivation of student learning English as second language in Canada. Although Gardner and Lambert (1959 ; 1972) theory has received a lot of critics since 1950, their theory has set a very strong groundwork for studies of motivation in foreign language learning field. Then, second time that drew researchers attention was when Dörnyei (2005) did his research in second language acquisition. Hence, both Gardner and Dörnyei are very influencing researchers in the study of foreign language motivation. Their theories will be further discussed below in the development of motivation in learning foreign language. Among the two researchers, Dörnyei's Second language Motivational Self-System (2005, 2009) will be discussed in details as it will be used as the theoretical framework to complement the quantitative analysis in this study. A review of the development of motivation in learning foreign language since 1950 until 2000 will be presented in section 2.2. Bourdieu's (1986) concept of capital and Wenger (1998) community of practice will be presented in section 2.3. A view of the relationship between these two concepts and Dörnyei's concept of the Ideal L2 self will be focused in this section. These concepts will be used to complement the qualitative date analysis in this study.

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2.4 Development and Definition of Motivation Theories in Foreign Language Learning

There are many theories of motivation in foreign language learning been developed since 1950. This is due to motivation in learning foreign language always be the main discussion topic in the foreign language learning field by researchers. Plenty of motivational theoretical frameworks available in the field makes it not easy to explain the actual role of motivation in foreign language learning. Based on Ushioda and Dörnyei (2011), theories of foreign language learning motivation can be divided into four phrases which are social psychological period (1959 until early 1990), cognitive-situated period (during 1990s), process-oriented period (late 1990s until 2000) and the socio-dynamic period (mid-2000s until now). The social psychological period can be represented by the research carried out by Gardner and Lambert in Canada. Gardner and Lambert (1959) have set a strong fundamental for the study of motivation in foreign language learning. The cognitive-situated period is a period whereby the cognitive theories in educational psychology were the main focus in the motivation research in foreign language learning. The process-oriented period focused on the development of motivation over the time as the previous researches and theories only focused on the motivation at a single time. (Dörnyei and Ushioda, 2011). The socio-dynamic period which has been ongoing from mid-2000s until now mainly focus on the Ideal self in motivation in foreign language learning. Second Language Motivational Self System by Dörnyei 2005;2009 has been the most significant theoretical model in motivation in foreign language learning in this period.

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The social psychological period (1959 until early 1990)

The social psychological period is between 1959-1990 which study motivation in foreign language learning in a macro perspective. This period was related to Gardner's work in the Canadian bilingual context. Gardner, R. (2010) states that motivation is a complex structure with no simple definition. He pointed out that motivated person are those who set goals and stick to their goal all the time. Motivation is also the result of interaction with second language culture and target language. (Guerrero, M., 2015) Based on Gardner's theory, learner's attitudes towards the second language and social context are the most fundamental elements to understand learner's motivation in learning second or foreign language.

Gardner and Lambert's motivation theory in 1972 establishes an important relationship between motivation and orientation or "goal". Then , they came out with two commonly used terms in motivation's field which are integrative orientation and instrumental orientation. Integrative orientation refers to the positive tendency of a person to learn a foreign language, foreign culture and community. Integrative learners may have strong reason to learn a foreign language. Instrumental orientation refers to a person who learn a foreign language is for a practical reason. These individuals who learn foreign language as part of the academic requirement or for their future career. Furthermore, Gardner, R (1985) also suggested integrative motive as part of the theory. Integrative motive refers to the positive attitudes of a person towards the foreign language community.

Then, Gardner's socio-educational model was proposed by Gardner and Smyth (1975). This model has been redefined for few times after its first proposal until the last

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changes to it was in 2002 but the main components in the model remain almost the same. Gardner's socio-educational model was the most influencing theory in early motivation research for more than 30 years.

The motivational variables in Gardner's socio-educational model are measured by an instrument named Attitude/Motivational Test Battery (AMTB). Based on Gardner (2001), AMTB was introduced in 1970 and undergo few modification by Gardner himself and few other researchers between 1970s-1980s. The five main variables in AMTB are attitudes toward the learning situation, integrativeness, instrumental orientation, language anxiety and motivation. This instrument was initially designed to study the motivation of English speaking students in learning French as second language in Canada. After that, AMTB has gained a lot of attention from the study field and has been used to test not only for motivation in learning a second language but also how motivation affect language achievement. (Gardner, 2001)

In social psychological period, Gardner suggested most of the second language motivation related theories. However, researches using AMTB and its other variables do not provide consistent results. (Noel et al.,2003) According to Clement and Kruidenier (1983), one of it is the variable of integrativeness only shown significance in specific target market group which from a multicultural background. Despite criticism from other researchers in the field in regards to the few aspects of the theories, Gardner's theories has clearly become the basis and starting point for motivating other researchers to better understand motivation in foreign language field and other field too. It is very obvious that Gardner's bilingual background in Canada inspired his research and discovery. Concerns about the personal attitudes of the foreign language and

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foreign language communities may not be transferable or used in other monolingual contexts. Therefore, it is important to consider other aspects of society in communities and there may be more restrictions in interaction with other foreign language communities.

Apart from Gardner's socio-educational model, there are also other theories developed during social psychological period. Concept of linguistic self-confidence is another motivation theory developed by Clément et al (1986). (Molberg, 2010; Zareian, G. & Jodaei, H., 2015) The theory states that as part of a multilingual community, it can serve as a motivational aspect for any person who may be associated with the foreign language community. Furthermore, Schumann (1986) also suggested acculturation theory. Acculturation refers to the learner integrate into the foreign language community. The simple contact with the foreign language community is only the first stage in learning foreign language process. Being part of the foreign language community create a very good environment for the learner to learn and practice the language as the learner get to use the foreign language to communicate in the community. (Guerrero, M., 2015)

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The cognitive-situated period (during 1990s)

Cognitive-Situated Period came after social psychological period which happened in the 1990's. Cognitive-Situated Period studies motivation in foreign language learning in a micro perspective. Social psychological period focuses on the importance of language learner's attitudes and feelings towards the foreign language and foreign language community, the cognitive-situated period intends to bring the focus of the investigation back to psychological field which primarily emphasizes cognitive or

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mental processes. (Guerrero, M., 2015) In cognitive-situated period, the learning environment and the needs of students and teachers in the classroom are considered to be more important than the community and social context. This does not mean that social and psychological findings are neglected but the idea is to expand the previous theories and take into consideration of other cognitive perspectives. It has make the motivation theories and models more comprehensive than social psychological period.

In cognitive-situated period, the models suggested by the researchers were not completely different from the social psychological period but it had changed from a more general model to a more specific model which include specific aspect in studying the motivation in learning foreign language. The theories and models in social psychological period have become the foundation for the researcher in cognitive-situated period to explore other aspects that affect motivation in learning foreign language such as the classroom level. Gardner's (1972) theory of integrative motivation and instrumental motivation acts as the important foundation for other theories such as Dörnyei's (1994) three level theory and Tremblay et al.'s (1995) trait and state motivation theory. The learner's personal learning experiences and the study environment which is the classroom were the main area of study in this period. Hence, it can prove that student's motivation in learning foreign language not only affected by the social and psychological aspects such as personal's interest towards the foreign language culture and the community but also more specific aspects which include the personal's learning experiences such as classroom, teacher and the course. With the task-based teaching proposed by Dörnyei, Z. (1994) to measure learner's motivation in foreign language learning, it helps to understand learner's motivation in the learning

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process in a clearer picture. Refer to this, future research in motivation field can be analysed into more tangible aspects in learning process. (Guerrero, M., 2015)

The process-oriented period (late 1990s until 2000)

The Process-oriented Period is the stage which studies on motivation in foreign language learning in both macro and micro perspective. Until the end of 1990s, researchers started to reflect on the limitation of measuring motivation through psychological test. When psychological test is used, it can only measure the motivation of a person for the single period of time. (Ushioda and Dörnyei, 2011) This reflection gives a changes of the focus from only identifying a single most significant attribute to the progress of motivation over the time in foreign language learning researches. (Dörnyei and Ushioda, 2011).

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Based on Kwok (2017), Gardner and his team (2004) has investigated the stability of motivational variables in one-year longitudinal research among 197 French learners in a university setting. Their research has appeared to be one of the most discussed research in the field. (Gardner et al., 2004) The research asked about some of the Socio-educational model's variables (attitude towards learning situation, integrativeness, instrumental orientation, learner's language anxiety and motivation) are expected to change than the other variable over a year. Based on the findings, attitude towards learning situation is the most unstable variables whereas integrativeness is the most stable variable among all the variables. (Gardner et al., 2004)

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The socio-dynamic period (mid-2000s until current)

The realisation of the development of motivation over a period of time has lead the foreign language research into another new direction which is the socio-dynamic period. (Dörnyei and Ushioda, 2011)This period is an answer to the incomplete of the traditional psychological method to the motivation in second language learning and also given a wider perspective of second language learning. The objective of the theories above are mainly use to investigate the cause and effect relationship between motivation and different variables by employing linear statistic. The disadvantage of this type of method is that most of the larger social context and progressive factors that influences learner's motivation in foreign language learning will not be take note of. Hence in socio-dynamic period, the research of motivation are focused on motivational development and interaction of both psychological and social factors such as social context. (Kwok, 2017)

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Dörnyei's Second language Motivational Self-System (L2 Motivational Self-System) (2005, 2009) is one of the theoretical model been developed in socio-dynamic period. It has been the most significant theoretical model in second language acquisition motivation in the past 8 years. (Rose, 2017) According to Mercer and Kostoulas (2016), L2 Motivational Self-System also creates a milestone in the research of self and identity. After the introduction of L2 Motivational Self-System, the number of research that focused on "self" and "identity" concepts is increasing over these years. (Boo et al., 2015, Kostoulas and Mercer, 2016). Based on Block (2007), since Norton's (2000) research about self-identity concept published in 2000, many socio-cultural researchers using self-identity as the main concept of their study. Since both Dörnyei and Norton using self-identity concept as their fundamental in their theories, the important of self-

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identity in motivation in foreign language learning can be noticed. In this research, self and identity will also be the main concept of the study to investigate the motivation in Mandarin as foreign language learning among secondary students. Dörnyei's L2 Motivational Self-System (2005;2009) will be discussed in details in the following section as it will be used as the theoretical framework of this study whereas Norton's (2000) study about identity and motivation in second language learning will be discussed after Dörnyei's L2 Motivational Self-System.

Dörnyei's L2 Motivational Self-System is a combination of the traditional second language acquisition theories which consists of Self system by Markus and Nurius (1986) and Self Discrepancy Theory by Higgins (1987). Markus and Nurius's (1986) Self system presented the theory of possible selves whereas Higgins's (1987) Self Discrepancy Theory presented the theory of ought selves. According to Markus and Nuruis (1986, p.954), possible selves consists of three characteristic about one future self which are the attributes that one wish to become, the attributes that one afraid of becoming and the attributes that one would become. These three characteristics of self are very important for motivation as they provide a person with hope to become their possible self in future. A student who is learning Mandarin as foreign language will work hard to become who they would like to be according to their possible self set at the beginning of the study. An individual's expectation will be shaped by the possible self based on what they would like to be and what they afraid to be. The individual will behave according to the guideline of possible self. (Markus and Nurius, 1986) With these three characteristic of possible self, researcher is also more easier to analyse the behaviour of a motivated person according to the guideline set.

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Based on Higgins (1987), the attributes that one possess in present will be referred as actual self, the possible self that one would like to become in future will be referred as ideal self whereas the self that one would need to become due to obligation which is different from one's wish, will be referred as ought self. (Dörnyei, 2009) Higgins's (1987) theory is almost same as Markus and Nurius's (1986) possible self. Higgin's (1987) stated if one of the selves clashing with another self, for example ought self clashing with actual self, one will experience not comfortable feelings. Hence, a highly motivated individual will be able to reduce the gap between these three selves. With the combination of both Self system and Self Discrepancy theories, Dörnyei introduces the L2 Motivational Self System which helps to measure learner's intended effort in foreign language learning. This model can help to differentiate one's current self such as the level of foreign language of one achieved and one's ideal self such as the level of foreign language of one wish to achieve and the learner will put in more intended effort to reduce the gap between these two selves. The higher the intended effort shown by the learner, the higher the motivation learner has.

2.4.1 Dörnyei's (2005, 2009) L2 Motivational Self-System

Dörnyei's (2005, 2009) L2 Motivational Self-System consists of three main components which are Ideal L2 self, Ought-to L2 self and L2 Learning experience. The first component is Ideal L2 self which refer to one's image of who he/she wish to be in future. It states that by reducing the difference between the actual and the ideal self, learning a second language to become a second-level speaker is one of the powerful motivation. Ideal L2 self is proposed to replace the variable of integrativeness in

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Gardner and Lambert's (1959) Socio-educational model. The research by Clement and Kruidenier (1983) has found that integrativeness can only be suitable for multi-cultural community such as Canada but not suitable to adapt in single cultural community. Apart from this, Dörnyei and his team's (2006) found that integrativeness variable in Gardner and Lambert's (1959) model did presented a influential in their large scale study in Hungary. It was the only variable (there were six variables in total) that had strong impact on the criterion measures which were target language of the learner's preference and intended effort shown by the learner. (Kwok, 2017) Based on their findings in 2006, Dörnyei stated that although Gardner has set an important fundamental in second language learning field, the integrativeness variable is not suitable for all community as it only suitable for a multi-cultural community. For a single speaking community, the integrativenss variable is irrelevant to them as they might not have the opportunity to interact and communicate with the target language community. Hence, Dörnyei et al (2006) mentioned that the integrativeness variable in Gardner and Lambert's (1959) model should be expanded and reconceptualised as "Ideal L2 self". Another component in Gardner and Lambert's (1959) that has strong influence in Dörnyei's Ideal L2 self is instrumental orientation. As one would imagine himself/herself as a fluent L2 speaker in future that able to interact with the superior of his/her company, he/she will form an Ideal L2 self based on the imagination. Then, he/she will work hard to become the ideal L2 self. Ideal L2 self has been identified as the most influential variable towards the foreign language achievement in many researches. According to Kim & Kim (2014) research, Ideal L2 self shown a positive influence in Korean context and the findings stated the clearer the Ideal L2 self, the higher the level of English proficiency. Based on Calvo (2015) research, the result also showed that Ideal L2 self is the most influential variable towards English achievement. It can be seen that Ideal L2 self plays a vital role

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in foreign language learning. While most of the researches focused on English as the foreign language, this research will focus on Mandarin as foreign language to examine whether there are any differences in term of the findings between foreign languages.

The second component of the model is Ought-to L2 self. It refers to various obligations, duties and responsibilities that the learner went through and the learner comes to conclusion that want to achieve possible self or "outcome self". Ought-to L2 self can also linked to Self-Determination theory by Deci & Ryan (1985) in which a learner is motivated by external reason such as social context (for example career advancement) to learn a foreign language. When an individual would like to apply for a position in a company that required a specific language, he/she would need to learn the foreign language in order to secure the position in the company. This individual is drove by the extrinsic factor which is career opportunity to learn a foreign language. He/she has the obligation to learn a foreign language in order to secure the position in the company. Although Ought-to L2 self is one of the important variable in L2 Motivational Self-System, the empirical research shown that the impact on the second language learning is not as strong as Ideal L2 self which can be seen in the large scale research carried out by You and Dörnyei's (2016) in China, a small scale research by Calvo (2015) in Spain, Suzuki (2017) in Japan and Martinović (2018) in Croatia.

In Calvo's (2015) and Martinović (2018) research, the findings even shown that Ought-to L2 self is insignificance on second language learning. Ought-to L2 self found as the most influential variable in Azarnoosh and Birjandi's (2012) study in Iran which mainly focused on secondary students specially male students as they studied a foreign language mainly because of the family pressure and curriculum requirement.

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Apart from Ought-to L2 self has less or no significant influence towards the motivation of a foreign language learner, Shih, H. & Chang, S. (2018) research also revealed that that family influence played a significant role in affecting student's future self-learning. Self-learning served as a good predictor of self-efficacy for second language learners. In addition, the ought-to L2 self-contributed to a higher level of anxiety while the ideal L2 self and L2 learning experience both lowered the level of English learning anxiety. It can be seen that ought-to L2 self not only has no significant influence towards motivation in learning a foreign language, but also increase the level of anxiety of the learner.

L2 learning experience is the third component in the model which is added by Dörnyei (2005,2009). It focus on the actual learning environment and the experience of language learners. A good learning experience in foreign language learning will help to motivates the learners to learn better and affect them to form a Ideal L2 self in future too. L2 learning experience can be said that it shares the similarity with Gardner (1959) attitude towards the learning environment as both of the components studies how the L2 learning environment affect learner's learning attitude. Ideal L2 self, Ought-to L2 self and L2 learning experience are correlated to one another. These three components act as vital roles in affecting one's motivation in learning a foreign language and their intended effort. Dörnyei's (2005, 2009) L2 Motivational Self-System is the most influential theory in Socio-dynamic period and been used as the main concept in many researches in these years as its cover both single or multicultural community and for different type of foreign language. According to Papi & Teimouri (2014), there are many researches in the recent years have used L2 Motivational Self-System to support their research and most of the studies were focused on the relationship between the

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variables in the theory and other criterion measures such as language achievement and behaviour of motivated learner.

Motivation in learning English as foreign language is a research topic that widely discussed in the field. There is lack of research using L2 Motivational Self-System in study motivation in learning Mandarin as foreign language. (Kwok,2017) Hence, this research will be focused on motivation in learning Mandarin as foreign language among secondary student based on L2 Motivational Self-System as the theoretical framework in quantitative analysis. Secondary student is chosen as the study group is because most of the researches mentioned above with university students as target group found out that Ideal L2 self is the most influential variable, researcher would like to examine whether there is any differences in secondary student which most of them are still influenced by the parent's decision due to age.

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2.4.2 Bourdieu's (1986) concept of capital

Apart from Ideal L2 self and Ought-to L2 self, identity also possess an important role in motivation in foreign language learning. As mentioned earlier, Dörnyei's (2005, 2009) L2 Motivational Self-System not only appeared to be the most influential theory in motivation research field, but also create another milestone in self-identity related research field. (Kostoulas and Mercer, 2016) As "self" has discussed in the previous section under Ideal L2 self and Ought-to L2 self, this section will discuss about identity. Identity is defined as the effort by an individual done to link himself/herself to the world and make himself/herself known by others in the world. (Hansen, Liu and McNamara ;

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Norton, 2013). According to Stockton (2015), identity can be defined personal representative such as one's gender, cultural, social and linguistic. There are three different type of identities classified by Zimmerman (Antaki and Widdicombe, 1998, p.90) which are situated identity (it is used in a communication context), discourse identity (it is used in a situation when a participant acts in different role such as listener or a questioner) and transportable identity (it can be used in a interaction for a certain reason such as explains something to another person) from the classification of Zimmerman, it can be seen that an individual's identity can be changed over the time according to different situation. Norton (2000) questioned that for highly motivated learners would also has little intended effort in foreign language learning. Norton (2000) has noticed about the possible changes and negotiable of one's identity over different period of time based on one's agency, she used poststructuralist approach to study the relationship between identity, social context, agency and motivation. From her research, she found that power relationship that affect learner from converting their motivation into actions in certain social community. English learner using a target language to interact with the target language community is a type of investment in term of cultural capital. (Norton, 2000) They believed that their action of investment will help them to gain more capital such as social capital and economic capital. Though, the societal status of some of the learners may stop them to be a legalize speakers in the group of target language's native speakers. Hence, it is noted that student's social as well as cultural capital will affect learner's achievement in learning foreign language. (Pishghadam, 2011)

According to Bourdieu (1986), there are four main types of capital in the community which are economic capital (for example money rights), social capital (for

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example social connection), cultural capital (for example education, fluency of speaking different types of languages) and symbolic capital (status and reputation behind the symbolic value of economic capital, social capital and cultural capital). Status and reputation not only come from economic capital, social capital and cultural capital, but also other area in life. These four type of capitals not only affect an individual's social status but also an individual's "right to speak". An individual always assume that their dialogist to be a person "worthy to listen" and "worthy to speak". (Bourdieu, 1977, p.648) The worthiness that an individual assumed is supported by the capital they own. (Bourdieu, 1977, p.504) Based on Bourdieu (1977, p.651) If an individual's total number of capitals do not matched with the worthiness one's assumed, then he/she is not a persuasive speaker and no audience will listen to him/her. On the other hand, if an individual's total number of capitals matched or exceeded the worthiness one's assumed, which means the individual has adequate symbolic capital, he/she able to attract audience to listen to him/her easily. When he/she is able to attract audience easily, he/she will be more confident in speaking the foreign language in front of the audience. It will help to increase his/her motivation in learning a foreign language and hence higher intended effort in learning the foreign language. It can be seen that capital in the community plays a significant role in affecting the motivation of a learner learning a foreign language. Hence, Bourdieu's (1986) concept of capital will be used as the theoretical framework for the qualitative research in this study.

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2.4.3 Wenger (1998) community of practice

Apart from Bourdieu's (1986) concept of capital, there is another theory will be used to analyse the qualitative data of this study named as Wenger (1998) community of practice. Community of practice is defined as a "social learning system" by Wenger. (2010, p.179). The community that Wenger referred to is a group of learners who have the same interest or passion for a thing and how they practice and learn when they have more interaction in the community. (Wenger, 1991, p.1) The criteria of a learner's participation in a community is known as competence. According to Wenger (1998, p.5), this competence is made up from the knowledge and ability valued by the community's members and also the understanding of the culture and standard of the social configuration in the community. The changes from the edge of the community to the centre of the community is known as " developing form of membership". Wenger (1991, p.53) Learner starts to develop an identity to the community as they have gained more ability. However, the development of the identity is also required the agreement from the target language community's members. Hence, the learner needs to show a strong intended effort and competency that the target language community's members agreed. Wenger (2000) If the learner's competency is not matched with the target language community member's requirement, the learner will start to adjust to fill the gap and this is when the learning process happened in the community. Identity of a learner is linked towards his/her learning process. Part of the identity of the learner is also defined by the target language's community. Wenger stated that negotiation of the competency and the identity to enter to the centre of the target language community is an ongoing processes. As there are other learners that are already in the target language community but they might still in the peripheral of the community, they also need to

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negotiate their current membership towards the centre of the community. Some of the participants of this study are new learner to Mandarin whereas some of the participants of this study have already became a member in the Mandarin community for a while, researcher will focus on how different group of participants negotiate their membership of the community of practice and a comparison between both groups can be examined.

As per the explanation of learning process in the paragraph above, learning process happened when a learner want to fill the gap between himself/herself and the membership requirement of the target language community. As most of the researches of motivation in learning a foreign language are focused on current motivation in learning a foreign language (Kwok 2017), this study is not only going to investigate how the learner's current learning Mandarin experience but also their early Mandarin learning experience in affecting their motivation in learning Mandarin as a foreign language. This research will also take history of the learner's learning process into account. Researcher will use Wenger's (1998) community of practice as theoretical framework to analyse the qualitative data which is to examine the learning process of a learner through three ways which are engagement, imagination and alignment. These three ways of participation are known as modes of belonging. (Wenger, 1998). Through these three ways, a learner constructs his/her own identity in order to become a member of the community of practice.

In this section, the three ways in Wenger's (1998) community of practice will be explained and discussed. 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

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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. Based on Wenger (2010), there are three characteristics of the competence which are to have a good knowledge of what is important in the community, ability and chance to interact with the members of the community directly and also the opportunities to use the available resources in the community. Although some of the learners experience competency through engagement, some of the learners may experience the opposite. For the learner who experiences incompetency during engagement might refuse to put in effort to create own identity. This happened is due to non-participation in the community of practice. (Wenger, 2010) The second way is imagination.

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According to Wenger (2000), 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. The third way is alignment. Alignment is closely linked to engagement. Alignment involves 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

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of the methods in coordination. Wenger's way of imagination can be compared with the Ideal L2 self by Dörnyei's (2009) as both theories stated that a learner may imagine his/her future ideal self and hence motivates him/her to put in more intended effort to learn a foreign language.

2.5 Research Techniques

There are many research techniques available for researchers to select and to carry out their research process. Different research techniques are tailored to different research purposes. Quantitative research technique involves the collection and analysis of objective data which mostly in numerical form whereas qualitative research technique is commonly used to investigate the opinions, feelings and behaviour of a person and how these affect the person using various form of questions. Survey questionnaire, observation, document screening and experiments are the examples of quantitative technique whereas interview, focus group, observation, document analysis and oral history or life story are the examples of qualitative technique. As this research employed both quantitative and qualitative techniques, the details of both techniques will be discussed in the following section.

2.5.1 Quantitative research technique

For the quantitative technique in this research, survey questionnaire has been used to collect the date for quantitative data. Survey questionnaire is the most common

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quantitative technique that used in collecting objective data. Based on Roopa, S. & Rani, M. (2012), questionnaire is a main instrument used to collect quantitative primary data. Questionnaire enables quantitative data to be collected in a systematic way so that the data collected are internally consistent and coherent for analysis. Questionnaire is inexpensive to design and administer. According to Basic Guidelines for Research: An Introductory Approach for All Disciplines (2016), survey questionnaire is a research instrument which consists of a number of questions and other prompts for the purpose of collecting information from the respondents. Questionnaire was first invented by Sir Francis Galton, a British anthropologist, explorer and statistician in the late 1800. Since then, questionnaire forms the support of any survey and the success of using a questionnaire is lies in the questionnaire's design. To design an effective questionnaire, researcher will first need to identify the information that is need to be used to answer the research objectives and research questions. Questionnaire should be as simple as possible to in order to collect valid and needed information. After the questionnaire been designed, the questionnaire will need to undergo reliability and validity tests in order to ensure the quality of the questionnaire before distribute to the target group to answer. After that, questionnaire would be distributed through the selected channel by the researcher and explanation would be given at the same time. After that, data from the questionnaire collected from the respondents will be compiled and analysed.

The questionnaire of this study was developed and adapted from Dörnyei's and Csizér (2005) and Taguchi's et al. (2009). The research by Dörnyei's and Csizér (2005) was aim to use structural equation modelling to evaluate a proposed theoretical model concerning the internal structure of the second language (L2) motivation complex and its impact on motivated behaviour. Based on Dörnyei's and Csizér (2005), a total of

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8593 pupils were selected from the primary schools in Hungary who aged between 14 to 15 years old and their project was considered as longitudinal in nature as they were using the questionnaire to collect data at different period of time with the same sample group. To ensure their instrument which means the questionnaire had appropriate psychometric properties, some of the items in the questionnaire were adopted from established motivation questionnaire which is valid and reliable. The data collection was conducted in year 1993 and another one was conducted in year 1999. They first approached the selected schools using an official letter from university and they explained of the purpose and details of the actual administration of the questionnaire to the schools. Once permission obtained, they would contact the teachers for the distribution of questionnaire and a representative was sent to the class to do introduction and data collected would analysed. The issue arises from this quantitative technique is the general issue of using self-report measures. Although the questionnaire theory used in their research has developed effective ways to improve the psychometric properties of survey data, these data have inherent weaknesses. (Dörnyei, 2003; Krosnick, 1999) This issue was further augmented by another two weaknesses which were short scales of study and criterion measures (language choice and intended effort) were not measured objectively as it only through self-report by the respondents. However, the study was actually based on a well-established research method, most of the items in the instrument had proved valid and work in previous researches in the motivation field. If they considered their research as large scale and the fact the proposed model shown stability across the time and different target languages, they concluded that the results collected using the questionnaire were valid.

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Taguchi's et al. (2009)'s research was to validate Dörnyei's L2 Motivational Self System in three important Asian contexts which are Japan, China and Iran. A total of nearly 5000 respondents from Japan, China and Iran were selected to participate in this survey. Japanese students ranged in age from 18 to 43, Chinese students ranged in age from 11 to 53 whereas Iranian students ranged in age from 12 to 44. These respondents were expose to native English teachers, overseas experiences and their self-assessed English level were diverse. They used total samples from all three countries such as Japan, China and Iran for most of their analyses. In Taguchi's et al. (2009)'s study, they have employed three different versions of questionnaire to conduct the survey in Japan, China and Iran. Each version of the questionnaire comprised of two major parts which first part consists of items to measure learner's attitudes and motivation towards English learning whereas the second part consists of questions about learner's background information such as their age, gender and self-rated English proficiency levels. The first questionnaire was developed for Japan students which the design followed the procedures suggested in Dörnyei (2003). As Taguchi et al.(2009) was to validate Dörnyei's L2 Motivation theory through duplicating their Hungarian studies, the main components were chosen from Dörnyei and Csizér's (2005) Hungarian studies such as cultural interest and attitudes to L2 community and the L2 Motivational Self System such as Ideal L2 self, Ought-to L2 self and attitudes to learning English. For the second questionnaire was developed in Chinese version for China students. It was designed based on first questionnaire which is the Japanese version. The third questionnaire was developed in Iranian version for Iranian students. The Iranian version followed the same procedures as the Chinese version. All three questionnaires were carefully piloted in the three countries. The final versions adopted statement-type and question-type items and were measured by Likert scales. Data were

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collected in all three countries in year 2006 and year 2007. In order to make their result of the study stronger, they attempted to collect as large sample as possible. The main procedure in Japan, China and Iran were similar which they used all possible contacts they could to find volunteer respondents within the categories set which are middle school students, university students majoring in English, non-English majors and adult learners of English. Data collected were analysed accordingly. They have encountered issue using this technique in their study. Although their survey have not based on stratified random sampling method, with the depth and breadth of the populations were sampled from Japan, China and Iran, it is difficult to imagine that the strong tendencies uncovered would be untrue. However, the results from the study have helped to support and confirmed the validity of L2 Motivational Self System by Dörnyei. Hence, it can be seen that the validity of the survey questionnaire. In shorts, questionnaire of this study was developed and adapted from Dörnyei's and Csizér (2005) and Taguchi's et al. (2009) in view of the reliability and validity received from both researches. A number of new questions have been added into the questionnaire in order to match with the sample of this study. The survey questionnaire was also administered following the methods in these two previous study.

2.5.2 Quantitative research technique

For the qualitative technique in this research, semi-structured interview has been used to collect the date for qualitative data. According to Datko, J. (2015), semi-structured interview is classified as a valuable data collection method applicable in qualitative language pedagogy research where a part of the language pedagogy phenomenon under

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study can be specially mentioned in the interview guideline and second part is dependent on interviewee's personal knowledge or experience. For semi-structured interview, researcher has more control or guidance over the direction of the conversation and discussed content when compared to a non-directive data collection method. Interviewees are not restricted in elaboration or changing the development of the interview into other related aspects. (Cook, 2008) When researcher Kvale (1996) compared a semi-structured interview to an ordinary conversation, it required an unique interview technique in semi-structured interview. Based on Cook (2008), in a semi-structured interview, researcher would encourage the interviewees to elaborate in details about the topic discussed without the use of a predetermined set of standardized questions. Researcher would use an interview guide focused on the main themes and suggested questions where the content of the suggested questions are not strictly prescribed but can be altered according to the flow of the interview in order to explore the experience of the interviewee for further details worth of analysis. (Gavora, 2006) Svec et al. (1998) explained semi-structured interview is suitable for research where one part of the educational phenomenon under investigation can be clearly and accurately identified in the fixed framework of the interview whereas the other part is depends on the interviewee's personal opinions, perceptions and attitudes. The accuracy of qualitative data collection is closely linked with the method of recording the interview. The first method is to take notes as the interview proceeds. However for this method, some of the interviewee may find this method disturbing and the information in the notes might not be accurate. (Cohen et al., 2007; Gavora, 2006). To solve these issues, it is recommended to record the interview using an electronic device such as recorder while taking the notes. In the researcher's notes, information such as time and place of the interview, comments by the interviewee, additional questions the

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researcher wants to ask, non-verbal cues and valuable information about the content of the interview.

There are issues raised up in using interview technique in research. According to Cook (2008), one of the main issues proposed is the limitedness of interpretation. Reconstruction of an experience in an interview is not able to provide insight into the motivations and intentions of the involved and does not offer the real observation of the experience. Hence, dependence on the semi-structured interview as a single data collection strategy for a research might lead to partial investigation of the topics. A combined approach including other form of data such as documents and diaries are suggested. Social desirability of responses are another issue raised up. Interviewees may give false or misleading accounts of experiences such as if they don't understand the interview question or if they don't want to express something honestly. (Gavora, 2006; Svec et al. (1998) Despite number of issues raised up, semi-structured interview is still seems to be advantageous in terms of the offered adaptability and flexibility. The issues raised up can be partially eliminated by carefully planned procedure and interview. After the researcher setting the research objectives, researcher converts them into interview guideline. This framework is focused on the central theme and suggested questions. The content of the guideline can be modified by rephrasing the questions. The interview questions can also include information about the area of study for the interviewee. Besides, the size of research sample and sampling technique depend on the research aim. Research sample of a study focused on generalisation should be larger than the sample of the study aimed at in-depth data. It is suggested to conduct interviews with as many respondents because it is required to gain the validity of the knowledge. During the interview, it is recommended to involve both

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electronic recording and take note as the interview proceeds manually. After the interview, data collected need to be transcribed to written text and analyses would start to take place. Datko, J. (2015) Semi-structured interview as a research technique is a great help in educational research as it does not diminish one's personality to numbers and non-personal answers but it respects a interviewee as a unique individual. (Svec et al., 1998)

Semi-structured interview used in this research were developed and adapted from Kwok (2017), Darling.W and Chanyoo.N (2018) and few newly designed interview questions. Based on Kwok (2017), the objective of the research is to add literature in Chinese learning motivation and to bridge the gap between the sociocultural and psychological perspectives on motivation in second/foreign language acquisition (SLA). It was a longitudinal study. There were three round of interviews conducted in the research as the researcher would like to have a better understanding towards the learner's change in motivational type and intensity over time. The interviews were conducted over a six to seven months intervals. All the interviews were audio-recorded and transcribe immediately after the interview ensure the accuracy of the qualitative data. At the end of every interview, interviewees were asked to indicate their motivation level at different stage of learning Chinese on a scale between zero and ten (ten being the most motivated) using a line graph. Then, the interviewees were asked to explain the increase and decrease of their motivation level at different stages. Semi-structured interviews were conducted at the convenience of the interviewees. Based on Darling.W and Chanyoo.N (2018), their research was aim to investigate Dörnyei's (2005) L2 Motivational Self System of Thai university EFL students and how it affects their L2 willingness to communicate. A total of five university students whom

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voluntarily took part in a series of semi-structured interviews. These five students were selected from the quantitative study and the interview was took place after their quantitative study. University students were asked to elaborate more about questions related to their motivation level in learning English and their willingness to communicate. Data collected from the interviews were transcribed after the interview and the qualitative findings were used to support the quantitative findings. In shorts, questions in semi-structured interview used in this research were developed and adapted from Kwok (2017), Darling.W and Chanyoo.N (2018) in view of the reliability and validity received from both researches. A number of new questions have been added into the interview to answer the research objective and research question. The semi-structured was also administered following the methods in these two previous study.

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2.6 Past researches on motivation in second or foreign language acquisition

In the early stages of this research, several related studies will be discussed in terms of their differences with this research. The literature highlight will start from the studies in the country and then international.

Malaysia context

Based on Prasangani, K. (2014), the objective of the research is to investigate factors motivating Malaysian students to learn English through Dörnyei's (2009) construct of the L2 Motivational Self System. It also would like to examine the validity of self-concept (Ideal L2 self and Ought-to L2 self) in the L2 Motivational Self System and investigate the effect of learner social goals. This is a quantitative study which used survey questionnaire as the research instrument. The sample of this study were the 76

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Malaysian undergraduates. The results revealed that there was a strong correlation between social goals and selves and motivated learning behavior. Hence, it can be concluded that this study was focused on the university students and it is a quantitative study. The present study would like to employ mixed methods to acquire more in-depth information related to Ideal L2 self and motivation from the secondary students and will study on Mandarin.

Based on Cheong, Jano & Hussin (2015), the objective of the study is to find out the relationships between motivational factors and Mandarin academic achievement. It provides numerical estimates of these two variables that are related or distant. Quantitative method was used in the study. Survey questionnaire was used as the instrument in the study to collect the data. The sample of the study was made up from selected 147 undergraduates aged between 20 and 26 years who studying in Universiti Teknikal Malaysia Melaka. Classroom assessments were conducted to get more comprehensive data. Findings of the study shown that there was a significant relationship between Mandarin scores and the six motivational factors which were intrinsic value and self-development, future occupation, friendship, entertainment, Chinese influence and travel, requirement motivation, and Chinese culture and community. The relationship between the variables are positive. The results are important to determine the content of Mandarin learning materials, which can lead to an effective and efficient learning process. Future research should focus on more variables to improve the performance of learning Mandarin. In short, it is clear that the difference in the study is in terms of the objective and sample of the study. The objective of Cheong, Jano & Hussin (2015) not only focused on motivational factors in learning Mandarin but also the academic performance in Mandarin. While this research will only

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focus on motivational factors in learning Mandarin because the learning experiences in foreign language for the secondary students will be more important than their academic performance. The study employed quantitative method whereas present study employed qualitative method. The sample of the research were also students from university level while in this research will consist of secondary students.

Based on Nor, Yusuf & Salleh (2016), the objective of the study is to determine the attitudes of students in learning foreign languages, namely Spanish, German and Japanese at Sultan Idris Education University (UPSI). The study used both quantitative and qualitative research design. Questionnaires and interviews were used to collect the data. The sample of the study involved 30 Spanish, 30 German and 30 Japanese language students. Gardner's socio-educational model(1985) served as the basis of the study to measure the attitudes through the aspects of interest, perception of students and motivation. The overall results shown positive attitude, interest and perception among the students towards learning process of all the three languages. The study also shown motivation of student attending foreign language courses was influenced by internal factor which are interests, preferences and enjoyment in learning foreign languages. Attitudes of the students also influenced by integrative and instrumental motivation. The study indicated that there were no comparison of views on learning foreign languages among female and male students, and races but there were significant differences based on gender and race in the aspect of attitudes, interest and students' perceptions towards the language learned. The findings also clearly demonstrated that interest, motivation, perception, integrative and instrumental factors play an important role in the learning process and influence students' attitudes toward Spanish, German, and Japanese. In short, it is clear that the difference in the study is in terms of the

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objective and sample of the study. The objectives of Nor, Yusuf & Salleh (2016) emphasized on attitudes of students in learning foreign languages, namely Spanish, German and Japanese in university. In this study, the focus will only be on the student's motivation only in learning single language which is Mandarin. The sample of the research were the university's students while in this research will consist of secondary students.

The research conducted by Tan, T., Lim, T. and Hoe, F., (2017) is to investigate the relationship between language learning motivation and achievement in Mandarin in the Malaysia context. This was a quantitative study. There were a total of 133 university students participated in the survey. The survey questionnaire was based on the L2 Motivational Self System. Quantitative data collected was analyzed using SPSS v23. The findings shows that L2 Learning Experience has the strongest influence on the university students and it has the significant correlation with the student's Mandarin achievement. The classroom atmosphere, the pleasure of learning and teaching methods used were the components studied under L2 Learning Experience. Results suggest that the university and educator need to plan the their teaching and learning that promote better L2 Learning Experience for the students in order to strengthen the motivation in learning Mandarin as a foreign language. Hence, it is clear that this study was focused on university students and only quantitative data was collected whereas present study is focused on the secondary students and will employ mixed method to study. In this study, only psychological context has been studied whereas in the present study, both psychological and social context will be studied to get a vibrant finding.

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Based on the Rahman et al (2017), the objective of the research is to investigate the factors which contribute to the motivation in learning English among 80 students of Sekolah Menengah Kebangsaan Lepas Utara. Quantitative research design has been used in this study. The instrument in the study was a questionnaire adapted from Amin, Juriah and Isa (2001) to collect the data. The sample of this study consists of 80 students from Sekolah Menengah Kebangsaan Lepas Utara. The data collected from the questionnaires was analysed using the Statistical Package for Social Sciences (SPSS) Version 20 for frequency, mean and standard deviation. Their findings presented that teacher's influence, personal attitude and parental' s influence do have influence in affecting student's motivation to learn a second language. In other term, the Ought-to L2 self of the secondary students is stronger as they are still young and parental and teacher influence is still stronger compared to university or adult learners. Hence, it is clear that the difference in the study is in terms of the objective and method of the study. The objectives of Rahman et al (2017) focus on student's motivation in learning English. In this study, the focus will be on the student's motivation in learning Mandarin as foreign language and method of the present study is employing mixed method.

Based on Khong, Hassan & Ramli (2017), the objective of the research is to investigate student motivation and gender differences in learning Spanish as a foreign language in Malaysia context. Both qualitative and quantitative research designed were applied in this research. Instrument used in the research was questionnaire which consisted of both close-ended and open-ended questions to provide both quantitative and qualitative data. Student's motivation was measured by self-report questionnaire which supported by Gardner's socio psychological model. The sample of the research were 448 students from University Kuala Lumpur Malaysian Spanish Institute where

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Spanish is a compulsory subject in the institute. The findings indicated that students were highly motivated toward learning Spanish in the institute. There were no significant differences in between integrative and instrumental motivation and gender. Both qualitative and quantitative findings recommended that the students were slightly more instrumentally inclined but simultaneously appreciated the target language and culture. This is especially true for female students who shown significantly higher motivation in Spanish learning. The study supports the notion that motivation is context-specific and that Malaysia's phenomenon can be better understood. The results of the study emphasize that different learning environments have different effects on students' motivation to learn. It is hoped that by understanding the motivations of Malaysian students can provide useful insights into the curriculum and teaching of foreign language learning. Hence, it is clear that the difference in the study is in terms of the objective and sample of the study. The objectives of Khong, Hassan & Ramli (2017), focus on student's motivation and gender different in learning Spanish. In this study, the focus will only be on the student's motivation in learning Mandarin as foreign. While for the sample of the research were from university's students and this research will consist of secondary students.

According to Bodian (2017), the objective of the study is to investigate Malaysian undergraduates' motivation and achievement, as well as the relationship between the two variables in learning French as a foreign language (FFL). Quantitative research design was used in the study. The sample of the study involved 213 undergraduates who took French as a foreign language (FFL) in a public university. An adapted version of Gardner (1985) Attitude/Motivation Test Battery (AMTB) was used to collect the motivation data, and student grades in the elective French course were

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provided. The results of the study shown that both integrative and instrumental motivation contribute to the decision of undergraduate's students to learn FFL, but they are more motivated to learn FFL for instrumental reasons than integrative reasons. The achievement results also shown that more than 50 percent of the students in the sample achieved very good to good grades in the FFL assessment. But, the Pearson correlation test results indicated that there is no statistically significant correlation between the two types of motivation and achievement. The implication of the findings on teaching and learning of French as a foreign language such as the need to allow the students to be part of the target language community was suggested. Hence, it is clear that the difference in the study is in terms of the objective and sample of the study. The objectives of Bodian (2017), focus on Malaysian undergraduates' motivation and achievement, as well as the relationship between the two variables in learning French as a foreign language (FFL). In this study, the focus will only be on the student's motivation in learning Mandarin as foreign language. The sample of the research were the undergraduate's students in public university while in this research will consist of secondary students and mixed method will be used.

According to Hong & Ganapathy (2017), the objective of the research is to identify and analyse whether instrumental or integrative motivation plays a more important role in promoting Form Four English Second Language (ESL) students' English language learning. Another objective is to examine the areas of problems that affect ESL students' motivation towards English language learning. The research was a qualitative case study. Instrument of the research was focus group interviews. The sample was 12 students in a secondary school in Penang. The findings of this study shown that students are more instrumentally motivated than integrative motivated in

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ESL learning. It is again show that Ought-to L2 self has stronger influence among secondary students when learning a foreign language. The study also emphasized that vocabulary and grammar are the biggest problems students encountered during ESL learning, which further affects their speaking and writing skills. Hence, it is clear that the difference in the study is in terms of the objective and research design. The objectives of Hong & Ganapathy (2017) emphasized on two aspects which are instrumental or integrative motivation plays a more important role in promoting Form Four English Second Language (ESL) students' English language learning and the area of problems that affect ESL students' motivation towards English language learning. In this study, the focus will only be on the student's motivation in learning single language which is Mandarin. The study used qualitative research design while in present study mixed methods will be used.

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According to Zuki & Mohamad (2017), objective of the research is to identify the attitude and motivation among Bajau pupils in primary school in the learning of Malay language as a second language. Quantitative method was used in the research. Questionnaire was the instrument in the research. The sample of the research consisted of 56 Bajau students who are studying in year 4, 5 and 6 from 3 primary school in the Beluran's district. The result of the research shown that Bajau students in primary school have positive attitude and high motivation level in learning Malay language as second language. The findings also revealed there is significant differences in motivation level between female and male students in learning Malay language. In short, it is clear that the difference in the study is only in terms of the objective, research method and sample. The objectives of Zuki & Mohamad (2017) is focused on both attitude and motivation among Bajau pupils in primary school in the learning of Malay

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language as a second language. While this research will only focus on motivational factors in learning Mandarin as foreign language. Mixed method will be employed in this study. The sample of the research were primary students while the sample of the present study will be secondary students.

Based on Based on Lee, L. and Huszka, B., (2018), the objective of the study is to examine the gender differences in motivation for learning Chinese among undergraduate students in Malaysia. This is a quantitative research and questionnaire was used as the research instrument to collect the data. The sample of the study was a total of 75 undergraduate students from elementary level Chinese classes at University Malaysia Kelantan. Data collected was analyzed using IBM SPSS Statistics. The findings show that male students were motivated by the learning situation and their social responsibility whereas female students are motivated by the instrumentality such as the usage of the language in future when learning Mandarin as a foreign language. It can be seen that male students has stronger Ought-to L2 self whereas female students has stronger Ideal L2 self. Hence, it can see that there are differences between this this study and present study. Present study will focus on secondary students and mixed methods will be employed. Present study will also study on the gender differences on the motivation and focused on the self-identity.

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International context

According to Takagi (2014), the objective of the study is to investigate the relationship of student motivation in learning a foreign language at community colleges to their final class grades using Gardner's socio-educational model as the framework and his Attitude/Motivation Test Battery as the instrument. The study also will determine the

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relationships of student's school, career goal, and degree goal related characteristics, perceived problems, and demographic and family background characteristics to their final grades. It was to find the variables which were the strong predictors of student final grades in their foreign language classes. Quantitative method was used and survey questionnaire was used to collect the data. The sample of the study were 495 students studying less commonly taught foreign languages, namely Japanese, Chinese, Russian, and Arabic and also French, a commonly taught foreign language, in community colleges in Southern California. The study shown that foreign language students in community colleges have a strong integrative orientation and a strong interest in foreign languages, as well as a good attitude towards foreign language learning and native speakers. Analysis of variance shown statistical differences in the mean of certain motivational variables between the different groups and the five groups. Although Gardner claimed that more integratively motivated learners will show greater efficiency, this study did not find significant differences in the integrativeness between the different grade groups. Identifying variables that have a causal relationship with grades will help educators find ways to reduce the frequency of foreign language classes. Hence, it is clear that the difference in the study is in terms of objective and sample of the study. The objectives of Takagi (2014) focused on student motivation in learning a foreign language which included Japanese, Chinese, Russian, and Arabic and also French at community colleges to their final class grades. In this study, the focus will only be on student's motivation in learning Mandarin language. The research method of the study is quantitative method while for present study mixed method will be employed. The sample of the research were again the university's students while in this research will consist of secondary students.

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According to Mkize & Chisoni (2015), the objective of the research is to analyze the different reasons behind ones motive in learning Mandarin language at the University of Zimbabwe. Qualitative research design was applied in this research. The instrument of the research was questionnaire. A total of 60 students from University of Zimbabwe Confucius Institute, the main centre of learning Mandarin language and culture in Zimbabwe and four teachers were participated in the research. The findings of the study shown that majority of the students learning Mandarin language is for future career, while minority of students are for self-interest and further study in China. The findings also indicated minority of the students complained that some of their teachers demotivated them through the methods of teaching and through favouritism. It shows that L2 Learning experience played an important role among the university students. The study recommends that foreign language teachers need to understand their students, and find new teaching method which can encourage and motivate students in the class, and boost the results. Hence, it is clear that the difference in the study is in terms of research design and sample of the study. The objective of Mkize & Chisoni (2015) and this research are the same as both aimed to find the factor of student's motivation in learning Mandarin. Researcher used qualitative method while in this research mixed method will be used. The sample of the research were again the university's students while in this research will consist of secondary students.

According to Kwok (2017), the objective of the study is to investigate the role of self and identity in the learning motivation of Mandarin Chinese. The researcher intends to combine different perspectives to observe how Mandarin language learner's motivation is affected by interplay between sociocultural and psychological factors. Both quantitative and qualitative approaches were used in this research. The sample of

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the research were a total of 92 learners of Mandarin Chinese as a foreign language at four universities that provide courses on Mandarin Chinese in Ireland. Questionnaire and interview were used as the instrument to collect data in the research. The statistical analyses shown that beginners and intermediate learners can be motivated by different reasons. Beginners of research may be more diligent in learning Chinese if they are interested in Chinese culture, while intermediate learners are mainly driven by personal goals. Follow-up interviews were conducted to identify why some learners are motivated differently from the others. The result shown that one's self and identity often hold sway over one's behaviour. The individual often makes decisions that are consistent with his/her way of identifying him/her. If an individual's current self or identity conflicts with the person they want to be in the future, they may have difficulty working hard to achieve their goals. For some of the participants in this study, Chinese is the gateway to their future success. When they see that their desired self and identity are incompatible with the existing ones, their motivation level will be affected. In short, it is clear that the difference in the study is in terms of the sample of the study. The objectives of Kwok (2017) focus on the role of self and identity in the learning motivation of Mandarin Chinese which similar with this study. The sample of the research were the university's students who taking Mandarin Chinese as a foreign language while in this research will consist of secondary students.

Based on Cai & Lynch (2017), the objective of the study is to examine the level of motivational goal orientation, and the relationship between the motivational goal orientation and Mandarin achievement of grade 9 students studying Mandarin as a foreign language at Ekamai International School in Bangkok, Thailand. Quantitative research design was employed in the study and both questionnaire and unofficial

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version of HSK III Chinese Proficiency test were used to measure the level of motivational goal orientation and Mandarin achievement. The sample of the study consisted of 74 students studying Mandarin as a foreign language in grade 9 at Ekamai International School during the second semester of the academic year 2014-2015. The study comprised of three main factors: the level of motivational goal orientation, the level of Mandarin language achievement and the relationship between the level of motivational goal orientation and Mandarin language achievement. In this study, motivational goal orientation focused on intrinsic and extrinsic goal orientation, as well as the self-efficacy for learning and performance. Mandarin language achievement is mainly focused on listening, reading and writing achievement. The findings shown that overall level of motivation for learning Mandarin as a foreign language and Mandarin achievement of grade 9 students were high. The results concluded that there was a significant relationship between motivation for learning and Mandarin language achievement. Hence, it is clear that the difference in the study is in terms of instrument. The objective of Cai & Lynch (2017) and this research are the same as both aimed to find the factor of student's motivation in learning Mandarin. The instrument of the study used both questionnaire and unofficial version of HSK III Chinese Proficiency test while in this research questionnaire and interview will be used. The sample of the research were consisted of secondary students which same as the present study.

Based on Mohamed & Zhao (2018), the objective of the research is to investigate the importance of motivation and satisfaction to students in their studies and to determine if technology of education has any significance on teaching a new language to foreigners, in this case Mandarin Chinese at Northeast Normal University, Changchun, People's Republic of China. The study employed both quantitative and

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qualitative methods. Questionnaire and interview were used as the instrument in the research to collect the date. The sample of the study were made up from 150 international students from more than 90 countries for questionnaire and 12 students and 6 teachers for the interview. The findings of the study shown that international students learn Mandarin Chinese in order to improve their general knowledge and life skills, for career advancement and to increase their personal value. The results also indicated that 95% of the international students definitely agree, agree or nearly agree that technology of education can really help them to learn Mandarin Chinese. They prefer a combination of multimedia and the traditional teaching approach. In short, it is very obvious that the difference in the study is in terms of objectives and sample of the study. The objectives of Mohamed & Zhao (2018) focused on both international students' motivations and whether technology of education has any significance on teaching Mandarin. In this study, the focus will only be on student's motivation. The sample of the research were again the university's students while in this research will consist of secondary students.

According to Zulkifli & Bakar (2018), the objective of the study is to examine the motivation of students who learn Malay as a foreign language. Quantitative research design was employed in the study. Questionnaire which comprised of 13 items was used as the instrument of the study. The sample of the study were 44 students who studied in School of Southeast Asia, Goethe University of Frankfurt, Germany. The data were collected and analyzed using descriptive analysis. The findings shown that students in Germany were more intrinsically motivated than extrinsic motivation in learning Malay language. Implication of this study can help teachers and students to understand motivation and to create more positive motivation. Positive motivation can

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increase students' mastery over Malay language. In short, it is clear that the difference in the study is in terms of objective and sample of the study. The objectives of Zulkifli & Bakar (2018) focused on motivation of students who learn Malay as a foreign language. In this study, the focus will be on Mandarin language. The sample of the research were again the university's students while in this research will consist of secondary students.

Based on Shih and Chang (2018), the objective of the research is to test a hypothesized model that contained the L2 Motivational Self System, family influence, L2 learning anxiety and self-efficacy as the latent variables in a context of English as foreign language learning. The study used quantitative approach. Questionnaire was used as the instrument to collect data and convenient sampling was employed to select the sample of the study. The sample of the study was made up from a total of 473 Taiwanese high school students. The proposed model was analysed by Amos version 22.0. The findings confirmed the validity of the hypothesized model among the students. The results revealed that that family influence played a significant role in affecting student's future self-learning. Self-learning served as a good predictor of self-efficacy for second language learners. In addition, the ought-to L2 self-contributed to a higher level of anxiety while the ideal L2 self and L2 learning experience both lowered the level of English learning anxiety. Hence, it is clear that the difference in the study is in terms of objective and research method. The objectives of Shih and Chang (2018) focused on motivation of students who learn English as a foreign language by using a hypothesized model that contained the L2 Motivational Self System, family influence, L2 learning anxiety and self-efficacy as the latent variables to test. In this study, the focus will be on Mandarin language. The research method of the study was quantitative

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method while for present study is mixed method. This research is similar to the present research but present research plans to explore in depth which not only based on the psychological context but also to investigate the motivation of the secondary students in sociocultural context.

According to Altıner (2018), the objective of the research is to explore Turkish English as Foreign language (EFL) learners' motivation in studying a second language and the relationships between learners' motivation and different variables such as gender, interest in continuing English language learning and achievement scores. Quantitative approach was employed in the study and questionnaire was used as the instrument. The sample of the study comprised of 105 voluntary English learners enrolled in preparatory school. The results shown that there is no significant difference between female and male students in their English learning motivation. The findings also revealed that it is important for learners who possess positive attitudes towards L2 culture to appreciate their learning environment and to follow cultural media to continue learning their language in their lives. The results shown that positive learning attitude and good effort were found to have greatest influence on student's current English midterm grades. Hence, it is clear that the difference in the study is in terms of objective and research method of the study. The objectives of Altıner (2018) focused on Turkish English as Foreign language (EFL) learner's motivation in studying a second language and the relationships between learners' motivation and different variables such as gender, interest in continuing English language learning and achievement scores. In this study, the focus will be on Mandarin language. The study employed quantitative method whereas the present study employed mixed method.

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After reviewed both Malaysia and international research papers which related to the field of this study, we can see that many researchers have been always focused on university's students as their target group when studying on the motivation in learning foreign language. There is lack of study on factor affect younger student's motivation in learning Mandarin as foreign language learner. Hu, R. (2016) stated young students who exposed to second language earlier than others will tend to have better performance and skills in learning second language to Critical Period Hypothesis (CPH). Studies shown that there are potential benefit for the younger students to enhance their executive and cognitive function such as metalinguistic awareness when learning a foreign language. (Bialystok, 1999; Bialystok, 2001; Bialystok; Viswanathan, 2009 & Wiskel, H et al 2015). There is a need to study on younger learner's motivation in learning Mandarin as foreign language. Furthermore, the socio-educational model introduced by Gardner and L2 Motivational Self System were also frequently used the researchers as part of the framework to measure student motivation in learning other foreign languages such as English, French, German, and Spanish but lack of research in Mandarin language. Gardner's socio-educational model is a significant model in studying motivation in second or foreign language field but it is not a complete model that covered most of the aspect in the motivation field while L2 Motivational Self System has appeared to be the most influence model in motivation field for the past ten years due to its effective application in many researches. Hence, there is a need to use this model to measure secondary student's motivation in learning Mandarin language as the number of students learning Mandarin has increasing due to blooming of China's economy. Motivation is a very important factor to ensure the Mandarin's learners do not give up halfway while learning as Mandarin is one of the most difficult languages for non-native speakers to learn. (Spencer, 2015)

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2.7 Summary

Accordingly, this paper will focus on the motivation learning Mandarin as a foreign language among secondary students. This study will employ both quantitative and qualitative methods. Among all the motivational theories and model discussed above, Dörnyei's (2009) L2 Motivational Self-System will be used as the theoretical framework to analyse the quantitative data to examine the key motivator of the secondary students learning Mandarin as foreign language and also to identify whether there are differences between different groups of learners. Bourdieu's (1986) concept of capital and Wenger's (1998) community of practice will be used as the theoretical framework to analyse the qualitative data in this study which to investigate the reason of some secondary students able to develop their Ideal L2 selves successfully whereas some of the secondary student's Ideal L2 selves are rather weak. Researcher will focus on learner's early Mandarin learning experience in term of their capital and community of practice of the secondary students that affect their negotiation to form their Ideal L2 selves.

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CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter illustrates the survey design, sample, instrument, data collection procedure and method of analysing the data of the study. Section 3.2 gives an overview of the research design and explains in what way the design corresponds to the research questions. In section 3.3 describes the sample population of this research and criteria regarding the selection of the sample. Section 3.4 explains the design and content of the research instrument in this study which is questionnaire. The data collection procedure will be shown in section 3.5. Having all the details stated in the sections listed above, section 3.6 will focus on the method to analyse the data.

3.2 Research Design and Method

This study would employ mixed methods. Both quantitative and qualitative method would be employed in this study. Survey questionnaire had been used in quantitative

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research design whereas semi-structured interviews had been used in qualitative research design. Both questionnaire survey and semi-structured interviews have been conducted concurrently. Concurrent design (triangulation) has been used as both quantitative and qualitative components are employed and deployed simultaneously and their results have been compared. Concurrent design is also suitable for a study that involves both micro perspective and macro perspective. Based on Dörnyei, 2007, p.173, a quantitative research is able to provide big scale trend whereas qualitative research is able to provide in depth understanding about a trend through some focused and in depth analysis. This study focuses on both macro and micro level of role of Ideal L2 self towards the motivational level of secondary student in learning Mandarin as foreign language. For macro level, this study can provide the most influential trend of motivational factor in learning Mandarin as foreign language among secondary students whereas for micro level, this study can provide in depth student's perception and experience of early Mandarin learning experience towards their current motivation and with connection with social context.

3.3 Population and sampling

For quantitative study, questionnaire has been used. The population of quantitative study were the students who are learning Mandarin as foreign language in international school. The sample of the quantitative study were the 212 secondary students from year seven to year eleven who are learning Mandarin as foreign language in international school. One type of learner has been excluded from the sample population which is heritage learner of Mandarin. As mentioned in research background, questions may

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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 leaners 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. Stratified sampling would be employed in this study to select students from each year group to participate in the survey. The population of the study has been grouped into two different group in order to get an even number for both male and female students and followed by the sample will be selected randomly from each group. Due to the pandemic of Covid-19 and lockdown happened in Malaysia when the researcher carried out the survey, the present study were conducted through online platform. The setting of this study is in a virtual Mandarin as foreign language classroom.

For qualitative study, purposive sampling has been adopted as researcher had used own judgement to select the participant based on the research objective. In this study, participant that has some traces of Ideal L2 self which he/she would like to be in future and has learnt Mandarin as foreign language for at least a period of three months have been selected in order to examine their early Mandarin learning experience on

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their current motivation and development of Ideal L2 self. The sample of this qualitative study were 15. These 15 participants were selected evenly from one single school from year seven to eleven. The personal background of the 15 students are listed in the table 3.1 below. Comparison have been made between the different group of students such as duration of learning Mandarin after the results have been compiled and analysed. The interview were conducted virtually through Microsoft Teams.

Table 3.1

Personal background of the qualitative study's interviewees

No.	Name of the interviewee	Gender	Nationality	Proficiency of Mandarin	Duration of learning Mandarin
1.	Jenny	Female	Korean	Beginner	8 months
2.	Max	Male	Malaysian	Advanced	4 years
3.	Jamie	Female	Malaysian	Intermediate	2 years
4.	Cassandra	Female	Malaysian	Advanced	5 years
5.	Kevin	Male	Singaporean	Intermediate	2 years
6.	Sally	Female	Turkish	Advanced	4 years
7.	Joee	Female	Korean	Post-Beginner	1 year
8.	James	Male	Malaysian	Advanced	4 years
9.	Lydia	Female	Australian	Intermediate	3 years
10.	Julia	Female	Filipino	Intermediate	2 years

(continued)

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Table 3.1 (continue)

No.	Name of the interviewee	Gender	Nationality	Proficiency of Mandarin	Duration of learning Mandarin
11.	Anna	Female	Japanese	Advanced	5 years
12.	Zax	Male	Malaysian	Post-beginner	1 year
13.	Finn	Male	Indonesian	Intermediate	2 years
14.	Jayden	Male	British	Intermediate	2 years
15.	Oscar	Male	Malaysian	Intermediate	3 years

*The interviewee's name listed above are pseudonym to protect the identity of the students involved in the research.

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3.4 Instruments

The objective of this research is to investigate the motivational factors in learning Mandarin as foreign language among secondary students using both quantitative and qualitative methods, researcher used two type of research instruments in this study. A survey questionnaire that adapted from established instruments were used to collect the quantitative data whereas semi-structured interview were conducted to explore the secondary student's early learning experience on the current motivation and development of the Ideal L2 self.

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3.4.1 Instrument of quantitative study

The questionnaire of this study was developed and adapted from Dörnyei's and Csizér (2005) and Taguchi's et al. (2009). These two studies were employed L2 Motivational Self System to examine the motivation of the learner in learning a foreign language. The language has changed from English to Mandarin in the questionnaire as this study focused on learning Mandarin as a foreign language. There are three main variables in the questionnaire were from the theoretical framework of Dörnyei (2005, 2009) L2 Motivational Self-system which are Ideal L2 self (10 items), Ought-to L2 self (10 items) and learning experience (10 items).

Other than these three main variables in the questionnaire, this study also included one of the criterion variable taken from aforementioned studies which is motivated learning behaviour (intended effort) (10 items). The items in the questionnaire were measured by five-point Likert-scales. Among the five point Likert-scales, from 1 representing Strongly disagree to 5 representing Strongly agree. Likert-scale was used in this research as the questionnaire of this study was adopted from previous studies from Dörnyei's and Csizér (2005) and Taguchi's et al. (2009) which used 5-Likert scale. Hence, it was the reason researcher chosen to keep the scale in order to compare the results.

There were a total of 47 questions in the questionnaire. Among the 47 questions, seven was questions asking secondary student's profile such as age, gender, year group, nationality, proficiency level of Mandarin and year of learning Mandarin. The other five items were the variables mentioned above which measured using a five point

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Likert-scales. The items in the questionnaire were positively worded. According to Swain et al. (2008), if a researcher reversed an item to be negatively worded, respondent may face difficulties in interpretation and if the negatively worded item is not according to the respondent actual state. Hence, the items on the questionnaire were positively worded to avoid response bias.

The four items in the questionnaire were analysed as per below:

(The complete questionnaire can be found in Appendix A, page 173 - 176)

a) Ideal L2 self

   It is measured by the secondary student's desire and perception of themselves as a Mandarin speaker in the future.

   (Questions number:1-10)

b) Ought-to L2 self

   It is measured by the secondary student's self-obligation and responsibilities to achieve possible self or an outcome that he/she would like to be achieved.

   (Questions number:11-20)

c) L2 Learning experience

   It is measured by the secondary student's actual learning environment and the student's Mandarin learning experience in term of the teacher of Mandarin, context and materials used.

   (Questions number: 21-30)

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d) Learner's intended effort

It is the criterion measure in this study which is an instrument used to measure the amount of effort of a secondary student is willing to put into to learn Mandarin as a foreign language.

(Questions number: 31-40)

The survey questionnaire was piloted in November 2019 in researcher's own network and there was no issues with the comprehension of the questions. A total of 30 responses were received during the pilot study and reliability test was conducted using SPSS. The Cronbach's Alpha's scores of the four variables were above 0.75 and were presented as per below. The questionnaire of this study was also developed and adapted from Dörnyei's and Csizér (2005) and Taguchi's et al. (2009). Hence, the survey questionnaire is valid and reliable.

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Table 3.2

Data of reliability test for variables from SPSS

Variables	**Cronbach's Alpha**
Ideal L2 Self	0.899
Ought-to L2 Self	0.776
L2 Learning experience	0.783
Intended effort	0.795

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3.4.2 Instrument of qualitative study

Semi-structured interview has been the instrument used in the qualitative study. Questions used in the semi-structured interview was developed and adapted from Kwok (2017), Darling.W and Chanyoo.N (2018) and few newly designed interview questions. Semi-structured interview was chosen because it allowed the interviewee the freedom to express their thought and views. Most of the interview questions were to ask the interviewee to express and elaborate their feeling and early Mandarin learning experience. The interview began with the explanation of the structure of interview session and the objective of the interview. The interviewee was assured that her identity will be remained as anonymous and the information collected during the interview were for research purposes only. Only the researcher has the access to the recording of the interview. Bourdieu's (1986) concept of capital and Wenger (1998) community of practice were applied in the interview questions in order to examine the motivation of participant's from the social aspect. For Bourdieu's (1986) concept of capital, apart from psychological aspect, researcher can examine how a secondary student's economic capital, social capital, cultural capital and symbolic capital can affect their motivation in learning Mandarin as a foreign language. For example, if a secondary student has the ability (economic capital) to go for extra Mandarin intervention class, whether he/she has higher motivation in learning Mandarin as a foreign language compared to other secondary student who does not afford to go for extra Mandarin intervention class. While for Wenger (1998) community of practice, when a Mandarin learner has the opportunity to be part of the target language community, whether he/she will adjust himself/herself by working extra hard to be part of them when he/she facing any gap during the process. If he/she is able to adjust to be part of the target language

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community, the level of motivation in learning Mandarin as a foreign language after the process were compared and examined.

The major themes of the interview as per below:

(The complete interview questions can be found in Appendix B, page 177 - 213)

1. When did the secondary student start to learn Mandarin as a foreign language and the reason?
2. What was the secondary student's early Mandarin learning experience (social situation and capital)?
3. How was the secondary student formed his/her Ideal L2 self based on early Mandarin experience?
4. How was the secondary student's current motivation in learning Mandarin as foreign language?

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The pilot study of the interview was conducted in November 2019. The interview was piloted and conducted in English and the contents were transcribed. The interviewee was able to comprehend the questions asked during the interview.

3.5 Data Collection Procedures

First for the quantitative approach, survey questionnaire was structured and been reviewed again together with objectives to ensure it is able to achieve the objective set. The draft of the survey questionnaire was piloted in November 2019. The pilot study was done among 30 of researcher's international school secondary students. All participants of the survey are secondary students who have studying Mandarin as

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foreign language and they are non-heritage learners. The data collected during the pilot study shown that the survey questionnaire is valid and reliable as no comprehension issues were found during the pilot study.

Then, stratified random sampling method were taken to collect the survey data. First, researcher had contacted the 3 former international school's Mandarin teachers through email asking for about 30 minutes of their class time for researcher to conduct the survey. The purpose and nature of the survey are informed by the researcher to the school and the teacher. Second, researcher was invited to join the virtual class instead of the actual class of the Mandarin teacher specified with the questionnaire due to pandemic of Covid-19. Questionnaires were distributed to the secondary students who are currently learning Mandarin as foreign language through online platform. The objective and the direction of the survey questionnaire were explained by the researcher in order for the secondary student to complete the survey questionnaire more accurately. They were assured that their identity and their responses would only be used for research purposes. Third, secondary students were answering the questionnaire received without any interruption or help from the researcher or the Mandarin teacher and responses were submitted online after they have completed the survey. Forth, all the questionnaires were collected and grouping of questionnaire have been done by the researcher into even amount of male and female responses after the survey. A total of 212 responses received from the survey.

After that, data collection and compilation took place. Data that has been collected were analysed using Statistical Package for Social Science (SPSS) software

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and findings and analysis were presented in next chapter. Recommendation and conclusion for this research were presented in chapter 5 of this study.

For qualitative approach, one of the participants in the pilot study of quantitative approach was agreed to be interviewed for the pilot study of qualitative interview questions. The participant was interviewed in November 2019 in a secondary language classroom. She is considered as a beginner. She has been learning Mandarin for eight months and her Ideal L2 self was strong at the early learning stage of Mandarin as she would like to further her study in China. Her parents have been sending her to Mandarin intervention class to further enhance her Mandarin proficiency hence her economic capital is strong and it helps to develop a strong Ideal L2 self. Her imagination level of herself of being able to communicate with a Mandarin heritage speaker are high too. Hence, she is able to develop a strong Ideal L2 self at the early learning stage of Mandarin.

As the interviewee was able to understand the questions during the interview, the pilot study of the qualitative approach was considered successful and the interview questions were valid and reliable. First, 15 samples were selected from the quantitative study for the interview based on the criteria set within one school from year seven to eleven. Second, they were informed on the interview date and time after the selection process. Third, prior to the interview, they were also informed on the objectives of the interview. Researcher has informed them that their identity and responses would remained anonymous after the interview. Forth, the interview would start to take place as per the date and time set virtually through Microsoft Teams due to the pandemic of Covid-19 and all the interviews have been recorded.

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After that, data collection and compilation took place. Narrative and content analysis were used to analyse the data collected. The findings and analysis were presented in next chapter. Recommendation and conclusion for this research were presented in last chapter of this study.

3.6 Methods of Analysing Data

In this study, there were a few type of methods have been used to analyse the data which were descriptive statistics, inferential statistics, narrative analysis and content analysis. As mentioned in the previous section, research objectives one and two which were motivational factors on the secondary student's intended effort in learning Mandarin as foreign language and the Ideal L2 self of different group of learners were under quantitative study. Descriptive statistics and inferential statistic were used to analyse the quantitative data collected through survey questionnaire which these methods are commonly used in motivation researches.

Descriptive statistic was used to describe the data collected using a table whereas inferential statistics enable a researcher to make prediction from the data analysed. With inferential statistics, researcher can analyse the quantitative data from the samples and make a generalization about the population of this study. In this study, researcher was able to determine the most influential motivational factor in learning Mandarin as foreign language among secondary students. By using inferential statistics, comparison of data can be made between different groups of learner towards the motivational factors in learning Mandarin as foreign language. SPSS (Statistical

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Package for Social Science) software were used in this research to analyse the survey questionnaire data. SPSS is a complete software which normally used to analyse data collected through questionnaire. By using this software, data collected are organized in a very systematic manner and it is able to produce the result of this research directly.

The mean of the data from the Likert-scale will be analysed following the traditional way as per below to indicate the level of agreement of the secondary students towards the variables and the criterion of measure. For mean score from 0.01 to 1.00 is will be interpreted as strongly disagree. For mean score from 1.01 to 2.00 will be interpreted as disagree. For mean score from 2.01 to 3.00 will be interpreted as neutral. For mean score from 3.01 to 4.00 will be interpreted as agree. While for mean score from 4.01 to 5.00 will be interpreted as strongly disagree.

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The research objective three was to explore the early Mandarin learning experience of the secondary students. Narrative analysis and content analysis were used to analyse the qualitative data collected through interview of this study. Narrative analysis is used to analyse the data from an interview and is normally used to summarize and restructure the information from an interview which means retell the whole story of the interview. Based on Somers (1994), narrative analysis has been linked with storytelling by the researcher in the last era, it has been reconceptualised as a way that an individual self-identity and perception about the world since 1970s. This analysis method focuses on using the experiences shared by the participants to answer the research questions.

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While for content analysis, it is used to analyse the responses from the interviewees and it is commonly used to analyse documented information in the form of media and text. As the research question three is to explore the early Mandarin learning experience of the secondary student, narrative analysis has been used to summarize the information of the interview and content analysis has been used latter to analyse the responses from the interview through the documented information in the form of media which is recording in this study. Bourdieu (1986) theory of capital and Wenger (1998) community of practice have been used to investigate the early L2 learning experience of the secondary students in order for the researcher to examine the learning experience from the social perspective.

For Bourdieu(1986) theory of capital, there will be sub-divided into three categories which are economic capital (example: money for extra Mandarin class), cultural capital (example: Mandarin exam results, overall performance in Mandarin, fluency of speaking other types of languages) and social capital (example: Chinese speaking community). For Wenger(1998) community of practice, engagement and alignment in the student's social learning experience will be observed. Imaginative will be excluded in this section as it is similar with Ideal L2 self. The outcome of learning experience of these capitals and the ability of the Ideal L2 self of the interviewees will be presented using a table as per below.

1. Interview question for overall early learning experience: How was your learning experience? Do you like the class?

2. Interview question for early learning experience (economic capital): Are you having extra class outside of the school now? How many classes per week?

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Responses to analyse the secondary students who accumulated economic capital: The answer of having extra class outside of the school.

3. Interview question for early learning experience (cultural capital): How was your last Mandarin results?

Responses to analyse the secondary students who accumulated cultural capital: The answer of satisfied with their Mandarin result.

4. Interview question for early learning experience (social capital): Do you use Mandarin to communicate with anyone? / Have you tried to involve yourselves in a Chinese speaking group in the school?

Responses to analyse the secondary students who accumulated social capital: The answer of having friends/community who speak Mandarin and have been part of the community.

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5. Interview question for social situation (engagement and alignment): Do you tried to involved yourselves in a Mandarin speaking group in the school, do you find yourselves comfortable?/ Do you think that you learnt something from your friends too? Will you try to put in more effort to learn Mandarin so that you can understand their conversation in future? / Do you revise your Mandarin after school or after your extra class by yourselves?

Responses to analyse the secondary students who has experienced smooth process during engagement in Chinese community and make adjustment to be part of the community: The answers for engagement are feeling welcome in the community and receive assistance in the community while the answers for alignment are doing self-

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revision and asking advices from community about Mandarin when they encounter issue.

6. Interview question for formation of Ideal L2 self: Have you ever imagined yourselves to be fluent Mandarin speaker and talk to a person from the Chinese community? Let's say you are in China now, you are using Mandarin to ask direction from the locals?

Responses to analyse the secondary students who has strong Ideal L2 self are those who are able to imagine themselves to be a fluent Mandarin speaker in future.

There were three research questions in this study and each research questions were analysed using specific analytical technique as shown in the table below.

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Table 3.3

Specific analytical technique for research questions

Research questions	Research instruments	Analytical technique
a)What are the motivational factors of secondary student learning Mandarin as a foreign language?	Questionnaire	Quantitative: Descriptive and inferential statistics
i)What are the motivation orientation of the secondary student?	Questionnaire	-Open-ended question in survey questionnaire -Mean and standard deviation

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Table 3.3 (continue)

Research questions	Research instruments	Analytical technique
ii) What are the key motivator(s) for the secondary student to put effort in learning Mandarin?	Questionnaire	- Pearson correlation (2 tailed)
b) Are different group of secondary student motivated by different reasons in learning Mandarin as foreign language?	Questionnaire	Quantitative: Inferential statistics
i) What is the outcome of gender on the scores of motivational factors and student intended effort?	Questionnaire	- Mean and standard deviation - Two sample Independent T-test
ii) What is the outcome of gender on the key motivator for the secondary student to put effort in learning Mandarin?	Questionnaire	- Mean and standard deviation - Pearson correlation (2 tailed)

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Table 3.3 (continue)

Research questions	Research instruments	Analytical technique
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?	Semi-structured interview	Qualitative
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?	Semi-structured interview	-Narrative analysis -Content analysis (Theme-based)
ii) What is the relationship between Ideal L2 self of the secondary students and the motivation in learning Mandarin as foreign language?	Semi-structured interview	-Narrative analysis -Content analysis (Theme-based)

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3.7 Summary

In short, this research paper has employed both quantitative and qualitative methods to collect the data. Survey questionnaire has been used in the quantitative research design whereas semi-structured interview has been used in the qualitative research design. Concurrent design has been used as both research design components are employed and deployed simultaneously and their results have been compared. There were a total of 212 secondary students from year seven to year eleven were selected through stratified sampling to be the sample of the quantitative study whereas a total of 15 secondary students from year seven to year eleven were selected using purposive sampling based on the criteria mentioned in section 3.3 to be the sample of the qualitative study. Data collections were done online due to the pandemic of Covid-19. Descriptive statistics and inferential statistic were used to analyse the quantitative data collected through survey questionnaire while narrative analysis and content analysis were used to analyse the qualitative data collected through the semi-structured interview in Chapter 4.

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CHAPTER 4

FINDINGS AND ANALYSIS

4.1 Introduction

This chapter will be presenting the findings and analysis derived from the survey questionnaire and the interview of this research. The findings and analysis of the survey questionnaire will be used to answer research question one and two which are presented in Chapter 1 whereas findings and analysis of the interview will be used to answer the research question three which can provide in depth perspective of the secondary student's motivation in learning Mandarin as a Foreign Language in international school.

In section 4.2, the findings and analysis of the quantitative data will be presented. Section 4.2.1 reports the sample population of this research which include the profile (example: gender, age and nationality) of the respondents. Section 4.2.2 describes the overall motivational orientation of the respondents which are ideal L2 self, ought-to L2 self, learning experience and intended effort of the respondents in learning Mandarin as a Foreign language in international school. Section 4.2.3 will present the correlation

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between the three main factors which are ideal L2 self, ought-to L2 self, learning experience and the student's intended effort in order to identify the key motivator for the secondary student to put effort in learning Mandarin as a Foreign language. In section 4.2.4, the mean and standard deviation between gender of the secondary students for three main motivational factors and student intended effort which is a criterion measure in the survey questionnaire which will be analysed in order to find out whether there are any differences between different groups of respondents. Section 4.2.5 will report on the correlation between different gender of the secondary students for three main motivational factors and student intended effort to identify the key motivator for different group of respondents to put in effort to learn Mandarin.

In section 4.3, the findings and analysis of the qualitative data will be presented. Section 4.3.1 reports the profile of the 15 interviewee of this research. Section 4.3.2 reports on the early learning experience of the secondary students from different perspectives which are their capital and social situation and the formation of secondary student's current Ideal L2 with reference from their early learning experience. Section 4.3.3 will report on the relationship between secondary student's Ideal L2 self and their motivation in learning Mandarin as a Foreign Language in international school. The summary of the finding and analysis of quantitative and qualitative will be under section 4.3.4.

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4.2 Findings and analysis of the quantitative data

4.2.1 Analysis of respondent's profile

Table 4.1

Demographic Information

		Total Respondents (N=212)	
Gender		Number (n)	Percentage (%)
	Male	113	53%
	Female	99	47%
Age			
	11-12 years	40	19%
	13-14 years	77	36%
	15-16 years	90	43%
	17-18 years	5	2%
Year group			
	Year 7	47	22%
	Year 8	49	23%
	Year 9	54	25.5%
	Year 10	44	21%
	Year 11	18	8.5%

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Table 4.1 (continue)

		Total Respondents (N=212)	
Nationality			
	Malaysian	88	41.5%
	Korean	40	19%
	Japanese	28	13%
	British	16	7.5%
	Others	40	19%
Proficiency level of Mandarin			
	Beginner	16	7.5%
	Post-beginner	50	23.5%
	Intermediate	106	50%
	Upper Intermediate	29	14%
	Advanced or above	11	5%
Duration of learning Mandarin			
	Less than three months	6	3%
	Three to six months	14	6.5%

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Table 4.1 (continue)

		Total Respondents (N=212)	
	Six months to one year	55	26%
	More than a year	137	64.5%

Based on table 4.1, among the total 212 respondents, 53 percent are male students whereas 47 percent are female students. Majority of the secondary students took part in the survey are between 13 to 16 years old which are students made up from year seven to ten. The smallest group of the secondary students are whom age between 17 to 18 years old which represents only two percent of the total number of respondents with a number of five. As this research is focusing at international school in Malaysia and was conducted in Malaysia, out of 212 respondents, 41.5 percent of the secondary students are Malaysian with a number of 88. As it is focusing at international school, there are students from other country which are 40 of them are Korean, 28 of them are Japanese, 16 of them are British and another 40 of them are from other countries such as Indonesia, Australia, Maldives, Philippines, America, Bangladesh, Thailand, China, Singapore, Turkey and Iran. It can be seen that majority of the students studying in international school in Malaysia are from Asia countries due to the geographical location which near to Malaysia. From the table, it can also be noticed that majority of the respondent's proficiency level of Mandarin are at intermediate level which represent 50 percent of the total number of respondents. A total of 21 percent of the respondents are at beginner to post-beginner level whereas a total of 19 percent of the respondents are at upper

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intermediate and advanced level. From the total number of 212 respondents, 137 of them have been learning Mandarin for more than a year while 75 of them have just started to learn Mandarin for not more than a year.

4.2.2 Analysis of motivational orientation

Table 4.2

Mean and Standard Deviation of Ideal L2 self (Independent Variable)

Variable		Total Respondents (N=212)	
Ideal L2 self		Mean (M)	Standard Deviation (SD)
	I can image myself living abroad and having a discussion in Mandarin.	3.46	1.094
	I can imagine myself living abroad and using Mandarin to communicate with the locals effectively.	3.45	1.049
	I can imagine a situation where I am speaking Mandarin with foreigners.	3.53	1.063
	I can imagine myself speaking Mandarin with international friends or colleague in future.	3.50	1.145
	I can imagine that in the future in a café with light music, a foreign friend and I will be chatting in Mandarin casually over a cup of coffee.	3.40	1.322

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Table 4.2 (continue)

Variable		Total Respondents (N=212)	
Ideal L2 self		Mean (M)	Standard Deviation (SD)
	I can imagine myself speaking Mandarin as if I were a native speaker of Mandarin.	3.10	1.179
	I can imagine a situation where I am doing business with foreigners by speaking Mandarin in future.	3.32	1.044
	The things I want to do in future require me to use Mandarin.	3.57	0.897
	I can imagine myself in the future giving a Mandarin speech successfully to the public in the future.	3.12	1.149
	I can imagine myself writing Mandarin emails fluently.	2.72	1.098

The first independent variable of the quantitative research is Ideal L2 self. Respondents were asked to respond to how they can imagine themselves to be a fluent Mandarin speaker and writer in future. The statement with highest mean of 3.57 with standard deviation of 0.897 which is related to the usefulness of Mandarin in their future. Average respondents shown slight to agree on this statement. It shown that the usefulness of Mandarin in future can help the secondary students to form the Ideal L2 self within themselves. While statement with lowest mean of 2.72 with standard deviation of 1.098 is about the ability in writing Mandarin in future. Average respondents are slight to disagree on this statement. It shown that most of the

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respondents were still not able to foresee themselves to write Mandarin fluently in future. This is the area where can be seen as the weakness of most of the secondary students who are currently learning Mandarin as a foreign language. This weakness has caused some of the secondary students not able to form Ideal L2 self and indirectly affect their motivation in learning Mandarin.

Table 4.3

Mean and Standard Deviation of Ought-to L2 self (Independent Variable)

Variable		Total Respondents (N=212)	
Ought-to L2 self		Mean (M)	Standard Deviation (SD)
	I study Mandarin because close friends of mine think it is important.	2.95	1.040
	I have to study Mandarin because if I do not study it, I think my parents will be disappointed with me.	3.34	1.160
	Learning Mandarin is necessary because people surrounding me expect me to do so.	3.34	1.143
	My parents believe that I must study Mandarin to be an educated person.	2.87	1.100

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Table 4.3 (continue)

Variable		Total Respondents (N=212)	
Ought-to L2 self		Mean (M)	Standard Deviation (SD)
	I consider learning Mandarin important because the people I respect think that I should do it.	3.16	1.028
	Studying Mandarin is important to me in order to gain the approval of my peers/ teachers/ family/ boss.	3.38	0.944
	It will have a negative impact on my life if I don't learn Mandarin.	3.28	0.996
	Studying Mandarin is important to me because an educated person is supposed to be able to speak Mandarin.	2.70	1.102
	Studying Mandarin is important to me because other people will respect me more if I have a knowledge of Mandarin.	3.29	1.052
	If I fail to learn Mandarin, I'll be letting other people down.	3.13	1.123

The second independent variable of the quantitative research is Ought-to L2 self. Respondents were asked to respond to the reasons or responsibility that they are learning Mandarin to meet the expectation set by others in order to avoid negative

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outcome in life. The statement with highest mean of 3.38 with standard deviation of 0.944 which is related to the approval that a person can gain after learning Mandarin. Average respondents shown slight to agree on this statement. It shown that the average of the secondary students choose to learning Mandarin in order to get approval from others such as parents, teachers and boss in future and it motivates them to form the Ought-to L2 self within themselves. While statement with lowest mean of 2.70 with standard deviation of 1.102 is about educated person should be able to speak Mandarin. Average respondents are slight being neutral on this statement. It shown that most of the respondents were neither agree or disagree with the point that an educated person should be able to speak Mandarin as it can be view from different perspective. For them, language may be a tool for people to connect and communicate with one another but it cannot used to define a person's education level. Prior to learning Mandarin, these respondents are using other languages to learn knowledge in school and it made them an educated person now.

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Table 4.4

Mean and Standard Deviation of L2 Learning experience (Independent Variable)

Variable		Total Respondents (N=212)	
L2 Learning experience		Mean (M)	Standard Deviation (SD)
	I like the atmosphere of my Mandarin class.	3.82	0.678
	I find learning Mandarin very interesting.	3.75	0.764
	I always look forward to Mandarin classes.	3.77	0.774
	I really enjoy learning Mandarin.	3.75	0.839
	I like the activities done in my Mandarin classes.	3.86	0.723
	I like my Mandarin teacher because his/her fun Mandarin class.	4.09	0.773
	My classmates in my Mandarin class help me understand Mandarin better.	3.62	1.043
	The materials in my Mandarin class suit my needs.	3.94	0.782
	The level of difficulty of Mandarin materials helps me improve my Mandarin.	3.83	0.810
	I really like the actual process of learning Mandarin.	3.86	0.785

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The third independent variable of the quantitative research is L2 learning experience. Respondents were asked to respond to how their learning experience whether in school or outside of the school of Mandarin. The statement with highest mean of 4.09 with standard deviation of 0.773 which is related to the teaching style of their Mandarin teacher. Average respondents shown agree on this statement. It shown that the average of the secondary students choose to learning Mandarin because of the teaching style of their Mandarin teacher. Fun teaching style from the teacher will help to motivate them to learn Mandarin. It can be noticed that the teacher plays a vital role in secondary student's Mandarin learning journey. While statement with lowest mean of 3.62 with standard deviation of 1.043 is about classmates help them to understand Mandarin better. Average respondents are slightly agree on this statement. It shown that most of the respondents were slightly agree with the point that their classmates can help them to learn Mandarin better. As most of the students in foreign language class are non-native speaker of Mandarin, hence some of them feel that their classmates are on the same level as them and could not really offer help to them when they need it.

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Table 4.5

Mean and Standard Deviation of student's intended effort (Dependent Variable)

Criterion measure	Total Respondents (N=212)	
Intended effort	Mean (M)	Standard Deviation (SD)
If a Mandarin course was offered at university or somewhere else in the future, I would like to take it.	3.43	1.007
If a Mandarin course was offered in the future, I would like to take it.	3.40	1.041
I am working hard at learning Mandarin.	3.46	0.762
I am prepared to expend a lot of effort in learning Mandarin.	3.46	0.894
I think that I am doing my best to learn Mandarin.	3.55	0.779
I would like to spend lots of time studying Mandarin.	3.35	0.845
I would like to concentrate on studying Mandarin more than any other topic.	2.73	0.922
Compared to my classmates, I think I study Mandarin relatively hard.	3.35	0.844
If my teacher would give the class an optional assignment, I would certainly volunteer to do it.	3.11	0.802
I would like to study Mandarin even if I were not required.	3.59	0.925

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The following variable is the dependent variable of the quantitative research which is intended effort in learning Mandarin as a foreign language. Respondents were asked to respond to how much effort they are willing to put in to learn Mandarin. The statement with highest mean of 3.59 with standard deviation of 0.925 which is related to the willingness to study Mandarin if they were not required. Average respondents shown slightly agree on this statement. It shown that the average of the secondary students were slightly agree to study Mandarin even it is not part of the school requirement or instruction from their parents. While statement with lowest mean of 2.73 with standard deviation of 0.922 is about the effort to focus more on Mandarin than other topics. Average respondents are slightly disagree on this statement. It shown that most of the respondents were slightly disagree with the point that they will put in more effort in learning Mandarin compared to other subjects as Mandarin is only part of their learning subjects in school and also not their native language.

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Research question 1 (i) : What are the motivation orientation of the secondary student?

Table 4.6

Mean and Standard Deviation for overall motivational factors

Variables (Independent variables)	**Total respondents (N = 212)**	
	Means	Standard Deviation (SD)
Ideal L2 self	3.31	0.925
Ought-to L2 self	3.14	0.822
L2 Learning experience	3.83	0.577

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Criterion measure	**Total respondents (N = 212)**	
	Means	Standard Deviation (SD)
Intended effort	3.34	0.684

Among the independent and dependent variables analysed above which related to the factor that motivates the secondary students in learning Mandarin, L2 learning experience appeared to be the variable with highest mean of 3.83 with standard deviation of 0.577. Average respondents were agree that L2 learning experience affect their motivation in learning Mandarin as a foreign language the most when compared with the other two variables. While the variable with lowest mean of 3.14 with standard

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deviation of 0.822 is Ought-to L2 self. Average respondents are slightly agree that Ought-to L2 self affect the motivation in learning Mandarin. From the above it can be explained these secondary students does not learn Mandarin because they are required to or asked to but is all about the L2 learning experience they have during the Mandarin class. Another variable with the mean of 3.31 with standard deviation of 0.925 is Ideal L2 self which reflected the highest standard deviation among the three independent variables which means there might be a differences in term of their responses towards the Ideal L2 self statement between different group of respondents hence it shown higher standard deviation. The differences between different group of respondents will be analysed in the later section.

4.2.3 Analysis of key motivator among secondary students

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Research question 1 (ii) : What are the key motivator(s) for the secondary student to put effort in learning Mandarin?

Table 4.7

Correlation table between independent variables and dependent variable (intended effort)

Independent Variables		**Dependent variable: Intended effort**
	***r* - value**	***p*-value**
Ideal L2 self	.776	.000
Ought-to L2 self	-.460	.000
L2 Learning experience	.746	.000

** Correlation is significant at the 0.01 level (2-tailed)

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The relationship between the independent variables (Ideal L2 self, Ought-to L2 self and L2 Learning experience) and dependant variable (Intended effort) which act as the criterion measure in this quantitative research were be assessed using Pearson correlation coefficient to identify the key motivator among the secondary student to put in effort in learning Mandarin as a Foreign Language. From the correlation table shown above, it can be seen that the correlation coefficient (*r*) between Ideal L2 self and intended effort equals .776. It has indicating a significant positive relationship between Ideal L2 self and intended effort. It can conclude that for secondary students there is evidence that the intended effort in learning Mandarin is related to their ability in formation of Ideal L2 self. If a secondary student is able to form strong Ideal L2 self, the higher the intended effort of the student in learning Mandarin. ($r = .776$, $p < .001$). Since $p < .001$, H1 is accepted.

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

Apart from Ideal L2 self and intended effort, from the correlation table shown above, it can be seen that the correlation coefficient (*r*) between Ought-to L2 self and intended effort equals -.460. It has indicating a significant negative relationship between Ought-to L2 self and intended effort. It can conclude that for secondary students there is evidence that the intended effort in learning Mandarin is inversely proportional to their ability in formation of Ought-to L2 self. If a secondary student is able to form strong Ought-to L2 self, the lesser the intended effort of the student in learning Mandarin. ($r = -.460$, $p < .001$). Since $p < .001$, H2 is also accepted.

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

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From the correlation table shown above, it can be seen that the correlation coefficient (*r*) between L2 learning experience and intended effort equals .746 It has indicating a significant positive relationship between L2 Learning experience and intended effort. It can conclude that for secondary students there is evidence that the intended effort in learning Mandarin is related to their L2 Learning experience. If a secondary student has a good L2 learning experience, the higher the intended effort of the student in learning Mandarin. ($r = .746$, $p < .001$). Since $p < .001$, H3 is accepted.

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

Hence, it can be concluded that these three independent variables have significant relationship with student's intended effort in learning Mandarin. With reference to the table above and comparison between the correlation coefficient (*r*) for the three independent variable, it can be concluded that Ideal L2 self ($r = .776$, $p < .001$) is the key motivator among the secondary student in learning Mandarin as a Foreign language by using student's intended effort as the criterion measure.

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4.2.4 Analysis of motivational factors and key motivator on different gender

Research question 2 (i): What is the outcome of gender on the scores of motivational factors and student intended effort?

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Table 4.8

T – test for motivational factors between genders

Variables (Independent variables)	**Gender**	**Mean**	**Standard Deviation (SD)**	***t*-values**	***p*-values**
Ideal L2 self	Male **(N = 113)**	2.90	.826	7.791	.000
	Female **(N= 99)**	3.78	.805		
Ought to L2 self	Male **(N = 113)**	3.44	.805	6.010	.000
	Female **(N= 99)**	2.81	.708		
L2 Learning experience	Male **(N = 113)**	3.70	.543	3.721	.000
	Female **(N= 99)**	3.98	.578		

** T-test is significant at the 0.01 level (2-tailed)

Criterion Measure	**Gender**	**Mean**	**Standard Deviation (SD)**	***t*-values**	***p*-values**
Intended effort	Male **(N = 113)**	3.07	.647	6.702	.000
	Female **(N= 99)**	3.65	.594		

** T-test is significant at the 0.01 level (2-tailed)

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The outcome of gender of the respondents on the overall scores of motivational factors and intended effort will be analysed in this section according to the sequence of the table above. The first result in the table above shown that there was a significant difference in the formation of Ideal L2 self between male and female students, t (210) = 7.791, p = .000. The score for formation of Ideal L2 self of male students (M= 2.90, SD = .826) was significant different from female students (M = 3.78, SD = .805). It indicates that female students with mean score of 3.78 are more able to develop Ideal L2 self whereas male students with mean score of 2.90 are not able to develop Ideal L2 self.

The second result in the table above reveal that there was a significant difference in the formation of Ought-to L2 self between male and female students, t (210) = 6.010, p = .000. The score for formation of Ought-to L2 self of male students (M= 3.44, SD = .805) was significant different from female students (M = 2.81, SD = .708). It indicates that male students with mean score of 3.44 are more able to form Ought-to L2 self whereas female students with mean score of 2.81 are not able to form Ought-to L2 self.

The third result in the table above shown that there was a significant difference in the L2 Learning experience between male and female students, t (210) = 3.721, p = .000. The score for L2 learning experience of male students (M= 3.70, SD = .543) was significant different from female students (M = 3.98, SD = .578). The differences between male and female students on the score for L2 learning experience is smaller when compared to Ideal L2 self and Ought-to L2 self. It reveals that both male with mean score of 3.70 and female students with mean score of 3.98 thought that L2

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learning experience plays an important role in their Mandarin learning journey. In short, when comparison made across the table for three main motivational factors, both male and female shown high mean score for L2 learning experience. This result matched with the overall results for secondary students shown in last section. It can be seen that the important of learning experience which include classroom environment and teaching method from the teacher in motivates the secondary students in learning Mandarin. The final result in the table above shown that there was a significant difference in the intended effort of learning Mandarin between male and female students, t (210) = 6.702, p = .000. The score for intended effort of male students (M= 3.07, SD = .647) was significant different from female students (M = 3.65, SD = .594). It indicates that female students with mean score of 3.65 have put in more effort in learning Mandarin when compared with male students with mean score of 3.07. The relationship between the motivational factors and intended effort among different genders will be compared in the next section in order to identify the key motivator for different group of students.

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Research question 2 (ii): What is the outcome of gender on the key motivator for the secondary student to put effort in learning Mandarin?

Table 4.9

Correlation table between independent variables and dependent variable (intended effort) between gender.

Independent Variables		**Dependent Variables: Intended effort**	
		***r* - values**	***p* - values**
Ideal L2 self	Male	.705	.000
	Female	.744	.000
Ought-to L2 self	Male	-.314	.001
	Female	-.419	.000
L2 Learning experience	Male	.723	.000
	Female	.743	.000

** Correlation is significant at the 0.01 level (2-tailed)

The relationship between the independent variables (Ideal L2 self, Ought-to L2 self and L2 Learning experience) and dependant variable (Intended effort) which act as the criterion measure in this quantitative research among male and female students were be assessed using Pearson correlation coefficient to identify the key motivator among the male and female secondary student in learning Mandarin as a Foreign Language. From the correlation table shown above, it can be seen that the correlation coefficient (*r*) between Ideal L2 self and intended effort for male students equals .705 whereas for female students equals .744 . It has indicating a significant positive relationship between Ideal L2 self and intended effort for both male and female students. It reveals

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the correlation between Ideal L2 self of female students (r = .744, p <.001) and the intended effort is higher when compared to male students(r = .705 p <.001). It can be explained that female students are more motivated to put in effort in learning Mandarin when they are able to create stronger Ideal L2 self. While for the correlation coefficient (*r*) between Ought-to L2 self and intended effort for male students equals -.314 whereas for female students equals -419 . It has indicating a significant negative relationship between Ought-to L2 self and intended effort for both male and female students. It reveals both male (r = -.314, p <.001) and female (r = -.419 p <.001) students have disagreed that formation of ought-to L2 self will motivate them to put in effort in learning Mandarin which especially obvious among female students as they shown a stronger disagreement in this relationship. The correlation coefficient (*r*) between L2 Learning experience and intended effort for male students equals .723 whereas for female students equals .743. It has indicating a significant positive relationship between L2 learning experience and intended effort for both male and female students. It reveals that female student (r = .743 p <.001) displayed higher correlation coefficient between L2 learning experience and intended effort when compared to male student (r = .723 p <.001). When the L2 learning experience is good, female students are more motivated to put in more effort in learning Mandarin.

Hence, comparison has been made between the motivational factors and the intended effort in order to identify the key motivator for different gender of secondary student to put in more effort in learning Mandarin. The results shown that male students are more willing to put in more effort in learning Mandarin when they have a good and pleasant L2 Learning experience (r = .723 p <.001) whereas for female students are

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more willing to put in more effort in learning Mandarin when they are able to develop stronger Ideal L2 self ($r = .744$, $p < .001$).

4.3 Findings and analysis of the qualitative data

The findings of the qualitative data of this research will be presented in this section following four major themes of the interview to answer the research question set. A total of 15 respondents were selected through purposive sampling from a group of 212 respondents in quantitative research across different year groups to examine their early learning experience in learning Mandarin in international school. Excerpts of the respondents from the interview are revealed and presented under this section. The name of the respondents shown below are in the form of pseudonyms to protect the identity of the respondents.

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4.3.1 Analysis of the profile of the respondents

Table 4.10

Profile of the respondents

Profile		Total Respondents (N=15)	
		Number (n)	Percentage (%)
Gender			
	Male	7	47%
	Female	8	53%
Year group			
	Year 7	3	20%
	Year 8	4	27%
	Year 9	3	20%
	Year 10	3	20%
	Year 11	2	13%
Nationality			
	Malaysian	6	40%
	Korean	2	13%
	Japanese	1	6.5%
	British	1	6.5%

(continued)

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Table 4.10 (continue)

Profile		Total Respondents (N=15)	
		Number (n)	Percentage (%)
Nationality	Singaporean	1	6.5%
	Turkish	1	6.5%
	Australian	1	6.5%
	Indonesian	1	6.5%
	Filipinos	1	6.5%
Proficiency level of Mandarin			
	Beginner	3	20%
	Intermediate	7	47%
	Advanced or above	5	33%

Refer to the table 4.10 above, among the 15 respondents, there were a total of seven male students and eight female students from Year seven to eleven who were selected and took part in the interview conducted by the researcher to explore how their early learning experience affect the formation of Ideal L2 self in them. Majority of the respondents are international students from eight different countries such as Australian, Indonesian and Japanese as this research is focus on international school. 20% of the respondents are beginner in learning Mandarin, 47% of the respondents are intermediate Mandarin learner and 33% of the respondents are advanced learner of Mandarin.

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4.3.2 Analysis of the interview transcript

To answer the qualitative research question set as per below, researcher had classified the interview questions into four major themes which have been listed below. Major themes 1, 2 and 3 were used to answer research question 3(i) whereas major theme 3 and 4 were used to answer research question 3(ii).

Qualitative research question 3: 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 (capital and social situation) 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?

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Analysis

Research question 3(i): How does the early Mandarin learning experience (capital and social situation) of the secondary students affect their negotiation to form their Ideal L2 selves?

Major theme 1 : When did the secondary student start to learn Mandarin as a foreign language and the reason?

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Duration

There are a range from eight months to five years for the duration of the secondary students who are learning Mandarin as a Foreign language in international school. The data of the duration has been tabulated into a table as per below.

Table 4.11

Duration of learning Mandarin as a Foreign Language

Duration	Total Respondents (N=15)	
	Number (n)	Percentage (%)
Less than a year	1	7%
1 to 2 years	2	13%
2 to 4 years	7	47%
4 to 5 years	5	33%

Based on table 4.11, there are a total of three respondents have been learning Mandarin for less than two years who are considered as beginner learner of Mandarin. A total of seven respondents have been learning Mandarin for two to four years who are considered as intermediate learner of Mandarin whereas a total of five respondents have been learning Mandarin for four to five years who are considered as advanced learner of Mandarin.

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Reasons

There are a few reasons that mentioned by the respondents about why they choose to learn Mandarin in school when given a selection of other foreign language (French). The reasons given have been categorized into six groups. The six groups are "family reason", "future career", "the usefulness of Mandarin", "learning experience in Mandarin", "cultural interest" and "similarity of Mandarin with native language".

Group 1: Family reason

"Because my family wanted me to take Mandarin. Because it is more important than French in my opinion." (Lydia)

"Because I took Mandarin course before when I was in Indonesia so I just want to continue to master this language as my parent want me to do so." (Finn)

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"Cause my mum asked me to." (Jamie)

Group 2: Future career

"I am from Korea and Mandarin is quite same as Korean. It is easier for me to learn. My father is doing business and he said China market is very big. He hopes I can further my study in China. If I know how to speak Mandarin, it's good for me in future." (Jenny)

"Because my father is a businessman and sometimes he will do business with Chinese in Malaysia. He once said to me before if he knows how to speak Chinese will be a benefit to his business. From there I know the importance of Mandarin for my future career. So I decided to take Mandarin." (Oscar)

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Group 3: The usefulness of Mandarin

"I don't like French because I am not using French for anything else and Mandarin is better to learn." (Max)

"I know people that speak Mandarin but I don't know anyone that speak French." (Cassandra)

"It is my own choice. I like speaking Mandarin because I won't use French when I go out into the real world. I will use Mandarin more often because I see more people speaking Mandarin here." (James)

"Because I have been learning Mandarin for quite a while and I find it useful because I can use Chinese to communicate with my Chinese relatives." (Anna)

"I don't see a need to learn French as people around me speak English, Tamil and Mandarin." (Zax)

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Group 4: Learning experience in Mandarin

"Because I have more experience in Mandarin." (Kelvin)

"Because I have more experience in Mandarin." (Sally)

"Because I already have experience in learning Mandarin from my previous school and I am Filipino Chinese. I am part of Chinese so it is more appropriate for me to learn Chinese." (Julia)

Group 5: Cultural Interest

"I took French before. I thought of just want to try something new so I choose Mandarin. Chinese culture is unique." (Jayden)

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Group 6: Similarity of Mandarin with native language

"French is too hard because of the grammar. I learnt before. Mandarin is quite similar with Korean." (Joee)

Table 4.12

Summary of overall reasons in learning Mandarin as a foreign language

Reason of learning Mandarin	Respondents	Total respondents (N = 15)
Family reason	Lydia, James, Jamie	3
Future career	Jenny, Oscar	2
The usefulness of Mandarin	Max, Cassandra, James, Anna, Zax	5
Learning experience in Mandarin	Kelvin, Sally, Julia	3
Cultural interest	Jayden	1
Similarity of Mandarin with native language	Joee	1

Based on table 4.12, many respondents gave the usefulness of Mandarin as a reason for them to learn Mandarin as a foreign language instead of French in school. To be exact, five out of 15 respondents mentioned this reason during their interview. They have said that they have seen many people around them speak Mandarin. They are able to use Mandarin to communicate with these people. One of the respondents (Anna) mentioned that she found Mandarin is useful for her because she can use Mandarin to communicate with Chinese community. This result supported the findings in quantitative research above that a statement about usefulness of Mandarin in future obtained the highest mean score of 3.57 among other statements in when respondents were asked to rate their score

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in the ability of the formation of Ideal L2 self. Hence, if a secondary student is able to realize and foresee the usefulness of Mandarin in future, he/she is more to form Ideal L2 self and also more motivated to learn Mandarin. Learning experience in Mandarin and family are the second highly mentioned reasons by the respondents. Three of them mentioned they choose Mandarin to learn as a foreign language is because of their parents asked them to do so. It can be seen that it is similar to Ought-to L2 self. One of the respondents (Lydia) even mentioned that her parent scare her that one day in future China is going to rule the world and everyone speaks Mandarin and it created anxiety for her to learn Mandarin. From the analysis for Ought-to L2 self above, it found out that Ought-to L2 self has negative relationship with intended effort as it shown negative correlation coefficient of -.460. The stronger the Ought-to L2 self, the lesser the intended effort in learning Mandarin. In another words, if secondary students were instructed by parent to learn Mandarin, they are less willing to put in effort to learn the language by himself/herself. While another three of the respondents mentioned that they choose to study Mandarin is because of they have learning experience before in Mandarin and it is much easier for them to pick up and continue from there. Although only one and two respondents mentioned future career, cultural interest and similarity of Mandarin with native language as the reason for them to learn Mandarin, the motivation level to learn Mandarin among them have increased along the duration of learning Mandarin. It can be seen that these three reasons plays an important role to motivate the students in learning Mandarin.

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Major theme 2 : What was the secondary student's early Mandarin learning experience (capital and social situation)?

Major theme 3 : How was the secondary student formed his/her Ideal L2 self based on early Mandarin experience?

The results of theme 2 and 3 will be presented together under this section as both themes are interrelated with one another to answer research question 3(i). Researcher will investigate how the learning experience based on capital and social situation affect the formation of Ideal L2 self of the interviewee. The learning experience of the secondary students will be analysed in three sections which are overall early learning experience, early learning experience based on Bourdieu(1986) theory of capital and Wenger (1998) community of practice.

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Learning experience (Theory of capital and social situation)

For Bourdieu(1986) theory of capital, there will be sub-divided into three categories which are economic capital (example: money for extra Mandarin class), cultural capital (example: Mandarin exam results, overall performance in Mandarin, fluency of speaking other types of languages) and social capital (example: Chinese speaking community). For Wenger(1998) community of practice, engagement and alignment in the student's social learning experience will be observed. Imaginative will be excluded in this section as it is similar with Ideal L2 self. The outcome of learning experience of these capitals and the ability of the Ideal L2 self of the interviewees will be presented in the following section.

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Bourdieu(1986) concept of capitals

Economic capital

Interview question for early learning experience (economic capital): Are you having extra class outside of the school now? How many classes per week?

Respondents who have extra class would be interpreted as have accumulated economic capital.

Excerpts

"Ya. 1 hour per week." (Cassandra)

"Ya. 1 hour class every Friday."(Max)

"Yes. 3 classes per week. I think my Mandarin is better than some of my classmates now." (Jenny)

"No. I don't."(Joee)

"No. I never been to any Chinese extra class."(Julia)

Cultural capital

Interview question for early learning experience (cultural capital): How was your last Mandarin results?

Respondents who were satisfied with their past Mandarin results and have achieved high marks in their past Mandarin results would be interpreted as have accumulated cultural capital.

Excerpts

"80 to 90."(Kelvin)

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"When I first started, umm…I think 80/100." (Joee)

"It was quite ok. Perhaps around level 6-7."(Anna)

"Bad." (Zax)

"Very very bad. But it getting better after that." (Lydia)

Social capital

Interview question for early learning experience (social capital): Do you use Mandarin to communicate with anyone? / Have you tried to involve yourselves in a Chinese speaking group in the school?

Respondents who have a Chinese speaking friends or a Chinese speaking community would be interpreted as have accumulated social capital.

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Excerpts

"Sometimes with my friend in school." (James)

"a group of Chinese friends" (Jenny)

"Sometimes with my Chinese tuition teacher, sometimes with my Kung Fu teacher and sometimes my mum forces me to speak with someone in Chinese." (Lydia)

"No specific group in school that only speak Mandarin." (Max)

"Very seldom, only with my Mandarin teacher in school. My family don't speak Mandarin at all." (Jayden)

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Wenger's community of practice (1998)

Engagement

Interview question for social situation (engagement): Do you tried to involved yourselves in a Mandarin speaking group in the school, do you find yourselves comfortable?/ Do you think that you learnt something from your friends too?

Respondents who have a supportive Chinese community which made them feel understand and comfortable to be part of them would be interpreted as have a smooth engagement process in target language community.

Excerpts

"They talk in simple Chinese so I understand what they are saying." (Jamie)

"I tried to communicate with a group of my friends from China using the basic sentences and they understood some of it." (Jenny)

"I tried to ask them the meaning of the words they said. They would tell me." (Jenny)

"Yes, that happened every time." (Anna)

"No I never thought of leaving the community. I will ask them the meaning of the content. Yes. I learn something from them." (Anna)

"Yes. But I don't feel comfortable because I hardly understand what they said because they speaks so fast." (Finn)

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Alignment

Interview question for social situation (alignment): Will you try to put in more effort to learn Mandarin so that you can understand their conversation in future? / Do you revise your Mandarin after school or after your extra class by yourselves?

Respondents who mentioned that they will put in more effort to learn Mandarin such as will do self revision would be interpreted as have made effort to align themselves in target language community.

Excerpts

"Yes. Maybe 1 to 1 hour 30 minutes a day. Sometimes 2 hour when there is exam." (Julia)

"Yes, 15-20minutes per day. Some days I will practise characters. For some days I will practise sentences but I will make sure I know how to write the characters first only get into sentences." (Anna)

"Almost every time! I will ask them but if too much, I will just keep quiet because I don't want to disturb their conversation." (Finn)

"I will work harder so that I can join their conversation in future." (Finn)

"Yes. My mother had set a timetable for me to revise. For Mandarin, every day 30 minutes." (Finn)

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Imagination / Formation of Ideal L2 self

Interview question for formation of Ideal L2 self: Have you ever imagined yourselves to be fluent Mandarin speaker and talk to a person from the Chinese community? Let's say you are in China now, you are using Mandarin to ask direction from the locals?

Respondents who mentioned that they are able to imagine themselves speaking Mandarin with the Chinese community fluently would be interpreted as have able to form strong Ideal L2 self.

Excerpts

"In my mind I can imagine. And also people says that Mandarin is going to be one of the big language since China is booming." (Kelvin)

"I imagined myself like being fluent in Chinese but not like speaking in front of a group of people. Yes like using Chinese to ask direction. I imagined myself like being fluent in Chinese because I want to communicate with my Chinese relatives as most of them can't speak English." (Jamie)

"No. Never imagined it before." (Zax)

"No. There is still a lot for me to learn before I reach that status." (Finn)

"Yes so that next time I can help my father to run his business." (Oscar)

Based on the analysis of excerpts above, it can be seen that for respondents (Jenny, Kelvin, Anna, Oscar) who have accumulated all three capitals listed above during their early learning stage of Mandarin and have a smooth process in social learning situation through engagement and alignment are able to develop Ideal L2 self within themselves after a period of time in learning Mandarin. When researcher took a deeper look into

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the excerpts of other respondents, important findings have been identified. For respondents who have only managed to accumulate one or two capitals shown different result in formation of Ideal L2 self. Among the three capitals listed above, economic capital has less effect in the formation of Ideal L2 self among the secondary students. There are five respondents (Max, Cassandra, Lydia, Zax and Finn) who have accumulated economic capital (money to go for extra class) along their learning journey were unable to form Ideal L2 self after a period of time. When researcher takes a deeper look into the reason, these extra classes for these five respondents were arranged by their parents with at least 1 hour per week. As the decision to go for extra class and money for the extra class were not arranged by the respondents themselves, the respondents were not able to feel the worthiness of it and less motivated to go for extra class. Hence, they were not able to show intended effort in learning the language and unable to affect them to form Ideal L2 self. It can be related to Ought-to L2 self and this findings further confirmed that these secondary students are less motivated to learn Mandarin if they are instructed to learn a language as an obligation. Even though with additional economic capital given to support their learning of the language, it also could not help in the formation of Ideal l2 self. While the social learning process for these five respondents were not as smooth as other respondents were as they were facing difficulties. For example, Cassandra found it quite difficult to understand Chinese community's pronunciation when she visited Taiwan last time even she has been learning Mandarin for five years. She was not able to apply what she had learnt in Mandarin class into real life and found it is less useful to learn Mandarin when compared to Japanese as she is planning to learn Japanese since she always travel to Japan and if she has the knowledge of Japanese, she will be able to use it to

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communicate with the locals. From this situation researcher can further confirmed that usefulness of Mandarin plays very important role in the formation of Ideal L2 self.

In contrast to this, there are four respondents (Jamie, Julia, Joee and Jayden) who have not accumulated economic capital along their learning journey were able to form Ideal L2 self after a period of time. These secondary students were able to collect other capitals such as cultural capital and social capital and experiencing a smooth process during their social learning experience. They are willing to make adjustment through put in more effort in learning Mandarin by doing self revision after school hour to fill in the gap between themselves and the Chinese speaking community. Hence, it can be confirmed that economic capital has no significant effect in the formation of Ideal L2 self among the secondary students. The result also shown that cultural capital that is also known as linguistic capital has shown significant effect in the formation of Ideal L2 self among the secondary students. The cultural capital included the academic result or achievement in Mandarin. As this research is focused on secondary students, academic achievement makes a bigger influence on them when compared to other factors. Their imagination of success in future are based on their academic achievement. It can be examined through the four respondents (Jamie, Julia, Joee and Jayden) who have not accumulated economic capital but have accumulated cultural capital along their learning journey as they were able to form Ideal L2 self after a period of time. Apart from economic capital and social capital, most of the respondents in the interview were able to accumulate social capital along their learning journey but it did not shown any significant effect towards the formation of the Ideal L2 self within the secondary students. Some of the students were able to form Ideal L2 self while some of the students were not able to form Ideal L2 self.

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In short, it can be concluded that economic capital and social capital has no direct effect on the formation of Ideal L2 while cultural capital and social situation (engagement and alignment) did played important roles in the formation of Ideal L2 self during the early learning experience of the secondary students. Based on Bourdieu(1986) theory of capital, the more capitals a language learner able to accumulate, the better he/she able to form stronger identity and hence has more rightful to speak in the target language community and able to form Ideal L2 self. It is not able to represent the whole language community learners as secondary students has different characteristics when compared with adult learners. Based on Wenger(1998) community of practice, when a language learner experience a smooth process during their social learning situation (engagement and alignment), they are able to form stronger identity and also stronger Ideal L2 self. The findings from this research further proved the concept in the theory.

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4.3.3 Analysis of the interview transcript

Research question 3(ii): What is the relationship between Ideal L2 self of the secondary students and the motivation in learning Mandarin as foreign language?

Major theme 3: How was the secondary student formed his/her Ideal L2 self based on early Mandarin experience?

Major theme 4: How was the secondary student's current motivation in learning Mandarin as foreign language?

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The results of theme 3 and 4 will be presented together under this section as both themes are interrelated with one another. The early and current motivation level of the interviewees will be presented together with their Ideal l2 self in order to identify the relationship between the secondary student's Ideal L2 self and the current motivation level in learning Mandarin as a foreign language. The results of the above will be presented using a table as per below.

Table 4.13

Summary of Ideal L2 self and motivation level of the interviewee

	Formation of Ideal L2 self	**Motivation level /10 (Early)**	**Motivation level /10 (Current)**
Jenny	Yes	-	8
Max	No	4	2
Jamie	Yes	4	7
Cassandra	No	9	6
Kelvin	Yes	6	7
Sally	Yes	9	9
Joee	Yes	3	7
James	Yes	7	8-9

(continued)

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Table 4.13 (continue)

	Formation of Ideal L2 self	Motivation level /10 (Early)	Motivation level /10 (Current)
Lydia	No	4	7
Julia	Yes	5-6	8
Anna	Yes	5	8
Zax	No	3	5
Finn	No	5	7
Jayden	Yes	7	8
Oscar	Yes	7	9

Based on the table above, it reveals that the current motivation level of the majority of the secondary students (N=10) who are able to develop Ideal L2 self are higher when compared against their early motivation level in learning Mandarin as a Foreign language. These secondary students are those who have accumulated high amount of capitals under Bourdieu's (1986) concept of capital and have experience satisfied situated learning process and able to start to develop their identity in the target language community through efforts based on Wenger's (1998) community of practice theory. However, there are also exception which some of the secondary students (N=3) are not able to develop their Ideal L2 self at the moment due to reasons insufficient capitals and unsmooth situated learning process (unable to develop identity due to lack of

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confident and short duration of learning Mandarin as they have commented that they need more time to develop their Ideal L2 self) but still shown higher current motivation level when compared against their early motivation level in learning Mandarin as a Foreign language. It can be noticed that these three secondary students shared the same characteristic which they have scored lower marks ("bad" according to their perception) in their Mandarin test. Lower marks can be represented by the cultural capital.

This result against can used to further support the findings presented in the last section which Bourdieu(1986) cultural capital plays a vital role in the formation of Ideal L2 self and also able to use it to motivate the secondary students in learning Mandarin. They are secondary students which test results is important in their current study life. With the support of the capitals available to them and longer duration of learning, they are more motivated in learning Mandarin when compared to early stage of learning. If they are able to achieve higher test score in their Mandarin test, they might be able to develop their Ideal L2 self. Hence, it can be concluded that there is a relationship between the Ideal L2 self and the secondary student's current motivation in learning Mandarin as a Foreign language. This finding can used to further confirmed the quantitative result analysed earlier in this research which Ideal L2 self has significance relationship towards the motivation of the secondary students in learning Mandarin.

4.4 Summary

Based on the results analysed in both quantitative and qualitative sections above, the three research questions were been answered accordingly. For research question one

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about the motivational factors of the overall secondary student learning Mandarin as a foreign language, the results shown that the mean score for L2 Learning experience is the highest among other two motivational factors in motivate the students in learning Mandarin. A language learner is motivated to learn Mandarin does not represents that he/she will put in effort to learn the language. Hence, researcher had further investigated the key motivator that will motivate the secondary students to put in effort in learning Mandarin so that can have better outcome in future in order for a teacher to develop a suitable teaching strategy. The results reveal that Ideal L2 self has strong positive relationship towards the intended effort in learning Mandarin with r = .776 with significance level of p< .001 which means it is 99.99% significant that there is a relationship between the two variables. The stronger the Ideal L2 self, the higher the intended effort in learning Mandarin.

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For research question two, about the outcome of gender on the motivational factors and intended effort in learning Mandarin. The final results reveal that there was a significant difference in term of mean score of the motivational factors between male and female students. Although both male (M=3.70) and female (M=3.98) students shown high mean score for L2 learning experience which they are more motivated to learn Mandarin when the learning experience is good, researcher again had further examined the key motivator for male and female students for them to put in more intended effort in learning the language. The findings proved that a good L2 learning experience will motivate the male students to put in more effort in learning Mandarin (r = .723, p< 0.001) which means it is 99.99% significance there is a strong relationship between the two variables. While the findings reveal that strong Ideal L2 self will motivate the female students to put in more effort in learning Mandarin (r = .744, p<

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0.001) which means it is 99.99% significance there is a strong relationship between the two variables.

For research question three is about 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. The qualitative findings reveal that social psychological theory Bourdieu(1987)'s theory of economic capital and social capital has no direct influence on the formation of Ideal L2 while cultural capital and Wenger(1998)'s community practice (engagement and alignment) did played important roles in the formation of Ideal L2 self during the early learning experience of the secondary students. The analysis and explanation have been analysed in the previous section. Qualitative findings also reported that there is an inter-related relationship between the formation of Ideal L2 self and the secondary student's current level of motivation in learning Mandarin as a foreign language. Some of the students with strong Ideal L2 self are able to demonstrate higher motivation level whereas there are also minority of the students who are not able to form Ideal L2 self during their early stage of L2 learning journey but they are demonstrating higher current motivation level due to certain reason stated in the previous section and might be able to develop their Ideal L2 self at a later time. The discussion and comparison of current research with previous research will be presented in next chapter.

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CHAPTER 5

DISCUSSION, RECOMMENDATION AND CONCLUSION

5.1 Introduction

This chapter will be presenting the discussion, conclusion and recommendation for this research. Both quantitative and qualitative findings in chapter 4 will be discussed under section 5.2. In section 5.2.1, quantitative findings (research question 1 and research question 2) will be presented. In section 5.2.2, qualitative findings (research question 3) will be presented. The conclusion for these findings will be presented under section 5.3. Recommendation for this research will be presented under section 5.4.

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5.2 Discussion

5.2.1 Discussion for quantitative findings

Research question 1

Motivational factors and key motivator among secondary students in learning Mandarin in international school

This research using Dörnyei's (2005,2009) L2 Motivational Self-System as part of the theoretical framework to examine the overall motivational factors in learning Mandarin as a foreign language among secondary students in international school. The result in table 4.6 revealed that L2 Learning Experience has obtained the highest score which the mean equals to 3.83 and standard deviation of 0.577 among the three components in Dörnyei's (2005,2009) L2 Motivational Self-System. A good learning experience and will help to motivate the secondary students in learning Mandarin. From the comparison of mean score among the statements under L2 Learning Experience proved that teaching method of the Mandarin teacher plays a very important role in motivating the secondary students. Previous studies conducted by Mkize and Chisoni (2015) and Tan, T., Lim, T. and Hoe, F., (2017) shown that L2 Learning Experience has the strongest influence on the university students and one of the components studied in this previous researches is the same as in this current research which is teaching methods can be used to support the result of the current study. It shown that teaching methods by the teacher can motivate and demotivate the students in learning Mandarin. Although the sample of these researches were different which are university students and secondary students, the outcome came out to be the same. It regardless of the age of the language learners, the L2 Learning Experience is the main factor that affect the motivation of the students in learning a language.

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According to Norton (2000), highly motivated learners would also has little intended effort in foreign language learning. Hence, researcher had taken a further step to investigate the correlation between the three components (Ideal L2 self, Ought-to L2 self and L2 Learning Experience) in Dörnyei's (2005,2009) L2 Motivational Self-System and intended effort of the secondary students. It is to further proved that the key motivator that overall secondary student will put in effort in learning Mandarin to achieve better outcome in future and able to apply what have been learnt in language class into their real life situation. The findings of the research revealed that the factor that motivates the students in putting more effort in learning Mandarin is different from the factor that motivates the students in learning Mandarin. Result in table 4.7 shown that the positive correlation between Ideal L2 self and intended effort($r = .776$, $p < .001$) is slightly stronger than the correlation between L2 Learning Experience and intended effort($r = .746$, $p < .001$). The stronger the formation of Ideal L2 self, the higher the intended effort of the secondary students in learning Mandarin. Previous studies by Prasangani, K. (2014), Kim & Kim (2014), Calvo (2015) and Lin, C. (2018) revealed that Ideal L2 self is the most influential component and also the strongest predictor for intended effort in learning a foreign language can be used to support the findings of the current research. From this research can confirm that regardless of the age of the language learners, the Ideal L2 self is key motivator for the secondary students to put in effort in learning a language.

There is one component in Dörnyei's (2005,2009) L2 Motivational Self-System which is Ought-to L2 self shown negative correlation with intended effort. The stronger the Ought-to L2 self, the lower the intended effort of the secondary student in learning Mandarin. This result was completely different from the findings from previous

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researches by Azaenoosh and Birjandi's (2012), Rahman et al(2017) and Hong & Ganapathy (2017) as all these three researches were focused on secondary students which same as the current research. The results of these previous researches reveal that Ought-to L2 self shown the strongest influence in motivating secondary students in learning English as a foreign language as they are still young and parental and teacher influence is still stronger for them. However, the findings in current study reveals that the strong Ought-to L2 self will result in lower intended effort in learning Mandarin. The result in one of the previous studies by Shih and Chang (2018) indicate that stronger Ought-to L2 self will create a higher level of anxiety among the secondary students and the secondary students will be less willing to put in effort in learning a foreign language. The difference results found in current and previous studies can be explained that factor affect the motivation of the language learner in learning a foreign language is not mainly affected by their age but are the type of foreign language that they are studying and their background. Previous researches shown strong Ought-to L2 self are English as a foreign language learners while the current research was focused on Mandarin as a foreign language learners. In short, the key motivator for the secondary student to put in effort in learning Mandarin in international school is Ideal L2 self and the key motivator will change if the study group are from different language area and education background.

Research question 2

Motivational factors and key motivator among different gender of secondary students in learning Mandarin in international school

Based on Henry, A. (2009), gender is a prime variable in a foreign language research within L2 Motivational Self System. If the motivational factor of different gender can

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be identified, Mandarin teachers can develop a more specific lesson plan that best matched different gender of secondary students. Hence, in order for the researcher to have a detailed investigation into motivational factors of different gender group of secondary students in international school in Malaysia, descriptive data of the male and female secondary students group's motivational factors have been analysed and compared. The findings of this research proved that there is a significant differences between male and female students for the three motivational factors in Dörnyei's (2005,2009) L2 Motivational Self-System. T-test has been used to identify and to compare the mean of the motivational factors between male and female students. The *t*-test for Ideal L2 self is equals to t (210) = 7.791, p = .000. which shown that there is a significant differences between male and female students. The *t*-test for Ideal L2 self is equals to t (210) = 7.791, p = .000. which shown that there is a significant differences between male (M =2.90, SD =.826) and female (M =3.78, SD =.805) students. The *t*-test for Ought-to L2 self is equals to t (210) = 6.010, p = .000. which shown that there is also a significant differences between male (M =3.44, SD =.805) and female (M =2.81, SD =.708) students. While another *t*-test for L2 Learning experience is equals to t (210) = 3.721, p = .000. which shown that there is a significant differences between male (M =3.70, SD =.543) and female (M =3.98, SD =.578) students. Among the three motivational factors in Dörnyei's (2005,2009) L2 Motivational Self-System, both group of male (M =3.70, SD =.543) and female (M =3.98, SD =.578) students scored highest in L2 Learning experience which female students scored slightly higher than male students. The findings from the previous research conducted by Zuki and Mohamad (2017) stated that there is a significant difference in motivation between female and male students in learning Malay language can be used to support the result of this study. Besides, the findings from another previous researches by Mkize and

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Chisoni (2015) and Tan, T., Lim, T. and Hoe, F., (2017) also stated that L2 learning experience is the important factor to motivate a foreign language learner to learn the foreign language. Furthermore, the comparison of the findings revealed that female secondary students are more motivated to put in more effort in learning Mandarin than male students.

Researcher had again taken a further step to investigate the relationship between the three components (Ideal L2 self, Ought-to L2 self and L2 Learning Experience) in Dörnyei's (2005,2009) L2 Motivational Self-System and intended effort of the secondary students. It is to confirm the key motivator that different gender of secondary student will put in effort in learning Mandarin to achieve better outcome in future. The results from this research shown that there is a significant difference between male and female students with related to the key motivator that these secondary students will put in effort in learning Mandarin as a foreign language. The correlation between the three independent variables and the dependant variable is significant at the 0.01 level. This results is different from the previous studies conducted by Khong, Hassan and Ramli (2017) and Altiner (2018) which the foreign language studied by the students were Spanish and English. In contrast, the results of this research was matched with the previous study conducted by Lee, L. and Huszka, B., (2018) which Mandarin as a foreign language. The key motivator for the male secondary students to put in effort in learning Mandarin in this research is L2 Learning experience (r = .723, p = .000) which in the findings of Lee, L. and Huszka, B., (2018) also revealed that male students were motivated by the learning situation. On the other hand, the key motivator for the female secondary students to put in effort in learning Mandarin in this research is Ideal l2 self (r = .744, p = .000) which in the findings of Lee, L. and Huszka, B., (2018) identified

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that female students have stronger Ideal L2 self. From the results of the previous researches by Khong, Hassan and Ramli (2017) and Altiner (2018) and the current research and previous research by Lee, L. and Huszka, B., (2018) shown that same foreign language learner will show the similar motivational factors in learning the foreign language although these learners are from different age groups.

5.2.2 Discussion for qualitative findings

Research question 3

Early L2 Learning experience and formation of Ideal L2 self

Other than Dörnyei's (2005,2009) L2 Motivational Self-System, Bourdieu's (1986) concept of capitals and Wenger's (1998) community of practice were used to further investigate the influence of early L2 Learning experience on the formation of Ideal L2 self among the secondary students in international school. Bourdieu's (1986) concept of capitals and Wenger's (1998) community of practice can used to identify the role of identity in motivation in foreign language learning. An identity of a learner is shaped by his/her social situation in learning a foreign language. (Stockton, 2015). Apart from the self within a secondary student, the social situation of the secondary student will also affect the motivation in learning a foreign language. Researcher has used qualitative method to further investigate the early L2 learning experience from the amount of capitals accumulated and the social learning situation of 15 secondary students on the formation of Ideal L2 self. The qualitative findings shown that Bourdieu(1987)'s theory of economic capital and social capital has no direct influence on the formation of Ideal L2 while cultural capital and Wenger(1998)'s community practice (engagement and alignment) did played important roles in the formation of

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Ideal L2 self during the early learning experience of the secondary students. Respondents in this research such as Max, Cassandra, Lydia, Zax and Finn who have able to accumulate economic capital along their early learning journey were unable to form Ideal L2 self as their economic capitals are supported by their parents. They are not able to feel the worthiness of the value of economic capitals at the early stage of learning a foreign language and among two of them (Max and Cassandra) felt that it is bored to study Mandarin as they could not see the usage of Mandarin in their real life and they have been studying Mandarin for period of five years is because of parent's decision. This result further supported the findings in quantitative result which Ought-to L2 self has negative relationship to the intended effort in learning a foreign language. Four respondents (Jamie, Julia, Joee and Jayden) who have not accumulated economic capital but have accumulated cultural capital which good grade in Mandarin tests along their early learning journey were able to form Ideal L2 self after a period of time. The formation of Ideal L2 self of the secondary students were influenced by the foreign language achievement. This result supported the findings of the previous research by Pishghadam (2011) that student's cultural capital will affect learner's achievement in learning foreign language. Although majority of the respondents in this research are able to accumulate the social capitals, the influence of social capitals on the formation of Ideal L2 self were not strong. Some of the students have a group of Chinese community to support them but findings shown they have very weak Ideal L2 self. While some of the students have only able to communicate in Mandarin during Mandarin class with their Mandarin teacher alone were able to form stronger Ideal L2 self. The result of this research do not shown strong support to the statement by Bourdieu(1977) which total capitals accumulated by a learner will affect the learner's social status and learner's "right to speak".

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On the other hand, another finding from this research supported the theory of community of practice by Wenger (1998). When foreign language students experienced a smooth early learning process, they are more able to develop stronger Ideal L2 self. Community of practice started with the engagement stage which the secondary student started to participate in the activity of the Chinese community and the responses he/she acquired from the activities. If the member in Chinese community able to provide support to the secondary students such as explanation of vocabularies, secondary students are more willing to adjust themselves through putting more effort in learning Mandarin. This is another stage mentioned by Wenger (1998) which called as alignment. The effort that a foreign language student will put in in order to align with the Chinese community and be part of them. Wenger's (1998) imagination stage has been presented together with Ideal L2 self. According to Wenger's (2000), both theories are similar.

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The findings of this research also revealed that there is a relationship between the formation of Ideal L2 self and the motivation level of the secondary students in learning a foreign language. Majority of the current motivation level of the secondary students who have accumulated more capitals and experienced a smooth L2 early learning experience are higher when compared to their early motivation level. These are also the students who are able to develop strong Ideal L2 self. While some of the students such as Lydia, Zax and Fin have weaker Ideal L2 self but are more motivated to learn Mandarin when compared to their early motivation level in learning Mandarin. Zax only studies Mandarin for a short period of time and he revealed that he might able to develop Ideal L2 self after a longer period of time. Previous researches stated that self-identity in L2 Motivational theory is an unsolidified and complicated concept that will change over time and space can be used to support this findings. It shown that high

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motivation level from the students will also result in stronger Ideal L2 self in future. Hence, both formation of Ideal L2 self and current motivation level is inter-related.

5.3 Implication of study and Recommendation

The findings of this research has provide a valuable insight to the education field in Malaysia. Based on the results obtained above, Mandarin teachers in international school especially secondary form in Malaysia is able to develop and plan their lesson more specifically to meet the needs of the specific group of secondary students in their school. The findings of this study revealed that male students are more motivated by L2 Learning experience which means teachers can focus more on their teaching technique and classroom environment when their students group are mainly formed by male students. While for female students are more motivated by Ideal L2 self, teachers who are teaching students group mainly formed by female students can focus more on communication with the female students to help them foresee themselves to be a fluent Mandarin speaker in future and the usage of Mandarin in future in order to encourage them to learn Mandarin in the language class. While for students group formed by average number of male and female learners, teachers can focus more on teaching technique, classroom environment and at the same time incorporate the usage of Mandarin in future into their teaching to motivate both male and female learners in learning Mandarin as a foreign language.

The qualitative findings can contribute to the motivation research field that for a learners who are not able to develop Ideal L2 self within themselves at the beginning

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of study can still be motivated to learn Mandarin. If the study period becomes longer, they might be able to develop their Ideal L2 self. It can be seen that L2 Motivational Self System can be affected by the period of learning a language and it will change over the time. Teachers will need to observe the every student's motivation level along their study journey in order to provide best assistance to them so that the Mandarin learner can achieve the desired outcome of learning Mandarin and becomes a global citizen that aimed by many international schools in Malaysia.

Based on the results of the recent study, secondary school Mandarin teachers are recommended to create lessons that incorporate both technology and traditional way in their teaching to continue motivate the secondary students in their school to learn Mandarin as a foreign language. Motivation in learning a foreign language is not only rely on the early classes but it relies on every classes conducted along the learning journey of the students as these foreign language learner's motivation level is changing from time to time.

In order to create a better outcome and result for the students before they graduate from secondary school, every Mandarin as a foreign language teacher has the responsibility to do their best to discover both psychological and social context of their students. It is important to help the students to develop Ideal L2 self as Ideal L2 self has appeared to be the key motivator for the majority of the foreign language learner to put in effort in learning. It is also strongly against to those Mandarin teacher who assume a motivational factor that fit for all the secondary students as every single student is unique individual and their self and identity is closely related to their learning experience and background.

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5.4 Conclusion

The increasing number of foreign language learners around the world is one of the impact of the rapid globalization. Malaysia has not been as an exception in this case. This has resulted in many developments in motivational theories and models specifically designed to study foreign language learner for the past 40 years in order to produce a better outcome in the education industry. Many motivational researches were carried out to study on different foreign language learners in order for the foreign language teacher to design a lesson plan that best suit their foreign language learners. These researches have been first using Gardner's Socio-education model (1985) until current Dörnyei's L2 Motivational Self System (2005;2009) as their theoretical framework in their researches as these two models are dominant in education field. However, Gardner's Socio-education model (1985) has received criticism from the educational field as some of the researcher such as Clement and Kruidenier (1983) argued that Gardner's model can only be applied to specific target market group which foreign language learners from bilingual background. Hence, in recent years, many researchers have chosen to use Dörnyei's L2 Motivational Self System (2005;2009) as their theoretical framework for their researches. Dörnyei's L2 Motivational Self System (2005;2009) has appeared to be the most dominant theoretical framework in the education field due to its flexibility to use in different target market group and theory that able to accommodate various perspective from different theoretical angles. (Boo et al., 2015). There are more than 400 recent publication based on L2 Motivational Self System. (Boo, Dörnyei, and Ryan, 2015).

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Among these 400 recent publication, most of the researches were studied on English as a foreign language learner. There is lack of testing of the three motivational factors which are Ideal L2 self, Ought-to L2 self and L2 Learning experience in other foreign language learners. In this research, L2 Motivational Self System was used to study Mandarin as a foreign language among the secondary students in international school in Malaysia. This is due to the impact of rapid of globalization and many international schools have been set up in Malaysia to accommodate the demand from the international market. Although foreign language classes which Mandarin appeared to be the most in demand foreign language class chosen by the students, the outcome and performance of the students learning Mandarin after a period of time is not as expected. Hence, this study was conducted in order to help the Mandarin teachers in international school to have a better understanding about their students and are able to develop lesson plan that best matched the needs of different group of students.

The results of this study revealed that among the three motivational factors in L2 Motivational Self System, L2 Learning experience appeared to be the strongest predictor to motivate the overall secondary students to study Mandarin. It can be seen that the data collected from previous researches about the teaching style of the teacher and the classroom environment play a very important part in student's foreign language learning journey can be used to support the result of the current research. If the teaching style of the teacher and the classroom environment is fun, these secondary students will be motivated to learn Mandarin. In qualitative study, some of the secondary students also revealed that both technology and normal classroom teaching complement each other well. Highly motivated foreign language learner does not always be the learner that will put in more effort in learning a foreign language. (Norton, 2000) Theory of

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Norton (2000) can be used to support the result of this study. Results proved that among the three motivational factors, Ideal L2 self is the key motivator for the secondary students to put in effort in learning Mandarin as a foreign language. Both Ideal L2 self and L2 Learning experience shown significant positive relationship with intended effort in learning Mandarin as a foreign language whereas Ought-to L2 self shown significant negative relationship with intended effort. It can be seen that overall secondary students in international school are independent thinker and motivated by own self and learning environment. Pressures from parents and teachers will only resulted negative effect that they will have less motivation in learning a foreign language. As most of the previous motivation in learning languages researches in Malaysia were focused on undergraduates, hence this research focused on the secondary students as lack of study in this area. Despite there are many differences between secondary students and undergraduates such as their age, the results in both researches were similar which L2 Learning experience appeared to be the most influence factor that affect language learner's motivation in learning a language. It can be seen that generally factor that affect language learner's motivation is not really based on their age as the gap between secondary students and undergraduates are not much difference but it is more about their L2 learning experience. However, future research is encouraged to narrow down the target sample to specific group of student through their Mandarin language proficiency or their education background in term of the major subject of the undergraduates in order to get more specific result for specific group of Mandarin language learner.

On the other hand, the result of this study also revealed that there is a significant gender difference in motivational factors in learning a foreign language. Both male and

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female students are motivated by L2 Learning experience to learn Mandarin as a foreign language in international school. Overall male students are motivated to put in more intended effort in learning Mandarin when the L2 Learning experience is good and interesting whereas overall female students are more motivated to put in more intended effort in learning Mandarin when they have stronger Ideal l2 self. Hence, based on the differences of motivational factors among different genders, teacher can design their lesson plan accordingly.

Furthermore, according to Hoe, F, T. and Lim, T, H., (2013) and Tan, T.et al., (2016), most of the recent motivation studies in Malaysia are only focused on psychological aspect through statistical approach. However, 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 L2 foreign language learning experience is important, the use of the linear relationship insufficient to identify the nature of self-identity and its relationship between the motivational factors and motivation. The qualitative findings of present study which included both psychological and social context is able to provide valuable insight to the Malaysia education field about the reason of why some of the foreign language learner able to develop strong Ideal L2 self while some of them were not able to develop. The study is based on the secondary student's early L2 Learning experience as L2 Learning experience has also appeared to be the dominant factor for overall secondary students to motivate in learning Mandarin in this research.

The findings revealed that along the early L2 Learning journey of the secondary students, Bourdieu(1987)'s theory of economic capital and social capital has no direct

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influence on the formation of Ideal L2. Bourdieu (1987)'s cultural capital and Wenger(1998)'s community practice (engagement and alignment) did played important roles in the formation of Ideal L2 self during the early learning experience of the secondary students. Although the qualitative result shown that Bourdieu's economic capital and social capital have no direct influence towards the formation of Ideal L2 self of the secondary students, these capitals are interrelated to each other. For students who have economic capital were be able to achieve cultural capital too as they have spent more time in learning Mandarin through the extra classes and would be able to achieve better result in the exam. According to Bourdieu (1987), one of the capitals which is symbolic capital is not a completely different capital from the other three capitals which are economic, cultural and social, it is actually the symbolic value of these three capitals. Hence, it can be said that Bourdieu (1987)'s capitals are interrelated to each other.

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Qualitative findings also revealed that there is an inter-related relationship between the Ideal L2 self and the secondary student's current level of motivation in learning Mandarin as a foreign language. Secondary student who has strong Ideal L2 self is appeared to be more motivated in learning Mandarin. There are also a small number of students who have weak Ideal L2 self but shown higher motivation in learning Mandarin as they wanted to master the language itself. One of them believed that with more time allocated to learn Mandarin, he will be able to develop stronger Ideal L2 self in future. This result further proved the theory by previous researches that self-identity in L2 Motivational theory is an unsolidified and complicated concept that will change over time and space.

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There are few future research expectations suggested in this study. According to Kwok (2017), different level of proficiency of a foreign language learner will result in different motivational factor in learning a foreign language. As this research only focused on motivation of overall secondary students and gender differences among secondary students in learning Mandarin as a foreign language, future research can focus on the level of proficiency of the secondary students in order to get more specific results that benefit the education field in Malaysia.

According to Bourdieu's (1986) concept of capital, the total number of adequate capitals accumulated based on one's perception will affect the one's right to speak in the target language community. Capitals of a learner will change according to his/her background, time and space. Future research can incorporate this social theory into their motivational research for different target group such as university students and adults in Malaysia in order to get a broader view in foreign language field.

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APPENDICES

APPENDIX A

Motivation in learning Mandarin as a foreign language Questionnaire

I would like to ask you to help me by answering the questions in this survey in order for me to have a better understanding on the thought and beliefs of learner of Mandarin as a Foreign language in Malaysia. This questionnaire is not a test so there are no "right" or "wrong" answers and you are not required to write your name on it. I am really interested in your personal opinion. Your answers will be anonymous. There are total of two parts in this questionnaire. You will take 5-10minutes to complete this survey. Your time is much appreciated.

Part 1

In this part, I would like you to tell me how much you agree or disagree with the following statements by simply circling a number from 1 to 5. Please do not leave out any items.

Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1	2	3	4	5

Items (Ideal L2 self)	Linkert Scale				
1. I can image myself living abroad and having a discussion in Mandarin.	1	2	3	4	5
2. I can imagine myself living abroad and using Mandarin to communicate with the locals effectively.	1	2	3	4	5
3. I can imagine a situation where I am speaking Mandarin with foreigners.	1	2	3	4	5
4. I can imagine myself speaking Mandarin with international friends or colleague in future.	1	2	3	4	5
5. I can imagine that in the future in a café with light music, a foreign friend and I will be chatting in Mandarin casually over a cup of coffee.	1	2	3	4	5
6. I can imagine myself speaking Mandarin as if I were a native speaker of Mandarin.	1	2	3	4	5
7. I can imagine a situation where I am doing business with foreigners by speaking Mandarin in future.	1	2	3	4	5
8. The things I want to do in future require me to use Mandarin.	1	2	3	4	5

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9. I can imagine myself in the future giving an Mandarin speech successfully to the public in the future.	1	2	3	4	5
10. I can imagine myself writing Mandarin emails fluently.	1	2	3	4	5

Items (Ought-to L2 self)	Linkert Scale				
11. I study Mandarin because close friends of mine think it is important.	1	2	3	4	5
12. I have to study Mandarin because if I do not study it, I think my parents will be disappointed with me.	1	2	3	4	5
13.Learning Mandarin is necessary because people surrounding me expect me to do so.	1	2	3	4	5
14. My parents believe that I must study Mandarin to be an educated person.	1	2	3	4	5
15. I consider learning Mandarin important because the people I respect think that I should do it.	1	2	3	4	5
16. Studying Mandarin is important to me in order to gain the approval of my peers/ teachers/ family/ boss.	1	2	3	4	5
17. It will have a negative impact on my life if I don't learn Mandarin.	1	2	3	4	5
18. Studying Mandarin is important to me because an educated person is supposed to be able to speak Mandarin.	1	2	3	4	5
19. Studying Mandarin is important to me because other people will respect me more if I have a knowledge of Mandarin.	1	2	3	4	5
20. If I fail to learn Mandarin, I'll be letting other people down.	1	2	3	4	5

Items (L2 Learning Experience)	Linkert Scale				
21. I like the atmosphere of my Mandarin class.	1	2	3	4	5
22. I find learning Mandarin very interesting.	1	2	3	4	5
23. I always look forward to Mandarin classes.	1	2	3	4	5
24. I really enjoy learning Mandarin.	1	2	3	4	5
25. I like the activities done in my Mandarin classes.	1	2	3	4	5
26. I like my Mandarin teacher because his/her fun Mandarin class.	1	2	3	4	5
27. My classmates in my Mandarin class help me understand Mandarin better.	1	2	3	4	5
28. The materials in my Mandarin class suit my needs.	1	2	3	4	5

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29. The level of difficulty of Mandarin materials helps me improve my Mandarin.	1	2	3	4	5
30. I really like the actual process of learning Mandarin.	1	2	3	4	5

Items (Intended effort)	Linkert Scale				
31. If a Mandarin course was offered at university or somewhere else in the future, I would like to take it.	1	2	3	4	5
32. If a Mandarin course was offered in the future, I would like to take it.	1	2	3	4	5
33. I am working hard at learning Mandarin.	1	2	3	4	5
34. I am prepared to expend a lot of effort in learning Mandarin.	1	2	3	4	5
35. I think that I am doing my best to learn Mandarin.	1	2	3	4	5
36. I would like to spend lots of time studying Mandarin.	1	2	3	4	5
37. I would like to concentrate on studying Mandarin more than any other topic.	1	2	3	4	5
38. Compared to my classmates, I think I study Mandarin relatively hard.	1	2	3	4	5
39. If my teacher would give the class an optional assignment, I would certainly volunteer to do it.	1	2	3	4	5
40. I would like to study Mandarin even if I were not required.	1	2	3	4	5

Part 2

Please provide the following information by ticking (✓) in the box or writing your response in the space to help us to better interpret your previous answers.

1. Gender: ☐ Male ☐ Female

2. Age: ☐11-12 ☐ 13-14 ☐ 15-16 ☐ 17-18

3. Year group: ☐ Year 7 ☐ Year 8 ☐ Year 9 ☐ Year 10 ☐ Year 11

4. Nationality : ☐ Malaysian ☐ Korean ☐Japanese ☐American ☐British ☐Others:_____

5. School: ☐ Government school ☐ Private school ☐ International school

6. Proficiency level of Mandarin:

☐ Beginner

☐ Post-beginner

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☐ Intermediate

☐ Upper intermediate

☐ Advanced or above

7.How long have you been learning Mandarin?

☐ Less than three month ☐ three to six months ☐ six months to one year ☐ More than one year

By submitting this questionnaire I agree that my answers, which I have given voluntarily, can be used anonymously for research purposes.

Thank you again for your cooperation!

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APPENDIX B

Motivation in learning Mandarin as a foreign language Interview Transcript

Respondent 1

Interviewee: Jenny (Nickname) (Female, Korean, Year 9, 15 years old, Beginner)

Date: November 25th, 2019 (30 minutes)

Venue: Classroom

Researcher : Good Afternoon, thank you for your time to participate in this interview. This interview is important as it will help me to have better understanding on the thought and beliefs of you as a Mandarin as a foreign language learner. Rest assured that your identity and answers will be anonymous and only I have the access to the recording of this interview. Shall we start now?

Jenny : Good Afternoon teacher, yes can.

Researcher : When were you moving to Malaysia?

Jenny : March this year.

Researcher : Why did you moved to Malaysia?

Jenny : My father expanding his business in Malaysia.

Researcher : Before you came to Malaysia, have you learnt Mandarin before?

Jenny : No. I started to learn Mandarin when I came to Malaysia. Ermm.. March this year. Eight months now.

Researcher : Why you choose Mandarin but not French as the school is also offering French as a foreign language?

Jenny : I am from Korea and Mandarin is quite same as Korean. It is easier for me to learn. My father is doing business and he said China market is very big. He hopes I can further my study in China. If I know how to speak Mandarin, it's good for me in future.

Researcher : When you first started learning Mandarin, how was your experience? Do you like the class?

Jenny : I find it quite difficult because this is my first time and I am new. I don't really know my teacher and classmates because I joined them in the mid-term. But after a while, I think it's ok. I already get used to it

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and I started to know them. I started to like the class because it is fun. But the characters are a lot to memorise!

Researcher : Can you elaborate more about fun? You means your classmates or the teacher?

Jenny : The class is fun because we get to learn through different method. The teacher will give us play Kahoot!

Researcher : Since you joined the class in the mid-term and you have never learnt Mandarin before, how do you know the basics of Mandarin? Like the Pinyin, strokes and numbers. Did you go for extra class?

Jenny : My father found a Mandarin teacher to teach me Mandarin at home. The Mandarin teacher taught me the basics of Mandarin and also my school's Mandarin homework.

Researcher : Are you still having extra class outside of the school now? How many classes per week? Do you think it helps?

Jenny : Yes. 3 classes per week. I think my Mandarin is better than some of my classmates now. (Laughing)

Researcher : How was your last Mandarin result?

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Jenny : I scored 90 marks! Better than my English.

Researcher : Which one do you think you are more confident with? Mandarin or English?

Jenny : Mandarin! Because I scored higher.

Researcher : Do you use Mandarin to communicate with anyone?

Jenny : I tried to communicate with a group of my friends from China using the basic sentences and they understood some of it.

Researcher : When you tried to involved yourselves in the Chinese community in the school, do you find yourselves comfortable?

Jenny : Not really, some of the sentences they used is too difficult. I do not understand and sometimes felt like being left out from the group.

Researcher : If this is the situation you faced in the Chinese community in the school, do you ever have the thought of leaving the community?

Jenny : No, it made me want to work harder to be one of them. I tried to ask them the meaning of the words they said. They would tell me.

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Researcher : Do you think that you learnt something from your friends too?

Jenny : Yes, off course. I can practice with them. My Mandarin teacher always encouraged me to speak in Chinese.

Researcher : Have you been to China before?
Jenny : No. But I will definitely go there in the future. I hope I can study there.

Researcher : Which part of China you would plan to study in? Why?

Jenny : Shanghai. Many well-known universities there and I like city life.

Researcher : I can see you are very keen to study in China. Have you ever imagined yourselves to be fluent Mandarin speaker and talk to a person from the Chinese community? Let's say you are in China now, you are using Mandarin to ask direction from the locals?

Jenny : Yes, sometimes I will have this imagination. I will imagine I am able to use Mandarin to communicate fluently with my friends from China and understand what they said.

Researcher : Do you revise your Mandarin after school or after your extra class by yourselves?

Jenny : Yes, I will revise.

Researcher : How many hour you will use to revise Mandarin in a week? I mean self-revision without guidance.

Jenny : Ermm, three hours. Does watching Chinese movie counted inside the hours?

Researcher : No. You like to watch Chinese movie?

Jenny : Yes. But now I still need to see the subtitles.

Researcher : That is a good way to learn Mandarin!

Jenny : I like some of the Chinese Songs too. Their lyrics are very nice. Sometimes I will google translate the meaning of the Lyrics.

Researcher : You have been learning Mandarin for eight months, do you still feel motivated to learn this language?

Jenny : Yes, but in between I actually thought of giving up because there were a lot of characters that I need to memorise how to write and the grammars. My teachers kept encouraging me. Now, I feel much more better.

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Researcher : From a scale of 1-10, can you rate your current motivation level towards learning Mandarin?

Jenny : Eight. I know more characters now. I don't want to give up half way.

Researcher : That is great! You can do it. Thank you for your time today and your valuable opinions. Have a great day!

Jenny : Thank you teacher.

Respondent 2

Interviewee: Max (Nickname) (Male, Malaysian, Year 9, 14 years old, Advanced)

Date: April 27th, 2020 (20-30 minutes)

Venue: Microsoft Teams (Virtual meeting)

Researcher : Good Afternoon, thank you for your time to participate in this interview. This interview is important as it will help me to have better understanding on the thought and beliefs of you as a Mandarin as a foreign language learner. Rest assured that your identity and answers will be anonymous and only I have the access to the recording of this interview. Shall we start now?

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Max : Yes.

Researcher : Have you been studying abroad before? Only in Malaysia?

Max : No. Only in Malaysia.

Researcher : Our school is offering both Mandarin and French as a foreign language to students. Why you choose Mandarin but not French?

Max : I don't like French because I am not using French for anything else and Mandarin is better to learn.

Researcher : When you first started learning Mandarin, how was your experience? Do you like the class?

Max : Erm should be 4 years ago when I was still in primary school.

Researcher : How was your experience? I mean your learning experience. Let's say for first few months.

Max : Not good.

Researcher : What is the reason? Because of the Chinese characters?

Max : Erm…I just don't like it.

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Researcher : What is the reason for you to continue learning Mandarin until now?
Max : My family wants me to learn so I just learn.
Researcher : Are you having extra class outside of the school now? How many classes per week?

Max : Ya. 1 hour class every Friday.

Researcher : Do you think it helps? Like you will feel more motivated after the extra class.
Max : Ya. But is not the motivation…is the helps that I get in learning Mandarin.
Researcher : How was your last Mandarin result?

Max : Average. Not good nor bad.

Researcher : Which one do you think you are more confident with? Mandarin or English?

Max : English yes. I am confident with English. Definitely not Mandarin. When I went to Taiwan last time I cannot speak at all, waste time!

Researcher : Do you use Mandarin to communicate with anyone? Like your friends.

Mary : Not much. One or two friends. Most of it I use English.

Researcher : Do you tried to involved yourselves in a Mandarin speaking group in the school, do you find yourselves comfortable?

Max : No specific group in school that only speak Mandarin. We always mix three types of language in our conversation. Malay, English and Mandarin.

Researcher : Do you ever have a time that you were in a Chinese speaking community and you did not understood their conversation, what would you do? Would you ask them on the spot?

Max : Yes. I usually asked them on the spot about the content of the conversation.

Researcher : Do you think that you learnt something from your friends too? Will you try to put in more effort to learn Mandarin so that you can understand their conversation in future?

Max : Not much learning from them. No.

Researcher : Have you thought of going to China in future? Have you ever imagined yourselves to be fluent Mandarin speaker and talk to a person from the

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Chinese community? Let's say you are in China now, you are using Mandarin to ask direction from the locals?

Max : No. I never pictured myself doing that at all!

Researcher : Your main reason of studying Mandarin now is to fulfil your school criteria?

Max : Yes. I am learning Japanese now.
Researcher : That is interesting! Any particular reason?
Max : I might want to work in Japan in future because of the culture.
Researcher : How do you find Japanese? When compared to Mandarin.
Max : Both of the languages are quite similar. Japanese is more to traditional Chinese. Since I have learnt Mandarin for quite a long time, it is easier for me to learn Japanese. I pick up quite fast.
Researcher : Do you revise your Mandarin after school or after your extra class by yourselves?

Max : No. I will only do revision before dictation or exam.

Researcher : You have been learning Mandarin for four years, do you still feel motivated to learn this language?

Max : No. Most of the contents in Foreign language class I have learnt before in my primary school and extra classes. I learnt Mandarin because my parent put me in the class so I learnt it. They push me to learn. I prefer Japanese.

Researcher : From a scale of 1-10, can you rate your current motivation level towards learning Mandarin?

Max : Very low. I will give it a two. Last time was better 4?

Researcher : Thank you for your time today and your valuable opinions. 再见!

Max : Thank you teacher. 再见!

Respondent 3

Interviewee: Jamie (Nickname) (Female, Malaysian, Year 8, 13 years old, Intermediate)

Date: April 27th, 2020 (20 - 30 minutes)

Venue: Microsoft Teams (Virtual meeting)

Researcher : Good Afternoon, thank you for your time to participate in this interview. This interview is important as it will help me to have better understanding on the thought and beliefs of you as a Mandarin as a foreign language learner. Rest assured that your identity and answers

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will be anonymous and only I have the access to the recording of this interview. Shall we start now?

Jamie : Can teacher.

Researcher : Our school is offering both Mandarin and French as a foreign language to students. Why you choose Mandarin but not French?

Jamie : My Mandarin is not that good and so I don't want to like learn a new language. I want to make my Mandarin better.

Researcher : It seems like you have learnt Mandarin before. When you first started learning Mandarin?

Jamie :Yes. 2 years ago when I was in Year 6. Before that, I learnt a bit for few months then I stopped because I was moving to another school.

Researcher : How was your learning experience? Do you like the class?

Jamie : It was ok. I thought it was hard but it was ok after I learnt for a while.
Researcher : What is the reason you took Mandarin two years ago?

Jamie : Cause my mum asked me to.

Researcher : Are you having extra class outside of the school now? How many classes per week?

Jamie : No.

Researcher : How was your last Mandarin results?

Jamie : It started with average and it becomes better.

Researcher : Why there is a changes from average to better? What motivates you?

Jamie : I don't know. I think I just like practise harder.

Researcher : Do you revise your Mandarin after school or after your extra class by yourselves? How many hours per week?

Jamie : Yes. Not every day. One hour per week.

Researcher : Which one do you think you are more confident with? Mandarin or English?

Jamie : English.
Researcher : Do you use Mandarin to communicate with anyone?

Jamie : My grandma. It is ok.

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Researcher : What about your friends?
Jamie : Not much.
Researcher : Have you tried to involve yourselves in a Chinese speaking group in the school, do you find yourselves comfortable?

Jamie : Ermm ya. But they talk in simple Chinese so I understand what they are saying.

Researcher : Do you ever have a time that you were in a Chinese speaking community and you did not understood their conversation, what would you do?

Jamie : Yes and I will ask them.

Researcher : Do you think that you learnt something from your friends too?

Jamie : Yes..sometimes.

Researcher : Have you ever imagined yourselves to be fluent Mandarin speaker and talk to a person from the Chinese community? Let's say you are in China now, you are using Mandarin to ask direction from the locals?

Jamie : I imagined myself like being fluent in Chinese but not like speaking in front of a group of people. Yes like using Chinese to ask direction. I imagined myself like being fluent in Chinese because I want to communicate with my Chinese relatives as most of them can't speak English.

Researcher : When you are talking to your Chinese relatives, did you encounter any problem?

Jamie : Yes. Sometimes there are a lot of words that I don't know.
Researcher : What would you do after that?
Jamie : I will put in more effort to learn so that I can understand more next time.
Researcher : That is great! Have you imagined yourself working in a Chinese company in future.
Jamie : Maybe…
Researcher : Are you learning other languages?
Jamie : Malays.
Researcher : About your Mandarin learning experience, since we have a lot of technologies now, classroom or online learning (apps like Kahoot!), which one do you think is more effective for you to learn Mandarin?

Jamie : I think the class environment and sometimes my parents help.

Researcher : You have been learning Mandarin for two years, do you still feel motivated to learn this language?

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Jamie : Yes

Researcher : From a scale of 1-10, can you rate your current motivation level towards learning Mandarin?

Jamie : Current motivation 7. Last time was 4.

Researcher : Good. Do you think your motivation level will increase further after your secondary school?

Jamie : Yes I think because I want to speak even better.

Researcher : Thank you for your time today and your valuable opinions.

Jamie : Thank you teacher.

Respondent 4

Interviewee: Cassandra (Nickname) (Female, Malaysian, Year 10, 15 years old, Advanced)

Date: April 28th, 2020 (20 - 30 minutes)

Venue: Microsoft Teams (Virtual meeting)

Researcher : Good Afternoon, thank you for your time to participate in this interview. This interview is important as it will help me to have better understanding on the thought and beliefs of you as a Mandarin as a foreign language learner. Rest assured that your identity and answers will be anonymous and only I have the access to the recording of this interview. Shall we start now?

Cassandra : Ya.

Researcher : Our school is offering both Mandarin and French as a foreign language to students. Why you choose Mandarin but not French?

Cassandra : Because in my old school I took French for three months. It was very hard and I don't think I want to take French. And I know people that speak Mandarin but I don't know anyone that speak French.

Researcher : When you first started learning Mandarin?

Cassandra : 5 years ago when I was still in primary school.

Researcher : How was your learning experience? Do you like the class?

Cassandra : It was easy. I learnt colours and numbers only. Not like Chinese school style, reading comprehension and essay.

Researcher : Since it is easy, do you feel motivated to learn?

Cassandra : Ya because it is a new language to me. I speak English ever since I was born.

Researcher : What is the reason you took Mandarin 5 years ago?

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Cassandra : My parent asked me to.

Researcher : Are you having extra class outside of the school now? How many classes per week?

Cassandra : Ya. 1 hour per week.

Researcher : Do you think it helps?
Cassandra : Not really. Just writing and the writing I ready know how to do it.
Researcher : What about the current syllabus in school? You feel easy to learn?
Cassandra : Yes. I learnt this topic before in my primary school.
Researcher : How was your last Mandarin results?

Cassandra : The same as now.

Researcher : Do you revise your Mandarin after school or after your extra class by yourselves?

Cassandra : Not really. Mostly before exam or 听写.

Researcher : Which one do you think you are more confident with? Mandarin or English?

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Cassandra : English.
Researcher : Have you ever thought of learning other foreign language?
Cassandra : Yes. Japanese. Because almost every year I go Japan, one day I have to learn it anyway. Now I can't say anything when I was in Japan.
Researcher : Do you use Mandarin to communicate with anyone?

Cassandra : Grandma. But not much because she also needs to improve her English. So I will mix.

Researcher : What about your friends?
Cassandra : My friend not really speak Mandarin.
Researcher : Have you tried to involve yourselves in a Chinese speaking group in the school, do you find yourselves comfortable?

Cassandra : Yes but I can't speak it properly but I understand. I never thought of leaving the group because most of my friends speak English and Mandarin.

Researcher : Do you ever have a time that you were in a Chinese speaking community and you did not understood their conversation, what would you do?

Cassandra : Yes and I will study harder in order to understand.

Researcher : Do you think that you learnt something from your friends too?

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Cassandra : Yes…vulgar words. (Laughing)

Researcher : Have you ever imagined yourselves to be fluent Mandarin speaker and talk to a person from the Chinese community? Let's say you are in China or Taiwan now, you are using Mandarin to ask direction from the locals?

Cassandra : No. There is no need for it. My grandma used to live in Taiwan. She is a Taiwanese. I don't need to use Mandarin if I go to these places because if I go, I will go with her.

Researcher : What about if you are going to a business trip in future alone?
Cassandra : No. For Taiwanese, their pronunciation is different, they talk differently. It is harder for me to understand them or they to understand me.
Researcher : Do you think watching Chinese drama or movie or listen to Chinese song will motivate you to learn Mandarin as you would like to understand the content?
Cassandra : No. I don't watch Chinese drama or listen to Chinese song.
Researcher : About your Mandarin learning experience, since we have a lot of technologies now, classroom or online learning (apps like Kahoot!), which one do you think is more effective for you to learn Mandarin?

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Cassandra : I prefer normal class. Other subjects you can learn online but Mandarin you need to learn how to pronounce it. So normal class with teacher guidance is better.

Researcher : You have been learning Mandarin for five years, do you still feel motivated to learn this language?

Cassandra : Not really. Because I don't see a contact that I will need to use it a lot. Now everyone learn English. Only if I will decide to go to China or something, even then they already know to speak English. When I grow up, everyone knows English. I don't see a need to learn more Mandarin.

Researcher : From a scale of 1-10, can you rate your current motivation level towards learning Mandarin?

Cassandra : Current motivation 6.

Researcher : Last time when you started learning Mandarin?
Cassandra : 9
Researcher : Thank you for your time today and your valuable opinions.

Cassandra : Thank you teacher.

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Respondent 5

Interviewee: Kelvin (Nickname) (Male, Singaporean, Year 7, 12 years old, Intermediate)

Date: April 28th, 2020 (20-30 minutes)

Venue: Microsoft Teams (Virtual meeting)

Researcher : Good Afternoon, thank you for your time to participate in this interview. This interview is important as it will help me to have better understanding on the thought and beliefs of you as a Mandarin as a foreign language learner. Rest assured that your identity and answers will be anonymous and only I have the access to the recording of this interview. Shall we start now?

Kelvin : 可以。

Researcher : When you moved to Malaysia?
Kelvin : When I was in Primary school.
Researcher : Any reason?
Kelvin : Father's job.
Researcher : Our school is offering both Mandarin and French as a foreign language to students. Why you choose Mandarin but not French?

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Kelvin : Because I have more experience in Mandarin.

Researcher : It seems like you have learnt Mandarin before. When you first started learning Mandarin?

Kelvin : When I was in Primary 5.

Researcher : Two years? How was your learning experience? Do you like the class?

Kelvin : Yes. It was kind of boring. You just have to remember, tried to remember everything continuously over and over again. More to writing and 笔顺. I talked a bit. None of my friend really spoke Mandarin.
Researcher : What is the reason you took Mandarin two years ago?

Kelvin : More or less because of my parent.

Researcher : Are you having extra class outside of the school now? How many classes per week?

Kelvin : Not that much. One hour per week.

Researcher : Do you think it helps?
Kelvin : Yes. It helped to build up more vocabs.

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Researcher : How was your last Mandarin results?

Kelvin : 80 to 90.

Researcher : Good. Do you think that high marks it will help you to increase your motivation level in learning Mandarin?

Kelvin : Kind of it because after I got pretty high I started talking more Mandarin in school.

Researcher : Which one do you think you are more confident with? Mandarin or English?

Kelvin : Still English because I learnt more English when I was younger. I went to Catholic school. That is why I always use English.

Researcher : Do you use Mandarin to communicate with anyone?

Kelvin : Friends.

Researcher : Have you tried to involve yourselves in a Chinese speaking group in the school, do you find yourselves comfortable?

Kelvin : Ermm ya. But some of them pointed out my pronunciation.

Researcher : After that would you feel less motivated or it is ok as you can do even better in Mandarin?

Kelvin : Erm….is a kind of both. Sometimes they make it a point that you feel less motivated. I will put in more effort to learn.

Researcher : Do you ever have a time that you were in a Chinese speaking community and you did not understood their conversation, what would you do?

Kelvin : Ya. I will ask them,

Researcher : Do you think that you learnt something from your friends too?

Kelvin : Ya. Many.

Researcher : Will you feel more confident in speaking Mandarin when you get along with your Chinese friends for a long time?

Kelvin : Ya I guess. The more you improve, the more you feel motivated.

Researcher : Have you ever imagined yourselves to be fluent Mandarin speaker and talk to a person from the Chinese community? Let's say you are in China now, you are using Mandarin to ask direction from the locals?

Kelvin : In my mind I can imagine. And also people says that Mandarin is going to be one of the big language since China is booming.

Researcher : Have you ever imagined yourselves working in China or with Chinese in future?

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Kelvin : Working with someone from China ya, definitely. But not working in China. China only for business trip.
Researcher : Do you revise your Mandarin after school or after your extra class by yourselves? How many hours per week?

Kelvin : A bit. 1 hour 30 minutes a week. Mostly during weekend.

Researcher : Are you learning other languages?
Kelvin : No. If there is a chance, Japanese because I like to travel there.
Researcher : About your Mandarin learning experience, since we have a lot of technologies now, classroom or online learning (apps like Kahoot!), which one do you think is more effective for you to learn Mandarin?

Kelvin : Normal class. Is the same with nearly every subjects I have done because normal class, teacher can watch over you and make sure that you are on task but when you alone sometimes don't do any work and lack of self-discipline.

Researcher : You have been learning Mandarin for two years, do you still feel motivated to learn this language?

Kelvin : Ya, still. To communicate with friend.

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Researcher : From a scale of 1-10, can you rate your current motivation level towards learning Mandarin?

Kelvin : Solid 7.

Researcher : What about when in Primary 5.
Kelvin : 6.
Researcher : Good. Do you think your motivation level will increase further?
Kelvin : Ya can.
Researcher : Thank you for your time today and your valuable opinions.

Kelvin : 谢谢老师。

Respondent 6

Interviewee: Sally (Nickname) (Female, Turkish, Year 10, 15 years old, Advanced)

Date: April 29th, 2020 (20 - 30 minutes)

Venue: Microsoft Teams (Virtual meeting)

Researcher : Good Afternoon, thank you for your time to participate in this interview. This interview is important as it will help me to have better understanding on the thought and beliefs of you as a Mandarin as a foreign language learner. Rest assured that your identity and answers

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will be anonymous and only I have the access to the recording of this interview. Shall we start now?

Sally : 可以。

Researcher : When you moved to Malaysia?
Sally : 6 years ago.
Researcher : Any special reason?
Sally : My father is a reporter. So because of his work we moved here.
Researcher : Our school is offering both Mandarin and French as a foreign language to students. Why you choose Mandarin but not French?

Sally : Because I have more experience in Mandarin.

Researcher : When you first started learning Mandarin?

Sally : When I was in primary school. 4 years ago.

Researcher : How was your learning experience? Do you like the class?

Sally : It was ok. The speaking part is easy but the reading is kind of hard. Ya I like the class.
Researcher : What is the reason you took Mandarin four years ago?

Sally : I am the one that choose to learn Chinese first because I thought it was cool and if I learn it will get better.

Researcher : Are you having extra class outside of the school now? How many classes per week?

Sally : Ya, I did. Before MCO, I will have a teacher come and teach me Chinese one to one. 1 hour 30 minutes per week.

Researcher : Do you think it helps? In which way?
Sally : Ya. Both writing and vocabularies.
Researcher : How was your last Mandarin results?

Sally : Quite bad. Reading the questions is quite hard.

Researcher : Do you think that low marks will affect your motivation in learning Mandarin?

Sally : No. Not really. Because it will get better.

Researcher : Which one do you think you are more confident with? Mandarin or English?

Sally : Both I guess.
Researcher : Do you use Mandarin to communicate with anyone?

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Sally : When with my friends.

Researcher : Have you tried to involve yourselves in a Chinese speaking group in the school, do you find yourselves comfortable?

Sally : Ya.

Researcher : Do you ever have a time that you were in a Chinese speaking community and you did not understood their conversation, what would you do?

Sally : Ya. I will ask them. They will just explain. I usually understand what they are saying so I don't usually ask.

Researcher : Will you work harder to improve yourselves so next time you can understand most of the conversation?

Sally : Ya. Sometimes.

Researcher : Do you think that you learnt something from your friends too?

Sally : Ya.

Researcher : Do you revise your Mandarin after school or after your extra class by yourselves? How many hours per week?

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Sally : Ya. I do like 30 minutes. 2 days a week.

Researcher : Have you ever imagined yourselves to be fluent Mandarin speaker and talk to a person from the Chinese community? Let's say you are in China now, you are using Mandarin to ask direction from the locals?

Sally : Sometimes because I have to be a translator when I went to China with my parent. It was scary at first to talk to a random people to ask where to buy food but then it gets easier.

Researcher : Since that you have these types of experience, will it increase your confident level in Mandarin learning journey and feel motivated to learn Mandarin?

Sally : Ya.

Researcher : About your Mandarin learning experience, since we have a lot of technologies now, classroom or online learning (apps like Kahoot!), which one do you think is more effective for you to learn Mandarin?

Sally : I think it goes both way because in class I learnt more but like using both websites and class, it kind of help too. Mainly my vocabulary.

Researcher : You have been learning Mandarin for four years, do you still feel motivated to learn this language?

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Sally : Yes. My parent told me that if I learn Chinese, it will be easier to get a job or something like that, so ya.

Researcher : From a scale of 1-10, can you rate your current motivation level towards learning Mandarin?

Sally : 9.

Researcher : What about 4 years ago?
Sally : 9.
Researcher : Thank you for your time today and your valuable opinions.

Sally : Thank you teacher.

Respondent 7

Interviewee: Joee (Nickname) (Female, Korean, Year 7, 12 years old, Post - Beginner)

Date: April 29th, 2020 (20 – 30 minutes)

Venue: Microsoft Teams (Virtual meeting)

Researcher : Good Afternoon, thank you for your time to participate in this interview. This interview is important as it will help me to have better understanding on the thought and beliefs of you as a Mandarin as a foreign language learner. Rest assured that your identity and answers will be anonymous and only I have the access to the recording of this interview. Shall we start now?

Joee : Yes.

Researcher : When you moved to Malaysia?
Joee : 5 years ago.
Researcher : Any special reason?
Joee : My aunt lives here and she recommended me to study here.
Researcher : How you find living in Malaysia so far? Will you continue to stay in Malaysia after your study?
Joee : Ok ya, quite good. Yes maybe. I am here with my sister and mother. My father working in Korea.
Researcher : Our school is offering both Mandarin and French as a foreign language to students. Why you choose Mandarin but not French?

Joee : French is too hard because of the grammar. I learnt before. Mandarin is quite similar with Korean.

Researcher : When you first started learning Mandarin?

Joee : One year ago.

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Researcher : How was your learning experience? Do you like the class?

Joee : It was quite easy, quite ok, I know the words. I like the class.
Researcher : Are you having extra class outside of the school now? How many classes per week?

Joee : No. I don't.
Researcher : Do you revise your Mandarin after school or after your extra class by yourselves? How many hours per week?

Joee : Ya. 2 hours per week.

Researcher : How was your last Mandarin results?

Joee : When I first started, umm…I think 80/100.

Researcher : Do you think that high marks will increase your motivation in learning Mandarin?

Joee : Yes.

Researcher : Which one do you think you are more confident with? Mandarin or English?

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Joee : English
Researcher : Do you use Mandarin to communicate with anyone?

Joee : No.
Researcher : Have you tried to involve yourselves in a Chinese speaking group in the school, do you find yourselves comfortable?

Joee : I tried but it did not work. I can't understand.

Researcher : Since you did not understood their conversation, did you ask them?

Joee : No. I did not ask the meaning.

Researcher : Have you ever thought of leaving the Chinese community since you don't understand their conversation?
Joee : Yes.
Researcher : Will you work harder to improve yourselves so next time you can understand most of the conversation?
Joee : Yes. But like they speak very fast.
Researcher : Do you think that you learnt something from your friends too?

Joee : Maybe some vocabulary.

Researcher : Have you watch any Chinese drama/movie before to learn Mandarin?
Joee : Yes, but I forgot the name of the movie.

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Researcher : Have you ever imagined yourselves to be fluent Mandarin speaker and talk to a person from the Chinese community? Let's say you are in China now, you are using Mandarin to ask direction from the locals?

Joee : Yes.

Researcher : About your Mandarin learning experience, since we have a lot of technologies now, classroom or online learning (apps like Kahoot!), which one do you think is more effective for you to learn Mandarin?

Joee : Class study like normal.

Researcher : You have been learning Mandarin for about a year, do you still feel motivated to learn this language?

Joee : Yes. My parent they told me to do so.

Researcher : From a scale of 1-10, can you rate your current motivation level towards learning Mandarin?

Joee : 7.

Researcher : What about a year ago?

Joee : 3.

Researcher : Thank you for your time today and your valuable opinions.

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Joee : Thank you teacher.

Respondent 8

Interviewee: James (Nickname) (Male, Malaysian, Year 11, 16 years old, Advanced)

Date: April 29th, 2020 (20 – 30 minutes)

Venue: Microsoft Teams (Virtual meeting)

Researcher : Good Afternoon, thank you for your time to participate in this interview. This interview is important as it will help me to have better understanding on the thought and beliefs of you as a Mandarin as a foreign language learner. Rest assured that your identity and answers will be anonymous and only I have the access to the recording of this interview. Shall we start now?

James : 可以。

Researcher : Our school is offering both Mandarin and French as a foreign language to students. Why you choose Mandarin but not French?

James : It is my own choice. I like speaking Mandarin because I won't use French when I go out into the real world. I will use Mandarin more often because I see more people speaking Mandarin here.

Researcher : When you first started learning Mandarin?

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James : Ermm.. 4 years ago.

Researcher : How was your learning experience? Do you like the class?

James : Ok. But it was in another school. I was not very good but it was ok.
Researcher : Are you having extra class outside of the school now? How many classes per week?

James : I used to go. About one hour per week. Now stopped.
Researcher : Do you think it helps?
James : Yes. I improved my Mandarin and grades.
Researcher : How was your last Mandarin results?

James : Around 80 – 90.

Researcher : Do you think that high marks will increase your motivation in learning Mandarin?

James : Ya.

Researcher : Which one do you think you are more confident with? Mandarin or English?

James : English yes.
Researcher : Do you use Mandarin to communicate with anyone?

James : Sometimes with my friend in school.
Researcher : Have you tried to involve yourselves in a Chinese speaking group in the school, do you find yourselves comfortable?

James : Yes. Ya I have.

Researcher : Have you ever thought of leaving the Chinese community if you don't understand their conversation?
James : No. I will still learn and try to understand. I still feel comfortable with them. I want to speak to them.
Researcher : Will you work harder to improve yourselves so next time you can understand most of the conversation?
James : Yes. If I want to learn something, I will put in effort to learn even harder.
Researcher : Do you think that you learnt something from your friends too?

James : Not really because they just say the meaning but I still learn what they are saying.

Researcher : Have you ever imagined yourselves to be fluent Mandarin speaker and talk to a person from the Chinese community? Let's say you are in China now, you are using Mandarin to ask direction from the locals?

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James : Not very fluent but still to the point that I can speak and understand.
Researcher : About your Mandarin learning experience, since we have a lot of technologies now, classroom or online learning (apps like Kahoot!), which one do you think is more effective for you to learn Mandarin?

James : Both is ok but I think the best is combine the both of it. During classes use all these.

Researcher : Do you watch any Chinese drama/movie to learn Mandarin?
James : Not really.
Researcher : Do you revise your Mandarin after school or after your extra class by yourselves? How many hours per week?

James : Yes. Depends on how busy I am throughout the week. I think an hour per week.

Researcher : You have been learning Mandarin for about 4 years, do you still feel motivated to learn this language?

James : Yes. Because I want to speak like proper Mandarin.

Researcher : From a scale of 1-10, can you rate your current motivation level towards learning Mandarin?

James : 8-9. Now I know more people who speaks Mandarin. When I can speak with more Chinese friends, it will increase my motivation level in learning Mandarin.

Researcher : What about 4 years ago?
James : 7 because I did not know many people who speak Mandarin.
Researcher : Thank you for your time today and your valuable opinions.

James : 谢谢老师。

Respondent 9

Interviewee: Lydia (Nickname) (Female, Australian, Year 8, 13 years old, Intermediate)

Date: April 30th, 2020 (20 - 30 minutes)

Venue: Microsoft Teams (Virtual meeting)

Researcher : Good Afternoon, thank you for your time to participate in this interview. This interview is important as it will help me to have better understanding on the thought and beliefs of you as a Mandarin as a foreign language learner. Rest assured that your identity and answers

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will be anonymous and only I have the access to the recording of this interview. Shall we start now?

Lydia : Ok.
Researcher : When you moved to Malaysia?
Lydia : 3 years ago.
Researcher : For what reason?
Lydia : Because of my father's job so we moved here.
Researcher : Our school is offering both Mandarin and French as a foreign language to students. Why you choose Mandarin but not French?
Lydia : Because my family wanted me to take Mandarin. Because it is more important than French in my opinion.
Researcher : When you first started learning Mandarin?

Lydia : When I first came to Malaysia.

Researcher : 3 years ago. How was your learning experience? Do you like the class?

Lydia : I don't really remember. I just took anything that they give me. It was very difficult and erm..I can never write the words. It was very difficult to read everything.
Researcher : Are you having extra class outside of the school now? How many classes per week?

Lydia : I did a bunch of Mandarin classes. My parents only want me to put effort in Mandarin because every single class I do is Mandarin. I also do Kung Fu. I also have to do Mandarin there because all the teachers and students are Chinese. But I stopped Kung Fu now. It breaks my leg. I only did it for 2 years.
Researcher : That is good to hear that you have learnt Kung Fu before. How many extra classes per week you are doing now?
Lydia : Only on Friday. The first one was one hour. The second one was one and half hour. But I don't do these 2 classes anymore. The one that I am still doing now is 2 hours.
Researcher : Do you think it helps?
Lydia : For the one that I am doing now is very easy because I am doing it together with my brother and sister. They only know how to write 我. . But I know more than that.
Researcher : How was your last Mandarin results?

Lydia : Very very bad. But it getting better after that.

Researcher : What are the efforts that you put in to change your result from very very bad to better now. Do you revise your Mandarin after school or after your extra class by yourselves? How many hours per week?

Lydia : Probably extra classes. I don't really do revision. I only do it like once. Only sometimes.

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Researcher : Which one do you think you are more confident with? Mandarin or English?

Lydia : Ermm..I mean if it would to do with English test I get lower than Mandarin test, but if I would like to speak in Chinese forever I will fail. Depends.
Researcher : Do you think that high Mandarin marks will increase your motivation in learning Mandarin?
Lydia : Probably. I am not sure.
Researcher : Do you use Mandarin to communicate with anyone?

Lydia : Sometimes with my Chinese tuition teacher, sometimes with my Kung Fu teacher and sometimes my mum forces me to speak with someone in Chinese.
Researcher : Have you tried to involve yourselves in a Chinese speaking group in the school, do you find yourselves comfortable?

Lydia : Not that much.

Researcher : Have you ever thought of leaving the Chinese community if you don't understand their conversation?
Lydia : Sometimes but not really.
Researcher : Will you work harder to improve yourselves so next time you can understand most of the conversation?
Lydia : Not that much effort.
Researcher : Have you ever imagined yourselves to be fluent Mandarin speaker and talk to a person from the Chinese community? Let's say you are in China now, you are using Mandarin to ask direction from the locals?

Lydia : No. Not used to speaking in Mandarin.
Researcher : About your Mandarin learning experience, since we have a lot of technologies now, classroom or online learning (apps like Kahoot!), which one do you think is more effective for you to learn Mandarin?

Lydia : Quizlet.

Researcher : You have been learning Mandarin for about 3 years, do you still feel motivated to learn this language?

Lydia : Yes. Erm..the fact that my parent scare me with the facts that China will rule the world and we need to speak in Chinese forever.
Researcher : From a scale of 1-10, can you rate your current motivation level towards learning Mandarin?

Lydia : Is good. 7.

Researcher : What about 3 years ago?
Lydia : 4.
Researcher : Thank you for your time today and your valuable opinions.

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Lydia : Bye.

Respondent 10

Interviewee: Julia (Nickname) (Female, Pilipino, Year 8, 13 years old, Intermediate)

Date: April 30th, 2020 (20 – 30 minutes)

Venue: Microsoft Teams (Virtual meeting)

Researcher : Good Afternoon, thank you for your time to participate in this interview. This interview is important as it will help me to have better understanding on the thought and beliefs of you as a Mandarin as a foreign language learner. Rest assured that your identity and answers will be anonymous and only I have the access to the recording of this interview. Shall we start now?

Julia : You are welcome. Yes.
Researcher : When you moved to Malaysia?
Julia : 2 years ago.
Researcher : For what reason?
Julia : Because of my family.
Researcher : Our school is offering both Mandarin and French as a foreign language to students. Why you choose Mandarin but not French?
Julia : Because I already have experience in learning Mandarin from my previous school and I am Filipino Chinese. I am part of Chinese so it is more appropriate for me to learn Chinese.
Researcher : When you first started learning Mandarin?

Julia : 2 years ago.

Researcher : How was your learning experience? Do you like the class?

Julia : It was alright. But my previous school is different style of teaching there. We don't used textbook. My teacher would just printed out the paper and taught us. I tend to forgot words very very easily because I don't have any textbook to refer back. Here, we have textbook. If I have any question, I can refer back to the textbook. It helps in my learning.
Researcher : Are you having extra class outside of the school now? How many classes per week?

Julia : No. I never been to any Chinese extra class.
Researcher : Do you revise your Mandarin after school or after your extra class by yourselves? How many hours per week?

Julia : Yes. Maybe 1 to 1 hour 30 minutes a day. Sometimes 2 hour when there is exam.
Researcher : How was your last Mandarin results?

Julia : It was ok. Like B.

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Researcher : Which one do you think you are more confident with? Mandarin or English?

Julia : I think I am more confident with English because I usually speaking English at home because my mum doesn't understand Chinese.
Researcher : Are you learning any other foreign language now?
Julia : No. maybe in future.
Researcher : Do you think that high Mandarin marks will increase your motivation in learning Mandarin?
Julia : Ya.
Researcher : Do you use Mandarin to communicate with anyone?

Julia : No. I don't.
Researcher : Have you tried to involve yourselves in a Chinese speaking group in the school, do you find yourselves comfortable?

Julia : Not as I know. Only in Mandarin class.

Researcher : Have you ever thought of leaving the Chinese community if you don't understand their conversation?
Julia : Maybe I will try to understand but I would not really want to speak back. I have Chinese relatives who always talk in Chinese. When I was small, I don't really care about what they are talking about because I always used English to talk with them. But now, I feel like I want to understand and curious what they are talking about so that I can connect with them more.
Researcher : I see. Since you have these Chinese relatives, will it motivate you to learn Mandarin even more and so that you can communicate with them in future.
Julia : Yes I guess.
Researcher : Will you work harder to improve yourselves so next time you can understand most of the conversation?
Julia : Yes.
Researcher : Have you ever imagined yourselves to be fluent Mandarin speaker and talk to a person from the Chinese community? Let's say you are in China now, you are using Mandarin to ask direction from the locals?

Julia : Ya.
Researcher : About your Mandarin learning experience, since we have a lot of technologies now, classroom or online learning (apps like Kahoot!), which one do you think is more effective for you to learn Mandarin?

Julia : Honestly, it doesn't matter. In my opinion, I don't think they really make a differences. Sometimes I do more in normal class because I guess there is less distraction. I get distracted very easily.

Researcher : You have been learning Mandarin for about 2 years, do you still feel motivated to learn this language?

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Julia : Not too sure. I feel like I want to improve. I just want to be good at it. Maybe in future I can communicate with other people from China or other country that mainly Chinese.
Researcher : From a scale of 1-10, can you rate your current motivation level towards learning Mandarin?

Julia : 8.

Researcher : What about 2 years ago?
Julia : 5 – 6.
Researcher : Thank you for your time today and your valuable opinions.

Julia : Bye.

Respondent 11

Interviewee: Anna (Nickname) (Female, Japanese, Year 11, 16 years old, Advanced)

Date: April 30th, 2020 (20 - 30 minutes)

Venue: Microsoft Teams (Virtual meeting)

Researcher : Good Afternoon, thank you for your time to participate in this interview. This interview is important as it will help me to have better understanding on the thought and beliefs of you as a Mandarin as a foreign language learner. Rest assured that your identity and answers will be anonymous and only I have the access to the recording of this interview. Shall we start now?

Anna : Sure.
Researcher : When you moved to Malaysia?
Anna : When I was in primary school. Ermm..6 years ago.
Researcher : Because of family business?
Anna : Yes.
Researcher : How you find Malaysia so far? Do you like it? Will you continue your future career here?
Anna : Oh yes, it is very different from Japan. I like it here because I can meet people with different culture and religion. In Japan, just all Japanese culture. I just like to learn more about people. No, after my Uni life I will go back to Japan.
Researcher : Our school is offering both Mandarin and French as a foreign language to students. Why you choose Mandarin but not French?
Anna : Because I have been learning Mandarin for quite a while and I find it useful because I can use Chinese to communicate with my Chinese relatives.
Researcher : When you first started learning Mandarin?

Anna : 5 years ago.

Researcher : How was your learning experience? Do you like the class?

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Anna : I like the class. I learnt colours and numbers.
Researcher : Are you having extra class outside of the school now? How many classes per week?

Anna : I used to but now I don't anymore. Around 1 hour per week.
Researcher : Do you think it helps?
Anna : Ya.
Researcher : How was your last Mandarin results?

Anna : It was quite ok. Perhaps around level 6-7.

Researcher : Which one do you think you are more confident with? Mandarin or English?

Anna : I am more confident in English but I tried to build my confident in Mandarin now.
Researcher : Are you learning any other foreign language now?
Anna : Yes. French. But I find it difficult because I never learn it before and it is completely new to me. I am struggling.
Researcher : Do you think that high Mandarin marks will increase your motivation in learning Mandarin?
Anna : Yes.
Researcher : Do you revise your Mandarin after school or after your extra class by yourselves? How many hours per week?

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Anna : Yes, 15-20minutes per day. Some days I will practise characters. For some days I will practise sentences but I will make sure I know how to write the characters first only get into sentences.
Researcher : When you started this study habit?
Anna : I started it one and half years ago because previously I am just focusing on pronunciation but then now I thought I should do pronunciation, writing and a bit of reading.
Researcher : Do you use Mandarin to communicate with anyone?

Anna : Yes with my friends and Chinese relatives
Researcher : Have you tried to involve yourselves in a Chinese speaking group in the school, do you find yourselves comfortable?

Anna : Yes, that happened every time.

Researcher : Have you ever thought of leaving the Chinese community if you don't understand their conversation? Do you learn something from them?
Anna : No I never thought of leaving the community. I will ask them the meaning of the content. Yes. I learn something from them.
Researcher : Will you work harder to improve yourselves so next time you can understand most of the conversation?
Anna : Yes.

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Researcher : Have you ever imagined yourselves to be fluent Mandarin speaker and talk to a person from the Chinese community? Let's say you are in China now, you are using Mandarin to ask direction from the locals?

Anna : Yes. But in a bit of difficulties.
Researcher : About your Mandarin learning experience, since we have a lot of technologies now, classroom or online learning (apps like Kahoot!), which one do you think is more effective for you to learn Mandarin?

Anna : I think both of them are effective.

Researcher : Do you watch any Chinese drama or movie to learn Mandarin?
Anna : Yes. I will listen to what they said and try to understand.
Researcher : You have been learning Mandarin for about 5 years, do you still feel motivated to learn this language?

Anna : Yes because I find that learning Chinese will be a bit use for me in future especially when I work because I won't be in Malaysia anymore. I will be in Japan and if I know how to speak Chinese, it gonna be a big help in my career.
Researcher : From a scale of 1-10, can you rate your current motivation level towards learning Mandarin?

Anna : 8 because I am started to pick up a few things, trying to understand the language further.

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Researcher : What about 5 years ago?
Anna : 5 because I did not really understand what is going on so lack of motivation.
Researcher : Thank you for your time today and your valuable opinions.

Anna : Thank you teacher.

Respondent 12

Interviewee: Zax (Nickname) (Male, Malaysian, Year 7, 13 years old, Post Beginner)

Date: April 30th, 2020 (20-30 minutes)

Venue: Microsoft Teams (Virtual meeting)

Researcher : Good Afternoon, thank you for your time to participate in this interview. This interview is important as it will help me to have better understanding on the thought and beliefs of you as a Mandarin as a foreign language learner. Rest assured that your identity and answers will be anonymous and only I have the access to the recording of this interview. Shall we start now?

Zax : Can.

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Researcher : Our school is offering both Mandarin and French as a foreign language to students. Why you choose Mandarin but not French?

Zax : I don't see a need to learn French as people around me speak English, Tamil and Mandarin.

Researcher : When you first started learning Mandarin, how was your experience? Do you like the class?

Zax : A year ago when I came to this school.

Researcher : How was your experience? I mean your learning experience. Let's say for first few months.

Zax : Struggling. Difficult.

Researcher : What is the reason? Because of the Chinese characters?

Zax : Yes.

Researcher : What is the reason for you to continue learn Mandarin?
Zax : My parent asked me to study.
Researcher : Are you having extra class outside of the school now? How many classes per week?

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Zax : Yes.1 per week.

Researcher : Do you think it helps? Like you will feel more motivated after the extra class.
Zax : Yes, a bit.
Researcher : How was your last Mandarin result?

Zax : Bad

Researcher : Which one do you think you are more confident with? Mandarin or English?

Zax : English. I always talked in English since I was young.

Researcher : Do you use Mandarin to communicate with anyone? Like your friends.

Zax : Only with my tuition teacher and during Mandarin school.

Researcher : Do you tried to involved yourselves in a Mandarin speaking group in the school, do you find yourselves comfortable?

Zax : Yes with my Chinese friends.

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Researcher : Do you ever have a time that you were in a Chinese speaking community and you did not understood their conversation, what would you do?

Zax : Most of the time I don't understand what they were talking about. I will ask them.

Researcher : Do you think that you learnt something from your friends too? Will you try to put in more effort to learn Mandarin so that you can understand their conversation in future?

Zax : Yes. Not really.

Researcher : Have you ever imagined yourselves to be fluent Mandarin speaker and talk to a person from the Chinese community? Let's say you are in China now, you are using Mandarin to ask direction from the locals?

Zax : No. Never imagined it before.

Researcher : Do you revise your Mandarin after school or after your extra class by yourselves?

Zax : Not really. Only before exam.

Researcher : You have been learning Mandarin for 1 years plus, do you still feel motivated to learn this language?

Zax : I am not sure. Mandarin is difficult. But my parent want me to learn. So I just learn.

Researcher : From a scale of 1-10, can you rate your current motivation level towards learning Mandarin?

Zax : 5?

Researcher :What about a year ago?
Zax : 3.
Researcher : Thank you for your time today and your valuable opinions.

Zax : 谢谢老师。

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Respondent 13

Interviewee: Finn (Nickname) (Male, Indonesian, Year 8, 13 years old, Intermediate)

Date: June 3rd, 2020 (20-30 minutes)

Venue: Microsoft Teams (Virtual meeting)

Researcher : Good Afternoon, thank you for your time to participate in this interview. This interview is important as it will help me to have better understanding on the thought and beliefs of you as a Mandarin as a foreign language learner. Rest assured that your identity and answers will be anonymous and only I have the access to the recording of this interview. Shall we start now?

Finn : Yes teacher.
Researcher : Since when you moved to Malaysia?
Finn : When I just started my secondary school.
Researcher : What is the reason you moved to Malaysia?
Finn : My father company sent him here so me and my mother followed.
Researcher : How you find Malaysia so far? Do you like it? Will you continue your future career here?
Finn : Yes I like it. I found Malaysia is very similar to Indonesia. The language and the food. Maybe I will continue my future career here. But it is still very early to decide as I am just Year 8.
Researcher : I see. Just take your time to figure it out. Back to our topic, our school is offering both Mandarin and French as a foreign language to students. Why you choose Mandarin but not French?
Finn : Because I took Mandarin course before when I was in Indonesia so I just want to continue to master this language as my parent want me to do so.
Researcher : So how long have you been learning Mandarin so far?
Finn : 2 years.
Researcher : When you first started learning Mandarin, how was your experience? Do you like the class?
Finn : It was ok to speak but was difficult to write. I learnt one two three and colours.
Researcher : Since you said Chinese characters were difficult to write, how you overcome this difficulty?

Finn : My teacher would give us writing practice every class and slowly I started to pick up. It was kind of boring too.

Researcher : Are you having extra class outside of the school now? How many classes per week?

Finn : Yes. My mother hired a private tutor to my house to teach me. 1 class per week.

Researcher : Do you think it helps? Like you will feel more motivated after the extra class.

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Finn : Yes. My private tutor helps me with my Chinese homework and it made me easier to understand when I am in the school. I think I am better than some of my classmates now.

Researcher : How was your last Mandarin result?

Finn : It was average.

Researcher : Which one do you think you are more confident with? Mandarin or English?

Finn : Malay! But if choose between Mandarin and English, I will still choose English as I started to learn English when I was in preschool.

Researcher : Do you use Mandarin to communicate with anyone? Like your friends.

Finn : Yes, with my private tutor and my Mandarin teacher in school. With friends, seldom.

Researcher : Have you tried to involved yourselves in a Mandarin speaking group in the school, do you find yourselves comfortable?

Finn : Yes. But I don't feel comfortable because I hardly understand what they said because they speaks so fast.

Researcher : Do you ever have a time that you were in a Chinese speaking community and you did not understood their conversation, what would you do?

Finn : Almost every time! I will ask them but if too much, I will just keep quiet because I don't want to disturb their conversation.

Researcher : Do you think that you learnt something from your friends too? Will you try to put in more effort to learn Mandarin so that you can understand their conversation in future?

Finn : Yes. The funny words. I will work harder so that I can join their conversation in future.

Researcher : Have you ever imagined yourselves to be fluent Mandarin speaker and talk to a person from the Chinese community? Let's say you are in China now, you are using Mandarin to ask direction from the locals?

Finn : No. There is still a lot for me to learn before I reach that status.

Researcher : Do you revise your Mandarin after school or after your extra class by yourselves?

Finn : Yes. My mother had set a timetable for me to revise. For Mandarin, every day 30 minutes.

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Researcher : You have been learning Mandarin for 2 years, do you still feel motivated to learn this language?

Finn : Yes so that I can use Mandarin to communicate with my friend and my parent said Mandarin is very important for my future.

Researcher : From a scale of 1-10, can you rate your current motivation level towards learning Mandarin?

Finn : 7?

Researcher :What about 2 years ago?
Finn : 5.
Researcher : Thank you for your time today and your valuable opinions.

Finn : You are most welcome. Bye teacher.

Respondent 14

Interviewee: Jayden (Nickname) (Male, British, Year 9, 14 years old, Intermediate)

Date: June 3rd, 2020 (20-30 minutes)

Venue: Microsoft Teams (Virtual meeting)

Researcher : Good Afternoon, thank you for your time to participate in this interview. This interview is important as it will help me to have better understanding on the thought and beliefs of you as a Mandarin as a foreign language learner. Rest assured that your identity and answers will be anonymous and only I have the access to the recording of this interview. Shall we start now?

Jayden : Sure Miss.
Researcher : Since when you moved to Malaysia?
Jayden : 2 years ago when my mother planned to experience different working environment. My mother is a teacher too!
Researcher : I see. How you find Malaysia so far? Do you like it? Will you continue your future career here?
Jayden : Yes. Malaysia is a vibrant country. There are many beaches and good food here. We always go to beach when we have holidays. I think I will only stay here until I finish my college then I will go back to the UK.
Researcher : Good to hear that you like Malaysia so much. Back to our topic, our school is offering both Mandarin and French as a foreign language to students. Why you choose Mandarin but not French?
Jayden : I took French before. I thought of just want to try something new so I choose Mandarin. Chinese culture is unique.
Researcher : So how long have you been learning Mandarin so far?
Jayden : 2 years since I moved to Malaysia.
Researcher : When you first started learning Mandarin, how was your experience? Do you like the class?

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Jayden : It was quite difficult as Mandarin is a completely different language compared to English to me. But I enjoyed the class because it was fun.

Researcher : What your teacher did to make the class fun? Which part of Mandarin made you felt it was difficult?

Jayden : My teacher is very patient and will always give us play Kahoot in class. The grammar itself because it is different from English.

Researcher : Are you having extra class outside of the school now? How many classes per week?

Jayden : No. I don't have.

Researcher : How was your last Mandarin result?

Jayden : Ok. 60-70%.

Researcher : Which one do you think you are more confident with? Mandarin or English?

Jayden : Off course English.

Researcher : Do you use Mandarin to communicate with anyone?

Jayden : Very seldom, only with my Mandarin teacher in school. My family don't speak Mandarin at all.

Researcher : Have you tried to involved yourselves in a Mandarin speaking group in the school, do you find yourselves comfortable?

Jayden : Yes. But I totally don't understand their conversation. I still feel comfortable because they are my friends.

Researcher : Do you ever have a time that you were in a Chinese speaking community and you did not understood their conversation, what would you do?

Jayden : Yes most of the time. I will ask my friends and they will teach me and I learnt from them.

Researcher : Do you think that you learnt something from your friends too? Will you try to put in more effort to learn Mandarin so that you can understand their conversation in future?

Jayden : Yes quite a lot. I will put in more effort to learn because I think Mandarin is a beautiful language and will add value to myself in future. There are many things around us made in China and if I can speak Mandarin, I can go there for business in future. Hopefully.

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Researcher : Have you ever imagined yourselves to be fluent Mandarin speaker and talk to a person from the Chinese community? Let's say you are in China now, you are using Mandarin to ask direction from the locals?

Jayden : Yes.

Researcher : Do you revise your Mandarin after school or after your extra class by yourselves?

Jayden : Yes. I will do more before exam.
Researcher : You have been learning Mandarin for 2 years, do you still feel motivated to learn this language?

Jayden : Yes.

Researcher : From a scale of 1-10, can you rate your current motivation level towards learning Mandarin?

Jayden : 8.

Researcher :What about 2 years ago?
Jayden : 7.
Researcher : Thank you for your time today and your valuable opinions.

Jayden : Thank you miss. Goodbye.

Respondent 15

Interviewee: Oscar (Nickname) (Male, Malaysian, Year 10, 15 years old, Intermediate)

Date: June 3rd, 2020 (20 – 30 minutes)

Venue: Microsoft Teams (Virtual meeting)

Researcher : Good Afternoon, thank you for your time to participate in this interview. This interview is important as it will help me to have better understanding on the thought and beliefs of you as a Mandarin as a foreign language learner. Rest assured that your identity and answers will be anonymous and only I have the access to the recording of this interview. Shall we start now?

Oscar : Can.
Researcher : Our school is offering both Mandarin and French as a foreign language to students. Why you choose Mandarin but not French?
Oscar : Because my father is a businessman and sometimes he will do business with Chinese in Malaysia. He once said to me before if he knows how to speak Chinese will be a benefit to his business. From there I know the importance of Mandarin for my future career. So I decided to take Mandarin.

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Researcher : When you first started learning Mandarin?

Oscar : 3 years ago when I first joined this school. I was in government school SMK before I joined international school. We don't learnt Mandarin there.

Researcher : How was your learning experience? Do you like the class?

Oscar : It was great as we get to combine technology with learning.
Researcher : Are you having extra class outside of the school now? How many classes per week?

Oscar : Yes. I go to a tuition centre near my house. 1 class per week.
Researcher : Do you revise your Mandarin after school or after your extra class by yourselves? How many hours per week?

Oscar : Yes. Most of the time 15 minutes. Only if there is an exam on the next day then I will study for 1 hour.
Researcher : How was your last Mandarin results?

Oscar : A.

Researcher : Which one do you think you are more confident with? Mandarin or English?

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Oscar : English because my parent speak English with me all the time.
Researcher : Do you think that high Mandarin marks will increase your motivation in learning Mandarin?
Oscar : Yes. It will build up my confidence level in learning Mandarin.
Researcher : Do you use Mandarin to communicate with anyone?

Oscar : Yes sometimes. I will communicate with my friends. When I met Chinese friend outside of school, I would use Mandarin to greet them and practice my Mandarin with them.
Researcher : Have you tried to involve yourselves in a Chinese speaking group in the school, do you find yourselves comfortable?

Oscar : Yes and I am comfortable with it.

Researcher : Have you ever thought of leaving the Chinese community if you don't understand their conversation?
Oscar : No. I will ask them to translate to me.
Researcher : Will you work harder to improve yourselves so next time you can understand most of the conversation?
Oscar : Yes.
Researcher : Have you ever imagined yourselves to be fluent Mandarin speaker and talk to a person from the Chinese community? Let's say you are in China now, you are using Mandarin to ask direction from the locals?

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Oscar : Yes so that next time I can help my father to run his business.
Researcher : About your Mandarin learning experience, since we have a lot of technologies now, classroom or online learning (apps like Kahoot!), which one do you think is more effective for you to learn Mandarin?

Oscar : I think both of them work well for me.

Researcher : You have been learning Mandarin for about 3 years, do you still feel motivated to learn this language?

Oscar : Yes.
Researcher : From a scale of 1-10, can you rate your current motivation level towards learning Mandarin?

Oscar : 9

Researcher : What about 2 years ago?
Oscar : 7
Researcher : Thank you for your time today and your valuable opinions.

Oscar : Thanks. Bye.

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APPENDIX C

Table of comparison for motivation in learning Mandarin as a foreign language
Interview Transcript

	Overall early learning experience	**Economic capital**	**Cultural capital**	**Social capital**	**Engagement & Alignment**	**Formation of Ideal L2 self**
Jenny	*"I find it quite difficult because this is my first time and I am new. I don't really know my teacher and classmates because I joined them in the mid-term. But after a while, I think it's ok. I already get used to it and I started to know them. I started to like the class because it is fun. But the characters are a lot to memorise!"*	*"Yes. 3 classes per week. I think my Mandarin is better than some of my classmates now."*	*"I scored 90 marks! Better than my English."* *"I like some of the Chinese Songs too. Their lyrics are very nice. Sometimes I will google translate the meaning of the Lyrics."*	*"a group of Chinese friends"*	*"I tried to communicate with a group of my friends from China using the basic sentences and they understood some of it."* *"I tried to ask them the meaning of the words they said. They would tell me."* *"It made me want to work harder to be one of them."* *"Yes, I will revise."* *"...three hours."*	*"I will imagine I am able to use Mandarin to communicate fluently with my friends from China and understand what they said."*
Max	*"Not good."*	*"Ya. 1 hour class every Friday."*	*"Average. Not good nor bad."* *"Most of the contents in Foreign*	*"No specific group in school that only speak Mandarin."*	*"We always mix three types of language in our conversation. Malay, English*	*"No. I never pictured myself doing that at all!"*

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			language class I have learnt before in my primary school and extra classes. I learnt Mandarin because my parent put me in the class so I learnt it. They push me to learn. I prefer Japanese."		*and Mandarin."* *"I usually asked them on the spot about the content of the conversation."* *"Not much learning from them. No."* *"No. I will only do revision before dictation or exam."*	
Jamie	*"It was ok. I thought it was hard but it was ok after I learnt for a while."*	*"No."*	*"It started with average and it becomes better."*	*"Ermm ya."*	*"they talk in simple Chinese so I understand what they are saying."* *"Yes and I will ask them."* *"I will put in more effort to learn so that I can understand more next time."* *"Yes. Not every day. One hour per week.*	*"I imagined myself like being fluent in Chinese but not like speaking in front of a group of people. Yes like using Chinese to ask direction. I imagined myself like being fluent in Chinese because I want to communicate with my Chinese relatives as most of them can't speak English."*
Cassandra	*"It was easy. I learnt colours and numbers only. Not like Chinese school*	*"Ya. 1 hour per week."*	*"The same as now."* *"Japanese. Because*	*"Yes"*	*"I can't speak it properly but I understand. I never thought of leaving the*	*"No. There is no need for it."*

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	style, reading comprehension and essay."		*almost every year I go Japan, one day I have to learn it anyway. Now I can't say anything when I was in Japan."*		*group because most of my friends speak English and Mandarin."* *"Yes and I will study harder in order to understand."* *"Not really. Mostly before exam or 听写"*	
Kelvin	*"Yes. It was kind of boring. You just have to remember, tried to remember everything continuously over and over again. More to writing and 笔顺. I talked a bit. None of my friend really spoke Mandarin."*	*"Not that much. One hour per week."*	*"80 to 90."*	*"Friends"*	*"Some of them pointed out my pronunciation."* *"Ya. I will ask them,"* *"is a kind of both. Sometimes they make it a point that you feel less motivated."*	*"In my mind I can imagine. And also people says that Mandarin is going to be one of the big language since China is booming."*
Sally	*"It was ok. The speaking part is easy but the reading is kind of hard. Ya I like the class."*	*"Ya, I did. Before MCO, I will have a teacher come and teach me Chinese one to one. 1 hour 30 minutes per week."*	*"Quite bad. Reading the questions is quite hard."*	*"Ya."*	*"When with my friends."* *"Ya. I will ask them. They will just explain. I usually understand what they are saying so I don't usually ask."* *"It was scary at first to talk to a random people to ask where to buy food but*	*"Sometimes because I have to be a translator when I went to China with my parent. It was scary at first to talk to a random people to ask where to buy food but then it gets easier."*

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					then it gets easier." *"Ya. Sometimes."* *"Ya. I do like 30 minutes. 2 days a week."*	
Joee	*"It was quite easy, quite ok, I know the words. I like the class."*	*"No. I don't."*	*"When I first started, umm…I think 80/100."* *"Yes, but I forgot the name of the movie."*	*""I tried but it did not work."*	*"I can't understand."* *"No. I did not ask the meaning."* *"Yes. But like they speak very fast."* *"Ya. 2 hours per week."*	*"Yes."*
James	*"Ok. But it was in another school. I was not very good but it was ok."*	*"I used to go. About one hour per week. Now stopped."*	*"Around 80 – 90."*	*"Sometimes with my friend in school."*	*"I will still learn and try to understand. I still feel comfortable with them. I want to speak to them."* *"Not really because they just say the meaning but I still learn what they are saying."* *"Yes. If I want to learn something, I will put in effort to learn even harder."* *"Yes. Depends on how busy I am throughout*	*"Not very fluent but still to the point that I can speak and understand."*

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					the week. I think an hour per week."	
Lydia	*"I don't really remember. I just took anything that they give me. It was very difficult and erm..I can never write the words. It was very difficult to read everything."*	*"I did a bunch of Mandarin classes. My parents only want me to put effort in Mandarin because every single class I do is Mandarin. I also do Kung Fu. I also have to do Mandarin there because all the teachers and students are Chinese. But I stopped Kung Fu now. It breaks my leg. I only did it for 2 years."*	*"Very very bad. But it getting better after that."*	*"Sometimes with my Chinese tuition teacher, sometimes with my Kung Fu teacher and sometimes my mum forces me to speak with someone in Chinese."*	*"Sometimes but not really."* *"Not that much effort."* *"I don't really do revision. I only do it like once. Only sometimes."*	*"No. Not used to speaking in Mandarin."*
Julia	*"It was alright."*	*"No. I never been to any Chinese extra class."*	*"It was ok. Like B."*	*"Not as I know. Only in Mandarin class."*	*"Maybe I will try to understand but I would not really want to speak back. I have Chinese relatives who always talk in Chinese. When I was small, I don't really care about what they are talking about because I always used*	*"Ya."*

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					English to talk with them. But now, I feel like I want to understand and curious what they are talking about so that I can connect with them more." *"Yes."* *"Yes. Maybe 1 to 1 hour 30 minutes a day. Sometimes 2 hour when there is exam."*	
Anna	*"I like the class. I learnt colours and numbers."*	*"I used to but now I don't anymore. Around 1 hour per week."*	*"It was quite ok. Perhaps around level 6-7."* *"Yes. I will listen to what they said and try to understand."*	*"Yes with my friends and Chinese relatives"*	*"Yes, that happened every time."* *"No I never thought of leaving the community. I will ask them the meaning of the content. Yes. I learn something from them."* *"Yes."* *"Yes, 15-20minutes per day. Some days I will practise characters. For some days I will practise sentences but I will make sure I know how to*	*"Yes. But in a bit of difficulties."*

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					write the characters first only get into sentences."	
Zax	*"Struggling. Difficult."*	*"Yes.1 per week."*	*"Bad."*	*"Only with my tuition teacher and during Mandarin school. "*	*"Most of the time I don't understand what they were talking about. I will ask them"* *"Yes. Not really."* *"Not really. Only before exam."*	*"No. Never imagined it before. "*
Finn	*"It was ok to speak but was difficult to write. I learnt one two three and colours."*	*"Yes. My mother hired a private tutor to my house to teach me. 1 class per week."*	*"It was average."*	*"Yes, with my private tutor and my Mandarin teacher in school. With friends, seldom."*	*"Yes. But I don't feel comfortable because I hardly understand what they said because they speaks so fast."* *"Almost every time! I will ask them but if too much, I will just keep quiet because I don't want to disturb their conversation."* *"I will work harder so that I can join their conversation in future."* *"Yes. My mother had set a timetable for me to revise. For Mandarin,*	*"No. There is still a lot for me to learn before I reach that status."*

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					every day 30 minutes."	
Jayden	*"It was quite difficult as Mandarin is a completely different language compared to English to me. But I enjoyed the class because it was fun."*	*"No. I don't have."*	*"Ok. 60-70%."*	*"Very seldom, only with my Mandarin teacher in school. My family don't speak Mandarin at all."*	*"Yes. But I totally don't understand their conversation. I still feel comfortable because they are my friends."* *"Yes most of the time. I will ask my friends and they will teach me and I learnt from them."* *"I will put in more effort to learn because I think Mandarin is a beautiful language and will add value to myself in future. There are many things around us made in China and if I can speak Mandarin, I can go there for business in future. Hopefully."* *"Yes. I will do more before exam."*	*"Yes."*
Oscar	*"It was great as we get to combine technology with learning."*	*"Yes. I go to a tuition centre near my house. 1 class per week."*	*"A."*	*"Yes sometimes. I will communicate with my friends. When I met Chinese*	*"Yes and I am comfortable with it."* *"No. I will ask them to*	*"Yes so that next time I can help my father to run his business."*

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		friend outside of school, I would use Mandarin to greet them and practice my Mandarin with them."	*translate to me."* *"Yes."* *"Yes. Most of the time 15 minutes. Only if there is an exam on the next day then I will study for 1 hour."*

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