

NEGATIVE MOTIVATION AND ITS INFLUENCING FACTORS OF CHINESE LEARNERS OF FOREIGNERS

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ABSTRACT. *Negative Motivation and Its Influencing Factors of Chinese Learners of Foreigners.* Negative motivation research for the Chinese learners has been a hot topic and developed rapidly in China and abroad in recent years. This paper will take the Chinese learners of foreigners as the research object, explore the negative motivation of Chinese learners in different cultural backgrounds and its influencing factors, and make a comparative analysis. The negative motivation will have a considerable impact on the teaching of Chinese as a foreign language. The research results will not only enrich the relevant teaching theories, but also make teachers more targeted to carry out corresponding teaching methodology or intervention measures in the process of application. It will also test the effectiveness of improving cross-cultural adaptation of foreign students, thereby broadening the field of negative motivation research. The main benefit of this study will be the student by showing them where the learning Chinese barriers are and the solutions proposed to improve the teaching quality.

Keywords: *Chinese learners of foreigners, negative motivation, influencing factors, resolution strategies*

REZUMAT. *Motivația negativă și influența sa asupra străinilor care învață limba chineză.* Studiul motivației negative a celor care învață limba chineză a constituit în ultimii ani un subiect de interes atât în China cât și în afara ei. Acest articol are ca obiect de studiu profesorii de limbă chineză pentru străini, propunându-și să exploreze motivația negativă a studenților din diferite medii culturale și factorii care o influențează. Studiul motivației negative va avea astfel un impact considerabil asupra predării limbii chineze ca limbă străină. Rezultatele cercetării nu doar că vor îmbogăți teoriile de predare, dar îi vor face pe profesori mai atenți la desfășurarea unor activități sau măsuri didactice în timpul predării. Acestea vor testa capacitatea de a îmbunătăți adaptarea inter-culturală a studenților străini, lărgind astfel aria de cercetare a motivației negative. Principalii

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beneficiari ai acestui studiu vor fi studenții, care își vor putea da seama unde se află barierele în învățare și care sunt soluțiile propuse pentru a îmbunătăți calitatea predării, ducând astfel la rezultate mai bune în învățarea limbii.

***Cuvinte cheie:** profesori de limbă chineză pentru străini, motivație negativă, factori care influențează, strategii*

Research purpose and significance

Chinese learners of Foreigners have been taken as the objects of study. Through interviews and online random chat that have explored the negative motivations and influencing factors of Chinese learning at different stages of study for foreigners, and formed scientific, reasonable and efficient solutions through research, and then use the research results to carry out positive psychological interventions and classroom activities designed on certain purpose to help foreigners complete Chinese learning tasks more smoothly.

“Students’ learning is affected by many factors, such as learning motivation, learning interests, learning needs and students’ attitudes toward learning. Motivation is one of the main factor that decide a learner’s second or foreign language learning achievements.” (DÖRNYEI, Zoltan, USHIODA, Ema, 2001). A large number of studies all over the world have shown that motivation plays a very important role in second language learning. “First, motivation provides foreign language learners with incentives to learn, and second, it can also promote continuous learning. If there is no motivation to learn, any teaching method is futile.” (WANG, Min, 2012). As the motivation act the important role in language learning, it is necessary to make a serious study and analysis of the learning motivation of students who study Chinese, and teachers should adopt corresponding strategies to make more people have the motivation to learn Chinese. In addition, it is worth noting that the effects of learners' learning behavior are not only positive but also negative. The existence of negative power will undoubtedly weaken the learning motivation of learners and lead to the generation of negative emotions. Therefore, while finding the positive factors of learners learning Chinese, we must also study those students who have chosen Chinese but have gradually lost interest in Chinese, analyze what their negative motivations are, and how to strengthen them motivation and weakening of obstacles to strengthen and improve our international communication strategy of Chinese.

With the economic globalization and China's comprehensive national strength, and the "Belt and Road" initiative, the number of students studying

Chinese in China is increasing. According to statistics from the Chinese Ministry of Education in 2018, a total of 492,185 foreign students of various types from 196 countries and regions that studied at 1,004 colleges and universities in 31 provinces (regions, cities) across the country, with a total number of more than 500,000 [1]. Chinese learners of foreigners come from different countries and regions, cultural backgrounds, races, lifestyles, and religious beliefs vary. As a special group on the campus of Chinese universities, they not only bear the pressure of studying in Chinese schools, but also face various cultural barriers such as language barriers, cultural differences, interpersonal communication and etc. Therefore, it is very important for students to adapt to the new cultural learning environment. Based on the perspective of negative motivations, this study explores the negative motivations and their influencing factors of Chinese learners of foreigners in different cultural backgrounds, and then uses the results of this study to provide positive psychological intervention and mental health services for students to help foreigners complete Chinese learning tasks more smoothly.

Research contents

Explore the negative motivations of Chinese learners of foreigners at different stages of study and their influencing factors, compare and analyze them; based on the negative motivations of Chinese learners of foreigners, carry out targeted teaching activities or other intervention measures, the effectiveness of teaching activities and intervention measures is tested through practice; corresponding solutions are proposed based on the research results.

Survey methods and survey objects

A number of Chinese learners of foreigners involved in the interviews and the online chat randomly. Most of the respondents were international students studied in China, they are college students and graduate students from Asia, the Americas, Europe and other countries and regions. Because of many problems are forwarded and radiated through the network, it is impossible to count the number of problems issued.

Influencing factors

In 2001, Dörnyei first explored it as a new topic in the study of second language motivation. Dörnyei (2001) summarized nine negative motivation factors (1) teachers (including personality, professionalism, ability, and teaching

methods); (2) incomplete school administration (including so much students in one class, unreasonable class assignments, and frequent teacher changes); (3) diminished self-confidence; (4) negative attitude towards the second language learning; (5) second language as a compulsory course; (6) disturbances in other languages being learned; (7) negative attitude towards the second language country; (8) treatment attitudes of students around; (9) the textbooks used in class, Teachers account for the largest proportion (40%).(DÖRNYEI, Zoltan, USHIODA, Ema, 2001)

1. Factors from students: Students are the subjects of learning, and their own learning methods and attitudes are important factors that affect learning results.

1.1. Not actively participating in classroom learning activities: It is not uncommon for teachers to "self-direct and perform" in Chinese classes for international students coming to China. Students are unwilling to participate in classroom activities, unwilling to cooperate with teachers for some reason, and lack communication and interaction between teachers and students. The enthusiasm for teaching has weakened, and the students' learning will naturally not reach the expected results. Of course, there are many factors in teachers. We will analyze the factors of teachers in the following.

1.2. Lack of effective learning strategies: "Language learning strategies are strategies that help learners build their own language systems and directly affect learning" (RUBIN, J, 1987). Among foreign students studying in China, the students' language learning ability is uneven. For example: in the Chinese class of foreign students, some questions are often to be asked or make such mistakes, and confuse the "工" of the work (工作) with the "公 (public)" of the company (公司); another example: some students whose native language is English. When learning adjectives, due to the influence of the mother tongue, it is always easy to say the sentence "这个女孩非常漂亮 (that girl is very beautiful)". At this time, students need to adopt certain learning strategies, find appropriate learning methods, and be good at summarizing and generalizing. Language learning is a process of gradual accumulation. If a language point is not clear, it may affect subsequent learning of similar language points, for example, the connection between "active sentence(把字句)" and "passive sentences (被字句)". Once problems are piled up and not solved effectively, it will easily affect the enthusiasm of the learner.

1.3. Lack of enthusiasm for learning: This aspect is mainly manifested when the teaching content involves culture. As the foreign students come from different countries, some countries, such as Korea and Japan, belong to the East Asian cultural circle. It may be easier to understand and talk about some cultural issues about China. But when it comes to the same content, students in other cultural circles may not be willing to accept it psychologically even if they are based on understanding, and they are not willing to use it in daily life like the Chinese. This is why many foreign students have a pidgin accent even though they have been able to speak Chinese fluently.

1.4. Lack of confidence in language learning: In 2013, Yu Weiqi investigated the negative motivations of Chinese learning of 209 Chinese learners of foreigners. Multiple regression analysis found that negative motivation factors such as "decreased self-confidence", "textbooks and learning content", and "examination results" directly affect the intensity of overseas students' motivation. (YU, Weiqi, 2013) Self-confidence is the foundation of a sound personality, and training students' self-confidence is one of the significance of modern quality education. Learning self-confidence reflects the individual's subjective judgment on controlling learning behaviors and learning abilities. It is an individual's self-confidence evaluation using his or her abilities or skills to complete learning tasks, and it will indirectly affect the individual's academic performance. This is exactly the opposite of the previous point, which is mainly manifested in students in East Asian cultural circles. Its restrained personality often leads to not confidence in language learning. Students from other cultural circles, for example: those from the western cultural circle are more outgoing, and are more willing to ask questions and answer questions in Chinese in the classroom, and are more willing to communicate with their native Chinese students in the classroom.

2. Factors from teacher: Teachers are the subjects in the teaching process. They are related to the success or failure of teaching. The personal qualities and charisma of teachers have a great impact on students.

2.1. Teacher's teaching method and personal character

Teachers' teaching methods and personalities are important factors affecting Chinese learning of foreign students. Motivation is a noteworthy external factor, but in practical Chinese teaching, the influence of teachers' teaching methods on students is primary. Most international students complained that the interaction between teacher and the students, students and students is less done in the classroom. Teacher-centered teaching, which cannot improve students' independence and self-confidence in completing learning tasks. If the classroom is still teacher-centered, it will inevitably lead to dissatisfaction and

disputes among students, which is not conducive to their personality, social abilities, and academic development. In fact, this is exactly what many European and American countries have. Classroom environment is unacceptable to students. In addition, some students have raised issues such as the lack of effective reward and punishment mechanisms in the classroom and too simple assignments.

In addition to teaching methods, many teachers have relatively rigid personalities and lack of affinity, which will have a great impact on student learning.

2.2. Teachers' teaching ability and knowledge reserve: Teachers' teaching ability and knowledge reserve are also important factors affecting students' learning. For example, some teachers' lack of language, grammar, and related cultural knowledge. When facing some students' questions, they always give some universal answers, such as: "There is no reason for this, it is a Chinese expression habit.". Therefore, in order to increase students' interest in learning, teachers should reflect on themselves and make corresponding corrections.

Resolution strategies

Strengthening the Chinese learning environment

Studies have shown that learning environments, especially disappointing teaching conditions, can have a significant impact on student motivation. Given its greater emotional impact on learners, it is necessary for school leaders and teachers to improve the learning environment for students. In addition, group members' learning attitudes, class size, and other aspects are also considered to be one of the learning environments. Therefore, school managers first need to make plans to make the class smaller, thereby creating a supportive learning atmosphere. As for the facilities in the classroom, more attention is also needed. Today, more and more advanced teaching equipment is being used in colleges to assist students' learning activities, especially computers and the Internet, which have a great influence on the way of learning. Computer-aided instruction (CAI) can help students get rid of boredom and stimulate learning motivation. While investing funds to improve teaching equipment, schools must also assume responsibility for maintenance and service to ensure the normal operation of teaching equipment. In addition, teachers should make full use of modern teaching techniques to attract the attention and interest of students.

Enhance teachers' positive impact

As a teacher, teaching concepts should be changed. Teachers should have their own teaching model. "The teaching model includes several factors:

guiding theory, teaching goals, teaching procedures, and implementation methods. By this measure, more formal language teaching has its own teaching model. Therefore, in teaching mode, the key issue is not the existence of the mode, but the quality and effect of the mode, and whether it can be called an excellent mode." (LIU, Songhao, 2014). In the teaching process, student-centered, consciously shape students 'good personality, and cultivate students' interests in learning Chinese. At the same time, teachers should actively interact with students to help students solve learning difficulties, which will help teachers shorten the distance with students and enhance their sense of intimacy. Teachers should make full use of the existing teaching materials and teaching equipment, and strive to create a harmonious and interesting teaching atmosphere. In particular, before explaining or practicing knowledge in daily learning, teachers can introduce relevant strategies and skills to students and urge students to try them in practice. For example, after stating words, teachers can introduce vocabulary learning strategies for students to practice. In addition, teachers should also set up effective classroom reward and punishment mechanisms to mobilize students' enthusiasm for learning while ensuring teaching order.

Summary

"Now that we are in the information globalization era, the political and economic ties between countries around the world are getting closer and more frequent, and cultural exchanges are increasing. Countries around the world are paying more and more attention to the spread of national cultures in the world." (LIU, Yunshan, Lei Qing, 2018). Language, as a cultural carrier, is also increasingly valued by governments of all countries. Promoting national languages to abroad has become an important means of cultural communication. As many experts at home and abroad have pointed out, the internationalization of national languages is an important content or symbol of soft power competition between countries. Many countries have even included the dissemination of culture through the promotion of their own languages as a national strategy, which has become an important government action. We can promote the promotion of Chinese as a foreign language by studying and learning effective promotion methods in other countries.

Through the analysis of the survey results of the negative motivation of foreign students studying in China, we understand that there are many influencing factors of negative motivation of Chinese learning, and many of these factors have become obstacles for Chinese learners of foreigners. We must take appropriate measures to change the old saying that "difficult to learn Chinese".

Chinese is the language with the largest population spoken in the world. In the era of global economic integration and closer “Belt and Road” cooperation, more and more foreigners choose to study Chinese. To motivate their learning motivation and find effective strategy is an important subject. It makes the criteria higher for cultivating the talents who can speak Chinese. It is very crucial for teachers to activate the students' learning motivation from their potential capacity, to lay a deep foundation for language learning and to formulate rational strategies, such as deep understanding of students, forming a good teacher-student communication way, improving teacher's methodology, enhancing professional academic knowledge and accepting the modern ideas by following the new education concept. Can we really make the value of what students learn, and thus better meet the needs of society.

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