| **RESEARCH ARTICLE**

# Factors Affecting the Motivation of Students from an International School in Learning Chinese as a Foreign Language

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| **ABSTRACT**

The main focus of the study was to determine the factors of motivation among the G6-G10 students who study Chinese as a foreign language at Southville International School and Colleges (SISC). The result was expected to serve as a basis for the development of an action plan to motivate the students to learn the Chinese language further. This research will be designed on a quantitative descriptive correlational method, where numeric score ratings are assigned to gather the assessment of a specific respondent to observe a structured pattern. Quantitative research allows for objectivity, fast data collection and analysis of the data in a statistical form that can provide a thorough overview of the study (Health Research Funding, 2018). Aside from the descriptive quantitative design, correlation will also be used to further understand how variables relate with each other; according to I-Chant A. Chiang, Rajiv S. Jhangiani, and Paul C. Price (2013), correlation research is a non-experimental research design in which two variables are measured and assessed on the aspect of their statistical relationship in strength and range. The respondents' personal interest affects their motivation towards learning the Chinese language; according to them, they like challenging class work in Chinese because they can learn new knowledge, and they want to do better than their previous performance were among their several reasons. With parental encouragement, the students shared that their parents' allow them to learn from previous poor performance; hence, they have better grades in Chinese courses now than before. Further, teachers showed encouragement by providing an outline of the topic to make it easier for the students to be proficient in the Chinese course, and most of the time, teachers do not judge the students when they answered questions in the Chinese language incorrectly.

| **KEYWORDS**

Motivation, Learning, Foreign Language

## 1. Introduction

China's economy has exploded in recent years. This is the effect of Chinese enterprises expanding the economy through international trade. Many people from many nations study Chinese to meet their country's political and economic demands, drawn by the language's prominence in modern world affairs. Chinese is one of six official UN languages, according to Liu Xun (2013:4). One-fifth of the world speaks Chinese. Southeast Asia, North and South America, Europe, Taiwan, and diasporic Chinese speak Mandarin. China is a permanent member of the Security Council; hence, Chinese is an official UN language (along with Arabic, English, French, Russian, and Spanish). Chinese is a modern language that everyone should learn. More people are studying Chinese worldwide. Xinhua News Agency said on July 14, 2014, that more than 100 million non-native Chinese speakers and students have been detected. Chinese is a prominent language due to its cultural and commercial value. Learning Chinese is popular now.

The only international school in the Philippines that provides a full academic curriculum is Southville International School and Colleges (SISC). SISC is accredited as an educational institution with international features under Republic Act (R.A.) No. 9493. The

goal of SISC is to give students the best possible education. SISC offers top-notch education at the elementary, secondary, IB, and college levels. Continuing the trend of becoming fluent in Chinese has helped those looking for decent careers in the Philippines. From G3 to G12, SISC teaches Chinese as a foreign language. The students at SISC already speak more than two languages, including English, which is why we refer to Chinese as a foreign language. For instance, Chinese is a foreign language to Filipino students because they can only speak Filipino and English. Students from Korea are fluent in Korean, English, and Filipino. Students from Japan are trilingual in Japanese, English, and Filipino. Most western students are fluent in English and a little bit in Filipino. Chinese is, therefore, a foreign language in SISC. Not all students in grades G3 through G5 will study Chinese because they can select either Filipino or Chinese as their second language. They are required to learn Chinese as G6 students. Students may select either French or Chinese from grades G7 to G12. Chinese is taught in grades G3 through G9 once a week. Every week, Chinese classes last 40 minutes for students in grades G3 through G5. However, Chinese classes are only offered to students in grades G6 through G9. On the other hand, students in grades 10 through 12 take Chinese sessions twice a week for an hour each, giving them a total of 120 minutes per week to learn the language. From G3 through G12, there are just three Chinese instructors. G3 to G5 is taught by one instructor, G6 to G9 by another, and G10 to G12 by the other Chinese instructor. The researcher has observed some variations in the behaviors of G3–G12 students who are learning Chinese as a foreign language. Their goals are different from one another. Motivation to learn a foreign language affects students' performance. Motivation can encourage students to learn the language. It can also help students be responsible and not give up quickly when learning a language.

Canadians Robert Gardner and colleagues created motivation tests. Numerous scholars have studied the motivation of language learners. Their research reveals that attitudes can alter students' motivation to study a foreign language, leading to various linguistic achievements. Since the 1990s, scholars like Crookes & Schmidt (1991) have studied the relationship between motivation and language acquisition success. Dörnyei (1994) sought motivational factors. He focused on content disparities between a foreign and a second language. His motivational structure was comparable to Crookes & Schmidt's but broader (1991). His motivating framework includes linguistic self-confidence and classroom evaluation. Course, teaching techniques, instructional materials, family, friends, learning activities, and specific tasks might affect learners' motivation. Dörnyei (2008), Donitsa-Schmidt (2004), Egbert (2003). Few studies have examined the motives for learning a second language and how they vary (Williams, Burden & Lanvers, 2002; Tachibaba, Matsukawa Gardner, Masgoret, Tennant & Mihic, 2004). Many factors affect language learners' motivations. So far, there isn't much research done to understand what motivates Filipino students to learn Chinese. Researchers have studied reasons for learning a foreign language and found that motivation is determined by personal characteristics such as age, sex, and nationality, as well as external influences such as parents, teachers, and so on.

There are several Chinese individuals and businesses in the Philippines. China, particularly its language and culture, has influenced the Philippine Education Curriculum and Language Program. Apparently, schools in the Philippines' primary goal is to equip students aligned with the employment requirements of various companies. This is also a great opportunity for Chinese students to be employed and get paid better in the Philippines because they are currently being particular about the use of the English language in communicating. Therefore, this study is intended for an International School as it aims to determine the relationship between international students' profile (age, sex, nationality) and motivation & achievement in learning Chinese as a foreign language; b) the relationship between SISC students' interests, parental encouragement, teachers' encouragement, and students' attitude; and c) the relationship between international students' attitude and motivation & achievement in learning Chinese as a foreign language.

## 1.1 Review of Related Literature
### 1.1.1 Learning Chinese as a Foreign Language
A foreign language is one that is not the country's official language and that not everyone in the country can speak. A foreign language can be your second language, but it can also be your third. Filipino students can speak both Filipino and English, just like people in the Philippines. This means that Chinese is not their second language but a foreign language. But for foreign students like British students who only know English and haven't learned Tagalog yet, Chinese will be their second language if they can't speak Tagalog. But at SISC, all students, no matter where they come from, can choose between regular Filipino and special Filipino. So, all SISC students can speak at least two different languages. So, Chinese is a language that they don't know.

### 1.1.2 Motivation
The topic of motivation in language learning is not new; numerous studies have been conducted to look at the connection between language learners' motivation and success in learning a foreign language. In order to acquire a second language and afterwards be motivated to do so consistently, Zoltan Dorbyei (1998) contends that motivation is essential.

Recently, there has been a lot of discussion about how motivation affects one's ability to master a foreign language. Research on the impact of motivation on second language acquisition was pioneered by Gardner and his colleagues. Even those with exceptional talent, according to Gardner and his colleagues, can't accomplish long-term goals if they aren't sufficiently driven.

According to Abbas Pourhosein Gilakjani (2012) and colleagues, effort, desire, perseverance, and good attitudes are all components of motivation. When students are motivated, they work harder, create objectives, concentrate on how to get there, work to overcome obstacles and exhibit greater self-control and self-regulation.

According to Oxford (1984), motivation is crucial since it can influence how engaged students are with their studies and how they behave. According to Dörnyei (1998), learning a language requires effort, and we cannot become fluent in it quickly. As a result, unmotivated students are more likely to quit easily. Thus, despite their intelligence, they might not succeed in learning.

Chinese language learners' conduct toward studying Chinese is influenced by motivation. As stated by Gardner & Lambert (1959) and Dörnyei (1994), learning motivation is crucial for language acquisition. Similar to what Gardner & Lambert (1997) mentioned, motivation helps students persevere in achieving their objectives. When students are motivated, they may exert more effort and devote more time to their studies, which may result in a different level of success in learning Chinese.

Despite the fact that the Chinese language has been studied extensively, prior researchers have concentrated on other issues, such as how challenging it is to learn Chinese, including its characters, pronunciation, and the Pinyin system. There has been very little research on the variables that influence students' motivation to learn Chinese. The effects of motives in an international school like SISC in the Philippines have not been well researched.

Age. According to Pauline Ghenghesh, the findings of the 'Student's Motivation Questionnaire' demonstrate that the level of motivation to learn a foreign language in the sample decreases with age. Older learners typically have a harder time answering the motivation questions and end up getting lower scores. The findings of the poll also show that individuals' levels of motivation drop as they get older. Jeremy Harmer also stated that the instructor needs to take into consideration the age of the students when teaching, as different ages of students may have varied requirements in terms of their cognitive abilities and capabilities. Simply put, adults have a lower possibility of learning a foreign language at a faster rate than young children do. Young children have a larger possibility.

On the other hand, Daniel Madrid argues that beginning the study of a language at a young age does not necessarily guarantee future success in that endeavor. Therefore, the age at which one begins to acquire a language is crucial; nevertheless, the surroundings, the possibilities to communicate using the language, or the learning hours, as well as other aspects that are external, are equally fundamental.

For a long time, a debate on the existence or absence of a critical period of language learning has been going on in the field of SLA. A critical period means that beyond a particular age, successful acquisition of a second language is not possible due to physiological changes in the brain (Kim et al., 1997). Moreover, as one gets older, one becomes more self-conscious, which hinders him/her from making full use of his/her language skills, especially speaking skills.

A more sophisticated version of the critical period hypothesis is the concept of a „sensitive" period for language learning by Slobin (1982). The sensitive period implies that there is a period in one's life (during childhood) when second language acquisition is optimized. Slobin (1982) argues that the sensitive period of language learning is proven by the fact that the universal age of onset of production, rate of acquisition and age of completion of language learning is the same, and it is relatively unaffected by the environmental variations and individual cognitive ability. The critical/ sensitive period hypothesis is yet to be tested at the scientific level, and SLA theorists have a long way to go before they find a clear and final answer to the fascinating question of why and how children seem to be better (second) language learners.

Sex. Many studies have found that gender can have a significant impact on how students learn a language. Although the study of gender as a variable in language learning is still at an early stage (Bacon & Finneman, 1992; Oxford, 1993; Ehrman & Oxford, 1995), studies of individual language learner differences related to sex (biological) or gender (socially constructed) have shown that females tend to show greater integrative motivation and more positive attitudes to L2 and use a wider range of learning strategies, particularly social strategies (Oxford, Nyikos & Ehrman, 1988). As a matter of fact, as for the problem of whether there is a difference between males and females in terms of learning a language, Larsen-Freeman & Long (2000) believed that in the process of first language acquisition, females excel males, at least at the early stage. Zhuanglin (1989) highlighted that it was generally believed that males and females are born with different linguistic advantages, such as females learning to speak earlier than males and females learn a foreign language faster and better than males, etc. Studies of actual results suggest females are typically superior to males in nearly all aspects of language learning, except listening vocabulary (Boyle, 1987). Kimura (1992, as cited in Saville-Troike, 2006)), reports that higher levels of articulatory and motor ability have been associated in women with higher levels of estrogen level during the menstrual cycle.

Numerous studies have found that women are more enthusiastic about and committed to learning a foreign language, as argued by Maameri Yahia. Female students, says Yang (2003), are more intrinsically motivated than their male counterparts.

On the other hand, Shaaban and Ghaith's (2000) research found no gender differences in student motivation. Tanju Deveci also claims that there is no substantial variation in students' motivation based on their gender. Female and male students are equally motivated to study English, according to Akram & Ghani (2013). From the results of lots of regression analysis, we can know that gender is one of the most important factors that affects the mastery of the Chinese language( Baohua Yu & David A. Walkins, 2008). Andreou et al. (2005)'s study proved that female students master Chinese better than male students.

All in all, there is no agreement yet about how gender affects students' motivation to learn Chinese.

Nationality. Native tongues, cultural practices, and individual characteristics all vary greatly between countries. The nationalities of students may vary in terms of what they know, what they value, what they understand, and how they act. In comparison to their Western counterparts, Asian students tend to be more reserved and fearful of making mistakes.

According to Baohua Yu & David A. Walkins(2008), their study shows that Western students perform better in spoken Chinese compared with Asian students. Their levels of language anxiety are lower as well. Svanes (1988) and Shumann (1978), on the other hand, state that students who are from countries that have similarities with the target language country tend to master the language easily. Thus, we can predict that Korean, Japanese students, and Chinese blood related students might learn better than Indian or Russian students. Thus, till now, there is no agreement on the relationship between students' nationality and their motivation. Therefore, this study is trying to find out whether students' nationality will affect their motivation to learn Chinese as a foreign language.

Attitude. Skehan (1989) believes that aptitude has consistently been linked with L2 success but remains one of the under investigated areas of SLA. Saville-Troike (2006) suggests that the assumption that there is a talent which is specific to language learning has been widely held for many years. Many language aptitude tests like TOEFL, IELTS, HSK have been used for a long period to test the aptitude of a second language learner of English. Carroll (1963), who, along with Sapon, created the Modern Language Aptitude Test (MLAT), which was designed to predict success in foreign language learning, provides us with the following four types of abilities that constitute aptitude: i. Phonemic coding ability (discriminates and encodes foreign sounds) ii. Grammatical sensitivity (recognizes functions of words in sentences) iii. Inductive language learning ability (infers or induces rules from samples) iv. Memory and learning (makes and recalls associations between words and phrases in L1 and L2) Many scholars believe that aptitude alone does not determine the language learning ability of an individual. Skehan (1989) suggests that individual ability may vary by other factors. Other factors like personality, language learning style and motivation must be considered before taking into account. Skehan (1989) further concludes that language-learning aptitude "is not completely distinct from general cognitive abilities, as represented by intelligence tests, but it is far from the same thing". Moreover, aptitude can only predict success in second language acquisition; it cannot explain the reasons behind it.

Oxford Advanced Learners' Dictionary (2008, 84) defines the term attitude as: "the way you think and feel about somebody or something, and the way that you behave towards somebody or something shows how you think and feel". Similarly, Allport (2009, 4) says: "an attitude is a mental and neutral state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual response to all objects and situations with which it is related''. People's attitudes towards something can be positive or negative; different people towards the same thing might be different. Different attitudes might have different impacts on someone's language learning achievement. Krachen (2009:27) says that a positive attitude leads learners to learn a language positively.

The factor of an attitude can be internal, which means students have their personal attitudes towards the target language; like Karahan(2009:33) says in his study, a successful learner is one who possesses a positive attitudes towards the target language. Thus, if a student has a positive attitude toward the Chinese language, he/she might have a high level of achievement in learning Chinese. If students like China or Chinese culture, including TV drama, Chinese songs or Chinese related movies,  they tend to have a positive attitude towards learning Chinese.

As we all know, Chinese is one of the most difficult languages to learn in the world, especially its characters. One of my students stated that, "At first, I thought that learning another language is very difficult for me, especially when it comes to different characters aside from the alphabet." Another student said, "When I first found out that our foreign languages class will be about Mandarin, I was a little worried. From what I heard, it is one of the hardest languages to learn. I knew that it's difficult to do the right pronunciations and tones and that there are a lot of characters to remember." Because of the difficulties of learning Chinese, many students have negative attitudes. Another interesting result from students' reflection is students' expectation of the foreign

language also has an impact towards learning Chinese. Some students are more fond of K-drama or Japanese Anime; thus, they would like to study Korean or Japanese. As one of the students said, "when I found out that Mandarin was the only option for foreign language this semester, I was disappointed. I was looking forward to taking something else – either Japanese or Korean, as these were the languages in the countries I wish to migrate to if I had the opportunity to work abroad in the future." The factor of an attitude can be external as well, such as the target language's environment, parental encouragement and teachers' encouragement.

*Motivation.* Motivation to learn a language is considered one of the most plausible reasons for success in second language acquisition. Saville-Troike (2006) claims that motivation is the second strongest predictor (after aptitude) of second language success. She further argues that motivation largely determines the level of effort that learners expend at various stages in their L2 development, often a key to the ultimate level of proficiency. According to Gardner and Lambert (1972), the following two types of motivation exist: Integrative: found in individuals who are interested in the second language in order to integrate with and become a part of a target community/ culture; here, the learner wants to resemble and behave like the target community. Instrumental: found in individuals who want to learn a second language with the objective of getting benefits from the second language skill. Objectives, such as business advancement, increase in professional status, educational goals, etc., motivate an individual to learn a second language in this case.

Both types of motivations have different roles to play. Both can lead to success. According to Saville-Troike (2006), the relative effect of one or the other is dependent on complex personal and social factors. L2 learning by a member of the dominant group in society may benefit more from integrative motivation, and L2 learning by a subordinate group member may be more influenced by instrumental motivation. In most of the motivation research, the relationship between motivation and second language achievement has been shown as a strong one. But whether the achievement drives motivation or motivation drives achievement is yet to be tested.

*Personality.* Human personality, in all its shapes and colors, brings variety to this world. Personality studies have been the core of the study of human psychology for more than 150 years. Eminent psychologists like Freud, Skinner and Allport focused their studies on human personality. In SLA, the study of the relation between personality and language learning has been the subject of scholars like Krashen (1985), Skehan (1989), Gass & Selinker (1994), etc., one tends to agree with Ehrman (1996) when he suggests that there is a clear relationship between personality and SLA as personality determines what people feel comfortable with. As a result, people tend to choose and consequently do what they feel comfortable with and get better at the given skills (p.101). Thus, a second language learner will make choices of strategies and skills according to his/her personality.

There are a number of personality characteristics that may affect L2 learning, such as:  Extroversion vs. introversion. According to Dawaele and Furnham (1999) extroversion and introversion are a part of a continuum. Extroverts are considered sociable and impulsive. They seem to dislike solitude, take risks, and are impulsive. Whereas introverts are believed to be introspective, quiet, retiring and reserved. An extrovert is said to receive energy from outside sources, whereas an introvert is more concerned with the inner world of ideas and is more likely to be involved with solitary activities. This trait does not just describe whether a person is outgoing or shy but considers whether a person prefers working alone or feels energized and at home working in a team.

The relationship between extroversion and learning was first studied by Eysenck, who hypothesized that extraversion was not positively correlated with learning due to several neuro-chemical phenomena in the human brain. Thus, he concluded that an introvert and not an extrovert would be a better language learner. The SLA theorists, however, tend to disagree with Eysenck's conclusion. It is often argued that an extroverted person is well suited to language learning. SLA literature suggests that the more extravert language learners would increase the amount of input (Krashen, 1985) and prefer communicative approaches (Cook, 2001), the more they are likely to join the group activities (McDonough, 1986). Therefore, they increase their interaction in the language, which maximizes the language output (Swain, 1985), hence yield a better product, i.e. language proficiency. However, research does not always support this conclusion. Some studies have found that learners' success in language learning is associated with extraversion, such as assertiveness and adventurousness, while others have found that many successful language learners do not get high scores on measures of extroversion.

*Self esteem.* Many academics argue that one cannot effectively learn without first developing a healthy sense of self-worth and confidence. Self-esteem, as defined by Coopersmith (1967), is "a judgment of merit represented in the attitudes that one has toward oneself." Taking into account the cross-cultural aspects of SLA, Brodkey and Shore (1976) found that one's sense of self-worth appears to be an essential determinant.

Brodkey and Shore (1976) and Gardner and Lambert (1972) studied self esteem and concluded that it was an important factor in second language acquisition. Heyde's Self-Esteem Study (1979) also concluded that self esteem generated by the high involvement

of teachers let to better results in second language acquisition. MacIntyre, Dörnyei, Clement, & Noels (1998) studies the role of self confidence in their model of "willingness to communicate" in a foreign language. Their results showed that a better ability to communicate did lead to more willingness to communicate. A number of factors appear to contribute to predisposing one learner to seek and another learner to avoid second language communication. They suggested that not one but many factors lead to a willingness to communicate. Of these, motivation, personality, intergroup climate, and two levels of self-confidence are a few. Of the two levels of self-confidence, the first level resembles "state communicative self-confidence"; the second a general level "L2 self-confidence". Both self-confidence factors assume important roles in determining one's willingness to communicate. But as has been the case with many other individual factors, it is believed that high self-esteem alone cannot cause language success or vice versa.

*Inhibition.* Inhibition is the set of defenses an individual builds to protect himself/herself. The presence of a language ego is considered to be a major hindrance to the process of second language acquisition. The process of making mistakes, learning from those mistakes and a consequent improvement in the language skills get inhibited by this ego. With an adaptive language ego, the learner lowers the inhibitions. An overly self critical nature perceives the mistakes committed during language learning process as an insult and further slows down the process.

According to Brown (2000), language teaching approaches in the last three decades have been characterized by the creation of contexts in which students are made to feel free to take risks and to orally try out hypotheses. He further claims that it broke down some of the barriers that often make learners reluctant to try out their new language. One would clearly agree with him when he argues that If we never ventured to speak a sentence until we were absolutely certain of its total correctness, we would likely never communicate productively at all (Brown, 2000).

### 1.1.3 Risk-taking
Risk-Taking is "the ability to make intelligent guesses" (Rubin & Thompson, 1994). Beebe (1983) described some of the reasons that create fear of risk-taking In the classroom: a bad grade in the course, a fail on the exam, a reproach from the teacher, a smirk from a classmate, punishment or embarrassment imposed by oneself. Outside the classroom: fear of looking ridiculous, fear of the frustration coming from a listener's blank look, fear of the alienation of not being able to communicate and thereby get close to other human beings & fear of losing their identity.

Dufeu (1994) suggests teachers need to establish an adequate, effective framework so that learners "feel comfortable" as they take their first public steps in the strange world of a foreign language. To achieve this, teachers have to create a climate of acceptance that will stimulate self-confidence and encourage participants to experiment and to discover the target language. Though risk taking is useful to some extent, high risk-taking will not always yield positive results in second language learning. A number of studies have found that successful language learners make willing and accurate guesses. Thus, it is not always good to be impulsive.

### 1.1.4 Anxiety
Anxiety is a factor that is closely related with self-esteem and, inhibition and risk-taking. Anxiety can play an important role in L2 learning if it interferes with the learning process. Even though it is a common feeling, it is not easy to define. It comes with feelings of uneasiness, frustration, self-doubt, apprehension, or worry. A learner"s willingness to communicate has also been related to anxiety. It is often affected by the number of people present, the topic of conversation, and the formality of the circumstances.

Facilitative anxiety, a positive factor, is the kind of anxiety, concern or apprehension needed to accomplish it. Brown (2000) suggests that it can keep one poised, alert, and just slightly unbalanced to the point that one cannot relax entirely (a symptom of just enough tension to get the job done). Bailey (1983) studied the benefits of facilitative anxiety in learning foreign languages and found that while competitiveness sometimes hindered her progress, at other times, it motivated her to study harder. In Bailey's study of competitiveness and anxiety in second language learning, facilitative anxiety was one of the keys to success, closely related to competitiveness.

### 1.1.5 Target Language's Environment
One of the students at SISC made the following statement: "We are all aware that the Philippines and China are not at their best right now. And I can't help but make broad statements about China in general, including its people and its culture. To put it succinctly, I did not want to have anything that was connected to China. Because of the political history that links China and the Philippines, it is clear from his phrase that he has a profound dislike for people of Chinese descent. This is because China and the Philippines are political rivals.

*Parental Encouragement of Learning.* According to Gardner(2010),  parental encouragement can affect students' attitudes toward learning a language. He stated that parents can affect students how well they want to be in class and how much effort they plan

to put in learning. Most importantly, parents can let students express their feelings freely if students are encouraged. However, according to Grolnick and Glowiaczek (1994), parental influence on students' attitudes towards learning a foreign language is not always positive. Sometimes, due to a parent's attitude or behavior, kids might have a negative attitude toward a language and its culture. For Korean or Japanese students who study Chinese as a foreign language, the impact of parents is vital because parents will encourage them to study Chinese daily. Children usually do the things as the parents do say what they say as well.

### 1.1.6 Teachers' Encouragement of Learning

According to Ramin Akbari (2010), a large number of studies demonstrate that teachers have an effect on the motivation of their students and have an impact on the achievements of those students. The manner in which teachers present information to their students in the classroom has a significant impact on the students' dispositions toward learning. When teachers take the time to get to know their students on a personal level, it paves the way for students to feel more at ease admitting when they are wrong or speaking freely about what is on their minds. When students make mistakes, they won't have to worry about feeling ashamed. When studying a foreign language, it is important to practice and put what you have learned into practice. However, if students are afraid of making mistakes, they won't be able to put what they have learned into practice, which could result in a lower level of achievement. As a result, educators ought to encourage children to do things and refrain from laughing at them when they are unsuccessful.

Interpersonal Rapport (IR) and Intellectual Excitement are two components of the teachers' pedagogical approach (IE). Inside the classroom, the inner psychology and awareness of students is the primary emphasis of IR. IE is concerned with both the content that teachers will impart and the manner in which they will convey the information.

The findings of the research conducted by Akbari and Allvar(2010) did not demonstrate that IR had an effect on the level of accomplishment attained by students. When a teacher has a low IR, their students will typically see them as being cold and aloof, and this can cause students to feel apprehensive or afraid while they are in their class. Students have a strong perception that teachers who have a high IR are concerned about them and their academic progress. In spite of all the talk about instructional reform and the attitudes of students, the research conducted by Akbari and Allvar(2010) did not find a significant correlation between IR and academic performance. On the other side, Akibari and Allavar (2010) found that Intellectual Excitement (IE) had a significant positive link with the levels of accomplishment attained by students. When it comes to instruction efficacy (IE), teachers who are passionate about their subject matter are more likely to succeed. They bring enthusiasm to the classroom and are driven by their passions in the subject matter. According to Larson (2007, Page 3), students get the impression that the time spent in class goes by very quickly, and they find it much easier to concentrate when the instructor has a high interactivity quotient (IE). However, if the teacher has low IE, they will not have any energy to teach, and as a result, the students will not be able to concentrate on what the instructor is trying to teach them.

### 1.2 Significance of the Study

This study will offer a unique perspective on the Chinese teachers at SISC and give them new methods for teaching or implementing the Chinese curriculum there. To achieve a favorable outcome for students, senior management and other relevant stakeholders can use this research as a foundation to encourage students' motivation in learning Chinese. Additionally, the analysis that is reported in this study will provide important data for future studies that investigate the elements that influence students' motivation to learn Chinese at SISC. The study's findings can be used as a foundation for the improvement and innovation of students' Chinese education at SISC in the future.

Specifically, the following will benefit from the results of the study:

***Southville International School and Colleges.*** The institution will not only evaluate the existing problems associated with learning Chinese for students but will also be able to identify areas of improvement, innovations, and trends in Chinese learning, particularly during the new normal era with hybrid learning methods. This is because the institution will be able to evaluate the existing problems associated with learning Chinese for students. The survey will give insight regarding leaders having the same assessment as the rest of the academic community, knowing areas of concern to draw a clearer picture of the existing trends in Chinese learning within the institution, and therefore will become the basis for planning a better invention program for Chinese classes.

***Ministry of Education (MOE).*** The Ministry of Education, by way of its Innovation Team, has the ability to gain new insights into the ways in which innovation can be fostered in Chinese learning and teaching in schools. Because innovation is one of the government's initiatives, having a school share its developmental experience in enhancing Chinese proficiency among students in schools can help encourage other institutions to be innovative as well when planning curricula for Chinese subjects. This can be accomplished by having the school share its experience in enhancing Chinese proficiency among students in schools.

***School Management and Foreign Language Department.*** The administration of the school, along with the Filipino and Foreign Language department, can incorporate the methods, approaches, and strategies for teaching Chinese into their annual curriculum planning. This will serve as a guide to ensure that the Chinese language can be successfully delivered to the greatest extent possible.

***School Staff.*** In order for the staff to be motivated to implement new strategies and interesting teaching methods to catch the attention of students and encourage further exploration, particularly during the hybrid learning system, students require more motivation from both the internal and external personnel around them. The staff will be motivated to implement these new strategies and teaching methods.

***Parents.*** It is expected that parents would be urged to give more assistance to students who are learning Chinese by providing them with a linguistic environment, incentives, awards, and other such things. Most crucially, some parents are able to participate alongside their children in examining material at home.

***Other Schools and their Staff.*** It is possible for schools that are also having trouble integrating Chinese delivery in institutions to utilize the outcomes of the study as a model to follow and as inspiration for their staff and students to employ in their schools. The method, as well as the stages involved in creating and constructing the Chinese curriculum in their institutions, could be implemented.

***Future Researchers.*** Those interested in doing a study comparable to this one might use the results as a roadmap. In particular, other researchers will be able to use the technique and results as a guide for tackling the same problem in their contexts or conducting follow-up research on this proposed study.

### 1.3 Theoretical/Conceptual Framework

Based on John Watson's mechanistic idea that behaviors might be completely defined in terms of observable responses to particular stimuli, behavioral approaches to motivation place a strong emphasis on extrinsic factors (external rewards or penalties) and reinforcement of desired behaviors. A student who is intrinsically motivated engages in an activity "for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes," as opposed to an extrinsically motivated student who performs "in order to obtain some reward (good grades, teacher approval, etc.) or avoid some punishment external to the activity itself" (Lepper, 1988 as cited in Shirkey,2003). According to B.F. Skinner's operant conditioning theory, when people receive rewards for their voluntary actions, those actions become stronger, and when such actions are ignored or penalized, they become weaker. Concerning students, Skinner created programmed education, in which students received praise for giving the right answers, pushing them to act in a way that would lead to the outcomes they wanted. The behavioral method is constrained, though, in that it emphasizes outside incentives (praise, accolades, awards, etc.), which could have undesirable effects. For instance, if no concrete reward is offered, students who are driven in this way might be less inclined to study. Extrinsic rewards can sometimes have the opposite effect of increasing intrinsic motivation (Cameron & Pierce, 1994; Eisenberger & Cameron, 1996; Ryan & Deci, 1996 as cited in Shirkey,2003). Many behavioral learning theorists adopted Skinner's approach and developed approaches for behavior modification with the presumption that students are motivated to finish a task by being promised some sort of reward. The reward frequently comes in the shape of compliments or a grade. Sometimes, the prize is a token that may be exchanged for a particular item, and other times, it might be the right to participate in an activity of one's choosing. Operant conditioning theories of learning may aid in illuminating why some students respond favorably to some subjects while disliking others. For instance, although some students may be excited to start a required math class, others may feel as though they have been given a prison term. According to Skinner, these discrepancies can be attributed to prior experiences. He would contend that several rewarding interactions with math have molded the student who loves math to react in that way. The math hater, on the other hand, might have had a string of bad luck. The Influence of Convincing Models Albert Bandura and other social learning theorists emphasize the value of observation, imitation, and vicarious reinforcement (expecting to receive the same reinforcer that we see someone else get for exhibiting a particular behavior). A student who identifies with and admires a teacher of a specific subject could put in extra effort in part to win over the respected person and in part to try to emulate that person. A student who sees an older sibling benefiting from getting good marks may want to do the same in the hopes of gaining the same or similar advantages. If a kid sees that a classmate behaves in a certain way and receives praise from the teacher, they may opt to copy that conduct to receive the same benefits.

### 1.3.1 Motivation in L2 Field

The motivation to learn is an intricate, multifaceted construct. When the target of the learning process is the mastery of an L2, the picture becomes even more complex. In view of this inherent complexity, it is no wonder that there has been considerable diversity of theories and approaches in the study of motivation in the L2 field. Depending on their research priorities, scholars highlighted different aspects of L2 motivation, and few attempts had been made to synthesize the various lines of inquiry (Dörnyei, 2001b).

The following overview of the L2 motivation studies will start with a summary of Gardner's influential motivation theory. Following, a number of alternative constructs and expanding models will be presented.

### 1.3.2 Gardner's Motivation Theory

While an L2 is a learnable school subject in those discrete elements of the communication code that can be taught explicitly, it is also socially and culturally bound, which makes language a deeply social event that requires the incorporation of a wide range of elements of the L2 culture (Dörnyei, 2001b, as cited in Huang 2007). This view had been broadly endorsed by L2 researchers, resulting in the inclusion of a prominent social dimension in most comprehensive constructs of L2 motivation. The significance of this social dimension also explained why the study of L2 motivation was originally initiated in Canada and that it was dominated by a social psychological emphasis there (Dörnyei, 2003, as cited in Huang 2007). Gardner's studies about socio-psychological motivation had a great influence on the L2 field (Gardner& Tremblay, 1994a; Gardner& Tremblay, 1995 as cited in Huang 2007); his studies were reviewed in the following.

### 1.3.3 The Socio-Educational Model

The socio-educational model proposed by Gardner (1985b. as cited in Huang 2007) incorporated various individual variables, such as cognitive and affective variables, in order to provide a comprehensive interpretation of language learning. This model's main importance lies in its clear separation of four distinct aspects of the second language acquisition process: antecedent factors, individual difference variables, language acquisition contexts, and outcomes (Dörnyei, 2001).

### 1.3.4 The Attitude/Motivation Test Battery (AMTB)

The Attitude/Motivation Test Battery (Gardner, 1985a.) attempted to measure various individual difference variables proposed in Gardner's socio-educational model of second language acquisition (Masgoret, Bernaus, & Gardner, 2001, as cited in Huang 2007). The composition of AMTB can be grouped into five categories: motivation, integrativeness, attitudes toward the learning situation, language anxiety, and other attributes (Gardner & MacIntyre, 1993, as cited in Huang, 2007). First, motivation is assessed by three scales: motivational intensity, desire to learn L2 and attitudes toward learning L2. Next, integrativeness is the total on three scales, too: attitudes toward the target language group, interest in foreign languages, and integrative orientation.

According to the literature, the research framework is shown in Fig 1. The independent variables in this research are Personal Interest, Parental Encouragement, and Teachers' Encouragement, while the dependent variables are Students' Motivation and Students Achievement. Additional independent variables are the demographic profiles such as Age, Sex, Nationality, Grade Level, and Attitude.
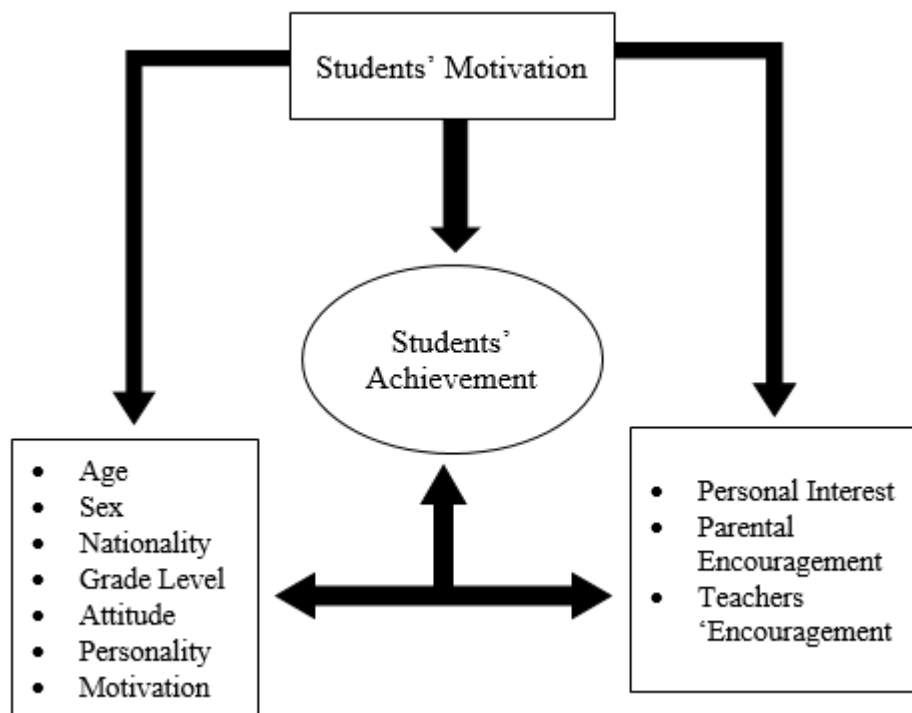


Figure I. A theoretical framework of Students' Motivation and Students' Achievement

This research study will test the relationship between the identified variables to Students' motivation and Students' achievement. The hypothesis below is developed to analyze the relationship between the variables. First, Age is a significant variable affecting Students' motivation. Second, Sex is a significant variable affecting Students' motivation. Third, Nationality is a significant variable affecting Students' motivation. Then, Grade Level is a significant variable affecting Students' motivation. Next, Attitude is a significant variable affecting Students' motivation. Followed by, Personal Interest is a significant variable affecting Students' attitudes. Also, Parental Encouragement is a significant variable affecting Students' attitudes. Lastly, Teachers' Encouragement is a significant variable affecting Students' attitudes.
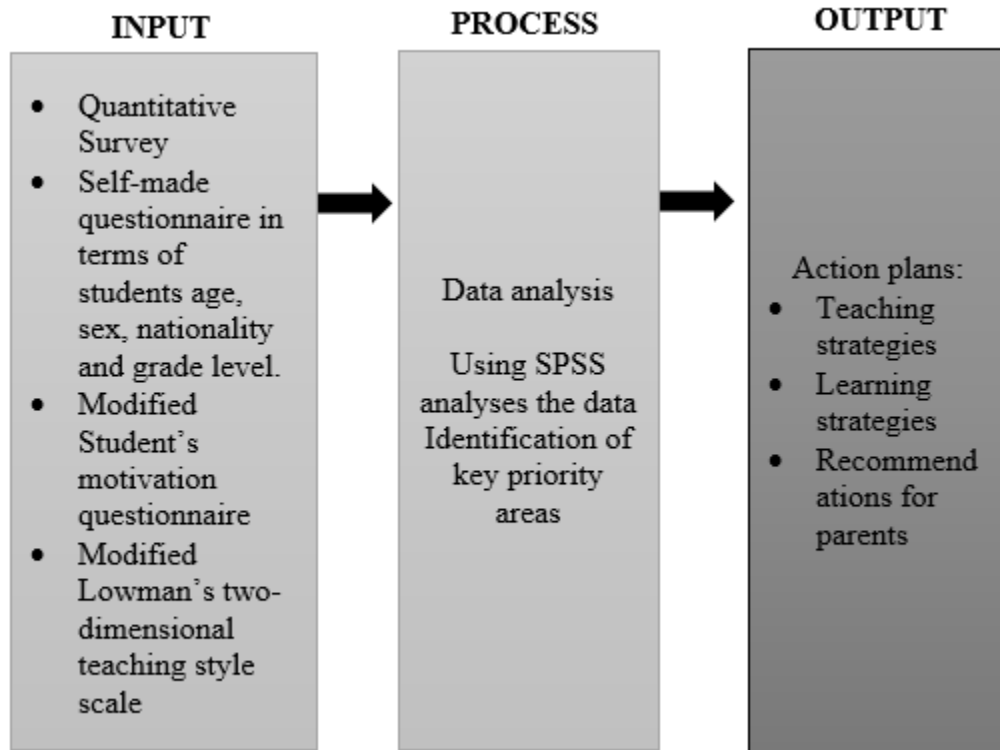


Figure II. The Conceptual Framework of the Study

### 1.4 Statement of the Problem
The main focus of the study was to determine the factors of motivation among the G6-G10 students who study Chinese as a foreign language in Southville International School and Colleges (SISC). The result was expected to serve as a basis for the development of an action plan to motivate the students to learn the Chinese language further.

Specifically, the study sought answers to the following questions:

1. What is the respondents profile with respect to:
    1.1 Grade Level;
    1.2 Sex;
    1.3 Nationality;
2. How do the students assess their learning motivation in Chinese language in terms of:
    2.1 Personal interest;
    2.2 Parental encouragement; and
    2.3 Teachers' encouragement?
3. Is there a significant difference between personal interest, parental encouragement, and teachers' encouragement to the students learning motivation in the Chinese language?
4. How can the findings of the study be used to propose a motivational action plan for the students in learning the Chinese language?

### 1.5 Hypothesis of the Study

Ho. There is no significant difference between personal interest, parental encouragement, and teachers' encouragement to the students learning motivation in the Chinese language.

### 1.6 Definition of Terms

The following were the core concepts mentioned in this study, and below are both their conceptual and operational definition as purposed in this study:

**Anxiety**. Anxiety is one of the most well-documented psychological phenomena. The definition of anxiety ranges from an amalgam of overt behavioral characteristics that can be studied scientifically to introspective feelings that are epistemologically inaccessible (Casado & Dereshiwsky, 2001). Broadly speaking, anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.

**Learning environment**. The term learning environment encompasses learning resources and technology, means of teaching, modes of learning, and connections to societal and global contexts.

**Learning attitude**. Learning attitude is a self-initiated, voluntary attitude stemming from natural curiosity & motivation & it's critical for both personal & professional development. Learning attitude for Professional development: Although qualifications can get us to interview, it's our attitude that decides the fate of employment.

**Learning Achievement**. Learning Achievement is the result of the measurement of learners covering cognitive, affective, and psychomotor factors after following the learning process measured by using the relevant test instrument. Learning Achievements can be measured through tests that are often known as the Learning Achievement test. (Spielberger, 1983).

**Motivation**. According to Gardner (1985), motivation is the combination of attempt plus a desire to obtain the aim of learning the language plus favorable attitudes toward learning the language. Oxford and Shearin (1994) defined motivation as a desire to gain an objective, combined with the energy to work towards that objective. Narayanan (2006) said that motivation is the reason or reasons behind one's actions or behaviors. Motivation is the reason underlying behavior (Guay et al., 2010). Broussard and Garrison (2004) defined motivation as the attribute that moves us to do or not to do something.

**Second language acquisition**. Second language acquisition, or SLA, has two meanings. In a general sense, it is a term to describe learning a second language. More specifically, it is the name of the theory of the process by which we acquire - or pick up - a second language. This is mainly a subconscious process that happens while we focus on communication. It can be compared with second language learning, which describes how formal language education helps us learn language through more conscious processes.

### 1.7 Scope and Limitation of the Study

This study used an open-ended survey instrument to collect information on respondents' perceptions of the current Chinese learning and teaching environment at Southville International School and Colleges. The information contained information about the respondents' age, sex, nationality, grade level, and other characteristics. The analysis explained the scenario of teaching and learning Chinese to students in four grade levels, from G6 to G10, and it revealed the precise components that served as the most important internal and external aspects from the quantitative phase. In order to get important insights, the responses to the open-ended survey question provided by the respondents were also qualitatively evaluated. The results of the survey were strengthened and supported by the analysis of the key informant interviews. A test of significance was used to determine whether differences exist. This was done to decide whether there is a need to develop two separate innovation plans or if one general plan will be suitable.

This study did not address the strategic plan's execution or evaluation. The goal was to record the steps involved in creating a strategic plan that other schools may use as a model to enhance their Chinese programs. The investigation is carried out during the academic year 2022–2023. Writing the proposal and preparing the tools took place in the academic year 2021–2022, whereas the survey's distribution, data analysis, interviews with key informants, analysis of the interviews, and planning and writing of the strategic plan for improving the Chinese curriculum and teaching/learning methods took place in the academic year 2022.

### 2. Methodology of the Study

This chapter presents the Methods and Techniques Used, the Locale of the Study, the Respondents of the Study, the Instrument of the Study, the Data Gathering Procedure, Data Processing and Statistical Treatment and lastly, the Ethical Consideration.

## 2.1 Methods and Techniques Used

This research will be designed on a quantitative descriptive correlational method, where numeric score ratings are assigned to gather the assessment of a specific respondent to observe a structured pattern. Quantitative research allows for objectivity, fast data collection and analysis of the data in a statistical form that can provide a thorough overview of the study (Health Research Funding, 2018). Aside from the descriptive quantitative design, correlation will also be used to further understand how variables relate with each other; according to I-Chant A. Chiang, Rajiv S. Jhangiani, and Paul C. Price (2013), correlation research is a non-experimental research design in which two variables are measured and assessed on the aspect of their statistical relationship in strength and range.

A questionnaire developed by Pintrich and DeGroot in 1990 was adopted in this study with some modifications. Instead of using all of the 44 questions from the Student's Motivation Questionnaire, 15 questions were used to ensure that the survey questions fit the context of the school. Items 1-15 are regarding parental and teachers' encouragement to Chinese learners. Students will rate the items based on their behavior in this class. Their rating should be on a 5- point scale: (5) Strongly agree, (4) Agree, (3) Neutral, (2) Disagree, (1) Highly disagree.

A 5-point Likert scale was used for the first part of the survey, which assessed the extent to which the 50 questions are being practiced or are emanating in the school. Responses to the survey were summarized and then analyzed to determine which factors affect students' achievement in school. The open feedback was also analyzed to derive significant insights from the respondents of the study.

## 2.2 Locale of the Study

This study took place in SISC, which is located at 1281 Tropical Avenue Corner Luxembourg Street, BF Homes International, Las Piñas in the Philippines. Southville International School and Colleges (SISC) is officially recognized as an educational institution of international character by the Republic Act (R.A.) No. 9493, and the only international school in the Philippines offering a complete array of educational programs. Propelled by its main thrust of providing the highest quality standards of education to learners, SISC keeps in constant pursuit of excellence in instructional-related matters, research, and community services. SISC delivers excellent grade school, high school, IB, and college education and is one of the leaders in the Philippines.

The Southville Junior and Senior High School Division follow the National Curriculum of the United Kingdom for Science Applied Science Common Core State Standards of the United States for English, Mathematics, Social Living, Global Education, and other subjects. It immerses students in a competitive research environment and develops their critical thinking, communication (written and verbal), interpersonal, and organizational skills. Engaging in research develops their lifelong love for learning and the discovery of information that will constantly contribute to the ever-changing fields of the sciences, business, and the liberal arts. It also hones the students' Financial Literacy and entrepreneurial mindset following the standards of financial capitals – New York, Singapore, and London. Students are guaranteed a competitive edge in their university life. This program is equipped with Interdisciplinary Learning: Relevant and Integrated Curriculum for High School.

Southville is committed to developing lifelong learners who are equipped with the 5Cs (Character, Competence, Collaboration, Creativity, and Commitment to Achieve) through data-driven and technology-enhanced educational programs to ensure student success in the 21st Century.

Southville adheres to the demands of the 4th Industrial Revolution and the highest standards of quality education by providing innovative and challenging curricula, effective instruction, updated technological applications, a strong research and community service orientation within an enriched, caring, and active learning environment.

## 2.3 Respondents of the Study

The participants of the study consist of SISC students who study Chinese as a foreign language in Southville International School and Colleges from G6-G10. The students are from different nationalities. To ensure the reliability of the study, the research chooses 20 students from each level. Therefore, there are 100 participants in total.

## 2.4 Instrument of the Study

This study uses a self-made questionnaire in terms of students' profiles, such as age, sex, nationality and grade level. Besides, the researcher uses the Student's Motivation Questionnaire and Lowman's Two-Dimensional Teaching Style Scale to identify teachers' teaching styles in school.

Student's Motivation Questionnaire(Pintrich, R. R., & DeGroot, E. V.,1990) has 44 items. The researcher modifies the questionnaire. Items 45-50 are regarding parental and teachers' encouragement to Chinese learners. Students will rate the items based on their behavior in this class. Their rating should be on a 4- point scale: 4-strongly agree,3-agree, 2-disagree, 1-strongly disagree.

The researcher will encode all the items from the questionnaires in the google form. Due to the pandemic, students are having online classes; it is not advisable to use pen or paper to answer the questionnaires.

Also, a portion is placed for respondents to place remarks or recommendations regarding the survey. This is an option that allows respondents to write in detail their actual needs, recommendations and ideas on the topic.

### 2.5 Data Gathering Procedure
To formalize the conduct of the survey, the use of the name of the school, and the data to be derived from the survey, a formal letter of communication was sent to the school director of Southville International School and Colleges to seek the principle of Basic Education permission and approval. A copy of the letter with the signed approval and school stamp can be seen in Appendix B.

**Quantitative Data Collection.** The modified questionnaire developed by Pintrich and DeGroot, which was turned into a Google Form survey, was sent out to the respondents of the study to get their achievement and situation of Chinese classes in SISC. The link was sent to their school-provided Gmail, and a form limiter was created to allow the form to be open only for a week. An introductory message was added at the beginning of the survey form to inform the respondents of the purpose of the survey and that the survey was totally anonymous. Since Google Forms has a provision to generate the response sheet (Google Sheets), the researcher used it to organize the data for further exploration, analysis and interpretation.

### 2.6 Data Processing and Statistical Treatment
The results of the survey were tabulated and analyzed. The responses sheet that was generated from Google Forms was summarized using frequency distribution and weighted mean, which determined the elements and blocks that were rated low compared to the rest. Text analysis was used for open-ended questions, which determined common responses and served as significant insights that were derived from the respondents. Data summary per cohort was encoded in SPSS to find out whether significant differences in the responses.

The analysis of variance was utilized for the significance difference in personal interest, parental encouragement, and teachers' encouragement to the Grade 6- 10 students enrolled in the Chinese language course.

Analysis of Variance (ANOVA) - a collection of statistical models and their associated estimation procedures (such as the "variation" among and between groups) used to analyze the differences among group means in a sample.

### 2.7 Ethical Consideration
The Ethics Review Committee of the Researcher's beloved University reviewed this research study to ensure that it did not violate ethical considerations that should be observed. The researcher included the basic moral standards of ethics, which are the following:

**Social Value**. The researcher exerted effort to determine the factors that affect the motivation of students from Southville International Schools and Colleges to learn mandarin as a foreign language. The researchers ensured that the study design, data collection, and methodology were appropriate. Social value can be observed when the research study has scientific validity. To promote social value, the researcher shared the results or findings of the research study. The survey that was sent to students included a disclaimer that it was anonymous and that it did not in any manner record the identity of the respondents. The names of the respondents are not required to maintain the confidentiality and anonymity of each survey participant. This ensures that the data is not traceable to the respondent (Crow, 2008).

**Informed Consent**. With the help of the key informants, they were asked to sign a consent form before the conduct of the interview. This was done to ensure that the key informants voluntarily agreed for the interview to be done, for the interview to be audio recorded, and for the data to be transcribed and be used in this study. Copies of the signed consent form can be seen in Appendix F. The researcher exerted the effort to inform the potential participants through explanation, answering their questions, and assurance that the participants understood each procedure to obtain informed consent. Informed consent is a decision made by a competent potential participant to be involved soon enough after understanding relevant information without being subjected to coercion, undue influence, or inducement.

Informed consent for incompetent/incapable respondents was provided by a legally authorized representative by the researcher to obtain the participant's consent. For documentation, the informed consent was given in hard copies, with the signatures over the printed name of the researcher. For the respondents and research locale, a letter was sent to the principal of SISC seeking permission to conduct the study and to use the name of the school in the research. The consent has been granted, and a copy of the signed approval can be seen in Appendix B.

**Vulnerability of Research Respondents**. The researcher was cautious about the participants' exposure and did not take advantage of it. The researcher considered more ethical considerations or problems in dealing with possibly vulnerable individuals. The vulnerability was described in numerous ways. It was said to occur due to being in an abusive relationship, susceptibility due to age, possible setbacks, disability, and personal and professional positions because of disadvantageous power relationships. In the study context, researchers needed to analyze the possible vulnerability in terms of the potential effects of their intervention or the lack of positive impact where this is required immediately or anticipated.

The researchers were considerate of their perspectives and were sensitive to them concerning:

1.    Culture
2.    Ideology
3.    Emotional investments

**Risk, Benefits, and Safety**. The researcher has observed and noted all the precautions involved to lessen the potential discomfort or chances of the participants when discussing and conducting the research study about factors that affect the motivation of students from Southville International Schools and Colleges in the Philippines. The researcher made the findings and research outcomes available to the official locale and other relevant Schools in selected areas in Las Pinas in the Philippines so they could see and utilize them.

The researcher had a statistically significant sample size, which ensured:

1.    The benefits of the research outweigh the costs.
2.    To guarantee that the total population stands to benefit from this research study.

On the other hand, it indirectly benefited the Higher Educational institutions and School administrators related to conditions of some factors that affect the motivation of students from Southville International Schools and Colleges. Hence, Language studies workers had an opportunity to see if the current protocols and guidelines were needed since there were enhancements and modifications based on this research study outcome as their framework. Supposedly, the English studies and language education workers contemplated having better campaigns and advocacies. In that case, this gave the students a chance to gain awareness of language stability and digital relevance as identity on factors that affect the motivation of students from Southville International Schools and Colleges. This initiative significantly contributed to a better quality of life. The researcher guaranteed that the respondents were not placed in a situation where their safety would be at risk.

**Privacy and Confidentiality of Information**. As the researcher included demographic data in the questionnaire, there was a strict assurance that the details supplied by the individuals who participated in this research study, such as their names and ages, were not exposed. Instead, code names or numbers were used to safeguard their identity and maintain their right to privacy. Any information obtained and identified from the participant within this research study were kept confidential. The hard copy of the questionnaire and informed consent was held for a year by the researcher. Only the researcher is allowed to access the information of the participants. It was not shared or given to anyone except the organization's research adviser and language and English education practitioners. All the hard copies of the informed consent and questionnaire were burned or pulverized so that the data or information could not be read or reconstructed after the defense.

**Justice**. The researcher applied the rule of equality. All respondents need to have the same right to participate in studies. They should have had the choice to disagree if they feel uncomfortable while participating in the study. All the respondents were treated the same regardless of their status. An appropriate method was used in selecting respondents to have a fair and accurate sample. The privacy of each participant was also secured here. The researcher ensured that all the data gathered from the respondents were confidential and that only the authority and researcher could access it.

**Transparency**. Applying integrity when it comes to conducting research is very important. The researcher was open, transparent, and honest with all the data and information included in the study. The researcher showed the quality of being trustworthy because

transparency ensures the credibility of the research study. As for the respondent, the researcher was open to answering all the questions the research study participants asked. There was no information excluded or hidden from the research study participants.

The methods and techniques, study population and sample, study instrument, data processing, and statistical analysis are all covered in this chapter.

## 3. Presentation, Analysis, and Interpretation of Data
This chapter presents analyses and interpretations of the study's data. The data are presented in the order and sequence of the questions raised in Chapter 1 for clarity and consistency in the discussion: (1) the demographic profile of the respondents in terms of gender, nationality, and grade level. (2) how does the attitude affect the students towards learning Chinese in terms of personal interest, parental encouragement, and teachers' encouragement? (3) Is there a significant difference between the student's motivation and achievements in learning Chinese in terms of the three given variables, namely personal interest, parental encouragement and teachers' encouragement

### *3.1 Profile of the respondents*
To properly quantify the respondents' motivation and achievements in learning Chinese in terms of the given variable, the researchers need to determine first the respondent's demographic profile. The extent of the respondents' characteristics is described in relation to the following: (1) Gender, (2) Nationality, (3) Grade level.

*Gender*. As shown in Table 1, most respondents are female, as evidenced by the frequency of 66, which accounts for 66% of the total respondents. With a frequency of 34 or 34%, it is followed by respondents who are male.

Table 1

| Distribution of Respondents According to Gender | | |
|---|---|---|
| **Gender** | **Frequency** | **Percentage** |
| **Male** | 34 | 34.00% |
| **Female** | 66 | 66.00% |
| **TOTAL** | **100** | **100.00%** |

**Nationality.** According to the presentation in Table 2, most respondents are Filipino, as evidenced by the frequency of 61, which accounts for 61% of the respondents. It is followed by respondents that are foreigners, who account for 39, or 39.00% of all respondents.

Table 2

| Distribution of Respondents According to their Nationality | | |
|---|---|---|
| **Nationality** | **Frequency** | **Percentage** |
| Filipino | 61 | 61.00% |
| Foreign | 39 | 39.00% |
| **TOTAL** | **100** | **100.00%** |

**Grade Level.** Table 3 represents the respondents grade level from Grade 6 to Grade 10, with 20 or 20% each of the total respondents.

Table 3: **Distribution of Respondents According to their Grade Level**

| **Holding Period** | **Frequency** | **Percentage** |
|---|---|---|
| Grade 6 | 20 | 20.00% |
| Grade 7 | 20 | 20.00% |
| Grade 8 | 20 | 20.00% |
| Grace 9 | 20 | 20.00% |
| Grade 10 | 20 | 20.00% |
| **TOTAL** | **100** | **100.00%** |

### *3.2 The Student's Assessment of their Learning Motivation in Chinese Language in terms of:*
### *3.2.1 Personal Interest*
This part of the study quantifies the respondents' personal interest in how attitude affects the students towards learning Chinese in terms of personal interest, parental encouragement, and teachers' encouragement.

Table 4 illustrates that personal interest in terms of how attitude affects the students towards learning Chinese. As evidenced by the overall mean score of 2.80 of the results pertains that the respondents like challenging class work in Chinese because they can learn new knowledge. With 2.77 overall mean score for the results pertains that the respondents want to do better than their previous performance. A 2.76 overall mean score for the results pertains to the respondents that believe they can use what they've learned from daily Chinese class life. 3.09 overall mean score for the results pertains that the respondents say they want to do well in every schedule on their Chinese class, and lastly, a 2.50 overall mean score for the results pertains that the respondents think they are responsible in Chinese class that in any other subjects.

Table 4

| Personal Interest | | | |
|---|---|---|---|
| Indicator | Ave Rating | Interpretation | Rank |
| I like challenging class work in Chinese because I can learn new knowledge. | 2.80 | Disagree | 2 |
| I want to do better than my previous performance. | 2.77 | Disagree | 3 |
| I believe I can use what I learned from my Chinese class in my daily life. | 2.76 | Disagree | 4 |
| I want to do well in every schedule of my Chinese class. | 3.09 | Strongly Disagree | 1 |
| I think I am more responsible in Chinese class than in my other subjects. | 2.50 | Agree | 5 |
| OVERALL | 2.78 | Disagree | |

### 3.2.2 Parental Encouragement

This section of the study computes respondents' parental encouragement on how attitude affects the students towards learning Chinese in terms of personal interest, parental encouragement, and teachers' encouragement.

The illustration of table 5 dictates that the respondents' parental interest in terms of how attitude affects the students towards learning Chinese. As evidenced by the overall mean score of 2.30 on the results pertains that the parents' respondents allow them to learn from previous poor performance in their Chinese language course. 2.57 of the overall mean score pertains to the parents' respondents believe that they have better grades in Chinese courses now than before. 3.14 of the overall mean score pertains to the parents' respondents help them to remember what their Chinese teacher taught in class when they do their assignments to make sure they have corrected answers. 2.07 of the overall mean score pertains that the parents' respondents help them reflect on the content that they are learning in Chinese to make sure they understand everything. Lastly, 2.49 of the overall mean score pertains that the parents' respondents trust them that they can do well in dealing with problems and tasks given by my Chinese teacher

Table 5

| Parental Encouragement | | | |
|---|---|---|---|
| Indicator | Ave Rating | Interpretation | Rank |
| My parents allow me to learn from previous poor performance in my Chinese language course. | 2.38 | Agree | 4 |
| My parents believe that I have better grades in Chinese course now than before. | 2.57 | Disagree | 2 |
| My parents help me to remember what my Chinese teacher taught in class when I do my assignments to make sure I have correct answers | 3.14 | Disagree | 1 |
| My parents help me to reflect on the content I am learning in Chinese to make sure I understand everything. | 2.07 | Agree | 5 |
| My parents trust me that I can do well in dealing with problems and tasks given by my Chinese teacher. | 2.49 | Agree | 3 |
| OVERALL | 2.53 | Disagree | |

### 3.2.3 Teachers Encouragement
This part of the study determines the respondents' how attitude affects the students towards learning Chinese in terms of personal interest, parental encouragement, and teachers' encouragement.

Table 6 illustrates that teachers encouragement interest in terms of how attitude affects the students towards learning Chinese. As evidenced by the overall mean score of 1.77 of the results pertains that the teachers' respondents believe they can master their communication skills using the Chinese Language. 1.82 of the results pertains that the teachers' respondents provide detailed notes to remind their students what they've learned when they study. 1.88 of the results pertains to the teachers' respondents allow them to do exercises or finish all the questions even if their teacher did not ask them. 2.16 of the results pertains that the teachers' respondents provide an outline of the topic to make it easier for them to proficient in Chinese courses. Lastly, 1.90 of the results pertains that the teachers' respondents do not judge them when they answered their questions in Chinese Language incorrectly.

Table 6

| Teachers Encouragement | | | |
|---|---|---|---|
| Indicator | Ave Rating | Interpretation | Rank |
| My teacher believes I can master my communication skills using Chinese language. | 1.77 | Agree | 5 |
| My teachers provide detailed notes to remind me of what I am learning in Class when I study. | 1.82 | Agree | 4 |
| My teacher allows me to do exercises or finish all the questions even if my teacher did not ask me to. | 1.88 | Agree | 3 |
| My teacher provides outline of the topic to make it easier for me to be proficient in Chinese course. | 2.16 | Agree | 1 |
| My teacher does not judge me when I answered his/her question in Chinese language incorrectly. | 1.90 | Agree | 2 |
| **OVERALL** | **1.91** | **Agree** | |

### 3.4 The significant difference between personal interest, parental encouragement, and teachers' encouragement to the students learning motivation in Chinese language
This part of the research was conducted to determine if personal interest, parental encouragement, and teachers' encouragement statements will significantly affect the students learning Chinese. To determine this, the data gathered were subjected to statistical analysis. Analysis of variance will be used.

The analysis of variance in Table 7 for the significance difference of personal interest, parental encouragement, and teachers' encouragement to the students toward learning Chinese revealed that since the computed F of 13.98 is greater that the critical value of 3.89 with the degree of freedom of 2 and 12 and level of significance of 5% thus the null is rejected. Therefore, there is a significant difference between the motivation and achievement of students in learning the Chinese language in terms of personal interest, parental encouragement, and teachers' encouragement.

Table 9

| ANOVA Table | | | | |
|---|---|---|---|---|
| Source of Variation | Sum of Squares | Degree of Freedom | Mean Square | Computed F |
| Treatment | 2.04 | 2 | 1.02 | |
| Errors | 0.88 | 12 | 0.07 | 13.98 |
| Total | 2.92 | 14 | | |

### 3.5 The proposed motivational action plan for the students in learning Chinese language
In line with the results from the findings of the study, this action plan may be proposed to continuously motivate the students to learn Chinese language course.

| Students Motivational Action Plan for Chinese language course | | |
|---|---|---|
| Action | Resources | Person Responsible |
| 1. Keep Students Active and Engaged | Simulation Room | Teachers |

| 2. Allow for Student Choice, Creativity, and Variety | Classroom | Teachers |
|---|---|---|
| 3. Get Out of the Classroom | Travel destinations | Parents |
| 4. Create a Friendly Competition | Classroom/ Event Center | Teachers and Parents |
| 5. Offer Differentiated Instruction | Module | Teachers |
| 6. Provide Feedback Promptly, Frequently, and Efficiently | Assessment tools | Teachers |
| 7. Start the Day with Fun | Travel destinations | Teachers and Parents |
| 8. Share Accomplishments | Rubrics/ grade sheets with scores | Teachers and Parents |
| 9. Provide Multiple Opportunities for Students to Set Goals | Learning plan | Teachers and Parents |
| 10. Create a Class Newsletter or Social Media Page | Social Media platforms | Teachers and Parents |

## 4. Summary of Findings, Conclusions, and Recommendations

This chapter presents a summary of findings, conclusions, and recommendations on whether personal interest, parental encouragement, and teachers' encouragement affects the students learning motivation in the Chinese language.

This study utilized the descriptive-correlational research method, with a standard questionnaire instrument serving as the primary data collection tool. The study's respondents were one hundred (100) Grade 6 to Grade 10 students of Southville International School and Colleges.

### 4.1 Summary of Findings
### Problem 1: Profile of students
*Gender.* Most respondents are female, as evidenced by the frequency of 66, which accounts for 66% of the total respondents. With a frequency of 34 or 34%, it is followed by respondents who are male.

*Nationality.* Most respondents are Filipino, as evidenced by the frequency of 61, which accounts for 61% of the respondents. It is followed by respondents that are foreigners, who account for 39, or 39.00% of all respondents.

*Grade Level. There was an equal distribution of* respondents from Grade 6 to Grade 10, with 20 or 20% each year level for the total respondents.

Problem 2: The students assessment to their learning motivation in Chinese language in terms of:

### 4.1.1 Personal Interest
The results showed that personal interest in terms of how attitude affects the students towards learning Chinese. As evidenced by the overall mean score of 2.80 on the results pertains that the respondents like challenging class work in Chinese because they can learn new knowledge. With a 2.77 overall mean score for the results pertains that the respondents want to do better than their previous performance. A 2.76 overall mean score for the results pertains to the respondents who believe they can use what they've learned from daily Chinese class life. 3.09 overall mean score for the results pertains that the respondents say they want to do well in every schedule on their Chinese class, and lastly, a 2.50 overall mean score for the results pertains that the respondents think they are responsible in Chinese class that in any other subjects.

### 4.1.2 Parental Encouragement
The parental encouragement showed that in terms of how attitude affects the students towards learning Chinese. As evidenced by the overall mean score of 2.30 on the results pertains that the parents' respondents allow them to learn from previous poor performance in their Chinese language course. 2.57 of the overall mean score pertains to the parents' respondents believe that they have better grades in Chinese courses now than before. 3.14 of the overall mean score pertains to the parents' respondents help them to remember what their Chinese teacher taught in class when they do their assignments to make sure they have corrected answers. 2.07 of the overall mean score pertains to the parents' respondents help them reflect on the content that they are learning in Chinese to make sure they understand everything. Lastly, 2.49 of the overall mean score pertains to the parents' respondents trust them that they can do well in dealing with problems and tasks given by my Chinese teacher

### *4.1.3 Teachers Encouragement*
The results for teachers' encouragement showed that in terms of how attitude affects the students towards learning Chinese. As evidenced by the overall mean score of 1.77 of the results pertains that the teachers' respondents believe they can master their communication skills using the Chinese Language. 1.82 of the results pertains that the teachers' respondents provide detailed notes to remind their students what they've learned when they study, 1.88 of the results pertains that the teachers' respondents allow them to do exercises or finish all the questions even if their teacher did not ask them. 2.16 of the results pertains that the teachers' respondents provide an outline of the topic to make it easier for them to proficient in Chinese courses. Lastly, 1.90 of the results pertains that the teachers' respondents do not judge them when they answered their questions in Chinese Language incorrectly.

### *4.2 The significant difference between personal interest, parental encouragement, and teachers' encouragement to the students learning motivation in the Chinese language*
This part of the research was conducted to determine if personal interest, parental encouragement, and teachers' encouragement statements will significantly affect the students learning Chinese. To determine this, the data gathered were subjected to statistical analysis. Analysis of variance will be use.

The analysis of variance for the significance difference of personal interest, parental encouragement, and teachers' encouragement to the students toward learning Chinese revealed that since the computed F of 13.98 is greater that the critical value of 3.89 with the degree of freedom of 2 and 12 and level of significance of 5% thus the null is rejected. Therefore, there is a significant difference between the motivation and achievement of students in learning the Chinese language in terms of personal interest, parental encouragement, and teachers' encouragement.

### *4.3 The proposed motivational action plan for the students in learning the Chinese language*
In line with the results from the findings of the study, this action plan may be proposed to continuously motivate the students to learn the Chinese language course.

| Students Motivational Action Plan for Chinese language course | | |
|---|---|---|
| **Action** | **Resources** | **Person Responsible** |
| 11. Keep Students Active and Engaged | Simulation Room | Teachers |
| 12. Allow for Student Choice, Creativity, and Variety | Classroom | Teachers |
| 13. Get Out of the Classroom | Travel destinations | Parents |
| 14. Create a Friendly Competition | Classroom/ Event Center | Teachers and Parents |
| 15. Offer Differentiated Instruction | Module | Teachers |
| 16. Provide Feedback Promptly, Frequently, and Efficiently | Assessment tools | Teachers |
| 17. Start the Day with Fun | Travel destinations | Teachers and Parents |
| 18. Share Accomplishments | Rubrics/ grade sheets with scores | Teachers and Parents |
| 19. Provide Multiple Opportunities for Students to Set Goals | Learning plan | Teachers and Parents |
| 20. Create a Class Newsletter or Social Media Page | Social Media platforms | Teachers and Parents |

### *4.4 Conclusions*
Based on the study's findings, the following conclusions were reached:

1. The respondents profile as students revealed that most of them are female and were Filipino, with an equal distribution of twenty respondents per year level.
2. The respondents personal interest affect their motivation towards learning the Chinese language; that according to them, they like challenging class work in Chinese because they can learn new knowledge, and they want to do better than their previous performance were among their several reasons. With parental encouragement, the students shared that their parents' allow them to learn from previous poor performance; hence, they have better grades in Chinese courses now than before. Further, teachers showed encouragement by providing an outline of the topic to make it easier for the students to be proficient in the Chinese

course, and most of the time, teachers do not judge the students when they answered questions in the Chinese language incorrectly.

3. There is a significant difference between the motivation and achievement of students in learning the Chinese language in terms of personal interest, parental encouragement, and teachers' encouragement after the results analysis of variance that rejected the null hypothesis.

4. In line with the results from the findings of the study, this action plan may be proposed to continuously motivate the students in learning Chinese language course.

| Students Motivational Action Plan for Chinese language course | | |
|---|---|---|
| Action | Resources | Person Responsible |
| 1. Keep Students Active and Engaged | Simulation Room | Teachers |
| 2. Allow for Student Choice, Creativity, and Variety | Classroom | Teachers |
| 3. Get Out of the Classroom | Travel destinations | Parents |
| 4. Create a Friendly Competition | Classroom/ Event Center | Teachers and Parents |
| 5. Offer Differentiated Instruction | Module | Teachers |
| 6. Provide Feedback Promptly, Frequently, and Efficiently | Assessment tools | Teachers |
| 7. Start the Day with Fun | Travel destinations | Teachers and Parents |
| 8. Share Accomplishments | Rubrics/ grade sheets with scores | Teachers and Parents |
| 9. Provide Multiple Opportunities for Students to Set Goals | Learning plan | Teachers and Parents |
| 10. Create a Class Newsletter or Social Media Page | Social Media platforms | Teachers and Parents |

### *4.5 Recommendations*

Based on the study's findings and conclusions, the following recommendations are made:

1. There should be an additional number of respondents in order to provide an in depth and extensive analysis of the results. A qualitative research method may also be employed in the study to support the quantitative results and address methodological issues.

2. There should be an enhancement of the learning materials in Chinese courses that will maintain the interest of the students in learning Chinese. Reformulating the assessment levels of the students may also be beneficial since many of the students like challenges and accepts them positively so that they can further learn from it. Parental encouragement plays a great role in the students' learning process; therefore, parents should be fully aware regarding their participation in their children's language course learning. Moreover, the teachers should consistently encourage the students in learning the Chinese language and should avoid showing any sign of favoritism to their students as it may affect the students performance in the course.

3. The teachers should create an action plan with the components of maintaining students interest, parents encouragement and the teachers role to continuously motivate the students to learn the Chinese language.

4. In line with the results from the findings of the study, this action plan may be proposed to continuously motivate the students in learning Chinese language course.

| Students Motivational Action Plan for the Chinese language course | | |
|---|---|---|
| Action | Resources | Person Responsible |
| 1. Keep Students Active and Engaged | Simulation Room | Teachers |
| 2. Allow for Student Choice, Creativity, and Variety | Classroom | Teachers |
| 3. Get Out of the Classroom | Travel destinations | Parents |
| 4. Create a Friendly Competition | Classroom/ Event Center | Teachers and Parents |
| 5. Offer Differentiated Instruction | Module | Teachers |
| 6. Provide Feedback Promptly, Frequently, and Efficiently | Assessment tools | Teachers |

| 7. Start the Day with Fun | Travel destinations | Teachers and Parents |
|---|---|---|
| 8. Share Accomplishments | Rubrics/ grade sheets with scores | Teachers and Parents |
| 9. Provide Multiple Opportunities for Students to Set Goals | Learning plan | Teachers and Parents |
| 10. Create a Class Newsletter or Social Media Page | Social Media platforms | Teachers and Parents |

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**Appendix A**
**Permission Letter**
Sir/ Madam:
Greetings.
I am currently doing my Thesis paper entitled," Factors Affecting the Motivation of Students from Southville International Schools and Colleges in Learning Chinese as a Foreign Language ", as a partial requirement for my degree in Master of Education Major in English Studies. The main focus of the study is to determine the factors of motivation in learning Chinese in Southville International School and Colleges and, from which the result will serve as a basis for the development of an action plan that is intended to cultivate the curriculum for Chinese further.

In line with this, may I request you to spare your precious time to answer the attached questionnaire for my data-gathering and be assured that your responses will be treated with confidentiality. You may also withdraw from answering the questionnaires without any questions should you find it prejudicial and intimidating on your part.

**Qi Mao**
Researcher

**Appendix B**
**Questionnaire**
Direction: Please put a check mark (/) on the blank that corresponds to your answer:

Name: _____(Optional)_____

**Part I. Respondents Profile**
Grade Level ( )6   ( )7            ( )8            ( ) 9            ( ) 10
Sex        ( ) Male  ( ) Female
Nationality ( ) Filipino        ( ) Foreign

Part II. The following are the identified student motivational factors in learning Chinese language; kindly rate according to the criteria below.

| | |
|---|---|
| 4- Strongly Agree | 2- Disagree |
| 3- Agree | 1- Strongly Disagree |

| I. Personal Interest | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| **Indicators** | | | | |
| 1. I like challenging class work in Chinese because I can learn new knowledge. | | | | |
| 2. I want to do better than my previous performance. | | | | |
| 3. I believe I can use what I learned from my Chinese class in my daily life. | | | | |
| 4. I want to do well in every schedule of my Chinese class. | | | | |
| 5. I think I am more responsible in Chinese class than in my other subjects. | | | | |
| **II. Parental Encouragement** | | | | |
| 6. My parents allow me to learn from previous poor performance in my Chinese language course. | | | | |
| 7. My parents believe that I have better grades in Chinese courses now than before. | | | | |
| 8. My parents help me to remember what my Chinese teacher taught in class when I do my assignments to make sure I have correct answers. | | | | |
| 9. My parents help me to reflect on the content I am learning in Chinese to make sure I understand everything. | | | | |
| 10. My parents trust me that I can do well in dealing with problems and tasks given by my Chinese teacher. | | | | |
| **III. Teacher Encouragement** | | | | |
| 11. My teacher believes I can master my communication skills using Chinese language. | | | | |

| | | | | |
|---|---|---|---|---|
| 12. My teachers provides detailed notes to remind me of what I am learning in Class when I study. | | | | |
| 13. My teacher allows me to do exercises or finish all the questions even if my teacher did not ask me to. | | | | |
| 14. My teacher provides outline of the topic to make it easier for me to be proficient in Chinese course. | | | | |
| 15. My teacher does not judge me when I answered his/her question in Chinese language incorrectly. | | | | |