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ESSAYS AND PERSPECTIVES ON
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The Motivation of Pakistani Students Studying Chinese Language in China

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Introduction

It is vital to investigate what motivates people to learn a language like Chinese. Students of the Chinese language first relied significantly on the work of foreign experts to understand the reasons why international speakers learn the Chinese language. Then, at some point, they started thinking about motivation in a way that was distinctively Chinese.

Most of China's studies on the factors that motivate people to learn Chinese can be broken down into two stages: the first stage covers the years 1980 through the beginning of 1990, and the second stage covers the years 1990 to the current day.

In the first stage, researchers of Chinese studies primarily focus on reading and translating important foreign works, and they use real-world examples to illustrate the theoretical perspectives of other scholars from other countries. At this point, most Chinese academics feel that the incentive to study Chinese is solely a psychological behavior, and they have yet to investigate it from any other angle.

In the second phase, researchers began to see that motivation for learning Chinese is multifaceted and looked at it from several angles (psychology, cognition, social variables, and behavior. According to a review of the literature on learning motivation conducted by domestic researchers, two primary approaches stand out: theoretical composition analysis and example demonstration. Understanding the psychological underpinnings of language acquisition motivation Scholars have conducted and published a growing body of research on the connection between students' internal experiences and their drive to study. Still, most of the studies are broad in scope and need more specificity.

Through analyzing pertinent research on language learning motivation by foreign academics, Chinese researchers have furthered their theoretical research on learning motivation. studies on the mobility of language acquisition, although there are few Chinese research material and findings. People worldwide have started to pay more and more attention to the Chinese language in recent years due to

the growth of China's overall power. Chinese academics have changed their research focus from English to Chinese as a result. However, the research is mainly conducted from a macro viewpoint because the motivation for learning Chinese is still in its infancy, yet only some findings have been attained. The research subjects in this study are Pakistani students studying Chinese at Chinese colleges, and it examines language learning motivation from a micro viewpoint.

Objectives

Learning motivation, which is the primary force behind the learning process, significantly influences learning the Chinese language. To better understand how learning motivation affects Chinese language acquisition, this study investigates the motivation of Pakistani overseas students studying there to learn the language. The research's findings are put forward, and actions are taken to enhance the effectiveness of their Chinese learning.

By examining the motivation of Pakistani international students to learn Chinese, we can determine how to increase students' interest in learning the language and offer workable recommendations for college admissions, management, and instruction to help international students learn Chinese more effectively boosting teachers' motivation. As a result, the standard of education has increased.

This research specifically addresses the following issues:

1. What is the general state of Pakistani students' motivation to learn Chinese at Chinese universities?
2. What connection exists between Pakistani students' ambition to learn Chinese at Chinese colleges, their gender, and time spent studying the language?
3. What elements influence Pakistani students' enthusiasm to learn Chinese at Chinese colleges, and how does that motivation change over time?
4. What recommendations can this research provide for teaching Chinese?

Motivation for Chinese Language Learning

Motivating oneself to study Chinese is an important part of investigating motivation theory. Scholars in the United States often draw on the findings of studies conducted in other countries to explain the factors that motivate students to learn. Researchers commonly use questionnaire surveys, who then analyze the data from many perspectives to determine the causes and motivations at play. By analyzing the motivations and outcomes of their studies, we may summarize the contributions of domestic researchers.

Beginning in the 1990s, China's foreign language classrooms have shifted their

focus to more student-centric methods of instruction. As the focus of language education moves away from primarily teaching students from their own country, more and more people are interested in studying the psychological aspects that influence how Chinese students learn a foreign language. As a result, learning motivation research in Chinese language studies has expanded in scope, depth, and breadth as researchers have paid greater attention to the topic. Similarly, the number of studies conducted on the subject has grown, as has the number of published studies (Alam et al., 2019; Baig et al., 2020).

After more than 20 years of study, China has amassed a wealth of knowledge on what drives people to learn Chinese. A growing number of specialists and academics are delving into this topic, expanding the range and depth of study. Early research on what drives people to learn Chinese focused solely on social psychology. Still, as the field progressed, scientists began looking at learning motivation from cognitive psychology, educational psychology, and other fields. Due to a lack of funding, the study's primary focus is enhancing college students' enthusiasm to study English. The research results are unique since the research aims and procedures are similar.

Foreign Research on Motivation

In China, academics are looking at what drives people to learn Chinese and reading up on the most recent findings from other countries. For instance, scholar (Dai, 2000) translated Professor J. Arnold's book "Emotional Components in Language Learning" and explained the emotional factors and their meanings. Qin Xiaoqing (2002) analyzed data from studies conducted outside of China and elaborated on the impact of learning motivation from many theoretical vantage points, including cognitive psychology and behaviorism. (Austin & Shen, 2016) offered a thorough breakdown and categorization of the many aspects influencing students' desire to study Chinese, as well as insightful recommendations for educators. Many experts have summed up the history and evolution of the desire to learn Chinese in China and overseas. (Larsen-Freeman, 2006; Meng, Wang, & Zhang, 2005) analyzed and summed up the progress of learning motivation theory research in China during the previous four decades. Research on the factors that motivate students to study has been evolving rapidly since 1970, and (Yan, 2019) provided a comprehensive summary of these developments.

Validating Research on Major Foreign Motivation Theories

The domestic research verifies the foreign motivation theory by comparing it to the actual situation in China and then advancing its theoretical stance about Chinese language learning motivation. (Gu & Johnson, 1996) analyzed the impact of students' mental health, study habits, and surrounding environment on their language acquisition in a study of Chinese university students. Encouragement to learn has a far more significant impact. (Shi, 2000) categorized students learning motivation and analyzed how it affected their performance in the classroom.

According to research by (Sung, Chang, & Liu, 2016) on the language-learning settings of scientific and engineering students, motivation to study has a higher effect on language acquisition. The article “The Influence of Learning Motivation and Effort on Foreign Language Learning Performance” by (Scovel, 1978). The study concluded that intrinsic motivation for learning a language is a sort of psychological activity that has no bearing on the efficacy with which one acquires that language. The impact of friends, family, and classmates on language acquisition research. The survey data clearly show that people from diverse socioeconomic situations are motivated to learn a new language in quite different ways (F. Gao, 2011).

Reflections on the Construction of Domestic Motivation Theory

Foreign scientists have surpassed their domestic counterparts in terms of study breadth and depth in learning motivation theory. Chinese academics have started looking at theories of motivation for learning foreign languages that make sense, given China’s unique circumstances and the country’s sustained focus and effort in this area. (Schumann & Schumann, 1977) examined how learners’ emotions affected their desire to study a new language. Then any other category, negative emotional elements affected students’ ability to learn. (Y. Gao, Zhao, Cheng, & Zhou, 2003) surveyed in-state students to discover more about their desire to learn a foreign language, the different forms of motivation they experienced, and how motivation affected their language acquisition.

Analysis of Chinese Language Motivation of Pakistani Students in Chinese Universities

The Meaning of Learning Motivation and its Variable Analysis

What keeps a student engaged in learning is called “learning motivation,” and it relates to why the learner is putting in the effort to learn. The theoretical underpinning of this study, the Intrinsic Structure of Language Learning Motivation, is grounded in the Social Education Theory (Dörnyei, 1994; Dörnyei & Németh, 2006; Gardner, 2001).

While the two theoretical frameworks share many similarities, their respective understandings of motivation and the interplay of the various elements that influence it are quite distinct. Learners’ motivation is analyzed through the lens of the social education paradigm, which focuses on factors such as the classroom setting, students’ perspectives on learning, their level of integration and instrumentality, and their internal state. (Dörnyei, 1994) underlying structure of language learning motivation theory builds on Gardner’s original work in learning motivation. Their definition of intrusive motivation differs from Gardner’s theory, but they both agree that it is crucial in determining the interest in learning a foreign language. Furthermore, they believe that the social climate will influence instrumental motivation since, with the continual changing of social ideology, the

practical value of language also changes proportionally, and these two motivations are not opposites but connected (Crookes & Schmidt, 1991).

In accordance with Gardner’s social education theory (Dörnyei & Ushioda, 2009) idea of the internal structure of language learning motivation, this study proposes six factors to investigate Chinese learners’ motivation to acquire the language. The six factors are integration, instrumental motivation, and social environment, learning experience, self-confidence, and learning effort. Motivations for learning Chinese may be broken down into three categories: integration, instrumental, and learning experience. Integration motivation encompasses a desire to fit in with the group, use the Chinese, and acquire a command of the language. instructor recommendation, a solid foundation in the language, etc.; social environment, or the impact of one’s social circle on one’s ability to learn, including the support of one’s family, friends, and coworkers. It is the opinion of (Dörnyei, 1994) that one’s sense of self-assurance An individual’s strength may be defined as their “degree of confidence in one’s performance in accomplishing objectives or completing tasks, generally tied to one’s overall perception of one’s capacity to deal with challenges, and related to a sequence of activities and learning information.” According to the (Noels, Pon, & Clément, 1996), students’ level of interest in learning Chinese and their level of comfort when using Chinese are indicator of their self-confidence. How much work a student has put into accomplishing a goal is a major factor in how much they’ve learned.

These six factors were chosen because of their potential to affect both social inclusion and extrinsic motivation. All six of these factors influence one another. Consider the characteristics and variables in Table 1 that may serve as sources of motivation.

Table 1: Motivational variables and relevant factors

Motivational variables	Relevant factors
Inclusive motivation	Integration tendency
	Attitudes towards Chinese language
	Desire to learn Chinese language
Instrumental motivation	The practical or utilitarian purpose for acquiring Chinese
Social atmosphere	The positive attitude of parents, friends, etc.
Learning experience	Language background
	Evaluation of Chinese Teachers
	Evaluation of Chinese language courses

Self-confidence	Interest in learning Chinese
	Anxiety when using Chinese
Study effort	Attitude to learning Chinese
	Motivational strength

Basic Information Statistics

The respondents of this research are all Pakistani students learning Chinese at Chinese institutions. In terms of data statistics, numerous dimensional characteristics of Pakistani pupils were explored. Among them, 97 Pakistani students were male, and 19 were female. The precise information of the responders is shown in Table 2:

Table 2: Basic Statistics of Chinese Language Pakistani international students

	Gender		Time to learn Chinese			
	Male	Female	1-12 months	13-24 months	25-48 months	48 months and above
Quantity	97	19	2	18	74	23

General Overview of Motivational factors of Chinese Language Students

The results of the statistical analysis of each item are displayed in Table 3.

Table 3: Motivational factors of Chinese language students

Question	Mean Value
Chinese teachers' concern for us and communication with us have an impact on my study.	4.13
I like learning languages, and learning Chinese is an interesting thing for me.	4.12
I like Chinese very much. I want to learn Chinese because I want to communicate with them and meet more Chinese friends.	3.95
I study Chinese because I want to study other majors in China.	3.72
Chinese is becoming more and more important. Learning Chinese well can help me better understand the world's economy, culture and politics.	3.96
I like Chinese culture, so I study Chinese so that I can learn more about Chinese culture.	3.83

I want to live in China, so I study Chinese.	3.23
If I learn Chinese well, I can get promotion opportunities at work.	3.82
I think Chinese is an important communication tool, so it is very important to learn Chinese well.	3.91
I learn Chinese because of Chinese movies, songs, books and so on.	3.26
I study Chinese to get the HSK certificate.	2.89

These high-scoring elements show that the global prestige of the Chinese is increasing, and as China's overall strength grows, so do the country's economic growth prospects and the recognition that the Chinese have among young people worldwide. The more advanced your Chinese, the more prospects for growth and communication expansion you can take advantage of. Additionally, it has been shown that international students are drawn to study Chinese. The students are quite pleased with themselves for studying Chinese. In addition, it has been noted that Chinese professors play a crucial role in helping students from other countries learn Chinese. Like the Chinese enlightenment teachers of overseas students, instructors play a pivotal role in inspiring their pupils to learn. Few Pakistani students consider studying Chinese only acquiring a credential.

Table 4 displays the average scores of six motivational factors (integration motivation, instrumental motivation, social milieu, learning experience, self-confidence, and learning effort) among Pakistani overseas students studying at Chinese institutions.

Table 4 Descriptive statistics of motivational variables

Motivational variables	Average	Standard Deviation
Inclusive Motivation	3.6929	0.7451
Instrumental Motivation	3.722	0.4189
Social Atmosphere	3.3063	0.3225
Learning Experience	3.5429	1.0809
Self-Confidence	3.3475	1.1253
Study Effort	3.1676	0.6965

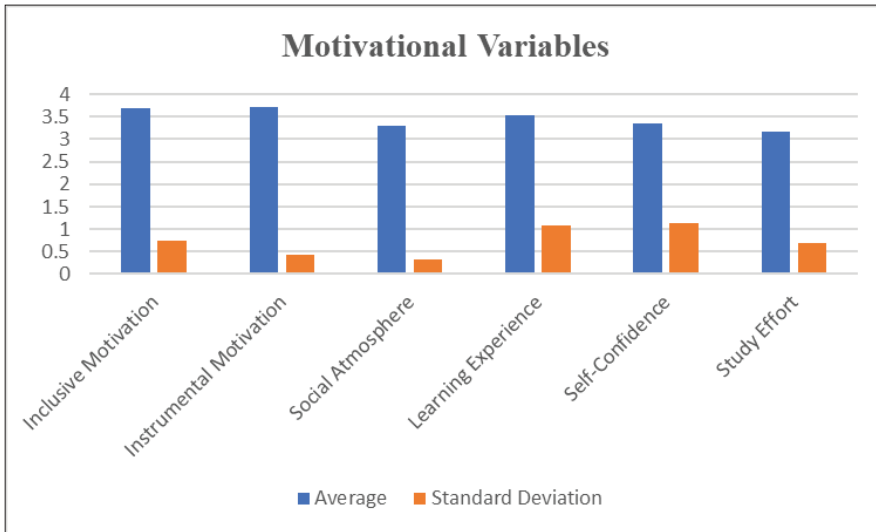


Figure 1: Descriptive statistics motivational variables

The findings for both instrumental and integrative motives are shown, respectively, in Table 4 and Figure 1. All the categories, except for “study effort,” have scores that are lower than 3.3, although “social atmosphere,” “learning experience,” and “self-confidence” all have greater scores. This suggests that there is minimal difference between the various determinants of motivation and that the learning motivation of international students is still relatively robust in the early stages of the learning process. The results also show that international students are interested in learning Chinese because they hope to assimilate into Chinese society and experience the richness of Chinese culture. Learning Chinese will help them professionally and personally and increase their opportunities for communication. According to the statistical data of standard deviation, however, the standard deviation of self-confidence is the biggest, suggesting that in the beginning stages of learning Chinese, the polarization of international students’ self-confidence is significant. Some kids have psychological issues, while others are overconfident. There is a small amount of variation in his social environment, which suggests that his loved ones’ opinions of him positively impact his desire to study.

The Variable Relationship between Gender and Learning Motivation

In this study, gender is utilized to analyze how it affects students’ desire to study. Table 5 displays the results of a comparison between male and female motivation. In this study, women were shown to have a somewhat greater motivation level than motivation of men.

There is statistical evidence that females are more curious about Chinese than guys. Since women’s emotional thinking is more developed than men’s, most

travel to China to study the language with a specific aim in mind. The women students will be tough on themselves in this assessment. Boys typically decide to study Chinese for pragmatic reasons, including personal growth and career advancement, with supportive encouragement from family and peers.

Table 5: Comparison of male and female motivation

Question	Motivational Level
I like Chinese very much. I want to learn Chinese because I want to communicate with them more and make more Chinese friends.	Higher Motivation in females
I like Chinese culture, so I study Chinese so that I can learn more about Chinese culture.	Higher Motivation in females
I want to live in China, so I study Chinese.	Higher Motivation in females
When I study Chinese, I want to continue to study other majors in China.	Higher Motivation in females
I like learning languages, learning Chinese is interesting to me.	Higher Motivation in females
Learning Chinese well can give me a sense of accomplishment.	Higher Motivation in females
I have not missed class.	Higher Motivation in females
I learn Chinese because I like Chinese movies, songs, books, etc.	Higher Motivation in males
If I learn Chinese well, I can get promotion opportunities at work.	Higher Motivation in males
I study Chinese for the HSK certificate.	Higher Motivation in males
Chinese is becoming more and more important. Learning Chinese well can help me better understand the world's economy, politics and culture.	Higher Motivation in males
I learn Chinese because of the requirements of my parents.	Higher Motivation in males
Chinese teachers' concern for us and communication with us have an impact on my study.	Higher Motivation in males

The combined descriptive data of female and male learning motivation are shown in Table 6.

Table 6: Combined table of descriptive statistics of learning motivation of females and males

Item	Female			Male		
	Quantity	Average	SD	Quantity	Average	SD
9	19	2.9565	1.3973	97	2.9286	1.3848
10	19	1.5217	0.8458	97	2.3571	1.4991
11	19	3.3478	1.6406	97	3.2143	1.3114
12	19	4.0435	1.1069	97	3.7143	0.9945
13	19	3.5652	1.6467	97	3.5714	1.6036
14	19	2.7826	1.6225	97	3.0714	1.43 92
15	19	3.2174	1.5062	97	3.7143	1.3828
16	19	4.4348	0.8435	97	4.3571	0.8419
17	19	3.913	1.2761	97	3.2857	1.43 73
18	19	4.3478	0.9346	97	4.2857	1.2044
19	19	4.1739	1.0292	97	4.2143	0.6993
20	19	3.7391	1.2142	97	4	0.9608
21	19	4.2609	0.9154	97	4.0714	1.1411
22	19	3.2609	0.9154	97	3.2857	1.1387
23	19	3.1739	0.9841	97	3	1.1094
24	19	3.9565	0.8779	97	4.1429	0.663
25	19	4	0.9045	97	3.6429	1.1507
26	19	3.7391	0.9154	97	3.7143	0.9139
27	19	4.3 043	0.8757	97	4.1429	0.7703
28	19	4.3913	0.7827	97	4.3571	0.9288
29	19	6.07708	1.1673	97	3.6087	0.9881
30	19	3.4286	0.9376	97	3.39143	0.9409
31	19	3.1429	0.8644	97	3.1739	1.1541
32	19	3.9286	0.73	97	3.7826	0.7359

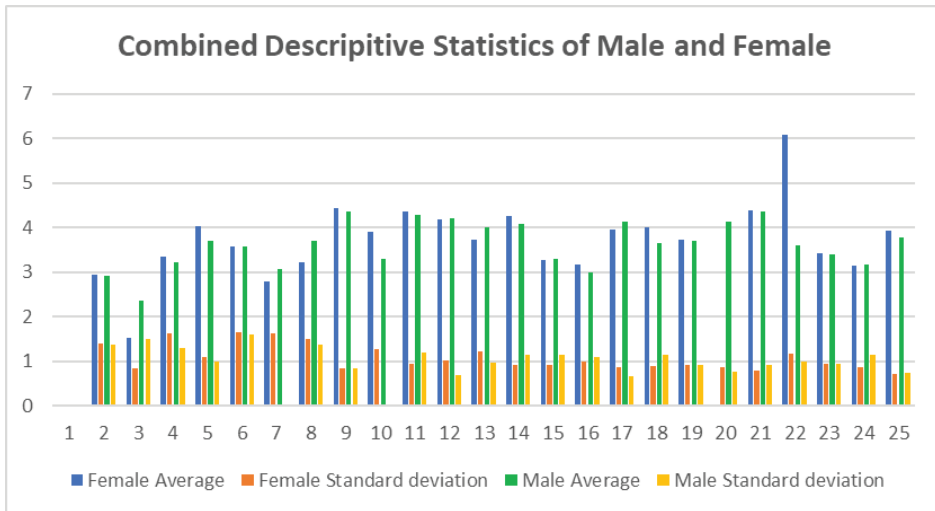


Figure 2: Combined descriptive statistics of male and female

Table 7: Descriptive statistics of items with higher motivation for Females than Males

Item	Male		Female		The absolute value of the difference between the two means
	Average	SD	Average	SD	
12	3.5714	0.9945	4.0435	1.1069	0.3509
18	4.2857	1.2044	4.3478	0.9346	0.6273
19	4.2143	0.6993	4.1739	1.0292	0.3571
20	4	0.9608	3.7391	1.2142	0.3944
23	3	1.1094	3.1739	0.9841	0.5343
24	4.1429	0.663	3.9565	0.8779	0.4674
29	3.4286	0.9881	6.07708	1.1673	0.3845

Descriptive data of items with greater male motivation are shown in Table 8.

Table 8: Descriptive statistics of items with higher motivation for boys than girls

Item	Male		Female		The absolute value of the difference between the two means
	Average	SD	Average	SD	
9	2.3571	1.4991	1.5217	0.8458	0.8354
15	3.7143	1.3828	3.2174	1.5062	0.4969
21	4.2609	0.9154	4.0714	1.141	0.5745
22	4.3571	0.8419	4	1.1677	0.3571
25	4.0714	1.3281	3.5217	1.62	0.5497
27	4.1429	0.7703	4.3043	0.8757	0.5324

The Relationship between Chinese Learning Time and Learning Motivation Variables

Students' drive to study varies with their developmental stage. For example, students with more than a year of Chinese study report that those with less than a year have higher levels of learning desire.

The motivation of overseas students can be affected by factors such as their enthusiasm and desire to study Chinese and their previous exposure to the language. Statistics in Tables 9 and 10 reveal that overseas students from Pakistan are less motivated the longer they must put in for their degrees.

Table 9: Descriptive statistics of motivational factors of students who learn Chinese less than one year.

Motivational factor	Average	SD
Integration tendency	3.5786	1.3522
Attitudes towards Chinese-speaking people	4.0667	0.9892
Desire to learn Chinese	4.4	0.6806
Practical or utilitarian purpose of acquiring Chinese	3.8214	1.2071
Positive attitude of parents, friends, etc.	3.5667	1.4771
Good language background	4.15	1.0513
Evaluation of Chinese Teachers	4.1125	1.0187

Evaluation of Chinese language courses	4	0.9388
Interest in learning foreign languages	4.45	1.0501
Anxiety when using Chinese	3.2833	1.0057
Attitude to learn Chinese	2.9667	1.2346
Motivational strength	3.825	1.2171

Table 10: Descriptive statistics of motivation factors for learning Chinese for more than one year

Motivational factor	Average	SD
Integration tendency	3.4286	1.2991
Attitudes towards Chinese-speaking people	3.7843	0.9447
Desire to learn Chinese	3.9412	1.088
Practical or utilitarian purpose of acquiring Chinese	3.6555	1.2312
Positive attitude of parents, friends, etc.	3	1.5621
Good language background	3.9121	1.3112
Evaluation of Chinese Teachers	3.5735	1.3194
Evaluation of Chinese language courses	3.912	0.7812
Interest in learning foreign languages	4.1765	1.0146
Anxiety when using Chinese	3.0686	1.1103
Attitude to learn Chinese	2.6863	1.3037
Motivational strength	3.4706	1.2848

Conclusion

As an empirical study on learning motivation, this research investigated and interviewed Pakistani international students in China, drawing from domestic and foreign theories. To stimulate and maintain the motivation of international students to learn Chinese, this research studies the influence of five types of motivation on the learning process and makes relevant suggestions from three perspectives: the international students themselves; teaching teachers; and Chinese textbooks.

Many researchers have focused on what draws overseas students to study Chinese in recent years, but more needs to be done to promote Chinese abroad. Based on research and analysis of the characteristics of international students, this paper proposes strategies for retaining and increasing the motivation of Pakistani international students to study Chinese. The ramifications of spreading Chinese abroad are not theoretical.

There are still numerous gaps in this investigation. For instance, the study needs to analyze the process and degree of effect of each form of motivation on learners' Chinese learning results, and it undertakes fully investigate the link between the five categories of motivation. The elements that affect students' desire to study have yet to be fully explored. Considering the limitations of this study, it would be ideal if additional researchers provided more in-depth insights.

Recommendations

This study looks at the role of intrinsic motivation in learning Chinese and finds that it plays a role throughout the process. Furthermore, the impact of extrinsic incentives on students' ability to learn Chinese must be considered. Many people and things can provide extrinsic incentive, such as classes, tests, and even Chinese textbooks. The effectiveness of students studying Chinese is most strongly influenced by the quality of their Chinese professors, followed by the quality of their access to Chinese textbooks. When it comes down to it, the content and style of instruction provided by Chinese teachers directly impact whether students to try to learn Chinese. Learning Chinese is significantly aided by exposure to Chinese texts.

Some findings on the motivation of international students of various nationalities to study Chinese are being examined considering the research on the motivation of Pakistani international students to study Chinese. Students of various nationalities and students from Pakistan who are learning Chinese have several aspects that influence their progress in learning Chinese. Since the effects are comparable, it is reasonable to assume that the research findings are also applicable to the acquisition of Chinese by students of various nationalities. International students studying in China from other nations can also benefit from the research's suggested changes. This study has a primary advisory function for Pakistani international students in China since it investigates the elements that influence the study motivation of these students and offers actionable recommendations based on those findings. Therefore, the following suggestions grounded in personality studies can be considered universal.

Suggestions for International Students in China

Overcome the Psychological Barriers to Chinese Learning

Based on responses from a poll of overseas students from Pakistan, it's clear that

many of them view Chinese language study as a formidable challenge. In addition, prior studies have shown that most students encounter psychological difficulties while first learning Chinese. For some, these barriers continue to impede their progress even in the later stages of language acquisition. Fear that learning a new language will be too challenging, an introvert's reluctance to interact with others even though such interaction is essential to the language-learning process, and the fact that learning a new language requires exposure to new cultures and ideas are just a few of the many factors that can create psychological barriers. It's much more demoralizing than the disappointment brought on by realistic expectations, at least when compared to the experiences of those who attended school simultaneously. Learners can mitigate the effects of psychological obstacles by, for example, talking to their instructors early and often about their struggles, comparing their experiences with those of their peers, and creating personalized study schedules. Maintain a consistent daily schedule, complete your daily learning objectives, etc.

Master Chinese Language Learning Methods

Chinese proverb states, "Practice makes a man perfect." The adage "practice makes perfect" suggests that, with enough repetition, a skill may be mastered. Some students put in a lot of time and effort to master Chinese, but their progress falls short of expectations, while others can put in less work to reach their goals. As a result, students enrolled in Chinese language classes should evaluate whether they are effectively learning the language and whether or not they are following the rules of language acquisition, such as whether or not they are previewing the material to be covered in the following day and whether or not they are reviewing what they have learned after class. In addition, take stock of where you stand regarding your knowledge of Chinese grammar fundamentals, etc. While these factors are not decisive, mastery of the rules of learning does have a cherry on top effect on Chinese learning.

Make Chinese Friends and Integrate into Chinese Social Life

The ideal conditions for mastering the Chinese language are found in China for foreign international students. It's easier for them to become fluent in Chinese through classroom instruction alone. Since it is a means of communication, language is also useful outside of the classroom. Researchers observed that Pakistani students in China needed a stronger drive for integration and had limited contact with Chinese pupils. Improving international students' knowledge of integration is crucial to succeed in studying Chinese. Students may expand their social networks among Chinese speakers, enhance their grasp of Chinese culture, bring Chinese lessons to life, and practice listening and speaking in Chinese. Forming language partnerships with other college students allows for more exposure to authentic language use in context and the opportunity to learn about and appreciate various cultures.

Suggestions for Chinese Teachers

Organize Interesting Classes

The study results show that students' enthusiasm to learn is significantly impacted by how engaging their classroom instruction is. It's been shown that students' perceptions of the difficulty of learning Chinese and their actual learning outcomes are positively correlated with how engaging their instructional materials are. There is now a need for more motivation among students studying Chinese, which hurts their ability to do so. Teachers in China, as the people responsible for determining what students learn and how it is taught, have much say in whether what is taught is engaging. Teachers can encourage increased participation in class by raising their standards, including new forms of media in lessons, and focusing on subjects that pique their students' interests. Improve students' interest in studying through interactive approaches, such as organizing them into teams to hold debates on a topic of interest, holding Chinese word game contests, and holding calligraphy competitions in the classroom.

Grasp the Learner's Learning Psychology

Because most people have psychological barriers when they first start learning a language, and these barriers may still be there in the middle or even at the end of learning. So, if teachers want to help their students learn well, they should know about the different ways people know. At this stage, please pay attention to how the students' hearts are changing and guide them based on how they are changing. This will help them find their ways to learn, develop good study habits, and improve how well they learn.

Actively Participate in Teaching and Training

The way Chinese is taught to students outside of China is different from how it is taught in China, and the requirements for foreign Chinese teachers are different from those for Chinese teachers in China. Teachers of Chinese must meet the three requirements below: First, your Mandarin Chinese must be standard, and you must have the right qualifications, which is a requirement. Second, students from different countries should be able to speak their native language well. Because each international student is different and has a different way of learning, their progress in learning Chinese will also be additional. If teachers can't talk to each other in Chinese, they must use one of the other languages of the International Students Union. Third, you have great control over your subject. "Classroom manipulation ability" refers to a teacher's ability to solve problems caused by students' different cultural backgrounds and answer students' questions about Chinese while still meeting their teaching goals. Suppose Chinese teachers want to improve their cultural knowledge and professional skills. In that case, they should take part in training for teachers of foreign languages, learn from the mistakes and lessons of their predecessors, and stay calm in emergencies. They can

also use it to get better ability to teach.

Suggestions on the Compilation of Teaching Materials

Conform to the Laws of Language Cognition

Textbooks are how teachers and students learn Chinese. Since learning Chinese is a step-by-step process for international students, textbooks are essential to their education. Whether or not the textbook's content matches the cognitive rules of the language and whether the textbook's structure makes sense affects how well the students learn. Different colleges and universities use other criteria to choose textbooks, but one of the most important is whether the textbooks match the way international students think about language. Because the textbooks are very professional, the author must think about the content and change it repeatedly. Because of this, many Chinese textbooks have been put out in more than one edition so that they can meet international students' needs. In short, it should be thought about whether it fits with language learning rules. This is true for both the content and the choice of teaching materials.

Teaching Materials are Easy to Understand

Most international students who come to China to learn Chinese need to learn the basics of the language. Because Western and Eastern cultures are so different, teaching materials must be easily understood. If international students want to be fluent in Chinese, the first and most crucial step is to understand what is in the textbooks. From this, they can better understand how big and deep Chinese culture is and how charming Chinese people are. Even though the material in the textbook is easy to understand, it should also be helpful and interesting.

Classroom Teaching is Colorful

First, teachers and students should get along well and make the classroom a lively place to be so that students who are feeling nervous can calm down. Since each student has their own ideas and personality, teachers should learn to respect each student and encourage them to have their own learning goals and development vision.

Second, teachers should be friendly to both students who do well in school and those who don't, and they should encourage both groups to learn Chinese actively. Because a student's emotional state affects how motivated they are to learn, both positive and negative feedback can make them more interested in learning and positively affect the learning effect. And the students who aren't learning as well as could need more encouragement from their teachers to get them to stop learning Chinese passively and start learning it actively and to keep their interest in learning. In the classroom, teachers should always tell students what they expect of them and praise them as they talk to them. They shouldn't criticize

and accuse students by shutting them up which could hurt their self-esteem and make them less knowledgeable. There is a well-known benefit in psychology called the “Rosenthal benefit,” which says that teachers who encourage their students will make them want to learn more and learn more intensely. Over time, students will do as well as or even better than the teacher expects.

Third, the tasks in the course should be set up in a way that makes sense. The content should be easy enough, and it should be exciting and useful for the students. For example, tasks that are closely related to everyday life and designing learning content that meets these two conditions are good examples. and activities, but they can also get them more excited about learning. Also, the learning tasks should be at the right level of difficulty and require a certain amount of work, so that when the international students finish them, they feel like they’ve done something.

Lastly, teachers should learn how to use multimedia technology to help them teach and take full advantage of network resources to help students learn more. Studies have shown that learning a language is a multi-sensory process and that the effects of learning a language are more apparent when both the eyes and ears are stimulated at the same time. So, multisensory learning is getting more and more attention in modern language teaching. Therefore, teachers should use various ways to teach to help students learn Chinese from an audio-visual perspective, deepen their understanding of what is being taught in class, and speed up their learning.

Extracurricular Activities

Activities outside of school are an essential part of learning Chinese. Students can strengthen their understanding of what they have learned in class by doing things outside of school. Aside from types, extracurricular activities can also be a good way for international students to learn Chinese and improve their ability to use it. And the more different and exciting the students’ extracurricular activities are, the more interested they are in learning. The thirstier they are for knowledge, which can help motivate them to learn.

Extracurricular activities come in many different shapes and sizes, and teachers can plan different ones for their students depending on who they are. This study looks at the basic situation of international students learning Chinese and gives a summary of the following types of activities:

To start, set up interest activities outside of school, invite relevant teachers to teach traditional Chinese culture, and invite them to take part in interest activities together, like making dumplings, doing activities together at conventional Chinese festivals like Mid-Autumn Festival and Dragon Boat Festival, or watching Chinese dramas together, and so on.

Second, do things for the competition. The competition can include all parts of

listening, speaking, reading, and writing, such as calligraphy competitions, Chinese song quizzes, Chinese word competitions, etc., which can excite students about learning.

Third, set up group tours where tutors can take international students to famous sights in China and teach them about the country's history there. For example, they could visit the Summer Palace, Yuanmingyuan, the Great Wall, etc., to help them learn more about Chinese culture and improve their learning—A keen interest in Chinese.

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The establishment of centre aims to provide a base to learn not only Chinese society, but a window of opportunity to take advantage of this platform via developing research collaborations in Xinjiang and mainland China. These collaborations are key to conduct research with high relevance to GB. As referred above that, historically the GB (Pakistan) and Xinjiang (China) offer much in common to share, which includes languages, heritage sites, oral and documented traditions, religious traditions, socio-political and economic pacts, ethnography mapping of mountain communities, cultural diplomacy, etc. The commonalities of these wide range areas are significantly important to consider as an opportunity for collaboration between KIU, Chinese Universities and beyond.

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