

Original Paper

Research on Non-Native Speakers' Motivation in Chinese Language Learning: A Review and Reflection—A Statistical Analysis Based on Academic Journal Papers (1997-2023)

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Abstract

This study adopts the scope review method to search for relevant studies on non-native speakers' motivation to learn Chinese in the SSCI, CSSCI and Peking University Core Thesis Database, and combs and analyses the obtained literature from the perspectives of general trend, research object, research method and research content, pointing out the deficiencies of the current studies and suggesting suggestions for the future researches. The results of the analysis show that although the number of studies in this field is relatively abundant, the scope of research objects is narrow, the breadth of research perspectives is insufficient, the research method is relatively single, and there are certain research gap areas. Based on the above findings, the author makes corresponding suggestions for future research.

Keywords

non-native speakers, Chinese language learning, motivation research

1. Introduction

Motivation refers to the psychological tendency or internal drive of an individual to take efforts and actions to achieve a certain goal or realise a certain desire, it is an innate ability of an individual to learn and grow actively, it is inherent within a person, and it can only be stimulated but not intensified. Motivation affects the learning effect of students of Chinese as a second foreign language, students driven by strong motivation will not easily give up or change their learning behaviour, they have strong

endurance to difficulties and will take various ways and means to reach the set goals, such students have a greater possibility of success and achieve a higher level of language proficiency (Huang, 2008). In the process of language learning, motivation plays an important role in learners' language learning. Moreover, the formation and change of second language learning motivation are cross-influenced by external and internal factors, which need to be studied from various aspects. Therefore, it is necessary to study Chinese learning motivation.

Since the 1990s, a great deal of research has been conducted on the motivation of non-native speakers in Chinese language learning at home and abroad, and has made great progress in the 21st century, but there is a lack of overview research on motivation in Chinese language learning at home and abroad. Therefore, this paper attempts to sort out the development of existing (1997-2023) research on Chinese learning motivation at home and abroad, statistically analyse the research objects, research contents, research methods, etc., and then reflect on the limitations of this field of research and look forward to the future, so as to provide future research on the motivation of non-native speakers in Chinese language learning with certain. We will also reflect on the limitations of this research field and look forward to the future, so as to provide some reference value for future research on the motivation of non-native speakers to learn Chinese, so as to achieve two-way development in this field, both vertically and horizontally, and also to provide some suggestions for the cause of Chinese language education as to how to stimulate and make use of the students' motivation.

2. Research Design

2.1 Research Questions

This study intends to answer the following questions: (1) What is the general trend of Chinese learning motivation at home and abroad? (2) What are the focuses of Chinese learning motivation research at home and abroad? (3) What are the shortcomings of the existing studies and the possible directions for future development?

2.2 Research Methodology

2.2.1 Data Acquisition

Domestic literature was searched through the Chinese Periodicals Full Text Database (CNKI), using "Chinese learning motivation" as the subject name, selecting Peking University Core and CSSCI sources, and a total of 30 related documents were retrieved. Foreign journals were searched in the SSCI core database through the Web of Science Core Collection, with "Chinese learning motivation" as the subject search term, and "Article" as the document type. With "Chinese learning motivation" as the search term, we checked "Article" and selected "Linguistics", and then manually screened the obtained documents, and we got a total of 28 relevant documents.

2.2.2 Thematic Classification

Based on the abstracts and contents of 58 related articles from home and abroad, four major research themes were finally identified after discussion between the two authors: (1) ontological research about

Chinese learning motivation; (2) correlational research about Chinese learning motivation; (3) research about the influencing factors of Chinese learning motivation; and (4) applied research about Chinese learning motivation.

3. Findings and Analyses

Analysing the collected literature data, it can be found that the existing research objects are relatively comprehensive and cover a wide range of fields, mainly reflecting the following characteristics: (1) the number of papers grows rapidly and fluctuates drastically; (2) the research horizons are constantly expanding, and the contents of the research are constantly being refined; (3) the objects of the research are expanding from international students coming to China to foreign Chinese language learners and Chinese language learners of domestic ethnic minorities; (4) the research methodology focuses on Chinese language learners. The research method focuses on empirical research. In the following, this paper will explore the research status of Chinese language learning motivation at home and abroad from 1997 to 2023 in more detail from four dimensions: general trend, research object, research method and main content.

3.1 General Trends in Chinese Learning Motivation Research

Figure 1 shows that the number of studies on Chinese learning motivation at home and abroad is in a dynamic trend, with domestic studies being in the exploratory and budding stage until 2011, growing rapidly since 2011, and then fluctuating and decreasing after peaking in 2013, and then returning to the level of the number before 2011 in 2017. While the number of foreign studies grows a little later than the domestic, the amount of studies per year before 2018 is maintained at about 1 article, until 2018 onwards began to continue to grow, and in 2023 there have been 7 articles. It can be seen that the international influence of the Chinese language is growing, and more and more people are paying attention to Chinese language learning, which in turn has led to a series of studies on Chinese language learning motivation.

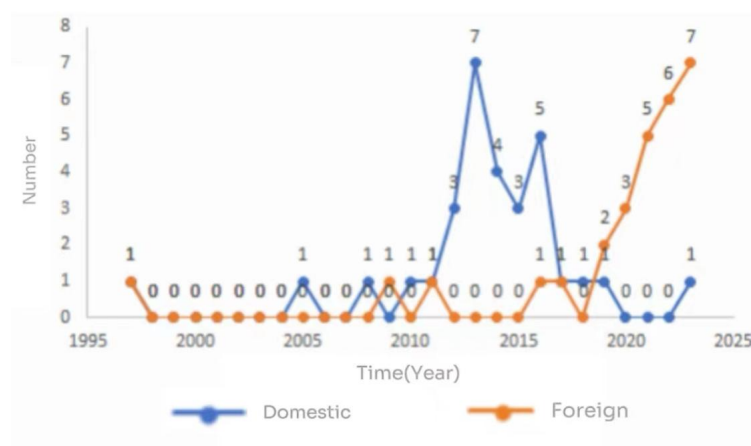


Figure 1. Development of Chinese Learning Motivation Research, 1997-2023

3.2 Objects of Research on Chinese Learning Motivation

The Chinese learning motivation studies at home and abroad from 1997 to 2023 cover subjects at different levels and with different identity backgrounds. In terms of the educational level of the research subjects, there are primary and secondary school students, as well as undergraduates, matriculants, masters and doctoral students, etc., with undergraduates and above accounting for 62.1 percent of the total. In terms of the nationalities of the study participants, the study participants cover the five continents of Asia, Europe, Africa, Oceania and North America, and come from at least 150 countries and regions. In terms of the level of Chinese language proficiency of the study participants, there are people with beginner, intermediate and advanced levels of Chinese language proficiency, and the number of them is not very different from each other. In terms of the distribution of the research subjects, primary and secondary school students are basically chosen as the research subjects when studying the motivation of ethnic minorities, Hong Kong and Macao to learn Chinese, while undergraduates and above are more often chosen as the research subjects when studying international students and foreign learners.

Table 1. Educational Distribution of Chinese Language Learning Motivation Research Participants, 1997-2023

Educational level of study participants	number of articles	proportions
primary and secondary school students	16	27.6%
pre-college student	2	3.4%
Undergraduate and above	36	62.1%
Elementary and secondary school students and undergraduate students and above concurrently	1	1.7%
uncharted	3	5.2%
(grand) total	58	100%

Generally speaking, there are various types of subjects in the study of Chinese learning motivation at home and abroad from 1997 to 2023, and the choice of the academic level of the subjects in different regions may be related to the local Chinese language education policy, economic development, and the relationship with the Chinese language family or ethnic group, and so on. For example, Li Yan and Almanzhan chose Chinese language learners in colleges and universities in Astana, the capital city of Kazakhstan, and Almaty, the second largest city of Kazakhstan, under the strategy of "One Belt, One

Road", as the target of their study (Li & Almanzhan, 2016). The reason why is that Astana is the political, economic, cultural and educational centre of Kazakhstan, and Almaty is the first city in Kazakhstan to offer Chinese language courses, and there are more colleges and universities offering Chinese language courses in the two cities.

3.3 Research Methods of Chinese Learning Motivation

Classifying the research methods of Chinese learning motivation helps us to observe and grasp the characteristics and development trend of Chinese learning motivation. Since 1997, research on Chinese learning motivation has achieved fruitful research results, with both qualitative and quantitative research, and the comprehensive use of questionnaires, qualitative interviews, diary observations, case studies and other methods to examine different research subjects, of which questionnaires and interviews are used most frequently. The questionnaires and interviews are the most frequently used, and the related statistical software is used to carry out variance, standard deviation and linear regression analyses after collecting certain data. The distribution of Chinese learning motivation research methods is shown in Table 2.

Table 2. Distribution of Research Methods on Chinese Learning Motivation, 1997-2023

Research methodology	Number (articles)	proportions
quantitative research	35	60.3%
qualitative research	7	12.1%
hybrid research	16	27.6%
(grand) total	58	100%

Table 2 shows that the research on Chinese learning motivation mainly adopts quantitative research methods, with as many as 35 papers, accounting for 60.3%, and the papers adopting mixed research, i.e., there are 16 papers applying both quantitative and qualitative methods, accounting for 27.6%, while there are only 7 papers adopting qualitative research, accounting for 12.1%. This is mainly due to the fact that quantitative research analyses the data more truly and reliably, and the conclusions are more scientific and persuasive. For example, Zhou Qingsheng conducted a comparative analysis after a questionnaire survey on four ethnic groups, namely Dai, Yao, Jinuo and Hani, in Yunnan Province, and the results showed that there are commonalities and differences in the motivation of ethnic minority children of different ethnic cultural backgrounds in Chinese language learning, and that there is a positive correlation between ethnic minorities' tendency to support their children's schooling and the degree of change in the traditional culture of the ethnic group (Zhou, 1997).

3.4 Content of Chinese Learning Motivation Research

For these 58 papers, we can classify them into ontology research, correlation research, influence factor research, application research. according to the content of the research. The number of papers of

different research types and their proportions are shown in Table 1.

Table 3. Distribution of Research Contents on Chinese Learning Motivation at Home and Abroad, 1997-2023

Research type	number of articles	Proportion (retain one decimal place)
ontology	30	51.7%
A study of relevance	10	17.2%
Impact factor studies	11	19.0%
Applied Research	7	12.1%
(grand) total	58	100%

As can be seen from Table 3, studies on Chinese learning motivation mainly focus on ontology research, with a total of 30 articles, occupying 51.7%; correlation research, influence factor research and application research each have 10, 11 and 7 articles, accounting for 17.2%, 19.0% and 12.1% respectively. In the following, we will review and analyse the four aspects of Chinese learning motivation: ontology research, correlation research, influencing factors research and application research one by one.

3.4.1 Ontological Research on Chinese Learning Motivation

Ontological research on Chinese learning motivation, defined here as research that addresses the nature, formation, and change process of Chinese learning motivation itself, has mostly focused on domestic research areas. According to statistical analyses, ontological research on Chinese learning motivation can be further divided into two main categories and five aspects. The two main categories refer to static and dynamic research, and the five aspects are formation research, type research and comparison research under static research, as well as research on changes in motivational strengths and weaknesses and de-motivation research under static research.

Firstly, from the perspective of static research on Chinese learning motivation, we review and analyse the research on the formation of Chinese learning motivation, types of research and comparative research. Research on the formation of Chinese learning motivation is one of the main concerns of researchers, defined here as "what is motivation". Generally speaking, all the papers on the formation of Chinese learning motivation mostly consider that Chinese learning motivation is a kind of complex, variable and integrated motivation, and that the motivation of both international students in China and foreign learners is to go to China through learning Chinese, i.e., personal development motivation. Li Yan and Almanzhan, after conducting a field study on the current situation of Chinese language education in Kazakhstani colleges and universities along the "Belt and Road" strategy, conclude that students' motivations for learning Chinese are diverse, with "good prospects for development" and "interest in Chinese culture" and so on occupying a certain proportion, and the main motivation is

"good prospects for the development of Chinese language learning" (Li & Almanzhan, 2016). Lei Li and Ni Liang studied the Chinese learning motivation of ethnic minority students in remote Tibetan areas, and the results showed that local ethnic minority students' Chinese learning motivation has both communicative and instrumental motives, and established a learning motivation model belonging to local students (Lei & Ni, 2014). It can be seen that the most important motivation of Chinese language learners is personal development. However, there are also objective motives, for example, Wu Chenchen and Shao Mingming studied the motives of Japanese Chinese heritage language learners in Chinese language learning and found that in Chinese-Japanese families, grandparents play an important role in the language retention and development of the second-generation heritage language learners, and the parents' language proficiency as well as their attitudes towards the language directly affect the language choice and use in Chinese-Japanese families. Career development and communication are their main motives (Wu & Wang, 2017)

There are fewer studies on the types of motivation for Chinese language learning, with only two articles. Using written interviews and questionnaires, Ding Anqi examined the types of motivation for Chinese language learning, and concluded that the motivation for learning Chinese as a foreign student in China can be divided into three major categories: environment-attractive motivation, personal-needs motivation, and other people's recommendation motivation (Ding, 2014). Li and Wei examined the types of motivation for Chinese language learning among international students for 131 matriculated international students at Central China Normal University. They analysed and concluded that there are seven types of motivation: internal-external hybrid motivation, personal development motivation, teacher factor motivation, learning context motivation, social factor motivation, immigration and examination motivation (Li & Wei, 2015). It can be seen that the classification of learning motivation by different authors is more or less the same, and there are roughly three directions of classification: objective, subjective and subjective-objective mixed. From the objective side, there are motives influenced by people such as others' recommendation motives and teachers' factor motives; there are also motives influenced by the environment such as environmental attraction motives, learning situation motives and social factor motives. From the subjective aspect, it is mainly related to the learner's subjective aspects, such as employment-personal development motivation, settlement-immigration motivation, self-competence-examination motivation and so on. There are also types of motivation that have a mixture of subjective and objective aspects.

In addition to choosing a single object for ontological research, there are also many ontological comparative analyses that select both for research from controlling variables in terms of nationality, region, level, etc., which are more capable of allowing us to grasp the characteristics and changeable components of Chinese language learning motivation, and to be more targeted in adopting different strategies for Chinese language learners in different countries and regions to improve their Chinese language learning motivation. For example, Zhao Qian and Lin Yu found that Thai students have a wider and higher demand for Chinese learning than Vietnamese students, a higher necessity for Chinese

learning, more opportunities for Chinese language use, more points of interest in Chinese learning, and a larger group of people (Zhao & Lin, 2012) through the comparative study of Thai and Vietnamese native students. Not only have some researchers conducted comparative studies on foreign Chinese learners, but also on Chinese learners from different regions and nationalities in China, even earlier than the comparative studies on foreign Chinese learners. For example, Zhou Qingsheng firstly conducted a comparative analysis of four ethnic groups in Yunnan Province, namely Dai, Yao, Jinuo and Hani. The results showed that there are commonalities and differences in the motivation of ethnic minority children in different ethnic and cultural backgrounds in Chinese language learning, and that the tendency of ethnic minorities to support their children's schooling is positively correlated with the degree of changes in the traditional culture of the ethnic groups (Zhou, 1997).

In the previous research on motivation formation, we learnt that motivation is variable, so Chinese learners' motivation is not static and may change at different stages and in different regions. Zhou Dingsheng, Wang Li and Wang Wei mainly studied the reasons for the increase of Chinese language learning motivation among Central Asian students. The results show that it may be influenced by both the international situation and personal development: the global economic crisis, the growing economic power of China and the personal development needs of "finding a good job" (ZHOU, WANG, & WANG, 2010). In addition, some scholars have also studied the changes in the motivation of Chinese language learners from the local stage to the post-coming stage of Chinese language learning. Gong, Yang and Ma, Mengyao et al. Ma, Mengyao et al. studied the motivational shifts of New Zealand students' Chinese language learning before and after moving to China through diaries and interviews. The results showed that the majority of Chinese language learners achieved an increase in motivation due to the enhancement of their new teaching and learning environments and personal learning experiences, i.e., the continuous interactions with the Chinese socio-cultural context, during their study in China (Gong, Ma, Hsiang, & Wang, 2020). This is an important inspiration for enhancing learners' motivation through linguistic and cultural exchanges in Chinese language teaching. Meanwhile, Chinese language teachers also play an important role in the change of Chinese learners' motivation. After conducting a case study, Wen Chen found that the motivation of international students with different learning objectives and Chinese language proficiency would be affected by the environment to varying degrees. The high group of international students with a clear immediate learning goal could overcome the environmental influence, while the low group with an unclear immediate learning goal was susceptible to the influence of the environment, and their motivation gradually weakened and disappeared (Chen, 2013). Therefore, a good Chinese teacher, high-quality Chinese teaching materials, and reasonable arrangements of activities inside and outside the classroom are important ways to improve the motivation of short-term international students.

Most of the changes in motivation in the above studies are slight up and down fluctuations, but the motivation to learn Chinese still exists and remains at a certain level. At the same time, there are some factors that can lead to the phenomenon of "demotivation". "Demotivation" refers to those "specific

external forces that counteract the environmental triggers and classroom events that already motivate students, and that weaken or diminish the basis of behavioural intention or sustained action" (Dörnyei, 1998). Through the questionnaire and interview survey of Croatian Chinese learners and data analysis, Cui found that teachers are the main demotivational influencing factor (Cui, 2013). Therefore, teachers should change their thinking, innovate their teaching mode, position their roles well, endeavour to improve their personal quality and teaching level, and treat students in a friendly and encouraging way to avoid the phenomenon of de-motivation. Lin conducted a similar study on domestic ethnic minority Chinese learners three years later, and the results showed that the learning environment (noisy, crowded and untidy teachers) is the main factor for the emergence of demotivation, while "Chinese learning ability (learning factors of words, grammar, phonology, etc.)" has little effect on demotivation (Lin, 2016).

3.4.2 Correlation Study of Chinese Learning Motivation

The study of the relevance of Chinese language learning motivation, defined here as the connection and relationship between Chinese language learning motivation and other elements, focuses on the interactions between the two, and can be divided into two aspects, one at the social level and the other at the individual level. From the social level, second language learning theory suggests that "motivation" is an important factor in language learning, and that motivation not only affects language learning, but also has a close relationship with "identification with foreign cultures" (Wang, Yuan, & Yuan, 2014). Therefore, some studies start from the perspective of Chinese learners' identification with Chinese culture, and find that there is a significant effect between non-native students' motivation to learn Chinese and Chinese cultural identification (Yao, 2023). A high level of identification with the Chinese people and their culture means that learners are more willing to spend time on learning Chinese and understanding and contacting the Chinese society (Feng, Bu, & Li, 2013). This kind of motivation emerges along with the process of the context, and helps to reshape the context in turn (Wen, 2022).

On the other hand, at the individual level, positive learning attitudes, experiences and subjective strategic efforts form a stronger motivational structure in the teaching and learning environment of Chinese as a foreign language. The stronger the learner's self-confidence and the more positive his attitude, the more effort he puts into learning Chinese, the stronger his motivation, and thus the more likely he is to build up strong confidence to motivate his future Chinese learning (Wen, 2013). Personal image also plays an important role in this process (Dörnyei, 2009); learning an additional language is part of identity, reflecting one's vision of oneself, and the ideal self and the should self will develop gradually through interaction and continuous orientation with the language learning motivation (Dörnyei, 2005). When people want to narrow down the difference between their current self and their ideal or should self, they will trigger the motivation to promote learners to realise a possible future image (Higgins, 1987). As for the learning process, there is a strong correlation between students' use of learning strategies and their level of motivation in Chinese language learning, students driven by

motivational vision, internal motivation, and external motivation will adopt more metacognitive, cognitive, and compensatory strategies and fewer social strategies in the Chinese language learning process (Sun, Yang, & Hou, 2023).

3.4.3 Research on the Influencing Factors of Chinese Learning Motivation

Research on the influencing factors of Chinese language learning motivation, defined here as the influence of other factors on Chinese language learning motivation, is relatively lacking in the field of domestic research and mostly focuses on foreign research areas. Cen Shuhang and other scholars studied the less affluent ethnic minority groups in Chinese communities. They found that factors such as social status and wealth affect the attitudes of native speakers around them towards this group, which results in a lack of opportunities for this minority group to communicate in Chinese. What's more, their motivation to learn Chinese will begin to fluctuate and become more susceptible to instrumental motivation (Shum, Gao, Tsung, & Ki, 2011). In addition to instrumental motivation, intrinsic motivation also maintains or increases the level of motivation for Chinese language learning. Some studies have found that enthusiasm for Chinese culture, having conversations with Chinese people, and studying abroad in China will bring Chinese language learners a pleasant experience, and their motivation for Chinese language learning will also be stronger (Wen & Piao, 2020).

With the continuous improvement of education standards, especially the arrival of the post epidemic era, the academic community has noticed the importance of online teaching and has been improving teaching methods as well as pedagogical tools to enhance the Chinese language proficiency of Chinese language learners. Zheng et al. explored the motivational and positive factors of Chinese as a foreign language learners based on the CLIL programme in the UK. They found that the nature of the CLIL subject, teachers and their teaching methods, peers, tasks and exams all play an important role in motivating students (Yin, Yanbin, & Jia, 2023). Li Linghong and other scholars used the ASM audio self-constructed model to assist in the teaching of Chinese tone and pitch pronunciation, and found that students' self-efficacy could be improved through ASM after experimental validation. After experimental validation, it was found that students could improve their self-efficacy through ASM, and their motivation to learn Chinese was enhanced, reflecting positive attitudes and perceptions (Li, Valcke, Badan, & Anderl, 2023). Students' motivation and performance can be improved by flipping the content of classroom learning to preclassroom learning. Therefore, a study developed a game-based interactive e-book and used it in a flipped classroom for Chinese character learning. The results showed that the interactive e-book can effectively improve students' motivation and classroom participation (Chen, Jamiat, & Mao, 2023), and the digital game itself can also effectively promote the motivation of learners to improve their Chinese learning level (Yang & Kuo, 2022). Language learning is closely related to social interaction, and social media has great potential in language learning. One study found by analysing questionnaires that the use of daily social media activities can be motivating for Chinese language learning, and that students' motivation for Chinese language learning changes depending on the type of social media (Lai & Tai, 2021).

3.4.4 Applied Research on Chinese Learning Motivation

Applied research on Chinese learning motivation is defined here as the application of research findings related to Chinese learning motivation to specific areas. The role of Chinese language learning motivation is often combined with students' Chinese language achievement and Chinese language learning anxiety levels. In previous studies, scholars measured students' Chinese language proficiency through self-report and proficiency tests. The results showed that anxiety and motivation significantly predicted students' self-assessment results, and motivation affected students' self-assessment (Xu, Zhang, Sukjairungwattana, & Wang, 2022). Appropriately increasing task motivation can reduce anxiety and improve the efficiency of second language learning, but when students are determined to complete the task, the increase in task motivation is also accompanied by various factors that accelerate the increase in task anxiety (Wang, Zhu, & Zhang, n.d.). Motivation in Chinese language learning not only predicts performance, but also self-efficacy and mind-flow experience during online learning (Hong, Hwang, Tai, & Lin, 2017).

4. Analysis and Recommendations

The research on Chinese learning motivation at home and abroad has fluctuated and developed at a relatively fast pace, and has made great progress and gains in both quantitative and qualitative aspects. However, there are still some problems that deserve further refinement and improvement.

4.1 Narrow Range of Research Subjects

From the statistical results, at least 37 out of 58 papers chose to study college students with undergraduate education or above, while there are fewer studies on primary and secondary school students' motivation to learn Chinese. This may be due to the fact that foreign Chinese learners used to be more adult, and most of the international students coming to China were college students, which led to the fact that the research targets of Chinese learning motivation were biased towards those with undergraduate education and above. However, judging from the current development of Chinese language education, Chinese language education is becoming more and more junior in the world, and many countries have included Chinese language in the national education curriculum and even made it a foreign language subject in the college entrance examination, such as the United Kingdom, Russia, and Vietnam, etc. Therefore, the research on the learning motivation of foreign primary and secondary Chinese learners is also extremely important, and the research on primary and secondary Chinese learners should be increased in the future research on Chinese learning motivation.

4.2 Relatively Homogenous Research Methodology

Most of the current research uses quantitative methods, almost always questionnaires. The few qualitative studies have also basically stayed with the interview approach, and very few have used diaries, case studies, and textual case studies. A combination of methods can be used in future research to minimise the impact of subjectivity of the subjects as well as the limitations of the researcher. In the

specific research design, some emerging methods can be tried, such as audible thinking method, interaction analysis, discourse analysis, etc., which may get unexpected results.

4.3 Insufficient Breadth of Research Perspectives

Firstly, from the perspective of ontological research on Chinese learning motivation, most of the research on Chinese learning motivation is from the perspective of Chinese learners, and only two papers mentioned the role and influence of teachers on Chinese learners' learning motivation. So the research on Chinese learning motivation from the perspective of Chinese teachers can be increased, and Chinese teachers can be utilised as an important factor to enhance Chinese learners' learning motivation. Secondly, the research on the influencing factors of Chinese learning motivation in China needs to be strengthened, and empirical research can be conducted by combining the research results of other disciplines to make up for the current gap. Thirdly, the relevant Chinese learning motivation scale is an adaptation of the existing language learning motivation scale, and future research can try to develop a more targeted scale to measure Chinese learning motivation. Finally, with the improvement of technology in the field of computers and other fields, students' Chinese learning can be combined with different technological means, so research on Chinese learning motivation can be conducted from the perspective of computer-assisted teaching.

5. Conclusion

This paper adopts the method of scope review for the research on Chinese learning motivation at home and abroad, searches the research papers on Chinese learning motivation from CSSCI, SSCI and Peking University core source journals. It combs and analyses them from four aspects: general trend, research object, research method, and research content, discusses the shortcomings of the existing researches, and puts forward suggestions for the future researches. The analyses found that: 1) Most of the research subjects are college students with bachelor's degree or above, and the research on the motivation of non-native speakers below bachelor's degree can be strengthened in the future; 2) The research methodology is relatively single, basically based on the questionnaire survey and other quantitative research, and lacks the diversity and comprehensiveness of the research methodology, and the research can be more applicable in the future by adopting the method of qualitative and mixed research; 3) The breadth of research perspective is insufficient, and the future can be more from the perspective of teachers and teachers' teachers. In the future, we can conduct more research on Chinese learning motivation from the perspective of teachers, and combine Chinese learning motivation with modern science and technology to achieve cross-field and interdisciplinary research, especially in China, we should strengthen the research on the influencing factors of Chinese learning motivation.

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Note

Note 1. These authors contributed equally to this work.