

Review of Studies on Mandarin Language Learning Motivation from 2011-2020

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ABSTRACT

Motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second/ foreign language (L2) learning. This present study provides a systematic review of the research done in Mandarin as second language or foreign language learning motivation published from year 2011-2020 in China. 95 related articles were collected from CNKI database and analyzed based on the five aspects of quantitative overview, types of publication, selection of participants, research methodology and coverage topics. The findings indicated an increment of the published articles from 2011-2015, however starting 2016-2020 the number of published journals show inconsistency. Most of the published articles were empirical studies. Selected respondents were foreign students in China. Majority of the research employed quantitative method in which SPSS was utilized as dominant analysis instrument. The main coverage topics were “types of learning motivation and its causes”. It is followed by “learning motivation and learners’ differences” and “transition of motivation”.

Keywords: Mandarin; foreign language; second language; learning motivation; review

INTRODUCTION

Second language (L2) motivation defined as “the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity” (Gardner, 1985). Studies on second language (L2) or foreign language learning motivation dated from late 1950s. Gardner and Lambert (1959) pioneered a systematic research on L2 or foreign language learning motivation. They grouped language learning motivation into two basic types, namely integrative and instrumental motivation (Gardner & Lambert, 1972). Integrative motivation refers to a favorable attitude towards interacting or identifying with another ethno-linguistic group, whereas the instrumental motivation is the motive for utilitarian purpose, such as getting a better job, improving social status, enhancing job promotion prospects (Gardner & Lambert, 1972). Attitude/motivation Test Battery (AMTB) was developed by Gardner and Lambert (1972) based on the second-language acquisition of Social-Educational model and it has been widely used in second/ foreign language learning motivation (Dörnyei, 2005). Most of the research proved that integrative motivation is the best and perfect motivation compare to instrumental motivation (Zhou & Guan, 2011).

Another influential approaches in motivational psychology is “Self-Determination Theory (SDT)” that introduced by Deci and Ryan (2000). According to SDT framework, language learning motivation has been divided into extrinsic motivation and intrinsic motivation. Extrinsic motivation is desire in doing an activity other than an interest in the activity itself while intrinsic motivation is desire of an individual to engage in an activity in anticipation of internally rewarding feelings that accompany the activity such as pleasure, satisfaction, enjoyment, sense of competence and self-determination (Ryan & Deci, 2000). However, intrinsic and extrinsic motivation is relevant to integrative and instrumental motivation in relation to second language learning (Atkinson, McClelland, Clark & Lowell, 1953).

Studies on foreign language learning motivation dated from 1980s. Most of the research on foreign language learning motivation in China basically lean against introduce and translate the overseas theoretical framework. Majority of empirical researches on foreign language learning motivation also rely on the classic theoretical framework. According to some scholar (Liu & Wang, 2016; Gao, 2013), studies on Mandarin as second language (L2) or foreign language learning (MFL) motivation started fairly late and limited. Generally, the research on language learning motivation mostly focuses on English language learning motivation. Nevertheless, as the blooming of China’s economy and initiation part of the Silk Road Economics Belt and 21st – Century Maritime Silk Road, there is a huge number of enrolments in Mandarin as second language or foreign language classroom by those not of Chinese descent. As a result, Mandarin as second language or foreign language motivation has captured the attention among the researchers. Numerous researches on Mandarin language learning motivation have been carried out. To that reason, this study aims to report a systematic review of studies that investigate Mandarin language learning motivation done in China. As Gao (2013) has reported the studies on Mandarin language learning motivation conducted from 1990-2010, hence, this present review will only focus on the studies done from 2011 to 2020.

LITERATURE REVIEW

Studies on Mandarin language learning motivation in China can be divided into two stage: early stage (1990s) and new period (after 1990s).

1. Early stage of the studies on Mandarin language learning motivation in China

Ding and Wu (2011) mentioned, research on Mandarin language learning motivation was started from Gao's (1993) study. The studies on Mandarin language learning motivation at early stage was to categorize and provide description on Mandarin language learning motivation among non-native Mandarin learners in China (Gao, 2013). For instance, Lu's (1995) study categories the intention of learners to learn Mandarin into several categories, such as occupation purpose, as occupation instrument, academic purpose, education purpose and others purpose. Lu (1995) has not adopted the terminology of "motivation" in his study. The findings of Gao (1993) indicated that majority of foreigner shows greater interest in Chinese culture, in consequence they started to learn Mandarin. Gao, Li and Guo (1993) was the first scholar who used "motivation" terms in the research, nevertheless the distinction of the term "motivation" and "objective" still have not clearly distinguished in the study.

In contrast, Tan (2015) perceived that the studies on Mandarin language learning motivation not limited to categorize and describe language learning motivation, but quantitative approach was used in Mandarin language learning motivation studies. Gao et al. (1993) first categorize Mandarin language learning motivation into several categories, then conducted the study by utilizing quantitative approach to examine MFL learners' learning motivation. Wu (1996) used her many years of teaching experience as a language instructor to classify the intention of learners to learn Mandarin language and qualitative approach was used in her study.

Studies mentioned above illustrated that research methodologies and coverage topic in the studies on Mandarin language learning motivation at the early stage was sole and limited. The variables such as age, gender differences, education background have not been discussed in MFL learning motivation studies. Terminology of "motivation" and "objective" was not clearly distinguished.

2. New period of the studies on Mandarin language learning motivation in China

Further studies and investigation on language learning motivation in China and other countries have brought Mandarin language learning motivation studies in China into a new era. Research Mandarin language learning motivation in new period does not limited to classify or delineate the types of language learning, several empirical studies has also been carried out and it can be discussed from three perspective which are sampling, coverage topics and methodology.

In terms of sampling, Mandarin learners in China and Mandarin learners in other countries were selected in the studies. The sampling was mostly Mandarin learners from America, Japan, Korea, Indonesia, Thailand and Vietnam in which the promotion on international Chinese language in these countries were relatively success. The objective of language learning motivation research conducted among Mandarin learners in China was comparing the language learning motivation of Mandarin learners from different countries (eg: Gong, 2004; Xing, 2005; Guo, 2009). Some scholar (Wang, 2000; Xia, 2003; Wen 2007) also highlighted the motivation of those from Chinese descent to learn Mandarin which has been neglected in early stage of the studies on Mandarin language learning motivation. Wang's (2000)

findings discovered that identity and culture identity were the main reason to motivate native Chinese learners to learn Mandarin. Wen (2007) conducted a comparative study on 44 Chinese learners and non-native Chinese learners' attitude towards Chinese community and Mandarin language learning motivation. In Wen's (2007) findings illustrated both instrumental motivation and integrated motivation among Chinese learners were higher than non-native Chinese learners. Studies of Mandarin language learning motivation in non-target language context was limited. Ritsuko Hosaka (1998) reported Chinese language learning situation of university students in Japan. Jen (2001) describe and analyzed Mandarin language learning motivation of Chinese descent.

Studies on Mandarin language learning motivation in new period have covered a wide range of topic. Correlation between language learning motivation and performance has been studied (eg: Meng, 2007; Wu, 2002). Meng (2007) used self-administrative instruments to explore the relationship between learners' learning motivation and performance from 6 aspects: culture integrative motivation, learning situation, instrumental motivation, extrinsic motivation, achievement, education. Cao and Wu (2002) reported Mandarin language learning motivation of foreign students was significantly correlated with their learning performance.

The role of learner factors in language learning motivation was explored in new period of Mandarin language learning studies. Scholar (Shen, 2009; Yuan, Shang, Yuan, Yuan, 2008) has deliberated the relationship between language learning motivation and learning strategies. Shen (2009) found that learners at different grade of study show significant impact on language learning motivation and learning strategies. Yuan, Shang, and Yuan's (2008) study illustrated foreign students from Southeast Asia display positive correlation between Mandarin language learning attitude and learning motivation.

The correlation between language learning motivation, attitude and cultural identification has also been concerned in new period of Mandarin language learning motivation studies. Jin (2009) selected Korea students who study at Shanghai International School, Korean Language Academy, Chinese Language Academy as sample study to examine correlation on language attitude, language learning motivation and language competency. Findings of Jin (2009) shows that language attitude and learning motivation were positive correlation with language competency.

From research methodology perspective, language learning motivation in new period shows diversity and plurality. The studies not least on introduce and describe the types of language learning motivation. Several studies on Mandarin language learning motivation employed quantitative and qualitative approach in the studies which make research more scientific.

Pass studies discovered that, studies on Mandarin language learning motivation a in new period are abundant and yielded substantial results compare to early stage. Scholars (Meng, 2007; Shen, 2009; Yuan, Shang, Yuan, Yuan, 2008) started embarking on relationship between learners' learning duration, age, Mandarin language proficiency and Mandarin language learning motivation. Terminology of "motivation" was widely used in new period of the studies on Mandarin language learning motivation.

RESEARCH QUESTIONS

The research questions of this review study are shown as below:

1. How are the quantitative overview of the studies on MFL learning motivation done in China from 2011-2020?
2. What are the major types of publication on MFL learning motivation published between 2011 and 2020 in China?
3. What are the major methodologies of the studies on MFL learning motivation published between 2011 and 2020 in China?
4. What are the targeted respondents in the studies of MFL learning motivation published from 2011-2020 in China?
5. What are the coverage topics in the studies of MFL learning motivation published from 2011-2020 in China?

METHOD

China National Knowledge Infrastructure (CNKI) which is the largest and most accessed academic online library in China was selected as electronic databases for this review. Year of publishing was set as “2011 to 2020” and “Mandarin learner, Mandarin language, learning motivation” were written on the relevant search engine. 546 results found which included 365 Master and Doctoral theses, 121 journal articles, 11 academic journals, 14 conference reports, and 47 special issues. This study will only focus on the Mandarin language learning motivation journal articles which published from year 2011-2020 in China. Therefore, 121 results from search engine were retrieving manually in order to obtain the appropriate journal articles for this review. Minority in China learn Mandarin as part of their mother tongue. Therefore, Mandarin learning among the minority in China does not considered as “foreign language learning” in the strict sense (Gao, 2013). Thus, the related journal articles which included minority in China were excluded in this review. The journal articles were then analyzed based on five aspects which are quantitative overview of the sample studies, types of publication, distribution of selected respondents, research methodology and topic coverage. As this review study is a quantitative study, Statistical Package for Social Science (SPSS) was utilized in this review study and the findings are presented in the form of descriptive statistics such as frequency and percentage.

FINDINGS

The findings of this study are reported and discussed according to five aspects: quantitative overview on MFL learning motivation studies, types of publication, distribution of selected respondents, research methodology and coverage topic in the research.

1. Quantitative overview on the studies of MFL learning motivation

Figure 1 indicates that the quantitative overview of the studies related with MFL published from 2011-2020 in China. The figures are given as frequencies of the publication. Referring figure 1, the publication on the studies of MFL learning motivation shows increasing from 2011-2015. Total number of publications increased continuously from 3 articles to 15

articles. However, the number of publications on MFL learning motivation did not show the same consistent rise from 2016-2020. From figure 1, there was a decrease in the number of publications on MFL learning motivation studies in 2016. The number of publications decrease from 15 articles to 10 articles. Figure 1 indicates that there has been a slight increase in the total number of publications from 10 articles to 13 articles in 2017. Unfortunately, the number of publications reveals continuous decline from 13 articles to 6 articles between 2017 and 2019. In 2020, the number of publications on MFL learning motivation shows slight increased from 6 articles to 8 articles.

The number of publications on MFL learning motivation studies rose to a high point during 2015. Review the most highly-cited paper in 2015 of all was “Comments on the Learning Motivation Research in Learning Chinese as a Second Language in the Past 30 Years in China and Aboard” published in Journal of Kunming University of Science and Technology, written by Tan (2015). Based on the CNKI database search result, this journal had accumulated 49 citations. There are only three articles on the studies of MFL learning motivation have been published in 2011. As MFL learning motivation still at the beginning stage of research development in 2011, the number of citations received by the articles published in 2011 was high.

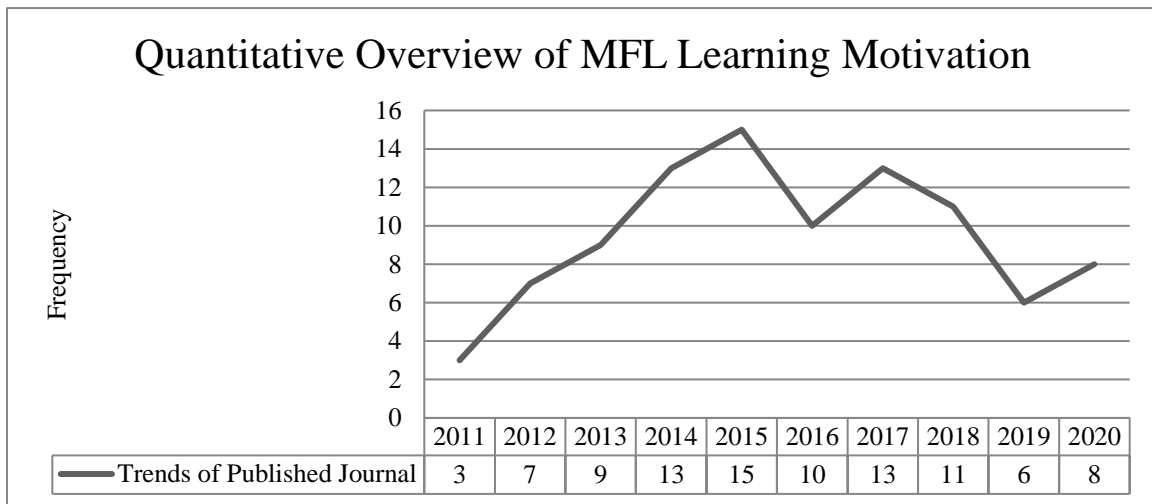


Figure 1 Quantitative overview of the studies on MFL learning motivation journal published from 2011-2020

2. Major types of research in the studies of MFL learning motivation

Figure 2 is about the research types of samples studies on MFL learning motivation from 2011-2020. The figure is expressed as a percentage. Empirical study has the largest percentages of all (83%) and followed by literature review study (11%) and theoretical framework (6%). The articles which shows the highest citations was “An Analysis of Factors Effecting Demotivation of Foreign Students’ Chinese Learning” written by Yu (2013) that published in “Language Teaching and Linguistic Studies”, it accumulated 92 citations based on the results shown in CNKI database. Studies on the learners in various contexts will added value in Mandarin as Second language learning acquisition and contribute to the promotion of International Chinese

culture. Thus, Chen's (2012) articles entitled "Learning motivations in a non-target Language Environment: A study of Thai and American learners of Chinese" also received a high number of times the articles has been cited (80 citations).

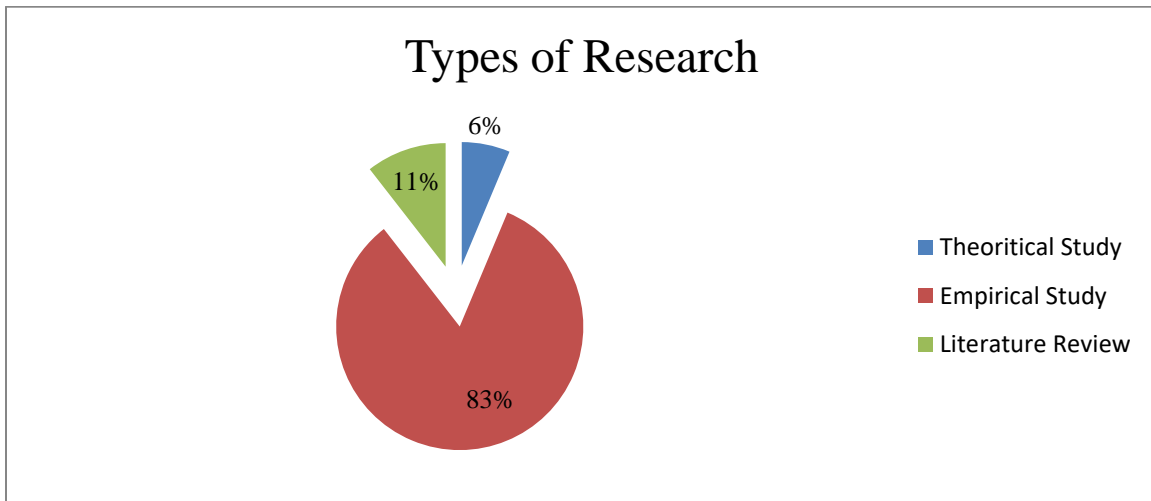


Figure 2: Types of research

3. Major methodology employment in the studies of MFL learning motivation

The research method and data analysis tools of the MFL learning motivation studies were shown in Figure 4 and Figure 5. As shown in Figure 4, four research methods were used in the sample studies which included quantitative, qualitative, mix-method and literature review method. Based on the findings, the quantitative method seems to be the major research methodology utilized by the researchers which indicate the largest percentage of all (52%). Mixed method revealed second highest percentage of all (25%) and followed by literature review method (16%). Qualitative approach was less used than the others research methodology, it only shows two percent of all.

Based on the findings, majority of quantitative approach employed questionnaire as research instrument. The adaption and adoption of the questionnaire also shows similarity. AMTB developed by Gardner was the most frequent used questionnaire among the researchers (Zhang, 2015; Jiang & Liu, 2014; Li, 2016; and Zhu, 2014). Some researchers (Ren & Wang, 2017; Zhang & Wu, 2014) developed the questionnaire based on Dörnyei's L2 Motivational Self System to examined MFL learning motivation. Apart from that, Motivated Strategies for Learning Questionnaire (MSLQ) which developed by Pintrich, Smith, García and McKeachie (1991) also been utilized as instrument by researcher (Yang, 2017) in their MFL learning motivation studies. With the increasing number of sample studies on MFL learning motivations, Tan (2015) argued that it would add if related studies should focus on language culture context among MFL learners. Thus, the questionnaire developed by China researchers (Huang, 2018; Wang. et al., 2018; Guo, 2015) start to fascinate attention among others scholar.

The results of this review also stated that scholar (Wu & Wang, 2019; Zhao & Zhang, 2018; Yu, 2013; Liu & Chen, 2012; Yu & Wang, 2017; Yuan et al., 2011) also modified the

questionnaire by referring to foreign and China scholar's theoretical framework. From the findings of this review study, self-administered questionnaire also considered as one of the research instruments in the sample studies. Ding (2016) employed a self-administered questionnaire to investigate the learning motivation among MFL learners in China.

This review study also found that a few scholars (Zhou al.et, 2014; Wang, Wu & Fan, 2013; Yuan, Rao & Yuan, 2011; Wang, 2016) have utilized two questionnaires in their studies to investigate the relationship between MFL learning motivation and learning strategies. The two-questionnaire included Gardner's AMTB and Oxford's Strategy Inventory of Language Learning (SILL). Mandarin language proficiency among the respondents also been considered. Therefore, Ding (2014, 2016) has translated the questionnaires into various languages in order to enable learners to get a better understanding of the questions.

The findings of the study were more reliable when mix-methods employed in the studies. Hence, mix-method was the second highest research methodology applied in the sample studies such as Wang (2020), Ma and Li (2020), Xu (2019), Chen (2019), Wang (2018), Su (2018), Zhou (2018), Yang, Zhang and Lou (2017), Zhang (2017), Zhou (2016), Fu and Yi (2015) and Liu and Aynur (2012). Interview was the main qualitative approach employed by the researchers. For example, Peng (2020) conducted an interview among American students in China to investigate their MFL learning motivation. Ren and Wang (2017) also carried out an interview among the American MFL learners who are at the advance level of Mandarin proficiency.

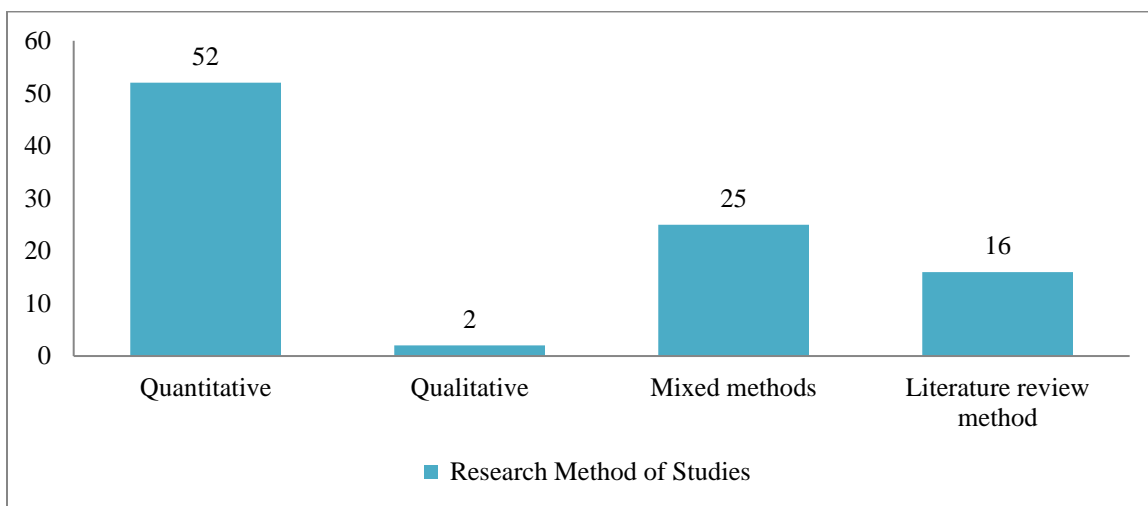


Figure 4: Research method of sample studies

The findings in Figure 5 show that a high number of data analysis tool employed in the sample studies was SPSS to which 55 percentage of all. The figure also demonstrated that 44% of the sample studies does not mentioned the data analysis tools employed in the studies and only one percent of this review study shows that SPSS and Excel were utilized in the sample studies. As shown in the findings, SPSS has been the most frequently used analysis tool in the sample studies. Compare to the related studies in past twenty years (1990-2010), the basic form of descriptive such as frequency and percentage have been substituted by t-test, multiple regression

analysis, meta-analysis, factor analysis etc., for instance, Zhang and Zhao (2019), Wu and Wang (2019), Shao (2018), Zhou (2018), Zhao and Zhang (2018), Shi and Gao (2017), and Zhang (2017) etc.

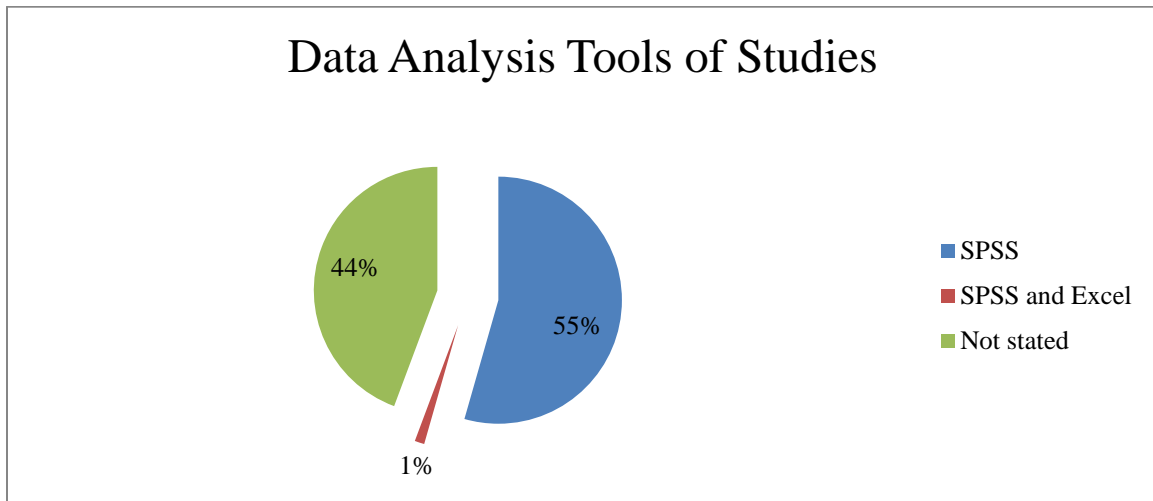


Figure 5: Data analysis tools of sample studies

4. Major distribution of selected respondents in the studies of MFL learning motivation

According to the analysis of the sample studies, the distribution of selected respondents in the studies of MFL learning motivation generally divided into three categories: (1) Mandarin learners in China (target language environment); (2) Mandarin learners in other countries (non-target language environment) and (3) integrated Mandarin learners in China and other countries. Refer to figure 3, majority of selected respondents were those learning Mandarin in China which accounted 65% of the sample studies. Studies included Mandarin learners from overseas is 32% of the total sample studies, whereas the studies include both Mandarin learners in China and other countries is only 3% of the total sample studies.

Most of the populations in MFL learning motivation studies were selected the foreign students from Central Asia who study in China. For instance, Zhou (2018, 2016), Fu and Yi (2015), Zhou, Gen, and Laing (2013), Liu and Chen (2012), Liu and Aynur (2012) and Chen (2011) have selected Central Asia foreign students as participants in their MFL language learning motivation studies. Participants from country or region that launched the promotion of Mandarin campaign successfully (eg: America, Japan, Korea, Indonesia, Thailand, Vietnam etc.) also have been selected as respondent in the studies. For example, Peng (2020), Ren and Wang (2017) have selected America foreign students to explore their MFL learning motivation. Jiang and Bai (2020) have selected Indonesian foreign students from different ethnic and city of Indonesia as participants in the study. Sun (2015) and Chen (2014) investigate MFL learning motivation among Vietnam Mandarin learners in China. Korean students in China have been selected by Ding (2016) to investigate the changes of MFL learning motivation. Some scholar (Ma & Li, 2020; Yu, 2019; Wu & Wang, 2019; Zhu, 2018; Li, 2017; Wang & Sun, 2017; Li, 2014; Ding, 2014; Zhou, Li & Sun, 2014; Yuan, Rao & Yuan, 2011; Yu & Wang, 2017) also

selected foreign students from various countries as their population of studies to examine the MFL learning motivation.

Major population of respondents in other countries are high school students, university students, and learners from Confucius Institution in overseas. Tang and Hu (2020) selected Uzbekistan high school students in order to investigate MFL learning motivation. Mandarin learners from Education 21 Kulim, Indonesia and Thungsong School of Nakhon Si Thammarat has been taken as participants in MFL learning motivation studies respectively by Chen (2019) and Wang, Wang and Zhang (2018). Mandarin learners from local university also been chosen to participate in the studies of MFL learning motivation. For instance, Zhang and Zhao (2019), Zhang (2017), Ding and Shan (2016), Liu and Wang (2016), Zhang (2015) and Chen (2012) have selected university students as respondents in their MFL learning motivation studies. The chosen universities are local university in Pakistan, Nepal, Ho Chi Minh City, Turkey and America. However, the name of the universities does not mention in the studies.

As the advancement of the promotion on international Chinese language, Confucius institution or Classroom has been established in some universities and Mandarin language courses are offered for those who are interested to learn Mandarin. Therefore, some scholar also takes Mandarin learners at Confucius institution in overseas as respondents in order to examine the MFL learning motivation. For examples, Huang (2018) conducted MFL learning motivation research at Confucius institution that established at Nnamdi Azikiwe University. Wen and Chen (2018) also carried out a research at Confucius Institution, University of Dar Es Salaam to examine MFL learning motivation. Yang, Zhang and Lou (2017) probe into MFL learning motivation among Fuqing Confucius Classroom in Mandalay, Myanmar. Yang (2017) and Shi (2012) also investigated the MFL learning motivation among Mandarin learners in Confucius institution in Brazil and Khon Kaen University, Thailand.

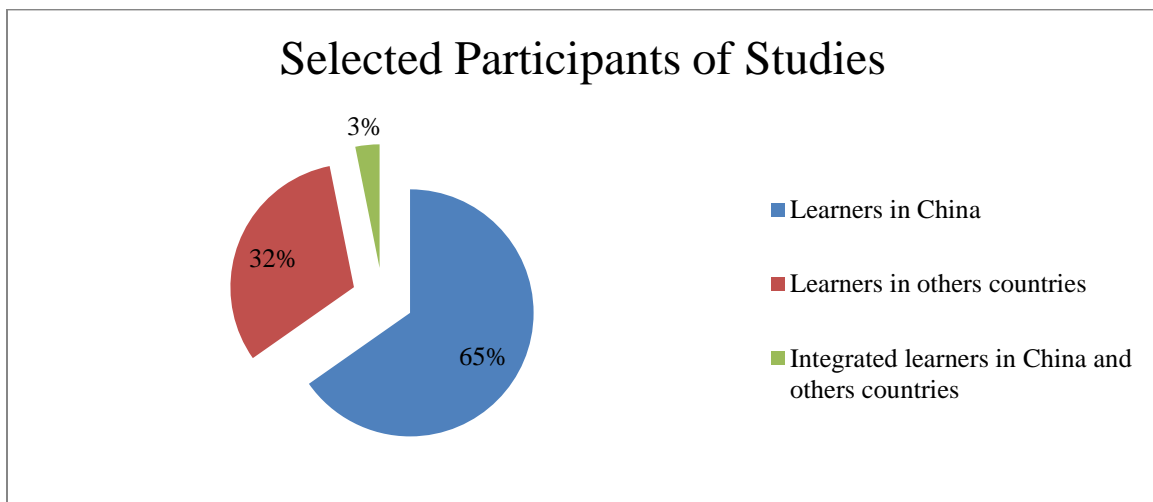


Figure 3: Selected participants of sample studies

5. Scope of studies related to MFL learning motivation

As shown in table 1, it can be noted that 11 scopes of studies related to MFL learning motivation was found. The “types of language learning motivation and its factors” was the major scope of the sample studies which represent a quarter of the all. “Learning motivation and learner differences” represents the second largest portion of the sample studies and followed by “changes of motivation” with 24.2% and 14.7% respectively. It is also clear that the scope studies on “learning motivation and achievement”, “learning motivation and culture” and “Learning motivation and International Chinese culture promotion” is undoubtedly the smallest, at just 2.1%. As mentioned in review study of Gao (2013) and Tan (2015), majority of MFL learning motivation studies in past 30 years focused on the “types of language learning motivation and its factors”, however recently the “learning motivation and learners differences” have fascinated attention of researchers, then thus roughly quarter of sample studies have been found.

Sample studies of “learning motivation and achievement” in this review study does not reached to a point. This result is aligned with Gao’s (2013) study which reported that the number of the sample studies on “learning motivation and achievement” does not reached to a point and need to be further investigate by researchers as learning motivation always related with the learners’ performance. Tan (2015) claimed that studies of Mandarin learning motivation depend on the discipline development of MFL and promotion of international Chinese. Nonetheless, the number of sample studies on “learning motivation and promotion of international Chinese culture” was still limited. Hence, it is crucial to benefited on the scope of “learning motivation and promotion of international Chinese culture” in order to determine the goal, hope, needs and others related factors that provide the great insight on the policy of international Chinese promotion.

Table 1
 Scope of sample studies

Scopes of Studies	Quantity (Percentage)
Types of language learning motivation and its factors	24 (25.3%)
Learning motivation and differences	23 (24.2%)
Learning motivation and learning attitudes	6 (6.3%)
Learning motivation and learning strategies	7 (7.4%)
Learning motivation and achievement	2 (2.1%)
Learning motivation and Mandarin teaching	6 (6.3%)
Learning motivation and culture	2 (2.1%)
Literature review of Mandarin language learning motivation	6 (6.3%)
Changes of motivation	14 (14.7%)
Transition of learning motivation	3 (3.2%)
Learning motivation and promotion of International Chinese culture	2 (2.1%)

DISCUSSION AND CONCLUSION

To answer the first research question, the findings from this review study showed that the number of published journals on the studies of MFL learning motivation has increased dramatically. It was reviewed that comparing the number of published journals in 2011-2020 is higher than 1990-2010. According to Gao (2013), only 16 journal articles on MFL learning motivation published in 1990-2020 was found while this review study found 95 related articles published in 2011-2020.

For second research question, the findings from this study depicted more than half published journals on MFL learning motivation were in the form of empirical study. Socio-educational model which produced by Gardner (1985) was primary framework in the studies on MFL learning motivation from 2011-2020. This result of study stated that although MFL learning motivation have move into a new stage of studies, Gardner's socio-educational model still perceived as the most dominant models in the research of MFL learning motivation in 2011-2020.

Third research question was answered through the findings which displayed majority of selected participants were those MFL learners in China from Central Asian. This finding is in line with studies as reported by Liu (2016). Central Asia was the necessary way in ancient silk road. The establishment of diplomatic relationship between Central Asia and China has urge Central Asia nationals to learn Mandarin. Therefore, most of the MFL learning motivation mostly focus on the learners in Central Asia in order to obtain large number of sampling which provide a comprehensive justification on the studies of MFL learning motivation.

In answering research question four, the findings of this study reported research method of sample studies from 2011-2020 was focused on quantitative approach and questionnaire was the main instruments used in samples studies. As mentioned in the finding of this review study, AMTB considered as the most influential questionnaires in the period from 2011-2020. Yet, new discovery in this review study was scholar started to use self-compiled questionnaire based on Dörnyei's L2 Motivational Self System in their studies on MFL learning motivation. Contrary to the aforementioned studies, this present review studies showed that the sample studies of MFL learning motivation have been transformed into a complex set of statistical descriptive.

For answering research question five, "types of language learning motivation and its factors" still the main scope in the studies of MFL learning motivation. This review study also revealed that researchers also show their interest in the scope of "learning motivation and differences" as it recorded the second higher percentage in this study.

In conclusion, this review study summarizes a set of studies on MFL learning motivation which is up to date. Findings from this review study provides some insights into the studies conducted on MFL language learning in China between 2011-2020. The source of data from this study may not represent all MFL learning motivation research that have been carried out in the world, but the findings of this study remain a representation and a great value for researchers, nevertheless.

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