

# THE RELATIONSHIP BETWEEN LANGUAGE LEARNING STRATEGIES AND ACHIEVEMENT WITH LEARNING MOTIVATION AMONG STUDENTS OF CHINESE AS FOREIGN LANGUAGE PROGRAMME IN MALAYSIA

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## ABSTRACT

*In Malaysia, teaching Chinese as a foreign language began in 1963 and has grown in popularity. Language Learning Strategies, or the measures students take to increase their learning, are critical to the final success of Chinese as a Foreign Language. Student achievement is determined by the application of language learning methods. Learning motivation, on the other hand, has a significant impact on academic achievement. This purpose of this study is (1) To investigate the level of Language Learning Strategy, Learning Motivation and Language Learning Achievement (2) To investigate the relationship between Language Learning Strategy and Language Learning Achievement, (3) To investigate the relationship between Language Learning Strategy and Learning Motivation and (4) To investigate the relationship between Learning Motivation and Language Learning Achievement among students of Chinese as Foreign Language programme in Malaysia. The data collected were analysed quantitatively using SPSS for descriptive analysis and the relationship between language learning strategies, learning motivation and achievement. The Pearson correlation analysis showed that the relationship between language learning strategies, learning motivation and achievement is significantly positive.*

**Keywords:** Chinese as foreign language, language learning strategies language, learning motivation, achievement

## 1. PREFACE

The Malay language is the official language of Malaysia. Other languages that have been studied and utilised, in addition to Malay, are considered foreign languages. Foreign languages such as English are also regarded the second language of the first language in Malaysia. According to See and Ching, while foreign languages other than Malay and English are commonly referred to as third languages. Some foreign languages are frequently introduced and provided as an obligatory elective or free optional foreign language course in Malaysia's public higher education institutions, including English, Arabic, Mandarin, Japanese, German, Spanish, and Thai. This demonstrates the government's efforts to introduce foreign languages, which have their own set of benefits in terms of economy, politics, and social culture.

The growing popularity of Chinese and the amounts of foreign students learning the language has necessitated the hiring of more Chinese teachers to meet the demand. Furthermore, many countries require more Chinese teachers to boost Chinese education in their own countries. Since 2002, China has launched a slew of non-profit Chinese learning institutions around the world to accommodate these demands. Confucius Institutes are the new name for these. By fostering the teaching and understanding of Mandarin and Chinese culture, these institutions hope to construct a bridge between China and other countries. As of December 2017, there were 525 Confucius Institutes and 1,113 Confucius Classrooms in 146 countries and territories throughout the world. As a result of its economic success, China has developed to become one of the world's greatest

economies. Foreigners who want to do business or provide services in China must learn Chinese. As a result, Chinese has been increasingly popular in recent years.

Year after year, the number of students studying Chinese in Malaysian higher education institutions rises. As a result, Chinese as Foreign Language (CFL) is now taught in Malaysian higher education institutions was founded in 1963. Non-Chinese students can take Chinese courses at the University of Malaya's Department of Chinese Studies. As a result, CFL instruction has been practised in Malaysia for about half a century. As of September 2011, each of Malaysia's 20 state universities has its own Mandarin programme. Malaysian universities, on the other hand, have struggled to build a consistent system that is acceptable to everyone. As a result, Chinese courses have become available at Malaysian universities.

Language learning strategies (LLS) are "behaviours or actions which learners use to make language learning more successful, self-directed and enjoyable". It believes that LLS are important for language learning for many reasons. First, effective LLS are strongly connected to language proficiency. Learners will learn a lot if they understand how to employ LLS effectively. Second, through "increasing learners' autonomy, independence, and self-direction," learners who apply appropriate LLS assume obliged for their own learning. LLS, unlike most other learning traits can be taught.

Although everyone agrees that LLS are necessary, no one agrees on how they should be classified. The most notable classification of LLS was produced by Oxford, and it is described as "the most complete classification of LLS to date." Direct strategies are those that are immediately related to the target language; indirect strategies are those that are "not directly related to the subject itself, but are crucial for language learning." Memory, cognitive, and compensatory strategies are examples of direct strategies, while metacognitive, affective, and social strategies are examples of indirect strategies.

According to Gardner (1985), language motivation acquisition is "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" Furthermore, "the level of active, personal involvement in second language learning" is determined by motivation. That is, motivation is "a primary motivator for commencing second language learning and later as a driving force for sustaining the long and often difficult learning process". After examining the impact of attitude/motivation on learning French in various parts of Canada, Gardner and Lambert divided learning motivation into two categories: complete motivation and tool motivation. The former describes a desire to learn a language in order to fit in with the target language group, whereas the latter describes a desire to acquire a language for practical or external reasons.

To put it another way, the integration orientation, as defined by Gardner, is a set of reasons that reflect a single or conceptually equivalent aim, demonstrating that a person is learning a language out of a genuine desire to come or at least be willing to come close psychologically. People who speak the language congregate, and tool orientation appears to be a goal. There appears to be no sense of affiliation or familiarity with other language groups. Gardner and Lambert developed the second language motivation model, which is "more complicated and advanced than many motivation models" by merging motivation theory and social psychology theory. They believe that the learner's attitude toward the target language and its cultural context determines success. As a result, they gave the study of second language motivation a social dimension. This research focuses on relationship between LLS, learning motivation and achievement. Also the hypotheses of this research are (a) What is the level of LLS, Learning Motivation and Language Learning

Achievement among students of Chinese as Foreign Language programme in Malaysia?; (b) Is there any significant relationship between LLS and Language Learning Achievement among students of Chinese as Foreign Language programme in Malaysia?; (c) Is there any significant relationship between LLS and Learning Motivation among students of Chinese as Foreign Language programme in Malaysia?; (d) Is there any significant relationship between Learning Motivation and Language Learning Achievement among students of Chinese as Foreign Language programme in Malaysia?

Yap, (2011) conducted separately on “The Teaching Chinese as a second language (TCSL)” in Malaysia and “A Study on the Development of TCSL in Malaysian Universities”, this research conducted an in-depth study pertaining the development and affecting factors for “The TCSL in Malaysian Universities”. However, research findings based on global Chinese language dissemination perspective and macro-comprehensive analysis is not yet to be seen. This research is to investigate the development of TCSL from national point of view. Thus, this study has significant meaning on theory development for the TCSL in Malaysian universities and also local Chinese language dissemination, and worth to be referred by other countries as well.

Hoe (2013) focuses on the current development of TCSL in Malaysian public universities. It tries to propose a practical solution to further develop Malaysian Mandarin as a second language teaching under various restrictions. This article also introduces the past, present and future possibilities of TCSL in Malaysia. The macro analysis method is used to investigate the current development of TCSL in public universities in Malaysia. Through literature review, interviews and descriptive analysis techniques, the current development and problems of TCSL in all 20 public universities in Malaysia are studied. Although TCSL has been established in Malaysia for 50 years, we have not seen much progress. The main reason is that many of the suggested measures are often too ideal and theoretical and difficult to implement. This study found that TCSL in public universities has not received due consideration since its establishment.

Both Yap and Hoe's research studies the development of TCSL. Yap focuses on eight aspects of training goals, courses, teaching goals, teaching materials, and teachers. , The teaching mode and evaluation of the four oldest public universities, and Hoe focuses on (1) the year when each university starts Mandarin courses; (2) the purpose of offering Mandarin classes; (3) the medium used to conduct the courses; (4) Teacher information; (5) Student information; (6) Course types and curriculum; (7) The basis for compiling the Chinese language course syllabus; (8) Evaluation format; (9) Written test format; (10) Oral test format; (11) Types of teaching materials; (12) Supplementary materials for teaching; (13) Teacher research and development projects; (14) Teacher training; (15) The problem of teaching Mandarin in 20 universities.

Hoe and Tan (2013) argued that although universities in Malaysia and China offer Chinese as a second language courses, these courses differ greatly in terms of the course contact hours, language skills taught, nature of the course, the professionalism of the teaching staff and the language learning environment. With a great demand for Chinese language in the world, the TCSL in China has gained rapid development but this is not the case for the TCSL in Malaysia. This article reveals the weaknesses of the teaching of Mandarin as a second language in Malaysia with the hope that it will enable the authorities to initiate the correct countermeasures to solve the problems.

See and Ching (2013) define that Mandarin courses are offered to foreign language students as required elective courses or free elective courses at the university level. However, because the majority of people are still unable to communicate effectively after completing the course, there

are still many flaws in their performance. Therefore, the purpose of this research is to determine students' views on course learning in order to better understand the problem. The research results show that there are important factors that can be attributed to students' preference for Mandarin courses. In addition, most respondents found that learning Chinese characters is more difficult than learning pronunciation in Hanyu Pinyin [1].

Based on the above statement, it found that is it significant to study the relationship between LLS, learning motivation and achievement that to identify the significant level in learning Chinese as foreign language.

## 2. RESEARCH METHOD

This is a non-experimental study, meaning it does not include modifying a situation, circumstance, or experience. The researcher gathers data without altering it or applying any treatment. As a result, no comparison can be made between the control and treatment groups. Non-experimental design, such as survey research, picks a sample from the population, conducts the study on the sample, and then generalises the research findings to the public. This study was done as a survey, with respondents filling out a questionnaire. The purpose of this study is to look at the relationship between the LLS, learning motivation, and language learning achievement of a sample of people. This research focuses on one of the largest government universities in Malaysia, with approximately 9000 students enrolled in Chinese as foreign language's class. This research focuses on this university in Selangor, a leading centre, and accumulated the most significant Chinese as foreign language learners in Malaysia. Krejcie and Morgan (1970) devised a table that assists the researcher in determining the sample size (with 95% certainty), a sample size of 368 is sufficient for a population size of 9000. Therefore, the study sample involves 372 undergraduate students in Selangor. This research will focus on students who completed level 3 Mandarin as they are the groups who completed the circle of Mandarin in university.

This study adopted the Strategy Inventory for Language Learning (SILL) questionnaire, version 5.1, developed by Oxford (1989) with the 5-point Likert-scale instrument (1: Never or almost never true of me; 2: Generally not true of me; 3: Somewhat true of me; 4: Generally true of me; 5: Always or almost always true of me) which consisted memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies. SILL is highlighted here because it is the most widely used language learning strategy evaluation tool globally. However, many other strategy evaluation tools can also be used for multiple purposes. SILL also has fully documented reliability and validity. When managed in English (80 SILL) in many reliability studies, the Cronbach alpha internal consistency index is 0.94-0.98. When English-speaking non-native English speakers (including many different native languages) are grouped and managed, the Alpha value of 50 items is .89-.90. A five-point Likert scale was used in the integrative and instrumental motivation questionnaire, which was adapted from Gardner's original (1985): Attitude, Motivation Test Battery (AMTB) with the integrative and instrumental scales. The questionnaire consisted of 8 items and ranged from strongly agree (7) to strongly disagree (1). This research uses the final exam GGPA point as the dependent variable for language learning achievement.

## 3. RESULT AND DISCUSSION

Pearson Correlation coefficients can range from -1 to +1. The strength of the association between the variables will be indicated by this value. A correlation of 0 indicates that no link exists, a correlation of 1 indicates a perfect positive correlation, and a correlation of -1 indicates a perfect negative correlation [14].

RQ1: What is the level of LLS, Learning Motivation and Language Learning Achievement among students of Chinese as Foreign Language programme in Malaysia?

**Table 1**

*Descriptive Analysis*

Construct	Mean	SD	Skewness	Kurtosis
Memory	3.6005	.62436	-.003	.314
Cognitive	3.5301	.62083	.148	.425
Compensation	3.6082	.64849	.087	.285
Metacognitive	3.6902	.65888	-.003	.215
Affective	3.5081	.73309	.059	-.034
Social	3.6553	.74099	-.216	.177
Integrative Orientation	5.9772	.98086	-.976	-.176
Instrumental Orientation	5.9382	.94163	-.702	.979
Achievement	3.4093	.46266	-.575	.224

Table 1 show that the descriptive analysis of LLS, learning motivation and achievement, the mean score of Memory Strategy (3.6005, SD.62436), Cognitive Strategy (3.5301, SD.62083), Compensation Strategy (3.6082, SD.64849), Metacognitive Strategy (3.6902, SD.65888), Affective Strategy (3.5081, .73309), Social Strategy (3.6553, SD.74099), Integrative Orientation (5.9772, SD.98086), Instrumental Orientation (5.9382, SD.94163) and achievement (3.4093, SD.46266). value of skewness is between -.003 to .148, it showed that this data set is normal distribution as the number is between +1 and -1. Value of kurtosis is between -.034 to .979, it showed that this data set is normal distribution as the number is between +1 and -1.

RQ2: Is there any significant relationship between LLS and Language Learning Achievement among students of Chinese as Foreign Language programme in Malaysia?

**Table 2**

*Correlation Analysis Between LLS and Language Learning Achievement*

Construct	Achievement	
	Pearson Correlation	Sig. (2-tailed)
Memory	.806**	.000
Cognitive	.774**	.000
Compensation	.718**	.000
Metacognitive	.763**	.000
Affective	.698**	.000
Social	.682**	.000

Table 2 which is correlation analysis result show a positive correlation between achievement and LLS. Correlation analysis result show a positive correlation between achievement and memory

strategies( $r=.806$ ), cognitive strategies ( $r=.774$ ), compensation strategies( $r=.718$ ), metacognitive strategies( $r=.763$ ), affective strategies( $r=.698$ ) and social strategies( $r=.682$ ). The test result show that the achievement of students of Chinese as foreign language has positive correlation between learning strategies. Overall, all these correlations between achievement and learning strategies are significant at  $p < .05$ , which is memory strategies ( $p < .05$ ), cognitive strategies ( $p < .05$ ), compensation strategies ( $p < .05$ ), metacognitive strategies ( $p < .05$ ), affective strategies ( $p < .05$ ) and social strategies ( $p < .05$ ).

RQ3: Is there any significant relationship between LLS and Learning Motivation among students of Chinese as Foreign Language programme in Malaysia?

**Table 3**

*Correlation Analysis between LLS and Learning Motivation*

Construct	Integrative Orientation		Instrumental Orientation	
	Pearson Correlation	Sig. (2-tailed)	Pearson Correlation	Sig. (2-tailed)
Memory	.405**	.000	.325**	.000
Cognitive	.410**	.000	.332**	.000
Compensation	.386**	.000	.343**	.000
Metacognitive	.476**	.000	.370**	.000
Affective	.339**	.000	.297**	.000
Social	.383**	.000	.270**	.000

Correlation analysis result show a positive correlation between integrative orientation and memory strategies ( $r=.405$ ), cognitive strategies ( $r=.410$ ), compensation strategies ( $r=.386$ ), metacognitive strategies ( $r=.476$ ), affective strategies ( $r=.339$ ) and social strategies ( $r=.383$ ). The test result show that the integrative orientation has positive correlation between learning strategies. Overall, all these correlations between LLS and integrative orientation are significant at  $p < .05$ , which is memory strategies ( $p < .05$ ), cognitive strategies ( $p < .05$ ), compensation strategies ( $p < .05$ ), metacognitive strategies ( $p < .05$ ), affective strategies ( $p < .05$ ) and social strategies ( $p < .05$ ).

Between, correlation analysis result shows a positive correlation between instrumental orientation and memory strategies ( $r=.325$ ), cognitive strategies ( $r=.332$ ), compensation strategies ( $r=.343$ ), metacognitive strategies ( $r=.370$ ), affective strategies ( $r=.297$ ) and social strategies ( $r=.270$ ). The test result show that the instrumental orientation has positive correlation between learning strategies. Overall, all these correlations between LLS and instrumental orientation are significant at  $p < .05$ , which is memory strategies ( $p < .05$ ), cognitive strategies ( $p < .05$ ), compensation strategies ( $p < .05$ ), metacognitive strategies ( $p < .05$ ), affective strategies ( $p < .05$ ) and social strategies ( $p < .05$ ).

(4) Is there any significant relationship between Learning Motivation and Language Learning Achievement among students of Chinese as Foreign Language programme in Malaysia?

**Table 4**

*Correlation Analysis Between Learning Motivation and Language Learning Achievement*

Construct	Achievement	
	Pearson Correlation	Sig. (2-tailed)
Integrative Orientation	.414*	.000
Instrumental Orientation	.337**	.000

Table 4 which is correlation analysis result show a positive correlation between achievement and learning motivation. There is positive correction between achievement and integrative orientation ( $r=.414$ ) and instrumental orientation ( $r=.337$ ). The test result show that the achievement of students of Chinese as Foreign Language has positive correlation with learning motivation. all these correlations between achievement and learning motivation are significant at  $p < .05$  which is integrative orientation ( $p < .05$ ) and instrumental orientation ( $p < .05$ ).

#### 4. CONCLUSIONS AND RECOMMENDATIONS

Based on the findings, there was a significant relationship between LLS, learning motivation, and language learning achievement. The findings are in line with those of prior investigations. According to Oxford (1990), appropriate LLS are substantially connected with successful language achievement. There was a considerable amount of correlation between LLS, learning motivation, and language learning achievement. Most research found that employing more LLS and motivation had an impact on achievement. Gardner's research on linguistic LLS demonstrates that a range of factors can influence the application of strategies, with motivation being the most essential one. In conclusion, LLS and learning motivation playing a very significant role in the language learning achievement in Chinese as foreign language programme.

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