

The language of the future;
The motivation of adults in Malta to study
Mandarin Chinese as a foreign language

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- This symposium is entitled;
Internationalisation and multiculturalism in Maltese education and society
- The introduction of Mandarin Chinese in our education system contributes to the ***Internationalisation and multiculturalism in Maltese education and society.***
- Mandarin Chinese is taught to adults at the Directorate for Research, Lifelong Learning and Employability (MEDE).
- Mandarin Chinese has been introduced at St. Margaret College (Bormla Middle School).

- ***Internationalisation and multiculturalism in Maltese education and society*** could be a result of a need and a motivation to learn about new cultures.
- A new language opens up a new world, a new way of thinking.
- A new foreign language contributes to making us more international and multicultural.

Research question

- Why do adults decide to study Mandarin Chinese in Malta?

Literature review – motivation in FL teaching

- Motivation is essential to learn a foreign language successfully.

(Dörnyei and Csiz'er 2005; Fu 2013; Jurisevic and Pizorn 2013).

- Intrinsic and extrinsic motivation for foreign language learning.

Deci and Ryan (2000)

Literature review – motivation in FL teaching

- The learners' positive attitude to the target language (TL) and culture;
- The benefit of learning the TL;
- Attitudes towards speakers of the TL;
- Interest in the culture associated with the TL;
- The importance and the economic power of the community that speaks the TL;
- The importance given to the study of foreign languages in the learners' surroundings;
- The self-confidence of the learners in learning the TL.

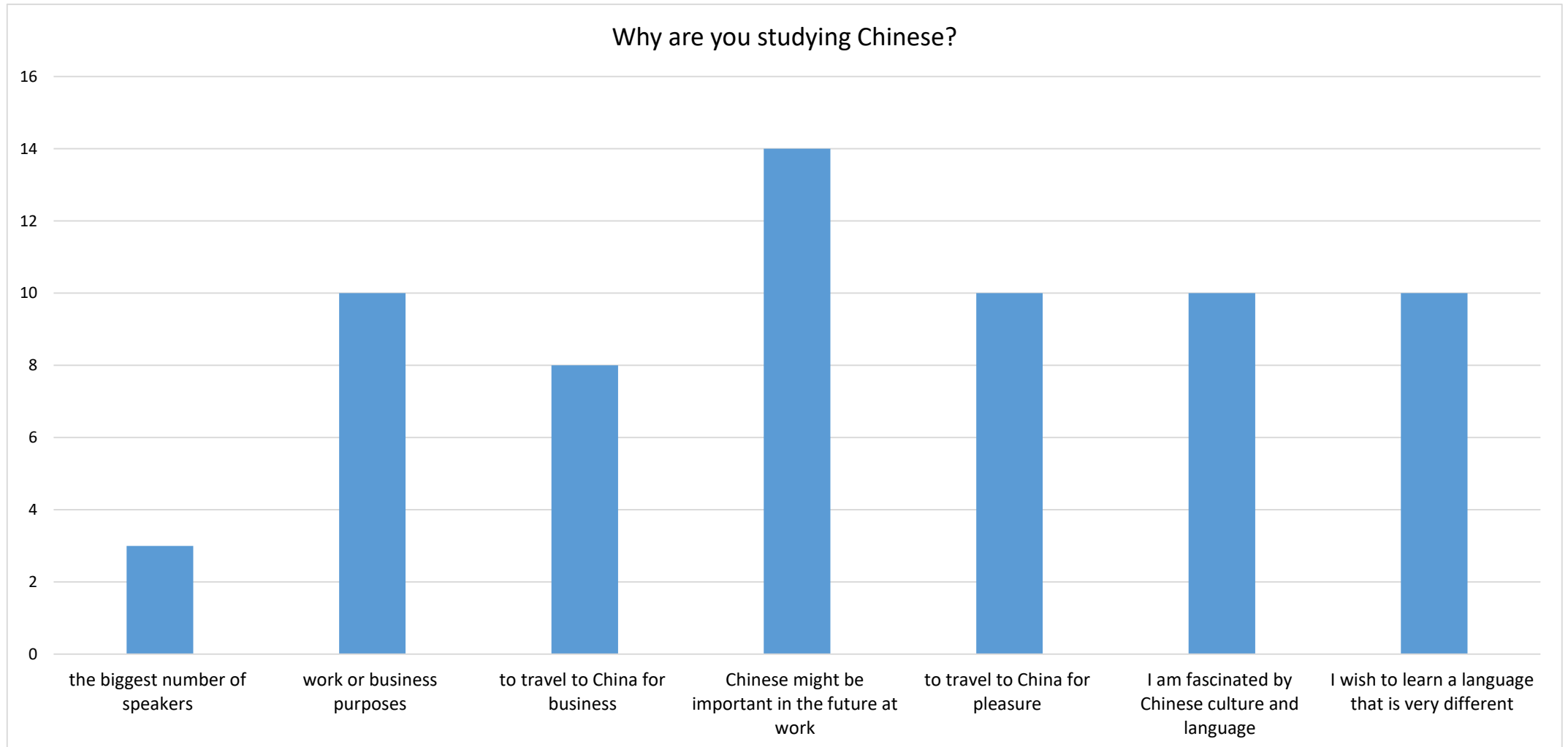
Literature review – motivation in FL teaching

- The teacher has an important role in maintaining and protecting learners' motivation.
- The first lesson should be positive and make learners feel safe and that the task of learning the TL is doable.
- The learners should be made to feel successful; this could be the ability to introduce themselves or to say a greeting in the TL.
- Teachers could also maintain motivation by guiding learners to set goals, to involve learners in the lesson and to arouse their curiosity and attention.

Methodology and background to the study

- I teach Mandarin Chinese at the Directorate for Research, Lifelong Learning and Employability; why do the learners in my class decide to start studying Mandarin Chinese?
- A total of 24 adult learners participated in this study.
- Most of the learners are graduates and in professional jobs.
- All learners have studied other foreign languages in the past, why study Mandarin Chinese while in professional employment?
- Data was collected through questionnaires and a focus group discussion.

Question 1: Why are you studying Chinese?



- According to Robert Davis, director of the Chinese-language program in Chicago's public school system **“Chinese isn't the new French, it's the new English”**.

- **TIME Magazine June 26, 2006**

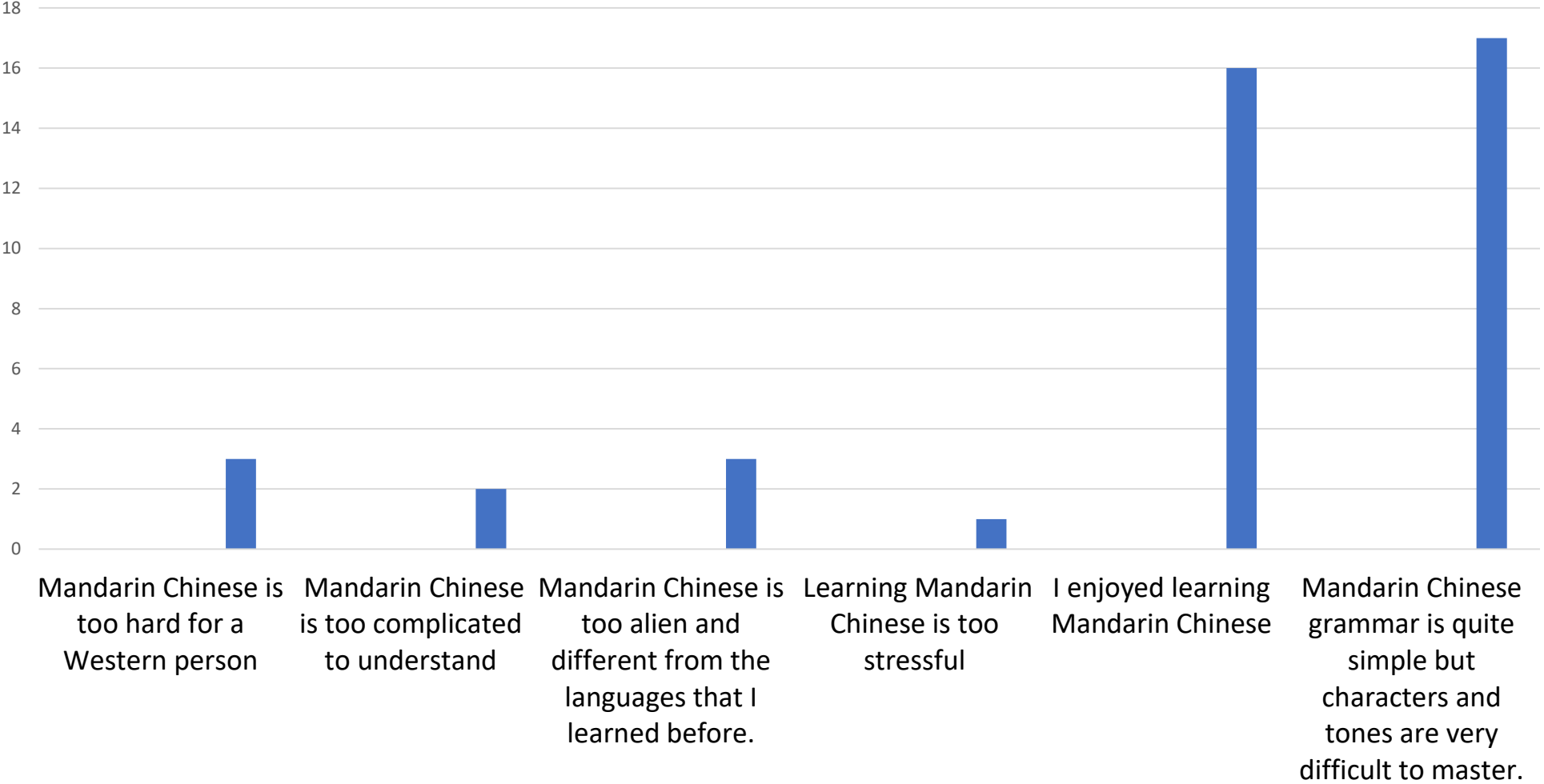
<http://content.time.com/time/covers/asia/0,16641,20060626,00.html>

Source: <http://www.cctv-america.com/2015/03/03/chinese-as-a-second-language-growing-in-popularity/>

accessed on 30th August 2016



Question 2: How did they feel after completing the course in Mandarin Chinese.



Question 3: Do learners want to continue studying Mandarin Chinese?

- The majority (75%) of the participants said they wanted to continue studying Mandarin Chinese.
- Learners found it fascinating and very interesting.
- Learners also said they wanted to continue studying Mandarin Chinese because they often visit China for business and they need to communicate with the Chinese people for business.
- Learners who did not claim to be studying Mandarin Chinese for business purposes, said that they wish to continue studying the language because it's a challenge.

Conclusion

- The majority of learners were motivated to study Mandarin Chinese for work/business purposes – extrinsic motivation.
- Most of the learners also claimed that they enjoyed learning Mandarin Chinese – intrinsic motivation.
- This study also shows that very few participants agree with the statement that Mandarin Chinese is too hard for a Western person to master.
- **Learners' motivation (both intrinsic and extrinsic) results in successful learning of the TL.**

Recommendations for further studies

- A study on motivation of learners who choose Mandarin Chinese as a FL option in year 7.
- Research on pedagogy of CFL especially in Malta in order to design courses according to the needs and expectations of local learners.