UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

WHAT SUSTAINS CHINESE LANGUAGE LEARNING MOTIVATION: A CASE STUDY OF SOUTHWESTERN AMERICAN HIGH SCHOOL STUDENTS

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the Degree of

DOCTOR OF PHILOSOPHY

By

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Norman, Oklahoma
2023

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WHAT SUSTAINS CHINESE LANGUAGE LEARNING MOTIVATION: A CASE STUDY OF SOUTHWESTERN AMERICAN HIGH SCHOOL STUDENTS

A DISSERTATION APPROVED FOR THE DEPARTMENT OF INSTRUCTIONAL LEADERSHIP AND ACADEMIC CURRICULUM

BY THE COMMITTEE CONSISTING OF

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时光如梭，暮然回首。
目光所及，皆是回忆。

春晖寸草，山高海深。养而教之，非为报也。
桃李不言，下自成蹊。师恩如海，教诲不倦。
山水一程，三生有幸。愿岁并谢，与友长兮。
以梦为马，不负韶华。定当奋进，不付浮生。

凡是过往，即为序章。
行文至此，落笔为重。

Acknowledgments

When the calendar turns to the summer of 2023, it is time to say goodbye. My Ph.D. journey is going to be complete; my student life is coming to an end. Yet it is also a new beginning.

I would like to show my sincerest gratitude to my Chair, Dr. Jiening Ruan, for her guidance, patience, and encouragement throughout my doctoral journey. I will never allow myself to forget her wise advice and continuous support. To the members of my committee, Dr. Borden, Dr. Torres, and Dr. Zhang, I want to thank you for the tremendous help and support you have provided me through all the stages of my dissertation project.

I am extremely grateful to my parents, Jinhui Liu and Jinli Wei, who have invested their time and efforts in educating and preparing me for my future. Thanks to them for the love, support, sacrifices, and care they offered. I would also like to thank my sister, Jing Liu, who takes up the responsibility of taking care of my parents while I am away pursuing my academic dreams. She is my mentor who constantly gives me wise advice and support and loves me since I was born. A very special thank you to Kaiyue Hu, my brother-in-law, for loving and respecting my sister and my parents unconditionally.

Finally, I would like to thank Kexuan Wu, my best friend and my study partner. Her friendship and support made my graduate school life fun and enjoyable. Thank you for showing up in my life and being there for me whenever I needed you. Thank you for being my best friend.

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Abstract

This holistic single-case study aims to investigate the sustained Chinese language learning motivation of American high school students who learn Chinese as a foreign language. The study is guided by the following questions: "What are the factors that contribute to sustained motivation to learn Chinese as a foreign language among American high school students in their third or fourth year of Chinese learning in a Southwestern state in the United States?" and "How are heritage and non-heritage high school students in their third or fourth year of Chinese learning in a Southwestern state in the United States different or similar in their sustained motivation to learn Chinese as a foreign language?" Eleven participants, including 10 high school students enrolled in Chinese 3 and 4 classes and one Chinese teacher, participated in the study. The students completed a demographic survey and two interviews, while the Chinese teacher was interviewed once. Classroom observations were conducted throughout the semester. Data sources included completed surveys, interview transcripts, and classroom observation field notes. The researcher used thematic analysis as an overarching method to identify major themes and conducted constant comparisons to analyze the data. The study identified six major factors contributing to sustained Chinese learning motivation: (a) teacher influence, (b) love of the Chinese language and culture, (c) personal development and advancement, (d) utility, (e) peer influence, and (f) parental influence. The study also found several major similarities and differences in sustained Chinese learning motivation between heritage and non-heritage language learners. This study highlights the significance of recognizing and addressing the unique motivations of both heritage and non-heritage language learners in Chinese language education.
Keywords: Learning motivation, sustained learning motivation, the Chinese language, heritage language learners, non-heritage language learners

Chapter 1: Introduction

Language can significantly define one's identity and influence one's thinking. I speak Mandarin Chinese as my native language and am studying language education at the University of Oklahoma in the United States. I identify as an Asian international student who received a primary Confucianist, test-oriented, teacher-centered education, a language learner with English as a Second Language (ESL), a language teacher, and a Ph.D. student studying world languages education at a Southwestern public research university in the U.S. I received my bachelor's degree in English education in China and master's degree in Teaching English to Speakers of Other Languages (TESOL) in the U.S., so I have been studying language education for more than seven years. Being able to speak and use two languages fluently is interesting because I can see my dual identities switching in different linguistic and cultural settings. It urges me to explore the potential of my new identity and to help me integrate my two existing identities, which was my motivation to study in the Ph.D. program in Instructional Leadership and Academic Curriculum (ILAC) and to devote my future research and career to world languages education, particularly Chinese language education.

Chinese language education has a long history in the world, but it has become an academic subject in the United States only in recent decades (Lo Bianco, 2011). As a result, there is not a great number of research studies on Chinese language education in the United States compared to those in other major world languages (e.g., Spanish, French, German, etc.).

Because Chinese language learning motivation has a strong influence on Chinese language education (Wen, 2011), some researchers have conducted studies on Chinese language learning motivation. The main factors that influence Chinese language learning motivation include (a) students' personal factors, such as self-confidence, effort, and personal beliefs

(Campbell & Storch, 2011; Lin, 2018; Lu & Li, 2008); (b) instructional factors, such as teaching style, teachers' personality, and learning activities (Cai & Zhu, 2011; Lin, 2018), and (c) sociocultural factors, such as career plans, interest in Chinese culture, and travel plans (Sun, 2011; Wen, 2011; Xie, 2014).

The History of Chinese Language Education

The Chinese language is one of the oldest languages in the world with over 5,000 years of history (Zhang, 2009), and is closely connected with Chinese history, literature, society, philosophy, and culture. As a result, Chinese language education is typically based on the research background of Chinese history and the language perception of the Han ethnic majority (Wang, 1980). However, Chinese language education should also encompass Chinese as a Second Language (CSL) and Chinese as a Foreign Language (CFL), because Chinese language education occurs not only in China but also in a global context.

Chinese has been the dominant language of ethnic minorities in each dynasty since ancient times. Chinese language education has also had a long history overseas, tracing back to around 1046 B.C. when the Chinese language was taught in ancient Korea (Dong, 2002). It was then introduced to Vietnam around 221 B.C. and Japan around 284 A.D. (Zhang, 2000). The long history of CSL and CFL education provides abundant research opportunities and experiences that can help researchers explore the characteristics, methodologies, and backgrounds of global Chinese language education.

The purposes of studying the history of CSL education in China and CFL education in a global context are to investigate the traditions of CSL and CFL education, understand the foreign educational settings of CFL, and explore effective ways of teaching CFL and Chinese cultures to the public. This study seeks to further promote the development and construction of CFL as an

organized academic discipline, contribute to the current CFL education system, and improve the quality of CFL education globally.

Motivation of Students to Learn Chinese as a Foreign Language in the United States

There are two main research areas of focus in the literature on Chinese learning motivation in the U.S. One is the motivation of American college students to learn Chinese, and the other is the motivation of American high school students to learn Chinese. Compared with the Chinese learning motivation studies of American college students, fewer studies have been conducted on the Chinese learning motivations of American high school students.

Motivation to Learn Chinese Among American College Students

In recent decades, an increasing number of students have chosen to learn Chinese as a foreign language in the United States at the college level. Chinese language enrollment expanded by 72 percent between 1980 and 1990 (Wen, 1997). According to the US-China Institute at the University of Southern California (2021), the number of college students enrolled in Chinese classes in 2013 was 61,797, tripling from 19,510 in 1990. This dramatic change in numbers is inextricably linked to student's desire to learn Chinese as a foreign language.

Motivation is a complex concept that has been defined in many different disciplines. Gardner and Lambert (1959) are the early scholars laying the foundation for the theory of second language (L2) learning motivation. Gardner (1985, 2010) developed his classic concept of language learning motivation with three elements: the desire to learn the language, attitude toward learning the language, and motivational intensity. This concept provides the theoretical framework for Chinese language learning motivation. Wen (2011) investigated 317 students enrolled in Chinese courses at universities in three states in the U.S. She examined the similarities and differences among three groups: bilingual, heritage-motivated, and non-heritage

learners. They found six factors that motivate students toward learning Chinese. The six factors are "(a) positive learning attitudes and experience, (b) instrumentality, (c) interest in current culture, (d) intended strategic efforts, (e) social milieu, and (f) language requirements" (Wen, 2011, p. 49). Learning Chinese requires a positive attitude because it is a new and difficult language for most American college students, and teachers have expectations that they will be able to recognize Chinese characters, learn to read the text and speak the language with Chinese speakers. Expectations regarding learning tasks and outcomes are also important factors in Chinese language learning (Wen, 1997).

Cai and Zhu (2012) examined the impact of online projects (online writing and posts in Chinese) on the Chinese learning motivation of American college students. A four-week investigation suggested that learning experience has a significant impact on Chinese language learning motivation and learning ability. Xie (2014) also explored the relationship between American college students' learning expectations and instrumental motivation, and the results indicated they have a direct positive relationship. Sun (2011) revealed the Chinese learning motivation of Canadian college students included cultural interests, travel, friendship, job opportunities, and heritage language advantage and communication.

In addition, some scholars have conducted research on comparing and contrasting Chinese learning motivations between heritage and non-heritage Chinese language learners. Wen (2011; 2013) claimed that heritage language learners are more likely to be influenced by external motivations, such as family influences. Lin (2018) also confirmed this finding. Non-heritage language learners perform better than heritage language learners in terms of both learning experience and effort (Lin, 2018). Although the researchers compared the differences in the Chinese learning motivation of heritage and non-heritage language learners among college

students, sustained motivation for Chinese language learning has not been discussed or analyzed. Sustained Chinese language learning motivation among high school students has also not been investigated. Therefore, more research is needed to explain the sustained Chinese learning motivation and expand on the sustained Chinese learning motivation in both heritage and non-heritage language learners.

Motivation to Learn Chinese Among American High School Students

Although researchers have studied the motivation to learn Chinese in college settings, less is known about what sustains long-term motivation to learn Chinese as a foreign language for American high school students. According to the Foreign Service Center and American Council on the Teaching of Foreign Languages (ACTFL), Chinese is one of the most important but difficult languages to learn and teach in the world. Despite the difficulty, the number of American students learning Chinese as a second language in K-12 settings continues to grow. According to the Xinhua News Agency (2017), Chinese language programs are now open and accessible in primary and secondary schools in all U.S. states and Washington, D.C., except South Dakota. It also ranks fourth as the most widely taught foreign language in the United States. In 2016, under the policy of the US-China Strong Foundation, Chinese President Xi Jinping and U.S. President Barack Obama announced the "1 Million Strong" effort, which aimed to increase the number of U.S. students learning Chinese by setting a goal of one million students by 2020. This effort affirmed the relationship between China and the United States. It also promoted language and cultural exchange between the younger generation in the United States and China. To achieve this goal, the initiative aimed to create a modern Chinese language and culture curriculum that was flexible and versatile across local school systems to meet local

educational needs. As a result, the number of American elementary school students learning Chinese as a second language has been increasing dramatically (Mitchell, 2016).

According to the National K-16 Foreign Language Enrollment Survey Report reported by ACTFL (2017), approximately 10.6 million U.S. students were learning a foreign language from kindergarten through 12th grade, representing roughly 20% of all K-12 students in school. Of these, approximately 230,000 students were enrolled in Chinese language programs, following Spanish, French, and German. In addition to the number of students, the number of K-12 schools offering Chinese programs has increased considerably. By 2017, Chinese programs ranked number one in the total enrollment in U.S. schools for Less Commonly Taught Languages (LCTLs), even surpassing Latin.

However, the 2017 survey also reported that Chinese programs in U.S. high schools were fewer than Latin programs, and were the fifth largest of all high school foreign language programs, accounting for 6.43% of total enrollment. The same report on the type of class in U.S. high schools showed that Chinese classes were offered not only during the school year, but also in summer, after-school, and Saturday classes. The number of after-school Chinese classes offered was higher than the number of German and Latin classes. This demonstrated the flexibility of the Chinese program offerings. The report on the types of foreign language programs at high schools showed that 66.78% of Chinese classes were taught by traditional teachers, 22.03% were taught online, and 5.16% were immersion classes. It is important to note that the percentage of Chinese immersion programs exceeded that of French and German and ranked second behind only Spanish. This indicated that high school programs with Chinese immersion were more popular and visible at that time. The enrollment of students was also relatively high. Thus, for high school students, the motivation for learning Chinese is not only to

earn credits but there are other factors as well based on the popularity of immersion programs. They offer a more comprehensive and systematic structure of Chinese language instruction and aim to help students improve their Chinese language proficiency and intercultural competence.

However, due to recent tension between China and the United States, Confucius Institutes, a platform for providing Chinese language education and promoting Chinese culture in the United States, have been closed down, leaving only 50 universities with active Confucius Institutes on their campuses (Aspinwall, 2021). In addition, San Francisco, a city with a large number of Chinese language programs in the United States, closed some college Chinese language programs under pressure from the federal government (Watanabe, 2019). Unfortunately, many K-12 schools are also facing funding cuts, especially during the COVID-19 epidemic, resulting in the closure of many Chinese programs (Haime, 2021).

Several scholars have researched and reported on the motivation of high school students in the United States to learn Chinese. Lee and Hammer (2021) pointed out that one of the main issues in promoting Chinese language education in high schools is the lack of self-motivation among students to learn the language. To address this issue, Chen et al. (2019) surveyed 60 students, including heritage language learners and non-heritage language learners, from an urban high school in the Midwestern United States. The results showed that student motivation was not correlated with the four Chinese language skills, namely, listening, reading, writing, and speaking. Furthermore, motivation to learn Chinese was not related to gender. However, the use of game technology software in the classroom was found to be effective in improving language proficiency. While the study reported the correlation between motivation and other factors in high school Chinese courses, the researchers did not explore the differences or similarities in motivation between heritage language learners and non-heritage language learners. Therefore, it

is critical to examine and compare the motivation to learn Chinese between these two groups of learners.

Ivy (2021) conducted a survey-based study to investigate the motivation of American high school students to learn Chinese. The study found that most of the high school students in the study did not show a clear preference for choosing the Chinese language over other foreign languages, which was one of the reasons for their lack of motivation to learn it. The study also indicated that instructional practices, especially interpersonal classroom activities, could influence students' attitudes toward learning Chinese. Interpersonal tasks require learners to create and convey meaning through verbal and nonverbal communication, which promotes personalized, meaningful, and authentic language learning and connects learners' learning interests. Ivy suggested that Chinese teachers should use more interpersonal classroom activities, such as personalized storytelling, dialogue, role play, and interviews, to increase motivation to learn Chinese, especially to facilitate an environment for students to develop their communication skills. Using interpersonal classroom activities can significantly increase student engagement and provide real-life contexts that stimulate students' interest in learning Chinese and understanding Chinese culture.

Wang (2014) investigated the relationship between Chinese language motivation and expectancy-value among 219 K-12 students. The study measured the relationship between ability/expectancy-related items, intrinsic value-linguistic interests, intrinsic value-cultural interests, attainment value, attainment value-social milieu, utility value, task difficulty and required effort, and Chinese learning motivation. The study found that all eight items were related to Chinese learning motivation, with utility value, ability-related items, and task difficulty and effort being the most significant factors. The study also examined the behavioral aspects of

Chinese language learning motivation, suggesting that students' intended effort and continuation of the study were the indicators of Chinese language learning motivation. Overall, students who enrolled in Chinese classes were generally motivated to learn the language and exhibited motivational behaviors.

Given the limited number of studies on Chinese learning motivation in high school settings, researchers have drawn upon findings on motivation to learn other foreign languages among high school students. Anderson (2018) reported nine motivational factors for high school students learning Spanish, including "learning purposes, classroom environment and teacher, traveling/living in the country, games, social connection, culture, interactive video, autonomy, and technology-based games" (p. 34). Chambers (1999) discussed the motivation of middle and high school students (ages 11 to 17) to learn a foreign language in U.K. and German classrooms and revealed that the student's perception of their foreign language teacher was the key motivation. Pratt (2016) studied the sustained motivation of high school students to learn French and found that nine motivational factors were present, including "grades, classroom activities, progress signs, personal interest, career benefits, classroom environment, future plans, language confidence, and conversation with native speakers" (p. 8).

Problem Statement

As China's influence in politics, economy, and culture continues to grow, the development of Chinese as a foreign language (CFL) education has become a global trend. Chinese language programs have emerged in 154 countries worldwide, including the United States (Hanban, 2018). Currently, over 400,000 K-12 students in the United States are learning Chinese (China Global Television Network, 2017). Although Chinese language education has been available in the United States for nearly 200 years, the academic discipline has only been

established for 50 years. As a result, there are some challenges in developing Chinese language education.

Despite the efforts that the U.S. federal government has made to promote foreign language education and development, certain national policies have also created a negative impact. The No Child Left Behind (NCLB) Act has increased the importance of standardized testing and devalued foreign language education. The act prioritizes English language arts education because it believes the lack of English language proficiency causes educational inequality (Nguyen et al., 2014). However, it neglects the significance of foreign language education, which not only offers access to different cultures and opportunities but also promotes multicultural and multilingual awareness and perspectives. Moreover, the NCLB Act is tied to school funding, leading many school districts to cut foreign language programs and devote funding to more important subjects (Mohler, 2005). Consequently, the status of foreign language education in K-12 public schools has been declining, and many Chinese programs have been shut down (Menken, 2009a, 2009b).

Chinese language education faces several other obstacles in promoting its development in K-12 and college settings. According to the ACTFL report in 2017, only 0.67% of American high school students chose to study Chinese, and this did not take into account how long they maintained their Chinese language learning. Similarly, the report from 2016 showed that only 7.5% of college students chose to continue learning a foreign language, and enrollment in Chinese language courses had decreased by 13.1% (Looney & Lusin, 2018). Moreover, Wang (2006) found that two-thirds of college students in Chinese language programs in the United States do not continue their studies after the second year. These statistics highlight two

significant issues: the declining enrollment in Chinese language courses and the low number of people who maintain long-term Chinese language learning.

Significance of the Study

Currently, most Chinese language learners in the United States are motivated by three main sources: national interest, personal academic pursuits, and general appreciation (Sun & Shouse, 2016). National interest refers to national and governmental encouragement to improve Chinese language learning. Personal academic pursuit refers to the fact that many Americans believe that learning and mastering Chinese would be very beneficial to their personal careers, such as doing business in China and giving themselves added competitiveness (Sun, 2011). General appreciation is the interest in and appreciation of the Chinese language or China, such as traveling to China, interacting with Chinese people, and appreciating Chinese culture (Sun, 2011; Wen, 1997). However, Comanaru and Noels (2009) emphasized that personal determination factors have a stronger predictive effect on sustained Chinese language learning. Wang (2014) also illustrated that intrinsic motivation factors play a stronger role in sustained Chinese language learning. Lu and Li (2008) demonstrated that integrative motivation has a strong effect on Chinese language learning outcomes and future learning.

Moreover, Chinese language learning motivation is a matter of great individual variation. If Chinese language education focuses on only a few major motivators, the number of Chinese language learners may decrease over time. The discussion of student groups is also crucial because the motivations of Chinese heritage language learners and non-heritage language learners are very distinct. Wen (2011) acknowledged that heritage language learners are more likely to attribute their success in the program to external factors, and their failure to internal factors. Wen (2013) also explained that ethnic background has a significant impact on the

variables of learning Chinese and continuing to learn Chinese. The only thing that is not affected is instrumental motivation. Lin (2018) believed that heritage learners are more likely to be influenced by their families to learn Chinese. Non-heritage language learners performed better than heritage language learners in terms of learning experience and effort. After reviewing the literature and previous studies, a key research gap emerged as few or no scholars have explored the sustained Chinese learning motivation of American high school students who learn Chinese as a foreign language, and less research discusses the sustained Chinese learning motivation between Chinese heritage and non-heritage high school students in the United States.

This study provides abundant research background information for the Chinese department at the high school and university levels, which can help them recruit more students with or without a Chinese heritage background and motivate students to continue learning Chinese. This study can help Chinese educators understand and inform the sustained Chinese learning motivation of students. They may then consider more sustained motivation factors in their teaching as a result.

Research Purposes

To further explore the significance of Chinese language education in the United States and the Chinese learning motivation of American students, this study focuses on American high school students and their sustained motivation to learn Chinese as a foreign language. It seeks to examine what motivates them to continue learning Chinese and how to keep their learning motivation for an extended time. It also strives to explore the sustained learning motivation of Chinese heritage and non-heritage learners. The goal is to shed light on Chinese learning motivation and inform language educators of students' motivation to learn Chinese and ways to sustain it.

Therefore, the purpose of this current study is to identify the motivational factors that sustain Chinese language learning among American high school students who learn Chinese as a foreign language, including heritage and non-heritage language learners, and to investigate how heritage and non-heritage learners are different or similar in their motivation to continue learning the Chinese language. Answering these questions can help fill the research gap in the area of Chinese language learning motivation.

Research Questions

This study seeks to explore sustained motivation to learn Chinese as a foreign language among American high school students in their third or fourth year of Chinese learning. In particular, the questions that guide this study include:

Question 1: What are the factors that contribute to sustained motivation to learn Chinese as a foreign language among American high school students in their third or fourth year of Chinese learning in a Southwestern state in the United States?

Question 2: How are heritage and non-heritage high school students in their third or fourth year of Chinese learning in a Southwestern state in the United States different or similar in their sustained motivation to learn Chinese as a foreign language?

Terms and Definitions

The following definitions have been established to clarify specific aspects of this study.

Teaching Chinese as a Second Language (TCSL): In China, 55 ethnic minority groups exist, with Han Chinese being the majority. Chinese characters have had a direct impact on the formation and development of ethnic minority languages and cultures. All ethnic minorities in China learn and accept Chinese as a second language (Zhang, 2009).

Teaching Chinese as a Foreign Language (TCFL): Teaching Chinese as a foreign language (TCFL) is an integral part of China's reform and opening-up drive. It is of strategic significance to popularize the Chinese language and culture throughout the world, to enhance the friendship and mutual understanding, economic and cultural cooperation, and exchanges between China and other countries, and to elevate China's influence in the international community (Ministry of Education of the People's republic of China, 2009).

Second Language Acquisition (SLA): Second language acquisition (SLA) is the learning and acquisition of a second language once the mother tongue or first language acquisition is established. SLA is the process of learning other languages in addition to the native language (Krashen, 1981).

American Council on the Teaching of Foreign Languages (ACTFL): ACTFL is an individual membership organization of more than 13,000 language educators and administrators from elementary through graduate education, as well as government and industry. It provides vision, leadership, and support for quality teaching and learning of languages in the United States.

No Child Left Behind Act (NCLB): No Child Left Behind (NCLB) Act was enacted in 2002 by Obama. NCLB put in place measures that exposed achievement gaps among traditionally underserved students and their peers and spurred an important national dialogue on education improvement. This focus on accountability has been critical in ensuring a quality education for all children, yet also revealed challenges in the effective implementation of this goal (U.S. Department of Education, 2017).

Learning Motivation: Learning motivation is an innate human state that can trigger our actions, propel our behavioral direction, and maintain our engagement in a particular activity

(Ormrod, 2016). An individual's motivation for language learning correlates with learning achievement and views motivation as a combination of an attempt plus a desire to achieve the goal of learning (Gardner, 1985).

Foreign Language Learning Motivation: Students' motivation in foreign language learning is affected by several factors such as sex, age, culture, personal interests, past actions, expectations, social or effective factors, environment, and so on (Ramírez, 2014). The two main types of motivation for learning a foreign language are Instrumental Motivation vs. Integrative Motivation, and Intrinsic Motivation vs. Extrinsic Motivation (Zhu, 2014).

Instrumental Motivation: Instrumental motivation is related to the learner's interest in learning a foreign language about pragmatic and utilitarian benefits, such as getting a good job or a high salary (Dörnyei, 1998).

Integrative Motivation: Integrative motivation is a very high level of drive regarding personal learning attitudes and the desire to acquire a second language from a second language community, such as the desire to chat and interact with the target language group (Dörnyei, 1998).

Intrinsic Motivation: Intrinsic motivation indicates the motivation to engage in an activity because the activity is enjoyable for the person to do (Dörnyei, 1998).

Extrinsic Motivation: Extrinsic motivation refers to the act of doing to obtain some instrumental purpose, such as earning a reward or to avoiding punishment (Dörnyei, 1998).

Heritage Chinese Language Learners: Chinese language learners who grew up in a household where Chinese was used or those who have a family, ancestral, or racial connections to China (Doerr & Kumagai, 2014).

Non-Heritage Chinese Language Learners: Chinese language learners are of non-Chinese origin and have never lived or studied in a Chinese-speaking country/region for an extended period. They don't speak or understand any Chinese, even the Chinese dialect (Ding, 2012).

Organization of the Dissertation

This dissertation is organized into five chapters. Chapter 1 provides an introduction to the study, including its problem, purpose, and significance. The study aims to answer two research questions related to sustained motivation to learn Chinese among American high school students in a Southwestern state in the United States and similarities and differences in sustained Chinese learning motivation between Chinese heritage and non-heritage high school learners. The chapter also reviews gaps in the existing literature that contribute to the significance of this research.

Chapter 2 reviews the relevant literature, discussing the historical development, issues, and challenges of Teaching Chinese as a Foreign Language (TCFL) in the global context and the United States to provide context for this study. Additionally, this chapter presents theoretical perspectives on foreign language learning motivation and its development over time. It also offers a theoretical framework for understanding the motivation to learn Chinese as a foreign language, informed by a review of related literature and research.

Chapter 3 outlines the research methodology, which employs a qualitative research approach using a case study research design. The chapter begins with a brief synopsis of the literature that sets the stage for the study and outlines the general purposes and research questions. It then provides a rationale for employing the case study design in this research, along with a detailed analysis and explanation. The chapter also provides research procedures for data collection and analysis.

Chapter 4 presents the findings of the research data, including participant profiles and major themes that emerged from data analysis. These themes include the factors contributing to sustained Chinese learning motivation and major similarities and differences in sustained learning motivation between heritage and non-heritage language learners.

Chapter 5 includes interpretations of the findings and provides implications for educators, curriculum developers, and researchers. It ends with the limitations of the research and suggestions for future research.

Chapter 2: Review of the Literature

This literature review provides a comprehensive overview of the historical development of teaching Chinese as a second language in China, as well as teaching Chinese as a foreign language in global contexts and the United States. It also highlights the issues and challenges of Chinese language education in the United States. In addition, the review delves into human learning motivation and language learning motivation with different definitions. This chapter adopts social constructivism as a theoretical framework with a detailed discussion of the development of foreign language learning motivation theoretical perspectives and the Chinese language learning motivations theoretical perspectives. Finally, the review provides a comprehensive research synthesis of previous studies on Chinese language learning motivation, including research methods, focuses, and findings.

Teaching Chinese as a Second Language in China

China, as one of the four ancient civilizations, boasts a long history, profound tradition, and rich culture. The Chinese language has had a significant impact on the world, carrying Chinese culture with it as it spreads and develops. Mandarin was first taught as an official Chinese language in minority areas of China.

Currently, China has 55 ethnic minority groups, with the Han Chinese as the majority. The official language in Mainland China is Mandarin, but each ethnic minority has its dialects. The history of Chinese language and cultural education is a history of continuous integration between Han culture and the culture of other ethnic minorities (Zhang, 2009). In this process, the Chinese characters have had a direct impact on the formation and development of ethnic minority languages and cultures in China. All ethnic minorities in China have learned and accepted Chinese education as a second language. The bilingual education of ethnic minorities

has undergone a long historical process, from the Qin and Han Dynasties to the Ming and Qing Dynasties, from the late Qing Dynasty to the Republic of China, and after that the People's Republic of China (Dai & Dong, 2002). The historical materials and literature on learning CSL provide valuable insights and directions for the study and research of CSL. Although CSL is different from CFL, they both relate to language education and aim to learn Chinese as a target language. Therefore, it is worth reviewing the bilingual education of ethnic minorities and CSL history because they form the foundations and development of CFL education in global contexts.

Teaching Chinese as a Foreign Language in Global Contexts

Worldwide Chinese language education includes the history of Chinese language education for Chinese descendants overseas and the history of Chinese language education for non-heritage learners in different countries. Chinese education for Chinese descendants overseas is generally carried out as a combination of heritage language and bilingual education. However, non-heritage learners learning Chinese in different countries consider Chinese as a foreign language, and they do not have a Chinese cultural background. Although Chinese language education initiated by the Chinese government did not have a long history, the study of the Chinese language has a long history (Zhang, 2008). This is closely related to the influence of Sinology. Sinology is the academic study of the Chinese language, culture, history, literature, and philosophy and often refers to Western scholarship ("Sinology," 2020).

Around 138 B.C., Zhang Qian in the Han Dynasty launched the Silk Road from Xi'an, China to Europe, passing through the Middle East and West East Asian countries. This connected the West and the East, offering opportunities for business, social, cultural, and political communication, which required Chinese language speaking. Due to the establishment of the Silk Road, Sinology gradually developed and appealed to Westerners; Greece had an

especially keen interest in Chinese culture and civilization. As a result, Sinology emerged and developed in Europe. Greek businessmen and scholars traveled to China and introduced Chinese culture to other Western countries (Mo, 2006; Zhang, 2009). Because of their influence, a growing number of Western countries started to know about and connect to ancient China. More scholars were becoming interested in Sinology and studying the Chinese language.

In addition, religion played a dominant role in learning CFL in ancient China. Missionaries from the Middle East and the West wanted to introduce Buddhism and Christianity to China. Consequently, many monks from India came to China and learned Chinese, translating Buddhist scripts. Under the influence of Buddhism, CFL education made great development and achievement, and Buddhism was integrated into Chinese culture (Zhang, 2009). In the Qing dynasty, the West began to introduce Christianity to China, leading to the emergence of CFL in the West. The religious communication between the West and the East also contributed to the development of CFL.

Although historically Chinese has been introduced worldwide, Chinese language education became a well-established academic discipline much later due to China's increasing global influence. The Chinese government made great efforts in promoting CFL education including sponsoring a public institution named the Confucius Institute Headquarters (a.k.a. Hanban) in 2004 for the international popularization of the Chinese language and culture. Hanban has established 541 Confucius Institutes (CI) in 162 countries around the world. The United States used to have over 100 Confucius Institutes, which represented 20% of the total number of the CI in the world. According to China Global Television Network in 2017, over 400,000 American K-12 students were learning Mandarin. Therefore, the discussion of CFL

education in the United States provides great importance and value in studying CFL education in the world.

Historical Development of Teaching Chinese as a Heritage Language in the United States

Unlike other parts of the world, Chinese speakers in the United States are primarily an immigrant community. Chinese immigrants are relatively concentrated in the United States, mainly in larger cities on the East and West coasts. By 2010, more than half of Chinese immigrants in the United States lived in two states: New York and California (McCabe, 2012). These two states also have the largest Chinatowns. California has the largest population of Chinese immigrants, accounting for 32% of the total Chinese population in the United States; New York follows with 20.8% of the total population as of 2010 (McCabe, 2012).

From a historical perspective, Chinese speakers in the United States have come from three major waves of immigration. The first was the Gold Rush, which began in the 1840s. They were attracted to California by the idea of striking it rich. Cantonese speakers from Southeast China constituted the majority of Chinese immigrants during that period. Records show that over 40,000 people flocked to California between 1851-1860. After the gold rush ended, Chinese immigrants dispersed to different cities in the United States and worked in various service and construction industries. Sung (1967) claimed they were "one of the worthiest of newly adopted citizens" (p. 27). Chinese immigrants were popular and widely accepted in the society of the time because of their hard work and dedication to the American railroad and construction industry.

However, due to inadequate language preparation and cultural conflicts, Chinese immigrants were constantly stereotyped and discriminated against in the United States. This also led to a precipitous decline in the number of Chinese immigrants, and thus many Chinese

immigrants sent their children back to China to find a better opportunity (Koehn et al., 2002). For this purpose, the first Chinese language schools appeared in Chinatown, sponsored by Chinese families, Chinese churches, and Chinese charities because most Chinese parents wanted their children to know their ancestry, history, culture, and language. These Chinese schools mostly offered after-school programs and classes on weekends (Sung, 1967). They also knew that without the support of the Chinese language and understanding of Chinese culture, their children would be treated as outsiders with no language or cultural background. Since then, Chinese language schools have become the centerpiece of the Chinese community.

The second wave of Chinese immigrants to the United States came between 1949 and 1979. This group of immigrants arrived in the United States during a relatively good social environment, as China-U.S. relations eased in the 1960s, and the United States issued an immigration policy to protect the legal rights of immigrants. Most of these immigrants were well-educated, financially well-off, originating from Chinese-speaking regions other than mainland China, such as Hong Kong, Taiwan, and Macau. As of 1980, Chinese people accounted for 0.36% of the U.S. population (Xiao, 2016).

The third wave of Chinese immigrants began in 1980 and continues to the present day. The majority of these immigrants are from mainland China, and many of them are Chinese scholars and students who speak Chinese, studying at U.S. universities and research institutions (Chang, 2003). Chinese students have consistently been the second largest group of foreign students in the United States from 2001-2008, and from 2013-2014, the number of Chinese students was top among all groups of international students in the United States, according to the Institute of International Education.

Since most of the second and third waves of Chinese immigrants are highly educated, they can find more accessible careers and jobs in the United States. Many of the current Chinese immigrants have moved from Chinatown to more mainstream markets and areas. Instead of sending their children back to China, they enrolled them in mainstream schools and encouraged them to acquire more specialized job skills. As a result, there has been a loss and shift in Chinese language education among the younger generation of Chinese immigrants (Xiao, 2016). Despite this, many Chinese parents still want to pass on the legacy of Chinese culture and language by supporting the expansion of Chinese schools and promoting Chinese culture. This makes them the backbone and central force in maintaining Chinese as a heritage language in the United States.

Chinese language education in the United States comprises two main core branches: mainstream American schools and community-based heritage language schools. While Chinese has recently emerged as an academic discipline in American schools, heritage language education has been provided in the community for over 150 years. Xiao (2008) stated that the majority of Chinese Americans and young immigrants have been educated in Chinese community heritage language schools which provide heritage language learning, cultural exchange, and celebration of Chinese culture and traditions.

The earliest Chinese heritage language schools were established in 1886 in San Francisco (Liu, 2010) where Cantonese was the primary language taught, and traditional Chinese characters were the classical writing style. By the 1920s, over 50 Chinese heritage language schools existed, but most did not communicate and collaborate with each other. In 1994, two major non-profit organizations: the National Federation of Chinese Schools and the National Association of Chinese Schools were established by people in China. They lead and serve the

American heritage language schools, cooperating in curriculum development, program exchange, and learning, thereby promoting the growth and further development of Chinese heritage schools. By 1996, 634 Chinese heritage schools had been established in the United States (Chao, 1997).

The Chinese heritage schools in the United States are not only limited to those led by the National Federation of Chinese Schools and the National Association of Chinese Schools. Many community-based Chinese heritage schools have been established by Chinese families and local religious organizations. These schools serve as important institutions for the promotion and development of Chinese heritage language learning. Despite their different backgrounds and purposes, both organization-based and community-based Chinese heritage schools have made significant contributions to the survival and growth of Chinese language programs in the United States outside of mainstream schools.

Historical Development of Teaching Chinese as a Foreign Language in the United States

Teaching Chinese as a Foreign Language (TCFL) has only recently become an organized academic discipline (Lo Bianco, 2011), which has resulted in limited research on the historical development of CFL in the United States. However, a small number of researchers have explored this topic. Wang (2010) created the ecological system framework to explain the importance of a language learning environment that either promotes or suppresses the language. In particular, she analyzed TCFL within the context of the historical and current U.S. environment, emphasizing major players, policies, and practices. All these factors have a significant influence on CFL education in the United States. In addition, Zhang (2009) researched worldwide Chinese language education history and discussed Chinese teacher training, assessment, and teaching

methods of CFL education in the United States using solid statistics and plentiful resources, which provided a relatively comprehensive historical background of TCFL in the United States.

Wang and Ruan (2016) also studied CFL education history in China and the United States with the support of detailed historical events and analysis. The most salient point of their research is the theoretical framework of CFL development, Language Planning, and Policies (LPP), describing multiple forces and drives that impinge upon CFL education in the two countries, such as political, social, cultural, and economic factors (Wang & Ruan, 2016). The research coordinates with Wang's (2010) analysis of influential aspects of CFL education in the United States. Additionally, the LPP theoretical perspective situates language education in the broader sociocultural and historical context. All these important researchers have made significant contributions to our understanding of historical and modern CFL education in the United States.

According to previous studies, Chinese speakers in the United States are now regarded as a new immigrant group, predominantly comprising recent immigrants in the 21st century. Historically, CFL education in the United States can be classified into four stages, with an additional predicated stage: from 1840 to 1949, 1949 to 1979, 1979 to 2000, 2000 to 2019, and after 2019. This division is based on the research of Zhang (2009), Wang (2010), and Wang and Ruan (2016). The last stage is a new stage with prediction based on the current political policies between the two countries and the ongoing COVID-19 pandemic.

Stage 1: The Starting Point of CFL Education (1840 to 1949)

Chinese immigration to the United States has a history of over 150 years, beginning in the 1840s due to the attraction of the Gold Rush. In 1950, 4,018 people arrived in California and migrated, which accounted for 0.02 % of the U.S. population at the time ("History of Chinese

Americans," 2020). Most of them were Cantonese speakers from Southern China. It was estimated that 40,400 Chinese arrived in the United States between 1851 and 1860. From 1856 to 1861, the Second Opium War defeated the Qing dynasty, resulting in the Hong Kong colonization, the establishment of the West concessions, and the opening of ports for trade and business. The United States was involved in the war and secretly offered military assistance to the British, which allowed the American government to benefit as well. From the sociocultural perspective, trade business and cultural exchanges between the United States and China led to the introduction of Chinese culture and language to the United States.

When the Gold Rush was over, many Chinese immigrants moved to cities and took service jobs to make a living; they were considered "one of the worthiest newly adopted citizens" because of the cheap labor they provided (Sung, 1967, p. 27). More than 10,000 Chinese laborers worked in the construction and railroad industry, making a significant contribution to American transportation. In 1870, the Chinese population was over 63,000 in the United States, and most of them stayed in California with one out of every 10 people being Chinese (Sung, 1967). The rapidly growing population gave rise to Chinese as a Foreign Language (CFL) education in the United States, but it was mostly heritage Chinese education.

The first official CFL education in the United States originated in 1871 at Yale University (Liu & Liu, 1990) under the influence of Chinese Sinology. Yale hired a former graduate to be a professor of Chinese language and culture (Yao & Zhang, 2010). Samuel Wells Williams, one of the American missionaries in China, became interested in Sinology and was hired as the first professor of Sinology, becoming a pioneer of CFL education in the United States (Bian, 2006). The University of California, Harvard University, and Columbia University also started to collect books and materials related to Sinology. Sinological organizations were also gradually

established, such as the Modern Language Association (MLA) in 1883, the American Historical Association (AHA) in 1884), the Asia Society in 1898, etc., which directly and indirectly promoted the development of Sinology and Asian Studies, paving the way for the academic CFL education in the United States (Zhang, 2009). Meanwhile, more American universities offered Chinese study programs, such as The University of Chicago in 1936 and Stanford University in 1937(Wang & Ruan, 2016).

During World War II, CFL education in the United States underwent significant changes due to political and military demands. Before the war, CFL education mainly focused on traditional Chinese reading and grammar teaching, which covered most Chinese programs in American universities because they intended to cultivate Sinologists and experts in Chinese language and culture. Cameron (1948) claimed that CFL education had always been considered a research tool to understand Chinese culture, so these universities focused on reading, not listening, and speaking. With the outbreak of the Pacific War, the United States urgently needed Chinese-speaking officers and intelligence personnel. Therefore, the U.S. government implemented various short-term training programs in Chinese, but these short-term programs were insufficient for fulfilling the task of intelligence. Under such circumstances, the National Defense Language Institute in California started an intensive Chinese program, and universities, such as Harvard and Yale, also launched intensive Chinese programs with a focus on developing students' oral listening and speaking skills, without teaching any Chinese characters and grammar (Zhang, 2009). The primary goal of these programs was to enhance communication and dialogue skills, particularly for intelligence and military purposes. The textbooks used in these programs contained political content, such as newspapers, news reports, and other relevant materials.

Stage 2: The Emergence of CFL Education (1949 to 1960)

On October 1, 1949, the Chinese Communist government declared the official country of the People's Republic of China (PRC), which marked the beginning of establishing China's role in the world. As China's global status increased, an increasing number of Americans became intrigued by the mysterious Eastern Asian countries, and the Chinese language piqued their interest. At the same time, the United States welcomed the second wave of Chinese immigrants who had a higher level of education compared to the first wave of immigrants. These immigrants mainly came from Hong Kong and Taiwan, rather than mainland China where Mandarin was prevalent (Xiao, 2016). To make Chinese people living in the United States proficient in the Chinese language and facilitate their life in the Chinese community, Chinese schools were founded in various regions of the United States, which sparked the first wave of "Chinese language fever" (Zhang, 2009, P. 208).

By 1957, around 25 American universities had established Chinese language programs. In 1959, the relationship between China and the United States improved. With the support of the U.S. government and the Ford Foundation, the National Academy of Sciences and the Social Science Research Council formed the Collaborative Committee on Contemporary Chinese Studies, aiming to promote Chinese language education and connect Chinese scholars and researchers. During this period, CFL education was slowly but steadily growing in the United States. The number of Chinese language learners increased to 1,884 in 1960 (Yao & Zhang, 2010). After this time, Yale University became the backbone of the development of CFL education, promoting the TCFL worldwide and developing numerous Chinese language teaching materials.

Stage 3: The Development of CFL Education (1960 to 2000)

A number of grassroots organizations emerged to promote and professionalize CFL education in the United States during this time. In 1962, the Chinese Language Teachers Association, USA (CLTA) was founded to study Chinese language, culture, and pedagogy (CLTA, 2015). In 1966, the CLTA Journal was issued, and a Chinese Language Forum was started for Chinese teachers and professionals in related fields to better share and exchange experiences in CFL education in the United States. The CLTA also started an annual conference with the MLA and later with the American Council on the Teaching of Foreign Language (ACTFL). This cooperation and networking among organizations has helped to advance the development of CFL education and increase its popularity in the United States.

In 1978, China implemented a policy of Reform and Opening up, and in 1979, the U.S. government officially established diplomatic relations with China. In response to China's political, economic, and cultural needs, China resumed its permanent membership in the United Nations, which has helped to increase its influence in the world. During this period, China began to launch official CFL education in the United States on a large scale; in 1966, there were 95 colleges and universities in the United States offering Chinese language classes. By 1973, the number had grown to 260, spanning 39 states (Zhang, 2009).

In addition, two major private organizations emerged in the United States. They are The Carnegie Foundation and the Dodge Foundation, which expanded Chinese language education in elementary and secondary schools (Wang & Ruan, 2016). The Dodge Foundation began to support the development of CFL education in middle and high schools in 1982. About 60 high schools established their Chinese language programs with the help of this organization by 1992 (Zhao, 2011). This was the second wave of Chinese language fever in the United States.

Stage 4: The Expansion of CFL Education (2000 to 2019)

In the new century, China's rapid economic growth has led to its emergence as the second-largest economy in the world. With increasing globalization, China has become more connected to the global economy and political system, especially with the United States. As a result, mastering Chinese is an important skill for American students in economic globalization (Zhang, 2009). In 2003, the College Board approved the Chinese Advanced Placement Program (AP), which made Chinese a college preparatory course for high school students. This signified the official introduction of Chinese into mainstream schooling in the United States. Between 2002 and 2006, more students chose to study Chinese than ever before. According to a statistical survey conducted by the Modern Language Association of America, the number of students taking Chinese in American universities was 51,582, or 3.3% (Furman et al., 2006). This is a dramatic increase compared to the 1,844 students in 1960. Moreover, 650 elementary and middle schools in the United States were offering Chinese language classes by 2006 (Zhang, 2009). Chinese has become the second most spoken foreign language after Spanish, with over 700 out of 3,000 universities offering Chinese language courses in the United States (Zhang, 2009).

The rapid development of Chinese language education during this period can be linked to several organizations, including the Confucius Institute (CI) in China, the National Security Education Program (NSEP), and the National Security Language Initiative (NSLI). Confucius Classrooms were not established as a separate entity until 2008, but by the close of 2015, they had grown to become twice the size of Confucius Institutes, with 1,000 CCs globally and 349 in the United States alone (Xiao, 2017). When the first Confucius Institute was set up at the University of Maryland in 2005, and many others subsequently in the United States, K-12 Chinese language instruction was a significant aspect of the CI services, and numerous CI teachers were deployed to provide instruction in local schools. This significantly enhanced

Chinese enrollment and promoted Chinese language education in the United States. In 2005, NESP launched its Chinese language education program for K-16 students. In 2006, NSLI was released to promote the development of critical languages across the United States, including Chinese. STARTALK is one of the important programs in NSLI. It is sponsored by the Office of the Director of National Intelligence Programs and administered through the National Foreign Language Center at the University of Maryland. This program offers summer language learning in the 10 critical languages to create a platform for K-16 students and teachers to learn, communicate, and exchange experiences. From 2013 to 2019, there were a total of 740 student programs across the states, in which Chinese accounted for half of the total in each category and each year (See Table 1).

Table 1

STARTALK Summer Program, 2013-2019

Year	Student Programs (Chinese/the U.S. total)
2013	64/118 (54.24%)
2014	55/110 (50.00%)
2015	54/121 (44.63%)
2016	51/120 (42.50%)
2017	53/121 (43.80%)
2018	58/125 (46.40%)
2019	47/121 (38.84%)

Total	740/1466 (50.50%)

As shown in Table 1, the Chinese language is the major recipient of the STARTALK program. From 2013 to 2019, CFL education accounted for half of the student programs. This shows that CFL education was definitely in the leading position in the K-16 settings in the United States.

Stage 5: The Future of CFL Education (2019 to Present)

The relationship between China and the United States has deteriorated significantly since the beginning of 2019, with multiple trade wars triggering economic and trade disputes between the two countries. The American government, led by President Trump, cracked down on Chinese technology companies, which has made it difficult for Chinese firms to go public in the United States.

Moreover, political tensions between the two countries have also been on the rise, with ideological rivalries becoming increasingly evident. The United States has been interfering in China's internal affairs by meddling in issues related to Xinjiang and Hong Kong. This has resulted in a trend toward a Cold War between the two nations.

In the realm of CFL education, the Confucius Institute, a public organization sponsored by the Chinese government, has been the subject of suspicion and concern for U.S. officials. Some believe that China is using the Confucius Institutes to conduct covert investigations in American schools and engage in cultural infiltration, thereby threatening national security. Senator Ted Cruz (2018), a Republican congressman, reported that the Confucius Institute exposes U.S. universities to the threat of espionage and intellectual property theft, leading to the

decision to shut down CIs in the United States. As of 2021, 50 Confucius Institutes have been closed in the United States according to the National Association of Scholars.

Given the ongoing political, economic, and educational conflicts, CFL education in the United States faces unprecedented challenges, and it is difficult to predict what the future holds for this field.

Challenges of CFL Education in the United States

From a historical perspective, CFL education in the United States has experienced continuous growth, with CFL programs in American schools gradually expanding. In terms of global economic development, China was the largest economy in the world, surpassing the United States, according to a report from the International Monetary Fund (2020). This has motivated more people to learn Chinese and explore the Chinese market.

The Asia Society (2005) established a goal that by 2015, 5% of American high school students would be able to take Chinese classes. However, according to the ACTFL report (2010), although 18.51% of public high school students chose to study a foreign language, only 0.67% of American high school students chose to learn Chinese, falling far short of the goal. Additionally, the deterioration of China-American relations in recent years has had a negative impact on the development of CFL education in the United States. Enormous challenges exist for CFL education, including national issues and policies, teachers, teaching methods, teaching materials (3T), and motivation and enrollment numbers.

National Issues and Policies

ACTFL (2010) reported that in 2004-2005 and 2007-2008, over 80% of K-12 public school students in the United States did not study foreign languages. The growth of CFL education in the country has always been influenced by political factors. The enactment of the

No Child Left Behind Act (NCLB) in 2001 had a negative impact on the development of foreign language learning (Fishman, 1966), as it emphasized standardized testing and focused on math, science, and reading education while neglecting foreign language education. This policy had a particularly negative effect on Chinese as a Less Commonly Taught Language (LCTL) in the United States. CFL programs lost many expansion opportunities and could have easily been terminated due to funding cuts (Xiao, 2016). Shin (2006) noted that NCLB did not take into account the language background of minority students, resulting in the elimination of Chinese programs in some school districts, despite student interest.

Another policy that has affected CFL education in the United States is the suspicion and closure of Confucius Institutes. These institutes have played an important role in promoting CFL education in the United States over the past decade. However, the U.S. government has expressed concerns that the institutes are being used by China to conduct covert investigations and cultural infiltration, threatening national security. This has resulted in the closure of many Confucius Institutes and has further limited opportunities for Chinese language learning in the United States.

The 3T Challenges: Teachers, Teaching Methods, and Teaching Materials

Due to visa restrictions between the United States and China, most Chinese language teachers in American schools are from Mainland China and Taiwan. This includes short-term visiting teachers from China and local international students who have studied Teaching Chinese as a Foreign Language (TCFL). Unfortunately, due to these circumstances, it is difficult to ensure the longevity of teachers in these positions, and the absence of TCFL study programs in the United States also makes it challenging to ensure teachers possess the necessary skills, knowledge, and understanding of American teaching ideology and context (Yue, 2017).

Additionally, many Chinese teachers have received their education in a different system with a unique cultural background that is not in line with the American educational philosophy. While traditional Chinese language teaching focuses on accumulating knowledge and rote learning of Chinese grammar, American educational philosophy is based on constructivist learning theory, which emphasizes the application of knowledge (Coratazzi & Jin, 1996; Harley & Ferro, 2011; Hu, 2002). These differences in pedagogical approaches create challenges for Chinese language teachers, with the three main obstacles being teaching methods, classroom management, and cross-cultural understanding (Liu, 2012).

Moreover, the scarcity of appropriate learning materials and textbooks for CFL education is a major concern. Wang and Higgins (2008), representing 44 teachers, noted that they were unsatisfied with the Chinese teaching materials currently available. In some cases, Chinese textbooks depict Chinese society in a negative light, leading to misunderstandings among students (Yang, 2008). Furthermore, the 3Ts - Teachers, Teaching Methods, and Teaching Materials - can hinder a teacher's ability to effectively balance raising and sustaining students' motivation to learn Chinese (Everson, 2009).

Motivation and Enrollment Numbers

In American universities, two-thirds of college students drop out of Chinese courses after their second year of study (Wang, 2006), and Google Trend data showed an overall decrease in the number of Chinese language learners across the United States. To promote CFL education in the United States, we must focus on how to motivate and engage students to continue learning Chinese.

There are three main sources of motivation for learning Chinese in the United States: national interest, individual academic opportunity, and general appreciation (Sun & Shouse,

2016). National interest involves national or governmental encouragement or advocacy to improve Chinese language skills, such as CFL education for military purposes during World War II. Individual academic opportunity refers to the ability of American students or citizens to improve their competitiveness by learning Chinese (Wang, 2014; Wen, 2018). Although Spanish is better developed educationally than Chinese in the United States, this also reduces the individual competitiveness of Americans who can speak Spanish because more students are enrolled in Spanish courses than in Chinese courses. General appreciation refers to CFL learners who are interested in culture, history, and other related topics between the two countries. While these three motivations are mainstream, students' motivation may be more diverse and varied, making motivating individuals to learn, and maintaining long-term motivation significant challenges for CFL education.

Furthermore, these mainstream learning motivations do not align with the current global development needs of the United States. A national survey of foreign language education in 5,000 U.S. educational institutions revealed a significant mismatch between foreign language education and national needs. Foreign language education is a critical educational tool for many countries in the globalizing 21st century. However, the United States does not provide enough types of foreign languages and opportunities to learn foreign languages before middle school and high school (Pufahl & Rhodes, 2011). The STARTALK annual report in 2020 surveyed 686 students who decided not to continue learning Chinese, and 75.3% of respondents cited a lack of courses and resources for learning Chinese in their schools. Therefore, addressing the mismatch between the current mainstream learning motivations and national needs, and providing sufficient courses and resources for Chinese language learners, are crucial for promoting CFL education in the United States.

The aforementioned phenomenon highlights the influence of Chinese language resources and national policies on students' motivation to learn Chinese, emphasizing the crucial role of teachers' teaching methods in shaping this motivation. Thus, it is essential to pay close attention to student motivation as a significant challenge facing CFL education in the United States, requiring further research investigation.

CFL education has been established for many years, both in China and overseas, but recently became a well-organized academic discipline. Over the years, it has gone through five periods, each with different opportunities and challenges and varying development goals. Despite these challenges, CFL has played a vital role in spreading the Chinese language and culture in foreign language education in the United States.

The development of CFL education in the United States has been shaped by political, economic, social, and cultural factors, creating unprecedented challenges such as national policies, teacher training, teaching materials, course enrollment numbers, and varied learning motivation. Among these factors, sustaining and intriguing students' motivation to learn Chinese is indispensable for promoting CFL education. Therefore, it is crucial to continue studying and developing learning motivation in Chinese to overcome these challenges and promote sustainable development of CFL education in the United States.

Theoretical Framework

This study is grounded in social constructivism and socio-cultural learning theory (Vygotsky, 1978). This study is also informed by motivation theories (Dörnyei, 1994; Gardner & Lambert, 1959; 1972). In this section, I also describe the theories and research that inform this study, discuss contrasting or conflicting theoretical perspectives, and reconcile the conflicts.

Social Constructivism

Social constructivism is a social learning theory, that states that individuals are active agents in creating their own knowledge supported by interacting with more knowledgeable others (Vygotsky, 1978). According to Vygotsky, learning is a process of sociocultural influence and does not exist independently. Learners are impacted by socio-cultural and historical factors and their psychological functions are situated in social contexts. He emphasized the essential effect of human society and culture on human psychological development and asserted that higher human psychological functions are formed and developed in human activities within society and implemented with the help of language.

Language is also at the core of Vygotsky's theory of cognitive development. He argues that people with highly developed language skills can perform complex tasks that illiterate people cannot perform (Vygotsky & Cole, 2018). When people learn a language, they are not only learning independent words, but they are also learning the ideas that are linked to those words. Language is a medium for development and a tool for thinking, allowing people to learn from others, to gain access to history and the experiences of others, while providing opportunities to share ideas and refine thoughts. Learning a new language is facilitated through interactions with parents, peers, and teachers, and teachers can facilitate language learning through conversations in the classroom (Powell & Kalina, 2009).

Language is also a tool for social interaction and activity; culture is shared and transmitted as a result of social interaction. This is why Vygotsky emphasized adult guidance and communication with children and cooperation through dialogue between children and their peers in play and classroom situations (Vygotsky, 1978). According to social constructivism, effective teaching and learning rely significantly on interpersonal communication and discourse,

with the central emphasis placed on the student's comprehension of the discussion (Prawat, 1992).

A social constructivist perspective on motivation emphasizes that each person is motivated uniquely. Individuals interpret and respond to their environment in a personal manner, and they make choices based on their understanding. Therefore, it is crucial to comprehend how different learners interpret their surroundings and make decisions about their actions, effort, and strategies (Williams & Burden, 1997).

Social constructivism provides a sound framework for analyzing motivation due to its ability to account for contextual and cultural influences on motivation. Students' motivation to learn was described by Brophy (1983) as a general disposition, as well as specific motivation that occurs in the learning situation. Greenfield and Lave (1982) compared informal and formal educational settings to understand their impact on motivation, concluding that informal settings provide three motivation sources: a valuable task, one-on-one interaction with the teacher, and a sense of social contribution. Various studies have examined how environmental factors affect motivation, such as teacher behavior (Blumenfeld et al., 1983; Brophy, 1981, 1982; Brophy & Kher, 1984), peer relationships (Peterson et al., 1984), and classroom structure (Ames, 1984). A social constructivist perspective of motivation considers how culture shapes and transmits people's thoughts, feelings, and actions. Therefore, motivation can be regarded as a cultural construct.

Overall, social constructivism provides a valuable perspective on learning and motivation, emphasizing the importance of language, social interaction, and cultural influences. It highlights the need to consider the unique perspectives of individual learners, while also

recognizing the impact of broader sociocultural factors. By understanding these influences, educators can better support their students in their learning and motivation.

Sociocultural Learning Theory

The sociocultural learning theory emphasizes the importance of social interactions and cultural context in shaping children's learning and cognitive development (Cherry, 2022). Vygotsky (1978) argued that while children are born with some innate cognitive abilities, their development of higher-order functions such as language and problem-solving is heavily influenced by their interactions with others in their social environment. In particular, learning occurs when they interact with more knowledgeable others which may include parents, grandparents, caregivers, teachers, peers, and other people in their community and the broader culture. Vygotsky also believed that learning is a collaborative process in which children engage in social interactions with more knowledgeable others who provide guidance and support.

The sociocultural learning theory suggests that cognitive development is not only a product of individual biological factors but also of the cultural and social context in which the individual is situated (Cherry, 2022). This perspective has important implications for education and child development, as it highlights the importance of providing children with opportunities to engage in social interactions and use cultural tools in order to support their cognitive growth.

= Human learning is primarily a social process, and our cognitive functions are shaped by our interactions with individuals who are more experienced or skilled (Rahmatirad, 2020). Our psychological growth is not just an individualistic process but is influenced by the people in our lives who act as mentors, such as parents and teachers, as well as our participation in social groups and cultural events. According to Bates (2019), the sociocultural theory posits that knowledge and social interactions are constructed through our relationships with family, friends,

teachers, and peers. Our social environment provides us with the tools, values, and beliefs that shape the way we think and learn. Through these interactions, we acquire new knowledge and skills, and our thinking and behavior become more sophisticated. The theory emphasizes the importance of collaborative learning and how social interactions with more knowledgeable others can facilitate our cognitive growth. Bates' argument (2019) highlights the crucial role of social interactions in shaping our cognitive development and how sociocultural theory provides a valuable framework for understanding how we learn and develop through our social relationships.

According to the sociocultural perspective, we learn through our interactions with others and the cultural context in which we are situated. Our social environment provides us with the tools, values, and beliefs that shape our cognitive development (Turner & Meyer, 2000). The social context of learning has been explored in various sociocultural studies (Hickey, 2011; Nolen, 2007). These studies focused on the relationships that students develop with other participants, such as peers and teachers, within the cultural context of the classroom. They found that student motivation is influenced by these relationships and their engagement with school activities. To motivate learners effectively, teachers must help students coordinate their goals in light of these relationships, recognizing that some goals may conflict with others (Hickey, 2003). He and Zuiker (2005) also suggested engaged participation in contexts can improve achievement motivation.

To sum up, sociocultural learning theory has been applied to various fields of study, including L2 learning motivation (Kim, 2006), E-learning (Remtulla, 2008), instructional practice (Lee, 2007), teacher education (Wells, 2011), and individual motivation (Hickey, 2011).

It is likely that sociocultural theory will continue to be a valuable theoretical framework for researchers and educators seeking to understand and enhance human learning and development.

Theories on Learning Motivation

Motivation to Learn

Human learning is closely associated with motivation, which plays a critical role in both teaching and learning. Even though individuals may not always be aware of the forces driving their behavior, motivation is constantly working through its impact on behavior and learning (Immordino-Yang & Sylvan, 2010; Pintrich, 2003). Motivation can guide actions to achieve specific goals, enhance effort and energy to pursue those goals, inspire and sustain specific actions, and influence cognitive processes. Therefore, a learner's motivation can reflect their personal interests, behavioral style, cognitive orientation, and emotional responses. Overall, motivation is an influential factor that affects learning and achievement in a particular domain (Wang & Holcombe, 2010).

Motivation is also one of the decisive factors in language learning, particularly in second language acquisition. It can influence the pace of second language learning and predict the achievement of second language learning to some extent. Motivation is one of the most complex and intriguing variables in human behavior. Studies of second language motivation initially originated to explain the personal factors and variables involved in second language achievement. Over the past few decades, motivation has become widely known as one of the key factors influencing second language learning experiences and outcomes. Moreover, L2 motivation applies to learners at all grade levels and provides a number of practical, intellectual, and aspirational benefits. Understanding learners' L2 motivation can help them develop their learning potential, achieve long-term goals, and ensure learning achievement. As Zoltan Dörnyei

(2005) expressed, without sufficient motivation, even the most capable students cannot achieve long-term goals, and neither an appropriate curriculum nor good instruction is sufficient to ensure student achievement.

Gardner and Lambert (1959) were the first to suggest two critical factors influencing second language learning: aptitude and motivation. This proposal sparked further research into the motivation for second language learning and development, and the field of L2 motivation started to grow in richness. Dörnyei was also a prominent scholar of L2 motivation and proposed a new theoretical framework influenced by Gardner and Lambert. Dörnyei (1994) and his colleagues proposed three levels of motivation that emerge during the learning process: the language level (attitudes toward learning the target language, such as the culture, community, and proficiency of the language), the learner level (the learner's personality characteristics, such as self-confidence, self-efficacy, and self-regulation), and the learning situation level (external and internal motivation related to curriculum, teacher, materials, and learning environment). Although many scholars have studied motivation, learning motivation, and second language learning motivation, the definition of motivation remains difficult to determine and controversial.

Motivation to Learn Foreign Languages

Studies of second language motivation have their roots in the social psychological theoretical model first proposed by Gardner and Lambert (1959, 1972). Building on this model, Gardner, and Lambert, along with their associates (1985), further developed a socio-educational theoretical model based on a series of empirical studies conducted in the 1980s and 1990s. However, in the following years, bilingual motivation research expanded beyond the small Canadian bilingual research setting to a larger socio-cultural and socio-dynamic setting, leading to the emergence of conflicting views and ideas regarding the development of different

theoretical models. In this section, we will review various perspectives of L2 motivation that reflect the historical evolvement of L2 motivation theory development.

Social Psychological Perspective

Gardner and Lambert were among the first theorists to investigate L2 motivation in the bilingual context of Canada, and they built the social psychological theory model of L2 learning (Gardner & Lambert, 1959). Gardner proposed several versions of this theoretical model, each with different central aspects (Gardner, 1979, 1980, 1983). The significant belief behind this model is that second language acquisition (SLA) is a social psychological phenomenon rather than an educational one. Gardner (1979) argued that learning a language is not merely about learning new information or symbols, but is instead a defining feature of individual identity, with a direct relationship between the individual and social existence and interaction. Based on this understanding, he and his associates have studied social psychological variables for over 35 years. This model focuses on analyzing the relationship between four aspects of motivation for SLA and L2 achievement: social milieu, individual differences, language acquisition contexts, and linguistic outcomes (Gardner, 1979).

According to Gardner (1979), second language learning should consider the social milieu, where cultural beliefs can influence two variables of language acquisition: integrativeness/integrative motive (positive influence on other language communities) and attitude toward the learning situation. This model also presents two variables of individual differences: motivation and aptitude. These two variables interacting with language in the context of formal language acquisition can facilitate L2 development and proficiency because students with motivation and aptitude are expected to work harder and achieve more. In the context of informal language acquisition, motivation becomes more important than aptitude

because motivation levels can determine whether students will take advantage of this informal environment and the opportunity to learn a new language. Aptitude is influential, but motivational factors are decisive. Finally, in this model, linguistic outcomes refer to language knowledge and skills, while non-linguistic outcomes refer to affect, interest, desire, and effort to learn the language (Gardner, 1980).

In Gardner's study (1979), he used operational measures to elicit the integrative motive. He assessed 5,000 English Canadian pupils in grades 7 to 11 who were learning French as a second language in seven regions of Canada using this operational measure. The results of the study showed that all four variables of learning motivation were positively related to L2 achievement.

However, the results of this study and the hypothesis have been highly controversial. First, regarding the integrative motive, some studies have found no relationship between the integrative motive and L2 achievement. For instance, studies conducted in Connecticut and Maine on Americans' learning of French found no significant relationship (Au, 1984; Gardner et al., 1979; Oller, Hudson, & Liu, 1977). Additionally, the integrative motive is often found not to be associated with other variables of the model, such as the Louisiana study (Gardner & Smythe, 1975). Furthermore, L2 achievement has been found to be related only to a portion of the integrative motive, suggesting that it is not a single concept (Au, 1988). Gardner and his colleagues suggested that a high integrative motive leads to active behaviors in learning an L2, which leads to high achievement. However, there is no evidence to support the notion that integrative motive necessarily leads to active behaviors (Au, 1988). The second possibility, i.e., active behavior leads to high achievement, has been a point of debate between Gardner and his

colleagues. Therefore, the problem of "what leads to what" remains a significant issue in this model.

Socio-Educational Perspective

The socio-educational model of language acquisition was also developed by Gardner and Lambert (1972) as a response to the controversy surrounding the social psychological model. Initially, the model proposed two types of motivation for learning a new language: integrative and instrumental. Integrative motivation involves becoming a part of the target language community and culture, while instrumental motivation focuses on practical reasons for learning the language.

These two motivations give rise to two factors: the cultural context (informal site) and the educational setting (formal site). The cultural context refers to an area where learners can immerse themselves in other cultures, while the educational environment refers to the place where explicit instruction and error correction occur. Gardner and Lambert (1972) argued that individual differences are susceptible to environmental influences, so studying L2 learning in both environments could be a more comprehensive predictor of L2 development and performance. Consequently, the study showed that learners are more likely to develop L2 proficiency and fluency in formal educational settings. In informal cultural settings, they experience a change in cultural attitudes toward L2.

The process of second language acquisition begins with the social milieu, a process in which learners are first motivated by their original attitudes toward the second language culture, which are often derived from their cultural background. However, with the knowledge that individual differences can be altered by the environment, it is important to examine how this cultural and educational environment can have direct and indirect effects on second language

acquisition. Thus, when learners have acquired knowledge of the second language and experienced learning in the second language environment, they produce more positive second language learning outcomes and cultural appreciation (Gardner & Lambert, 1972).

However, some research findings produce opposing results. Lukmani (1972) and Chihara & Oller (1978) found weak correlations between integrative orientation and language achievement. Clément and Kruidenier (1983) also found that specific motivational factors were only applicable to specific contexts and were not found and analyzed in the larger linguistic context. Clément and Kruidenier explained that this may be due to (a) the vague definitions of integrativeness and instrumentality and (b) the lack of contextual factors for the analysis of individual motivation. Building on this research, they carried out a study that recruited participants from different backgrounds, languages, ethnicities, and learning milieus, including some students who were not able to have contact with members of the target language community. The study found that all high school participants learned a foreign language for four main reasons: travel, friendship, knowledge, and instrumental orientations in Spanish, English, and French. Moreover, Dörnyei (1990) also stated that the socio-educational model does not explain the correlation between second language learners and the target language community.

Due to these research controversies, Masgoret and Gardner (2003) updated this model again, examining the relationship between L2 achievement and five variables under socio-educational models: (a) integrativeness (openness to identifying with another language community), (b) attitudes towards the learning situation (personal reactions to any and all language teaching contexts), (c) motivation (goal-directed behavior), (d) integrative orientation (the notion of identification with the community's reasons for learning bilingualism), and (e) instrumental orientation (actual reasons for learning bilingualism). The study examined 75 sets

of data using a meta-analysis research method. The results showed that integrativeness and attitudes towards the learning situation were related to bilingual achievement, but the effect was indirect and acted through motivation. Furthermore, motivation had a higher correlation with achievement than the other variables. Additionally, the variables of attitude, motivation, and orientation had a greater impact on achievement in a bilingual setting than in a foreign language setting. A new finding by Dörnyei (1998) suggested that a person's age and experience also have an impact on this relationship.

Socio-Cultural Perspective

In 1985, Gardner revised his socio-educational model again and introduced three criteria for influencing motivation in second language acquisition: (a) intensity of learning, (b) desire to learn, and (c) attitude towards learning. Gardner believed that if these three criteria were combined effectively, learners could effectively use motivation as a tool for second language acquisition. However, Dörnyei (1998) disagreed with this view, arguing that the desire to learn and the attitude to learn are not directly related. A person can have a high desire to learn but not necessarily a high attitude toward learning. Therefore, between 1993 and 2010, the socio-educational model gradually began to consider external social factors that influence second language learning, and social milieu became external factors (Gardner & Macintyre, 1993) to include more social and cultural factors that affect an individual's motivation to learn a second language. This led to the development of the Attitude Motivation Test Battery (ATMB) by Gardner and Smyihe (1981).

The ATMB was developed to quantitatively measure four constructs of motivation in second language learning: (a) integrativeness, (b) attitude towards the learning situation, (c) motivation, and (d) language anxiety. Participants are asked to score the given statements on a

scale of 1 to 7 (least likely to most likely) or on a 6-point Likert Scale (strongly disagree to strongly agree). Integrativeness mainly reflects the cultural context of second language learning and is intended to test learners' openness to second language culture. Attitude towards the learning situation is used to examine the relationship between an individual's attitude towards learning and their performance in the educational context of acquisition. Motivation is measured by the desire to learn, attitude towards learning, and motivation intensity in both social and cultural contexts. Language anxiety is a new factor that combines motivation and individual affection.

With the introduction of this affective variable, many researchers and scholars have analyzed the motivation of second language learning in a social context. Dörnyei (2005) argued that self-confidence has a significant impact on a person's second language ability and performance in the process of second language learning. Clément et al. (1994) studied students' self-evaluation and teachers' evaluation of their second language performance and found that anxiety and confidence strongly correlate with language communication proficiency. Moreover, a growing number of studies (Dörnyei, 1994; 2009; Williams and Burden, 1997) have focused on how learners internalize and process second language acquisition.

Cognitive-Situated Perspective

The introduction of the affective variable in the 1980s and 1990s led to the emergence of the cognitive perspective school, which focused on the impact of a person's abilities, potential, limitations, and past performance on motivation. In contrast to the previous focus on innate needs and desires, cognitive theorists argued that motivation is shaped by a person's thoughts and beliefs (Dörnyei, 1994). Notable representatives of this school of thought include Noels and his

associates, Ushioda, Williams and Burden, and Dörnyei, each with their research focus and goals.

Comanaru and Noels (2009) expanded the self-determination theory in the context of language learning and developed a classification of language learning motivations: intrinsic, extrinsic, or amotivation (Dörnyei, 2005). They found that intrinsic motivation is more enduring than extrinsic motivation and that an autonomous and supportive teacher who offers choice and relative freedom can help to motivate students to learn a language with determination (Dörnyei, 2005).

Ushioda has further developed the attribution theory in the context of language learning, identifying two attributional factors for success or failure: personal experience and control (Dörnyei, 2005). Ushioda and Dörnyei (2012) argued that successful language learning can increase motivation, whereas lack of control can lead to demotivation and failure.

From a cognitive perspective, Jean Piaget's (1973, 1998) constructive process of natural learning emphasizes the active construction of personal meaning. Williams and Burden (1997) have used this idea to create a linguistic framework that divides language learning motivation into two categories: internal and external factors. Internal factors include interest, value, sense of agency, mastery, self-concept, attitudes, age, and affective states such as self-confidence and anxiety. External factors include significant others (parents, teachers, friends), the nature of the interaction, the learning environment, and cultural norms (Dörnyei & Ushioda, 2013). Scholars have since investigated the effects of self-confidence and anxiety on language learning achievement.

To uncover additional cognitive-situated motivational factors, Dörnyei and his colleagues (1994, 2000) have examined language teaching contexts and the dynamics of language

classrooms, such as group coherence, instructional climate, teacher feedback, and communication styles. They view motivation as a situated construct, divided into three aspects: language level, learner level, and learning situation level (Dörnyei, 1994). Each aspect has different levels of influence on second language learning, which can sustain or change at different developmental stages and situations, requiring further research on learners' dynamic motivation.

Socio-Dynamic Perspective

Motivation used to be considered a stable and constant factor in second language learning, but in recent decades, a socio-dynamic perspective has emerged. This dynamic approach has been adopted in language development research, which recognizes the complexity and fluidity of the learning process, constantly changing and occasionally stable depending on the context. Instead of viewing learning as a direct cause-effect or stimulus-response relationship, the socio-dynamic perspective aims to capture and elucidate the complexity of learning motivation in different contexts. While traditional linear learning behavior studies are not necessarily wrong, a more detailed and systematic analysis of the dynamics of individual learning motivation based on scientific data is needed (Waninge et al., 2014).

Dynamic System Theory (DST) (Thelen & Smith, 2006) is an important theory for understanding the socio-dynamic perspective, which sees the world as consisting of many interrelated systems that cannot be separated and are in constant flow. In L2 Motivational Self System, Dörnyei (2009) described the learner's identity and motivation as a continuous process of interacting with the context. The L2 Motivation Self System includes three components: Ideal Self, Ought-to Self, and Self-Learning Experience. Dörnyei (2009) discovered that the integration of the Ideal Self and Ought-to Self in learning a target language is an effective and

strong motivation. Ushioda and Dörnyei (2012) analyzed motivation from the perspective of dynamic and contextual interactions, stating that motivation, cognition, emotion, and other concurrent components are constantly changing in the interaction with the context, resulting in continuously reshaping, deconstructing, and reconstructing learning motivation.

Under DST theory, three main aspects are discussed: (a) change, (b) stability, and (c) contextual dependency (Waninge et al., 2014). Change is a non-linear, disproportionate phenomenon, meaning that a large amount of input does not necessarily lead to output. Stability refers to a constant state of steadiness in the learning process, which is inseparable from the self-organization in DST, "as a result of which they can settle into preferred states—referred to as attractor states—during their development" (Waninge et al., 2014, p. 706). Complex systems tend to arrive at limited salient outcomes, although predicting these consequences in advance is difficult. However, when these outcomes occur, they can be recognized (Dörnyei, 2014). Context refers to the learner's environment, especially the language classroom. Dörnyei and Ottó (1998) established three motivational phases of second language learning:

> (1) a pre-actional phase, or choice motivation, in which motivation to initiate an activity is formed, (2) an actional phase, or executive motivation, in which the initial level of motivation must be maintained during the learning activity, and (3) a post-actional phase, or motivational retrospection, in which the process is evaluated, and lessons are drawn that affect subsequent motivation (p. 707).

Based on these three motivational phases, Waninge et al. (2014) conducted a study to examine the motivational performance of four secondary school students in Spanish and German classrooms by means of classroom observation. The results of the study showed that some variability in students' motivation for language learning could be found in the classroom. The

stability of motivation was not completely unpredictable but differed from participant to participant. In fact, two predictive factors were observed in the study: (a) students' learning attitudes and (b) classroom activities.

The relationship between second language learning and motivation has been developed for many years, with different perspectives and research goals. Reviewing the various perspectives on second language and motivation provides a solid theoretical foundation and research experience for studying specific languages and motivation.

Motivation to Learn Chinese as a World Language

The research on learning motivation in Chinese as a world language was only initiated in the 1990s due to China's significant role in the global arena, both politically and economically (Wen, 1997). Additionally, since 2000, Chinese second language education in the United States has experienced rapid growth, resulting in an increased number of Americans learning Chinese as a second language, as well as a higher number of schools offering Chinese language programs. However, the study of motivation in learning Chinese as a second language is hindered by a serious shortage of theoretical frameworks, which is attributed to the limited number of researchers investigating motivation in this context (Wen, 2018). As of August 2015, the total number of empirical studies on Chinese as a second language motivation amounted to only 16 (Wen, 2018), among which one was an unpublished Ph.D. dissertation and two were comparative studies of motivation to learn Asian languages. Consequently, by August 2015, only 13 published empirical studies on Chinese second language motivation existed. Although most theoretical frameworks for learning motivation in Chinese have been borrowed from second-language learning motivation, Chinese as a second-language learning motivation lacks an original theoretical framework. Based on published empirical studies, three theoretical

frameworks have been employed for Chinese as a second language motivation: (a) the socio-education model, (b) the self-determination theory, and (c) the L2 Motivational Self System theory.

Socio-Educational Perspective

The studies on Chinese language learning motivation have employed various theoretical frameworks to investigate the factors that drive students to learn Chinese as a second language. Wen's (1997) pioneering work used a combination of the socio-educational model, intrinsic motivation theory, and expectancy-value theory to study the motivations of college students at different proficiency levels. Her findings showed that intrinsic interest in Chinese culture and an understanding of their cultural heritage and traditions were the initial motivations for learning Chinese. Expectations and effort were also important factors for sustaining motivation.

Wen (2011) further investigated the motivational factors of Chinese heritage and non-Chinese heritage students using the socio-educational model, internal structure model, and attribution theory. She found that the Chinese heritage group was motivated by social milieu, cultural interest, and language requirement, while the non-Chinese heritage group was motivated by positive learning attitudes and experiences.

In a later study, Wen (2013) explored the relationship between language learning motivation, ethnicity, and language performance and achievement. Her findings suggested positive learning experiences and instrumentality were predictors of Chinese learning motivation for beginning and intermediate students, while self-confidence was a strong predictor for advanced students.

Rueda and Chen (2005) used Wen's (1997) Chinese learning motivation theory framework to investigate the motivation of different ethnic groups in a college setting. Their

results showed Asians had a negative correlation between self-efficacy and effort, while non-Asian students were motivated by positive learning attitudes and experiences and expected strategic effort in learning Chinese.

Overall, the studies suggested that Chinese language learning motivation is influenced by various factors, including cultural interest, social milieu, expectations, effort, self-efficacy, and positive learning experiences. These findings can inform language educators on how to effectively motivate students to learn Chinese as a second language.

Self-Determination Theory Perspective

Self-Determination Theory (SDT), initially proposed by Deci and Ryan in 1985 and later updated in 2000, examines human motivation and personality, emphasizing evolved inner resources for personality development and behavioral self-regulation (Ryan & Frederick, 1997). According to this theory, three fundamental psychological needs - autonomy, relatedness, and competence - must be met to facilitate the transition from extrinsic to intrinsic motivation. Autonomy refers to students' spontaneous and voluntary engagement in learning, while relatedness is the feeling that the teacher likes, respects, and values them. Competence reflects students' ability to face learning challenges. When these needs are fulfilled, students are more likely to internalize their motivation and engage autonomously in their learning (Reeve et al., 2004).

In a study conducted by Comanaru and Noels (2009) on Chinese language learners at a Canadian university, heritage, and non-heritage learners were compared in terms of their motivations. The results showed that when learning content was relevant and interesting for both groups, they were more engaged in the classroom and learning process. Heritage learners were motivated by their connection to the Chinese community and personal control over their

learning. However, they also felt more pressure to learn Chinese, whether from external sources or an imposed sense of obligation. Non-heritage learners' motivations had less sense of relatedness. Despite the different motivations for learning Chinese, a greater self-determined orientation predicted stronger motivation and a greater intention to continue learning Chinese in the future for all groups.

Liu (2012) investigated the relationship between young adult heritage and non-heritage Chinese learners' personal factors (age, gender, mother tongue, and perceptions of learning strategy use) and learning strategies to improve Chinese language teaching and learning effectiveness. Local college and high school students in the UK comprised the majority of the study's participants. The findings showed that heritage learners were more intrinsically motivated to learn Chinese, while non-heritage learners were more extrinsically motivated. Additionally, heritage learners' intrinsic motivation was closely linked to their compensation and affective strategies, while non-heritage learners' intrinsic motivation was closely linked to their memory strategies. Their extrinsic motivation was associated with their metacognitive strategies.

In a study by Sun (2011), interviews with college students at a Canadian university revealed approximately six areas of motivation for learning Chinese: cultural interest, communication, travel, friendship, heritage language advantage, and job opportunities. Participants also generally reported Chinese language learning to be difficult in some areas (Chinese characters) and easy in others (grammar), particularly for native English speakers.

L2 Motivation Self System Perspective

Dörnyei (2005) proposed the L2 Motivational Self System, which suggests that learners' behavior is largely influenced by three factors: (a) the ideal L2 self, (b) the ought-to L2 self, and (c) the L2 learning experience. The ideal L2 self is the image of oneself as a highly proficient L2

user and is a powerful intrinsic motivator that helps learners reduce the gap between their real and ideal levels. The ought-to L2 self represents external pressure that learners feel to meet social expectations or avoid negative outcomes and is considered extrinsic motivation. The L2 learning experience refers to the immediate learning environment, including the classroom atmosphere and attitudes. This model includes personally relevant constructs that are linked to the learning context, meaning that the two self-guides do not separately influence the learning process.

Xie (2014) investigated the integration of the L2 Motivational Self System and Chinese education. She studied the relationship between integrativeness and the ideal L2 self, the relationship between the ideal L2 self and international posture and willingness to communicate, and the difference between heritage and non-heritage learners. She surveyed Chinese language instructors in six universities using a questionnaire. The results showed that integrativeness and the ideal L2 self were related; the ideal L2 self was related to motivational strengths, and the ideal L2 self was related to international posture and willingness to communicate. The different Chinese learning motivations between heritage and non-heritage learners included motivational strength, ought-to L2 self, family influence, cultural interest, instrumentality-prevention, and international posture (Lin, 2018).

Cai and Zhu (2012) investigated the impact of an online learning community project on college students learning Chinese as a foreign language. They distributed questionnaires before and after the four-week online project. The quantitative data showed another significant difference in L2 learning experiences, but there was no difference in the ideal L2 self and the ought-to L2 self before and after the online project. A possible reason for this is that the four-week experiment was relatively short.

Liu (2014) tested the effectiveness of the L2 Motivational Self System in a Chinese second-language learning context. The aim was to clarify the relationship between the ideal L2 self and integrativeness, and the relationship between the ideal L2 self and the ought-to L2 self and instrumentality (promotion and prevention) of Chinese learners. She conducted a study of American college students learning Chinese using a mixed research method of a questionnaire followed by an interview. The results showed that there was a strong positive correlation between the ideal L2 self and integrativeness. There was a strong positive correlation between the ideal L2 self and instrumentality (promotion), but no correlation with instrumentality (prevention). The ought-to L2 self and instrumentality (promotion and prevention) were positively correlated.

Although there are various definitions of learning motivation, it is widely recognized that motivation is not a single and unitary concept. Instead, it includes many personal, contextual, social, cultural, and other factors. In the context of second language acquisition, theories of motivation have been developed for about 70 years, starting in the second half of the 1950s. At each stage, theorists have developed different theoretical frameworks for motivation in second language acquisition and have focused on different areas of research. Although the early theoretical frameworks, especially the social psychological and socio-educational perspectives, were highly controversial and conflicting, they provided a number of research experiences and theoretical foundations for later sociocultural, cognitive-situated, and socio-dynamic learning motivation theoretical frameworks.

The theory of motivation for second language learning in Chinese has only emerged since the 1990s. Although scholars have been studying this area for the past 30 years, few have studied theories of Chinese language learning motivation. All existing empirical studies are based on the

theoretical framework for second language acquisition motivation. Furthermore, there are not many existing empirical studies, and the vast majority of them have examined college students' initial motivation to learn the Chinese language and the correlation of several variables within each theoretical framework through quantitative studies. Therefore, a detailed and comprehensive research synthesis is needed to identify new perspectives and fill the gaps in the literature in future research studies.

Research on Chinese Language Learning Motivation

It has been 50 years since Chinese language education formally emerged in the American education system. During this time, the goals of Chinese language education in the United States have evolved from early Chinese language and culture studies to military needs and the current trend of global language education. Each stage of development was shaped by various factors regarding China and the Chinese language. Over the past two decades, Chinese has become an increasingly vital and significant additional language taught and learned around the world (Gong et al., 2018; Gong et al., 2020). By the end of 2018, more than 2.7 million people from 154 countries and regions were learning Chinese through various channels (Hanban, 2018).

In the United States, there is a growing awareness of promoting the study of foreign languages due to the dynamics of globalization and a clear perception that the majority of U.S. citizens are monolingual and have little understanding of other languages, cultures, thoughts, and perspectives that could hinder their success in the global competition (Ke & Li, 2011). Accordingly, the U.S. has announced policies and initiatives to support language programs, especially Chinese language education, due to the high demand for business and the growing influence of China. Public and private institutions, organizations, and foundations have increased funding significantly to expand the outreach and impact of the Chinese language and culture in

the United States (Ke & Li, 2011). A comprehensive language enrollment survey conducted by the Modern Language Association in the Fall of 2006, titled "Enrollments in Languages Other Than English in the United States Institutions of Higher Education," revealed that enrollment in Chinese college classes was growing at a rate of 30%, while enrollment in French college classes was growing at a rate of only 2.2%, and enrollment in German college classes was declining by 3.5%. Spanish, which is the second largest language in the United States, had an enrollment growth rate of only 10.3% in college classes as of 2006. This trend can be attributed to the increase in the number of Chinese language learners in Pre-K and K-12 programs, which are primarily after-school programs and weekend language schools.

However, as previously mentioned, the growth of language programs is influenced by various factors. While 18.5% of U.S. K-12 students enrolled in foreign language classes in 2008 (ACTFL, 2010), only 8.7% of U.S. college students continued to study a foreign language in 2009, and this number further dropped to 7.5% in 2016 (Looney & Lusin, 2018, as cited in Diao & Liu, 2020). Chinese language course enrollment is one such case, having experienced a 13.1% decline in college higher education (Looney & Lusin, 2018, as cited in Diao & Liu, 2020). This has prompted many Chinese language educators, linguists, and researchers to investigate the motivation behind Chinese language learning.

Issues in the Research of Chinese Learning Motivation

Based on the reviewed research articles, the research problem of Chinese L2 motivation is divided into three main areas: (a) a scarcity of research articles due to the short history of Chinese language learning motivation research, (b) the classification of language learners based on the generalized definition of language learners, and (c) limited discussion and analysis of details in the established theoretical framework of foreign language learning motivation.

To better understand theories of Chinese L2 motivation and the motivational variables that influence it, more research studies and theoretical knowledge are needed to explore the unexplored domain space and fill the existing research gaps.

Although language learners are broadly defined as native speakers and foreign language learners, the concept of heritage language learners is a new social construct that categorizes language learners into a novel system: native speakers, heritage language learners, and foreign language learners (Doerr & Kumagai, 2014). Compared to non-heritage language learners, heritage language learners are often motivated to learn differently due to diverse family influences and socio-cultural factors. Therefore, some research articles have focused on differentiating heritage language learners from non-heritage language learners in terms of their initial motivation and the predictive variables on second language learning outcomes (Comanaru & Noels, 2009; Lu & Li, 2008; Wen, 1997, 2011, 2013).

Theories of foreign language learning motivation have been established since the 1950s. However, studies on Chinese language learning motivation have not been thoroughly explored and analyzed within the theoretical framework, as noted by Wang (2014) and Lin (2018). Among these theories, imperativeness and instrumentality are the two most well-known factors in the socio-educational theoretical perspective. Therefore, most research studies have investigated the relationship between Chinese learners and these two factors, the relationship between these factors and learning outcomes, as well as the combined effects with other theories, as discussed in studies by Campbell and Storch (2011), Lu and Li (2008), and Ruan et al. (2015).

Overall, the existing research on Chinese L2 motivation has been directed toward using theoretical models to measure motivational variables and explain how motivation is generated, influenced, and sustained. Another area of research is examining learners' motivation across

ethnic and sociocultural backgrounds through comparative studies. There is also a research trend in examining the underlying factors related to integrativeness and instrumentality, such as learning attitudes, aptitude, strategies, experiences, family and cultural influences, job developments, economic effects, and more. These three aspects, as noted from reviewing the research articles, almost cover the existing domain of motivation and multiple learning variables in different contexts, leading to Chinese second language acquisition.

Research Classification of Chinese Learning Motivation

A well-designed coding scheme is achievable and meaningful if the synthesizer has a clear understanding of the search domain and research methods. This knowledge provides a basis for important classification choices. Stock (1994) suggested using seven categories to classify study characteristics: (a) identification (e.g., author, country, year); (b) setting (e.g., the scope of sampling, involvement of special populations); (c) subjects (e.g., cognitive abilities, demographics); (d) methodology (e.g., source of data, subject assignment); (e) treatment (e.g., theoretical orientation, duration of treatment); (f) process (e.g., the confidence of coding); and (g) effect size (e.g., sample size, outcome measures) (p. 126). This scheme contains three main types of information: variables related to the subject and phenomenon under study, how the phenomenon has been studied, and the research procedures and the synthesizer's judgments.

Accordingly, the 12 research articles were classified and reviewed based on whether they discussed and compared Chinese L2 motivation between heritage and non-heritage language learners. Based on this criterion, the following table was drawn.

Table 2

Chinese L2 Motivation: Descriptive Information for Qualifying Studies

Study	Theoretical Framework	Research Method	N, Grade Levels	Sample Characteristics	Context

Studies including the discussion of heritage and non-heritage learners					
Comanaru, R. & Noels, K. (2009)	Self-Determination Theory	Quantitative (questionnaire)	145 students, enrolled in beginning, intermediate, and advanced level	Three groups are divided: Chinese-Chinese group, English-Chinese group, and non-Chinese group (no advanced level).	Canadian university
Lu, X. & Li, G. (2008)	Socio-educational model	Quantitative (interview + questionnaire)	120 students, from 9 classes in two universities	59 Chinese heritage 61 non-Chinese heritage students	American university
Wen, X. (1997)	Socio-educational model with the expectancy theory	Quantitative (survey + questionnaire)	77 students, enrolled in beginning and intermediate level	45 non-Asian or non- Asian-American; 32 Asian students	American university
Wen, X. (2011)	Socio-educational model, the internal structure model, and the attribution theory	Quantitative (interview + questionnaire)	317 students, who had been taking beginning Chinese language class	Three groups division: CBL (Chinese bilingual language), CHCL (One of their ancestors was Chinese), and NCHLs (Non-Chinese Heritage Learners)	American universities
Sun, X. (2011)	Socio-educational model	Qualitative (interview)	6 Canadian college students, from 3 proficiency level	Two participants with Chinese family background, one with	Canadian university

				Japanese background, the remaining three with North American background	
Lin, C. (2018)	L2 Motivation Self System	Quantitative (questionnaire)	229 learners, from 10 colleges in the U.S.	75.1 % learners with the U.S. background, 13.5% with Chinese background, 11.4% with other background	American universities
Xie, Y. (2014)	L2 Motivation Self System	Quantitative (questionnaire)	208 students, from 16 elementary level Chinese classes	126 non-heritage language learners and 82 heritage learners	American university
Studies excluding the discussion of heritage and non-heritage learners					
Cai, S. & Zhu, W. (2012)	L2 Motivational Self System	Mixed Method (questionnaire)	44 students, from three session of Chinese course	¼ Chinese heritage learners	American public university
Campbell, E. & Storch, N. (2011)	L2 Motivational Self System	Qualitative (semi-structured interview)	8 students, from 1st year and 2nd year language levels	All native English as their 1st language	Australian university
Wen, X. (2013)	Socio-psychological model	Quantitative (interview + questionnaire)	317 students, who had been taking Chinese language courses	18 classes at three universities	American universities

Wang, Q. (2014)	Expectancy-value Approach to L2 Motivation	Quantitative (Survey)	219 students, from 4 secondary schools (6^{th} – 12^{th} grade)	14.6% Asians, 16.4% African American, 58.9% Spanish, 3.7% white, 4.6% mixed race, and 3.9% others	American secondary schools
Liu, Y. (2014)	L2 Motivational Self System	Mixed Method (a paper-based survey and followed by individual interviews)	130 learners, who were learning Chinese in a semester	63 (second semester), 28 (fourth semester), 32 (sixth semester), and 7 (eighth semester)	American university

The table above presents the results of the classification of 12 empirical research articles based on the presence or absence of discussion and comparison of Chinese L2 motivation between heritage and non-heritage language learners. It is interesting to note that out of the 12 articles, only seven (58.33%) included this topic, indicating it is still an important area of research in Chinese language learning motivation.

Another observation from the categorization process was the dominance of quantitative research methods in studying Chinese L2 motivation. The majority of studies (66.66%) used quantitative research methods, while only two studies used qualitative methods and two studies used mixed methods. This highlights the need for more qualitative studies that can explore the depth and meaning of motivation to learn Chinese.

Furthermore, the analysis shows that the L2 motivation self system and socio-educational model are the most commonly used theoretical frameworks in studying Chinese L2 motivation. The L2 motivation self system was used in five articles (41.67%) and the socio-educational

model in four articles (33.33%), either alone or in combination with other theories. The self-determination theory and expectancy-value approach were applied in two articles (16.67%) each, while the socio-psychological model was used in only one article (8.33%).

In conclusion, this analysis highlights the need for more qualitative research methods to explore the depth and meaning of motivation to learn Chinese. Additionally, researchers should explore different theoretical frameworks beyond the commonly used L2 motivation self system and socio-educational model to gain a more nuanced understanding of Chinese L2 motivation.

Lastly, it is worth analyzing and discussing the research context as a significant component of this research. Of the studies reviewed, 11 research contexts occurred in university settings, accounting for 91.67% of the studies. The participants were almost exclusively college students who had been taking Chinese classes at different levels—beginning, intermediate, and advanced. Only one article examined the context of secondary schools (grades 6-12) in the United States, accounting for just 8.33% of the total. These findings suggest that the majority of studies on Chinese L2 motivation are conducted with college students, with sporadic research conducted on U.S. secondary school students. Few studies have discussed Chinese L2 motivation among American high school students.

The 12 research articles included in this synthesis investigated and explored various aspects and directions of Chinese L2 motivation, resulting in less-than-consistent results for each article. After carefully reading, categorizing, and analyzing the data, the findings were presented in three major themes: (a) initial motivation and sustained motivation, (b) Chinese L2 motivation self-system, and (c) Chinese heritage and non-heritage learners.

Initial Motivation and Sustained Motivation

Wen (1997) conducted a study on college students' initial motivation for learning Chinese. The results indicated that intrinsic motivation, such as interest in Chinese culture, heritage, art, and literature, was the main driving force behind students' decision to learn Chinese. Instrumentality, including reasons like traveling to China, interacting with Chinese people, and doing business in China, was also a significant motivator. Expectations of learning strategies and effort were identified as motivations for continuing to learn Chinese at the intermediate level. Sun (2011) conducted a similar study in Canadian universities and found that cultural interest, travel, friendship, job opportunities, and heritage language advantage, and communication were the main motivators for participants to start learning Chinese. However, they considered Chinese characters to be challenging.

Lu and Li (2008) argued that integrative and instrumental motivation is important for students' confidence in learning Chinese, but integrative motivation has a greater impact on learning outcomes, such as test scores. Instrumentality is a critical predictor for Chinese language beginners to continue learning the language. When combined with positive learning experiences and social milieu, it can serve as a 30% predictive index for future Chinese language learning. For advanced Chinese language learners, self-efficacy is also an essential predictor of pursuing Chinese language learning. Comanaru and Noels (2009) emphasized that self-determined orientation is a stronger predictor of pursuing Chinese language learning. Wang (2014) illustrated that expectancy beliefs, intrinsic linguistic interest, and utility value are all critical predictors of continued Chinese language learning.

Campbell and Storch (2011) found that motivation for choosing to study Chinese is related to personal goals and beliefs about China's development, employment opportunities, and beliefs about one's current and future development in the language. Cai and Zhu (2012)

compared pre- and post-motivational changes in students' motivation over four weeks with an online project. The findings suggested that positive learning experiences also affect future motivation to learn Chinese.

Chinese L2 Motivation Self System

Cai and Zhu's (2012) study found that students' responses to open-ended questions on an online project revealed specific features of motivating and demotivating factors, but the study's short duration prevented them from reporting on these features. They also observed a significant difference in the L2 learning experience aspect of motivation before and after the online project, but not in the ideal L2 self or ought-to L2 self aspects. Campbell and Storch (2011) found the ought-to L2 self and ideal L2 self are closely related to learners' beliefs about China's global development, and learning motivation is influenced by changes in the learning environment.

Lin (2018) suggested the ideal L2 self and L2 learning experience can motivate learners to make more effort in learning Chinese, but the ought-to L2 self does not have a direct predictive effect on Chinese learning effort. A learning experience is the strongest predictor of intended effort, followed by the ideal L2 self. The ought-to L2 self indirectly influences intended effort through learning experiences. Liu (2014) investigated the relationship between integrativeness, ideal L2 self, and the relationship between ideal L2 self, ought-to L2 self, and instrumentality. The results showed a positive correlation between ideal L2 self and integrativeness, which in turn influences effort in learning Chinese. This finding was also supported by Xie's (2014) study, which found a positive correlation between the ideal L2 self and instrumentality, but no correlation between the ideal L2 self and the ought-to L2 self.

Chinese Heritage and Non-heritage Learners

Comanaru and Noels (2009) found there was not a significant difference in the motivation to learn Chinese between Chinese heritage and non-heritage learners. Both groups were consistently motivated by the sense of relatedness. However, heritage language learners were less likely to be affected by situational factors such as teachers and mixed classes.

Wen (2011) discovered that while Chinese heritage and non-heritage learners were not significantly different in most motivational factors, heritage language learners were more likely to attribute their successes in the course to external factors and failures to internal factors. Wen (2013) further added that ethnic background had a significant effect on learning and continuing to learn Chinese, except for instrumental motivation.

Lin (2018) noted that heritage learners were more likely to be influenced by their families to learn Chinese, while non-heritage language learners performed better than heritage language learners in terms of learning experience and effort. Xie (2014) suggested the ideal L2 self was an important motivational factor for non-heritage language learners, while integrativeness was less significant for them. On the other hand, both the ideal L2 self and integrativeness were strong predictors for heritage language learners.

A comprehensive analysis of the previous research revealed that few studies have delved into the depth and meaning of motivation to learn Chinese, as most research methods are quantitative. Moreover, there is a lack of consistent application of motivational theory alone, with most studies using either the new L2 motivation self system or the traditional socio-educational and socio-psychological model. Furthermore, almost all the research contexts are at the university level, and participants in the studies are college students. Therefore, there is a significant need and necessity for research on L2 motivation in Chinese for secondary and high

school students. Future research in these three areas can complete the gap in the literature, contributing to a comprehensive study in the field of Chinese L2 motivation across grade levels.

Motivation Studies of American High School Students Learning CFL

The majority of research on Chinese language learning motivation has focused on American college students, with few studies conducted on American high school students. One study by Chen et al. (2019) investigated the impact of a computer-based game program called Speed Mandarin, which includes listening, reading, and writing exercises, on the Chinese language learning of American high school students. The researchers examined the relationship between the students' Chinese learning motivation and the use of gamification through the Speed Mandarin program. The study involved 60 students from an American urban high school who participated in a matched sample. During the 16-week semester, students in the experimental group used Speed Mandarin, and pre-and post-implementation questionnaires were used to assess their beliefs about their ability to master Chinese, as well as their use of learning strategies to become proficient in Chinese. The researchers also collected data on the student's level of motivation to learn Chinese. The findings suggested teaching and practicing Chinese in a game format can make lessons more motivating, consistent with previous research by Bunchball (2010), indicating that games can increase students' general motivation. The results showed that both boys and girls had similar levels of motivation, and neither language strategies nor motivation to learn was correlated with any of the four Chinese language competencies. However, as Speed Mandarin was only used for practice in the study, motivation, and learning strategies did not provide definitive support for the proposed hypothesis.

Another researcher, Ivy (2021), investigated how interpersonal activities impact the motivation of American high school students to learn Chinese. The study included 10th-12th

grade Chinese classes at a private Catholic high school in a suburban area, where interpersonal activities were integrated into the curriculum. The data were collected through a survey to investigate students' classroom engagement and motivation. The findings suggested the two biggest problems in Chinese classes are the lack of interactive activities and the lack of tasks that require Chinese communication practice. The study also reported that students need more independence in their learning process, and classroom activities without communication and the use of Chinese can discourage and demotivate students. Students with a Chinese cultural background were found to be more interested in learning Chinese. Therefore, the study suggested students without a Chinese background need to explore more Chinese culture. It was also recommended that teachers should modify their teaching strategies and increase the use of interpersonal activities since their teaching strategies can affect students' motivation and attitude toward Chinese learning.

Wang (2014) conducted a study in which the expectancy-value theory was applied to develop a motivation scale for learning Chinese as a Second Language (CSL). The study aimed to investigate the motivation of American adolescents to learn Chinese, with 219 participants from 6th-12th grade secondary schools in the Southwestern United States. The study focused on whether the expectancy-value motivation of adolescents in CSL learning could predict their motivational behavior. The results indicated that expectancy-value constructs, which included ability/expectancy-related beliefs, intrinsic value-linguistic interests, intrinsic value-cultural interests, utility/attainment value, and perceived task difficulty, explained 64% of the variance in intended effort and 74% of the variance in continued learning of Chinese. The study also found there was no significant difference in motivation to learn Chinese between genders.

Motivation Studies of American High School Students Learning Other Foreign Languages

This study aims to investigate the motivation of American high school students to learn Chinese, given the lack of research in this area. To gain insight into their motivation, previous research on American high school students learning foreign languages is used as a reference. Anderson (2018) explored why American high school students learn Spanish as a second language, the most beneficial learning activities, and factors that contribute to continued learning. The findings showed students' primary motivation for learning a second language is integrativeness, which includes factors such as travel, culture, employment, and classroom games. The study identified nine themes related to motivation, including purpose, classroom environment and teacher, travel or living in the country, games, social connection, culture, interactive video, autonomy, and technology-based games. Not surprisingly, worksheets and textbook exercises were found to be demotivating for students, and beneficial classroom activities included musical connections, games, technology-based games, and connections with people. For advanced students, instrumental motivation and an interest in the culture of the target language were identified as key factors for continued learning.

Lamb's (2017) two-year study of six French and German learners in secondary school highlighted the importance of managing and controlling one's learning for improving motivation and developing autonomy. The research emphasized the significance of self-control, self-management, and self-regulation in foreign language learning. Furthermore, Ramage (1990) investigated the ability of motivational and attitudinal factors to predict high school students' continued study of a foreign language across two different geographic regions in the United States. The study involved three French and three Spanish Level 2 high-school classes, and data were collected through a questionnaire. The results indicated motivational and attitudinal factors, as well as grade and course level, effectively distinguished between students who continued and

discontinued their language study. The students who continued to study the language were more interested in learning the language, including reading, writing, and speaking, and the culture associated with it. In contrast, those who discontinued their studies were more focused on fulfilling university entrance requirements.

Conclusion

The purpose of this chapter is to review the existing literature on foreign language learning motivation and its relevance to the context of this study. First, it provides an overview of trends in Chinese language learning motivation in the United States, as well as the historical development of Teaching Chinese as a Second Language (TCSL) and Teaching Chinese as a Foreign Language (TCFL) in the States and globally. Additionally, the chapter addresses the challenges of Chinese language education, including declining enrollment numbers and short-lived Chinese learning motivation.

Furthermore, the chapter explores the theoretical framework of foreign language learning motivation and discusses how they apply to Chinese language learning motivation. Through synthesizing the existing research, it is evident that most of the research on Chinese language learning motivation has been conducted in American college settings, resulting in a research gap in investigating and exploring American high school students' sustained motivation to learn Chinese and the factors behind it. To address this research gap and gain a comprehensive understanding of these research questions, a thorough and comprehensive research design that builds on the current literature and informs future research models is necessary.

Chapter 3: Methodology

After reviewing the previous literature and empirical studies, it is apparent that most studies have adopted quantitative research to study Chinese language learning motivation in American college contexts. These studies primarily focus on initial learning motivation and the influencing factors, leaving a gap in the literature regarding the sustained Chinese language learning motivation of American high school students.

To address this gap in the literature, this qualitative study examines the sustained motivation of a group of American high school students who are in their third and fourth year of Chinese language learning. Additionally, this study seeks to explore motivation to learn Chinese among both heritage and non-heritage Chinese language learners. I employed a case study design, utilizing research methods such as participant interviews and classroom observations in two public schools in the Southwestern state of the United States to answer the research questions.

Restatement of the Research Questions

The purpose of this dissertation study is to identify the motivational factors that sustain Chinese language learning among American high school students who learn Chinese as a foreign language, including heritage and non-heritage language learners, and to investigate how these two groups of Chinese language learners differ or similar in their sustained motivation to learn Chinese. The following two questions guide the research:

Question 1: What are the factors that contribute to sustained motivation to learn Chinese as a foreign language among American high school students in their third or fourth year Chinese learning in a Southwestern state in the United States?

Question 2: How are heritage and non-heritage high school students in their third or fourth year of Chinese learning in a Southwestern state in the United States different or similar in their sustained motivation to learn Chinese as a foreign language?

Research Methodology

The majority of previous studies on Chinese language learning motivation have utilized quantitative research methodologies, which are limited in their ability to provide detailed and nuanced insights into participants' experiences. While quantitative research can test hypotheses and assumptions, it does not allow for an in-depth exploration of motivational factors, and it is limited in its ability to capture the nuances of participants' experiences and motivations.

To address these limitations, this study employs a qualitative research method to examine sustained learning motivation among American high school students learning Chinese as a foreign language in their third and fourth years of study. This approach allows for a deeper exploration of students' experiences and perspectives (Hammarberg et al., 2016). A semi-structured interview is often used in qualitative research and seeks views on focused topics, key informants, and personal perspectives (Hammarberg et al., 2016). They were used to collect data from both students and the teacher, with interview questions focusing on personal, sociocultural, and instructional motivation.

Previous quantitative studies, such as Cai and Zhu's (2012) investigation of the pre and post-motivational changes of American college students for Chinese language learning, have highlighted the need for more nuanced qualitative research in this area. Therefore, qualitative research, with its focus on participants' perspectives and experiences, is a valuable tool for understanding sustained learning motivation among American high school students learning Chinese.

Epistemology

Epistemology refers to the beliefs about how knowledge is conceived and created. The selection of research methodology and theories to inform this study are deeply rooted in my epistemology. I adopted social constructionism as my epistemological stance to guide my selection of the research methodology because I believe we are born into and live in an existing sea of knowledge that we inherit and acquire from our family, school, community, country, and share-culture groups. However, it also gives us liberty, freedom, time, and space to construct and craft our knowledge and insight. Within time and space, we accommodate the newly acquired information along with existing information. This allows us to enact a unique version of ourselves that could be slightly different from our groups. Crotty (1998) affirmed that "all knowledge, and therefore all meaningful reality as such, is contingent upon human practices, being constructed in and out of the interaction between human beings and their world and developed and transmitted within an essentially social context" (p. 42). This means we construct meaning in different ways in relation to the same phenomenon and that is what we find when we move from one era to another. Crotty (1998) also views intentionality as a radical interdependence of subject and world, so, as an educator and learner, it is imperative that I am capable of constructing meaning in one domain while reconstructing or deconstructing it in other domains.

This epistemological stance influenced my choice of theoretical perspective for this research. I consider myself an interpretivist, believing the development of an individual is a social process, as are meanings individuals assigned to things, which are a major feature of symbolic interactionism. "The meaning of such things is derived from, and arises out of, the social interaction that one has with one's fellows" (Crotty, 1998, p. 72). It studies the functional

relationship between how we see ourselves (self-definition), how we see others (interpersonal perception), and how we think others see us. Symbolic interactionism takes a small-scale view of society and focuses on a small-scale perspective of the interactions between individuals. People change based on their interactions with objects, events, ideas, and other people, and assign meaning to things to decide how to act. The purpose of symbolic interactionism is to understand social reality and society from the perspective of the actors who interpret their world through and in social interaction. This epistemological perspective is particularly useful in exploring the sustained motivation for learning Chinese, as it allows us to understand how students assign meaning to their experiences and interactions with the Chinese language and culture.

Research Design

The present study employed the use of qualitative research as the research methodology with a case study research design to help answer the research questions for several reasons. One of the reasons is to "gain information about different aspects of the phenomena that you are studying or about different phenomena" (Maxwell, 2013, p. 102). A case study should encompass the collection and analysis of data from multiple sources (Yin, 2003). Participants and contextual information and data collection instruments and procedures are also included in this research design. Therefore, the case study design was chosen because it allows for the collection and analysis of data from multiple sources in a specific context.

This research adopted the case study design to study and explore "a real-life, contemporary bounded system through detailed, in-depth data collection involving multiple sources of information, and reports a case description and case themes" (Creswell & Poth, 2017, p, 96). As Hatch (2002) emphasized, "defining the boundaries or specifying the unit of analysis is the key decision point in case study design" (p. 30). Compared with other qualitative research

methods, the advantage of a case study is that it allows researchers to explore or describe a phenomenon in a specific context using a variety of data sources (Baxter & Jack, 2008). A case study should begin with the identification of a specific case or issue that will be described and analyzed. In the context of the present study, the case focused on what motivates American high school students to continue to learn Chinese as a foreign language and if Chinese non-heritage and heritage learners have different sustained motivations. The bounded system in this case study comprised (a) high school students who learn Chinese as a foreign language in a Southwestern state in the United States; (b) high school students in their third or fourth year of Chinese learning, including Chinese heritage and non-heritage learners; and (c) high schools that provide Chinese programs.

The purpose of the research and the intent of the case analysis determines the appropriate type of case study, such as the single instrumental case study, the collective case study, and the intrinsic case study (Creswell & Poth, 2017). Regarding the type of case study, the present study fell into the category of a holistic single case study. The participants were from two high schools in the same school district and had the same Chinese teacher using the same program. Additionally, there are several approaches to examining systems within case study research, such as exploratory, explanatory, or descriptive (Yin, 2003). The present study aimed to provide a thick description and bring to light all the parts of the sustained motivation for learning Chinese phenomena.

Participants

Participants for this study were purposefully sampled, as this method is the most appropriate for selecting small samples from a limited geographic area (Patton, 1990). High school students who were taking their third or fourth year of Chinese classes, including both

Chinese heritage and non-heritage learners, in a suburban school district in the Southwestern United States were invited to participate in this study. Participants were selected based on the following criteria: (a) they were high school students learning Chinese as a foreign language in a Southwestern state in the United States; (b) they were in their third or fourth year of Chinese language learning; and (c) their high schools provided Chinese language programs. It is important to note that criterion sampling is an important component of qualitative research (Patton, 1990).

During my interview with the Chinese teacher, it was revealed that due to the impact of the COVID-19 pandemic, many high school students chose to continue learning Chinese through online programs that were not offered by the school. As a result, the number of high school students enrolled in Chinese language courses in their third and fourth years in the target school sites significantly decreased. However, there were still students who chose to enroll in in-person classes to continue learning Chinese. In total, this study had 10 student participants and 1 Chinese teacher participant.

Table 3

Demographic Information of the Participants

Participants	Age	Gender	Heritage/Non-heritage	Chinese Level
Addison	16	Female	Heritage	3
Bella	15	Female	Heritage	3
Caroline	17	Female	Heritage	4
Diana	15	Female	Heritage	4

Emma	17	Female	Non-heritage	3
Fiona	17	Female	Non-heritage	4
Grant	16	Male	Non-heritage	3
Hannah	17	Female	Non-heritage	4
Ivy	17	Female	Non-heritage	4
Jenny	17	Female	Non-heritage	3
Kylie	N/A	Female	Teacher	N/A

Table 3 presents the key information on the participants in this case study. To protect their identities, pseudonyms were used to refer to each participant. The study involved 10 American high school students who were in their third or fourth year of learning Chinese as a foreign language in a Southwestern state in the U.S., and one Chinese teacher. Of the 10 student participants, six attended one local high school, while the other four attended another local high school that used the same curriculum and shared the same Chinese teacher. Therefore, the research was considered a single holistic research case. One male student participated, and the remaining nine were female. Additionally, four students were Chinese heritage learners, while the other six were non-heritage language learners. Five students were in their third year of Chinese language learning, while the remaining five were in their fourth year.

High School Contexts

This study was conducted in two public high schools in a suburban city in a Southwestern state in the United States. The decision to choose this location was based on the unique context

of learning Chinese in this region, which differed from the East and West coasts of the country where there was a larger Asian population and demand for Chinese language education. The Southwestern part of the United States, on the other hand, had a larger number of Spanish learners due to geographical and historical reasons. Therefore, studying sustained motivation to learn Chinese among high school students in this region provided valuable insights for Chinese language programs in similar geographical locations. Additionally, differences in sustained Chinese learning motivation among high school students in the Midwest, East, and West of the United States were also likely due to different learning contexts.

The study was conducted in two large high schools in the same school district, both of which had a 4-year Chinese language program. The first two years of the program were mandatory while the last two were elective. Students could choose to enroll in the Chinese program for the third and fourth years depending on their needs and interests. These two high schools were also among the largest Chinese language programs in the state. Due to the availability of only one Chinese teacher and students' different course schedules, Chinese classes at both high schools were multi-level combined and taught to students in their third and fourth year of Chinese learning alongside students in their first and second years of Chinese learning.

The class schedules varied at the two high schools. In high school 1, students at different levels took one Chinese class in the morning, which lasted 50 minutes. Four students in their third or fourth year of learning Chinese were in the classroom. In high school 2, there were two Chinese classes in the afternoon, and the class lasted 50 minutes each. The first Chinese class was a multi-level combined classroom with five students in their third or fourth year of learning Chinese, while only one student was in the second Chinese class. However, the teaching content and study mode were the same in all classrooms. During class, the teacher assigned learning

materials that were uploaded on Canvas to the third and fourth-year students in advance. They spent time in class on self-learning or had group learning in the hallway during class time. The Chinese teacher mainly focused on providing language instruction and assistance to first-year and second-year high school students who needed more support. However, she also provided help to third- and fourth-year high school students when they had questions and needed explanations or clarifications related to language learning. Therefore, the research context was unique, and the learning environment and learning style of the students were also distinct.

Data Collection Instruments and Procedures

Yin (2014) identified six commonly used methods for gathering qualitative research data, including documents, archival recording, interviews, direct observation, participant observation, and physical artifacts. Similarly, Patton (2015) proposed different types of qualitative data, such as direct quotes from participants' experiences, opinions, feelings, and knowledge through interviews, and detailed descriptions of individuals' activities and behaviors through observations, quotes, or entire articles through documentation. In this study, data was primarily collected through a demographic survey of the students, two interviews with the students, one interview with the teacher, and classroom observations over the course of a semester. The observations included seven classroom visits at one site and 15 classroom visits at the other site.

Demographic Survey

Demographic surveys are designed to collect information about the characteristics of a population (Allen, 2017). These surveys aim to gather basic information about participants before conducting in-depth interviews, which enables the survey designer to prepare more appropriate interview questions. By collecting demographic information, survey administrators can quickly describe respondents' age, gender, education level, nationality, religion, and other

relevant factors. This approach saves time during the interview process and allows for a more efficient allocation of resources toward more in-depth research questions.

In this study, a demographic survey was conducted to collect general information about the student participants, including their name, age, gender, birthplace, first language, second language(s), family background, and total years learning Chinese, among other factors. This information helped to classify the interviewees beforehand and provided a better understanding of their backgrounds during the data analysis phase. By collecting this information, the study gained valuable insight into the characteristics of the participants, which ultimately contributed to a more comprehensive and informed analysis.

Interviews

Interviews are one of the most common research methods in qualitative research, as they allow researchers to gain insight into participants' behaviors, feelings, perceptions, and interpretations of the world, especially when they are not observable (Merriam & Tisdell, 2015). In this study, interviews were crucial to understanding the motivation behind Chinese language learning, as it is an invisible and intangible concept. Creswell and Poth (2017) also emphasized the importance of the interviewee's identity and asking questions related to the study's purpose and research questions.

To gather data, this study conducted two 40-minute one-on-one interviews with student participants at their schools and one 90-minute online interview with the Chinese teacher. The interviews followed a semi-structured format, including some prepared questions focused on personal, instructional, and sociocultural factors that influence motivation. The interview questions were open-ended and probing, allowing for follow-up questions based on participants' responses.

The first student interview was conducted at the beginning of the semester, while the second interview was conducted at the end of the semester, to examine the sustainability and uniqueness of Chinese learners' motivation over time. This approach provided insights into the learners' interests and preferences for specific Chinese topics and contexts throughout the academic year, offering an understanding of how these factors influence their Chinese learning motivation.

During the interviews, participants had the freedom to stop, interrupt, or ask any questions related to the interview. Examples of interview questions included "Why did you choose to study Chinese in the first place?"; "How long have you been studying Chinese?"; "How do you perceive the Chinese program at your school?"; and "Can you talk about your learning experiences in Chinese classes?" Participants were informed that the interviews would be recorded for transcription and data analysis purposes and that the data would be kept confidential.

The questions in the first student interview focused on understanding the students' overall experience with learning Chinese, including the history of their Chinese language learning, their initial motivation, learning experiences, and learning plans. These questions were designed to address factors such as family, friends, understanding of the difficulty of the Chinese language, and interest in Chinese culture. As the first-round interviews were conducted before classroom observation, they provided a preliminary step in understanding the participants.

In contrast, the second-round student interviews were conducted after a semester of classroom observation, so I had some knowledge about the participants regarding their classroom performance, course content, learning experience, etc. The interview questions in the second

round addressed changes in motivation, classroom performance, instructional factors, and whether the participants planned to continue studying Chinese in the future.

Furthermore, an interview was conducted with the Chinese teacher who was in charge of the 4-year Chinese program recruiting and teaching at the two schools. Interviewing the teacher helped triangulate the results from the interviews with the students and provided further understanding of each student's sustained learning motivation and academic performance. Table 4 shows the interview timeline and the duration of each participant's interview.

Table 4

Participants' Interview Timeline and Time Length

Participants	**First Interview Timeline**	**Time Length (Minutes)**	**Second Interview Timeline**	**Time Length (Minutes)**
Addison	Jan 12, 2022	35 mins	May 12, 2022	30 mins
Bella	Jan 14, 2022	32 mins	May 11, 2022	30 mins
Caroline	Jan 13, 2022	35 mins	May 13, 2022	32 mins
Diana	Jan 13, 2022	37 mins	May 5, 2022	44 mins
Emma	Jan 27, 2022	30 mins	May 13, 2022	34 mins
Fiona	Jan 14, 2022	36 mins	May 9, 2022	32 mins
Grant	Jan 25, 2022	39 mins	May 10, 2022	34 mins
Hannah	Jan 27, 2022	40 mins	May 11, 2022	30 mins
Ivy	Jan 12, 2022	34 mins	May 6, 2022	41 mins

Jenny	Jan 12, 2022	38 mins	May 11, 2022	35 mins
Kylie	May 9, 2022	90 mins	N/A	N/A

Observation

Observation is a commonly used data collection method in case studies. According to Creswell and Poth (2017), researchers typically observe the physical setting, participants, activities, interactions, conversations, and behaviors. The researcher can act as either a participant or non-participant observer. In my study, I conducted non-participant observation to observe classroom activities, student performance, and learning experiences. As a Chinese teacher, I wanted to control subjectivity due to my prior teaching experiences, so I acted as an outsider seeking to collect more reliable data. I observed a total of 22 class sessions: 15 at one site and 7 at the other due to scheduling conflicts. Observing the classes helped me establish a friendly relationship with the students, allowing them to become more relaxed and honest about their involvement in the study. During the classroom observation, I took field notes and wrote reflection notes after each observation. I also had informal short conversations with the students based on the observations to ensure accurate interpretations of the data. Table 5 presents the number of classroom observations for each site and the time spent on each visit.

Table 5

Timeline and Time Length of Classroom Observations

Classroom Observation Numbers	**Timeline**	**Time Length (Minutes)**	**High School Site (1 or 2)**
1	January 25, 2022	50 mins	Site 1

2	February 10, 2022	50 mins	Site 1
3	March 1, 2022	50 mins	Site 1
4	March 3, 2022	50 mins	Site 1
5	March 8, 2022	50 mins	Site 1
6	April 11, 2022	50 mins	Site 1
7	May 3, 2022	50 mins	Site 1
8	January 25, 2022	110 mins	Site 2
9	January 27, 2022	110 mins	Site 2
10	February 1, 2022	110 mins	Site 2
11	February 8, 2022	110 mins	Site 2
12	February 10, 2022	110 mins	Site 2
13	February 15, 2022	110 mins	Site 2
14	February 16, 2022	110 mins	Site 2
15	February 22, 2022	110 mins	Site 2
16	February 25, 2022	110 mins	Site 2
17	March 1, 2022	110 mins	Site 2
18	March 3, 2022	110 mins	Site 2

19	March 8, 2022	110 mins	Site 2
20	March 10, 2022	110 mins	Site 2
21	April 11, 2022	110 mins	Site 2
22	May 3, 2022	110 mins	Site 2

The majority of the classroom observations took place in February and March due to the Chinese teacher's decision to retire in mid-April. As a result, the students were left without a regular Chinese teacher from the end of April until the end of the semester, which concluded my classroom observations at the end of April. In early May, I conducted a final classroom observation to assess whether the students' motivation for learning Chinese had changed since their teacher's departure and to bid farewell to the students.

Data Analysis

The data was coded and analyzed from the "ground up" (Yin, 2017) with both an inductive and deductive analysis strategy. Inductive analysis refers to a way of conceptualizing, thematizing, and interpreting from raw data to broad generalization (Thomas, 2006). The deductive analysis is a top-down approach starting with a set of predetermined codes and then finding excerpts that fit those codes (Merriam & Tisdell, 2016). Additionally, this study adopted thematic analysis (Glesne, 2016) and constant comparative analysis during the data analysis process (Glaser, 1965). The thematic analysis consists of identifying patterns across the data sources. Constant comparison was an integral part of this data coding and analysis to ensure the new incoming data fit the existing coded categories and themes. Content analysis was also used to analyze the demographic survey data. The different methods used for each type of data were

triangulated to ensure accuracy. Table 6 outlines the relationship between data sources, analytical methods, and corresponding research questions.

Table 6

Methods of Data Analysis

Data Sources	Analytical Methods	Corresponding Research Questions (RQ)
Demographic survey data	Content analysis	RQ 2
Interview transcripts	Constant comparison	RQ 1 & 2
Classroom Observation Field Notes	Constant comparison	RQ 1

Data Analysis Preparation

After each interview with the participants, I transcribed the recordings using a well-established interview transcription service, Temi. Once the interviews were transcribed, I double-checked the transcripts by listening to the audio to ensure accuracy. During the checking process, the interview questions, answers, and the words of my and the participants were marked in different fonts and colors to sort and analyze the topics.

Each classroom observation field note was labeled with the time and organized in chronological order for analysis. All observation notes and interview transcripts were electronically imported into MAXQDA, which is a software package for qualitative data analysis.

Thematic Analysis

Thematic analysis is an overarching data analysis method that refers to the process of grouping data into themes to help answer research questions. It is defined as "an umbrella term, designating sometimes quite different approaches aimed at identifying patterns across qualitative

datasets" (Braun et al., 2019, p. 844). The characteristics of thematic analysis are broad and flexible, allowing it to be applied to different fields and topics (Halverson et al., 2014). Data analysis for qualitative research is generally a nonlinear and iterative process (Lester et al., 2020), so researchers need a systematic step of analyzing data and establishing the connection of data during the analysis. This study analyzed the data through the following three steps: segmenting, categorizing, and thematizing and verifying.

Step 1: Segmenting.

Segmenting is a process that classifies data into manageable segments and identifies or names those segments (LeCompete, 2000). This process requires coding data. A code can be a word or a phrase that summarizes a topic or an idea. This process involves open coding, which is the process of organizing the raw data at the beginning to make sense of them. I began with the first-cycle coding process by breaking down the data into discrete segments and conducting line-by-line open coding. This process was to label all possible keywords, phrases, and sentences related to the research questions. For example, in Hannah's second interview transcript, she claimed that "I've really loved learning the language. I've loved learning it so much that I've kind of decided to do international business (line 12)." I labeled "enjoyment," "love of language" and "career plan." In Grant's first interview transcript, he stated, "I also like traveling. I know China has a lot of big cities that you can discover, and you can travel to and has a lot of things that are really interesting (lines 47-48)." I labeled it "travel to China." Assigning codes line-by-line allowed me to identify and track each student's motivation for learning Chinese and any similarities and differences that emerged. I also used memos to mark difficult and confusing lines and write notes, so I could keep track of my thoughts, interpretations, and analysis.

Step 2: Categorizing.

In this step, the process of synthesis is required to bring different codes together and form a new integrated meaning (Ezzy, 2013). The individual codes cannot provide a complete picture, and researchers need to understand the connections between individual codes to categorize them. The category names are formed based on the relatedness of individual codes. Categorizing involves reflecting on the connections and conceptualization between individual codes, and this process requires an intensive analytical process that involves careful reading and re-examination of initial codes, interview transcripts, memos, and classroom observation notes. The process of assigning pieces of code to different categories based on their relationships is called axial coding. This process requires continuous review and reflection, which responds to the purpose of the study and the epistemological framework. For example, I combined "work in China," "study abroad in China," and "travel to China" into one category, "travel, work, and study in China." I also integrated "being fluent," and "improving Chinese language proficiency" into one category, "linguistic goals." In terms of the teacher's personality, I categorized three label segments: "fun," "interesting," and "passionate," into one category, "fun and passionate personality." After the axial coding process, there were over 30 coded categories related to the sustained Chinese learning motivational factors.

Step 3: Thematizing and verifying.

Once the categories have been produced, the next step is to form themes. This requires two steps. First, researchers have to bring together multiple categories based on their relationships. Then, they need to assign a statement to these categories based on their similarities, differences, and other features (Lester et al., 2020). Each theme must be inclusive and encompassing, and it should help the research questions.

While I summarized common themes, different contexts were considered to make sense and keep the meaning of themes consistent and coherent in different contexts. I began my third-circle coding by reading the coded categories and grouping them based on their relations. I coded a theme "love of the Chinese language and culture," which included two categories: "enjoying learning Chinese" and "interest in Chinese culture." I also coded a theme "teacher influence" by linking all the categories related to teacher and instruction, consisting of "fun and engaging learning activities," "reasonable workload," "fun and passionate personality," and "teaching methods and style," etc. This process also incorporates a deductive strategy, as the final set of themes requires more evidence and support, so some categories may not hold up through the process of reduction and refinement. For example, I coded "great teacher in general" which did not make sense after my third time reading, and it was too broad and general, so I removed it. The category "considered as motivated learner" was a repetitive statement to the research questions, so it was removed as well. In addition, a big category for heritage language learners was "family influence." Since it only applied to a small number of participants, it could not be included as a major theme.

After specifying the analysis methods for developing case descriptions based on thematic and contextual information, researchers can "report the interpreted case meanings and lessons learned by using case assertions" (Creswell & Poth, 2017, p. 101). Six themes emerged after three rounds of coding, which are (a) teacher influence, (b) love of the Chinese language and culture, (c) personal development and advancement, (d) utility, (e) peer influence, and (f) parental influence.

Constant Comparative Method

During the data analysis, a constant comparative analysis method was used. It is derived from symbolic interactionism and involves comparing one type of data with others that may be similar or different in order to develop possible relationships among multiple types of data (Glaser & Strauss, 1967). This is also a very common research method for studying social phenomena and human experiences. This process requires continuous comparison of data or accounts, which allows the researcher to test incoming data against the codes, categories, and themes that have been identified through analysis of existing data (Glaser, 1965).

I used the constant comparative method during the whole process of thematic analysis. During the phase of segmenting, I tested the incoming data with the existing codes. In the phase of categorizing, I tested new categories against the coded categories until no new category emerged. In the last phase, I also tested new themes with the themes that were identified until no new themes emerged.

Furthermore, to increase the credibility and validity of the findings, I invited another doctoral student to help me with data analysis. She served as a data auditor to ensure that the process of data analysis was rigorous and that the codes, categories, and themes were properly identified. The researcher triangulation took place twice in the thematizing stage. Finally, after major themes were identified, I also discussed them with her again to validate the themes.

Trustworthiness and Ethical Issues

To ensure the trustworthiness and credibility of the study, I employed a data triangulation strategy by analyzing multiple data sources (e.g., demographic surveys, interview transcripts, and observation notes. The transferability of the study was improved by providing a thick description of the student's background, learning environment, study context, study duration, learning style, family factors, and other elements related to Chinese language learning motivation.

The study complied with research standards and ethical issues, acquiring permission and approval from the university's Institutional Review Board and two local public high schools. All interviews were voluntary, and participants and their parents signed consent forms before conducting the interviews. Participants had the right to skip any questions they did not want to answer and to stop the interview at any time. Participants were informed before the interview that all conversations were recorded for research purposes and that the data would not be shared with anyone unrelated to the research project. To protect the confidentiality, the study used pseudonyms in the transcripts and written reports. All interview data and related documents were stored on a computer with a private password.

Conclusion

This chapter outlines the methodology used in the study. Drawing from previous literature and empirical research, a qualitative research approach and a case study design were employed. The study involved American high school students who were learning Chinese as a foreign language in their third or fourth year in a Southwestern state in the United States. Both heritage and non-heritage learners were included in the study. A demographic survey was administered to the participants at the beginning of the study, and two semi-structured interviews were conducted with the students, one at the beginning and another at the end of the semester. An interview with the teacher was also conducted at the end of the semester, and classes were observed regularly in both high schools.

Data collected over the semester were transcribed and revised, and data analysis involved segmenting, categorizing, and thematizing. A constant comparative analysis method was used to compare incoming data with the identified codes, categories, and themes. Researcher triangulation was utilized to enhance the validity and credibility of the data and study and to

minimize any personal bias. Data were stored appropriately and kept confidential, and no data was shared with anyone outside of the study.

Chapter 4: Findings

This chapter presents the findings of the analysis and interpretation of data gathered from demographic surveys, two in-depth student interviews, one detailed interview with the teacher, and classroom observation for one semester. The demographic surveys collected basic information about the student participants, which prepared me to know their family background, nationality, language background, and other information before the in-depth interviews. Two in-depth student interviews provided the critical data that contributed to the research findings and the full scope of understanding of different factors that affected their sustained Chinese learning motivation. Having a detailed interview with the teacher adds an extra dimension to the student interview data from the teacher's perspective, which includes student performance, teacher instruction, and classroom activities. A semester-long classroom observation helped to triangulate student interview data.

The findings are presented through major themes. To provide a more in-depth look into the participants' sustained Chinese learning motivation, their profiles are included to depict a detailed image of each participant. Moreover, interview quotes from the students and the teacher, classroom observation notes, and related previous research are also included to support the themes. The findings help to answer the following research questions:

Question 1: What are the factors that contribute to sustained motivation to learn Chinese as a foreign language among American high school students in their third or fourth year of Chinese learning in a Southwestern state in the United States?

Question 2: How are heritage and non-heritage high school students in their third or fourth year of Chinese learning in a Southwestern state in the United States different or similar in their sustained motivation to learn Chinese as a foreign language?

Participant Profiles

The participants provided information about themselves, their families, their interests, and their Chinese learning experiences through the demographic survey, classroom observation, and interviews. To provide context for the themes presented in the next section, I will first provide a profile of each of the 10 student participants within the two groups (heritage language learners and non-heritage language learners) and the teacher participant.

Heritage Language Learners

Addison

Addison is a 16-year-old girl who describes herself as Chinese American. She is a reserved and calm individual. Addison enjoys listening to Chinese pop music, and her favorite pop singer is Yichun Shan, the winner of The Voice of China. She is also fond of Chinese food, particularly hot pot, and is interested in Chinese movies and dramas. Her parents frequently expose her to Chinese TV shows at home. As she speaks both Chinese and English with her parents at home, she is considered a Chinese heritage language learner. Addison visited China when she was younger, and she plans to visit again with her mom after the pandemic ends.

Addison is a family-oriented individual who is close to her parents and older brother. Her mother is from Shanghai and speaks both Chinese and English, while her father is from Guangdong and speaks Chinese, English, and Cantonese. Her parents immigrated to the United States in their mid-twenties, and Addison's brother also attended the same high school and studied Chinese for four years. He is currently studying Chinese at a prestigious university in the southern part of the United States. Addison's grandparents and many relatives live in China, and she is learning Chinese primarily to communicate with them since most of them do not speak English. This is her third year of learning Chinese at the high school. Her second year of Chinese

learning was online because of the COVID-19 pandemic, and she stated that “the classes were split online, and it was hard to communicate with the teacher.” She later commented that “I am glad we went back to in-person class because it is much easier.” Although she found the multi-level combined class and self-learning mode to be slightly more difficult, she was able to seek assistance from her mother when necessary. Addison initially perceived Chinese classes to be easy based on her first interview.

Addison had an overall great experience learning Chinese and enjoyed Ms. Kylie’s passionate and experienced instruction. She fondly remembered the various culture-related projects and activities that were part of her class, such as trying Chinese food, singing Chinese music, and researching different Chinese subcultures. Since she had an interest in her heritage culture, these activities captured her attention and motivated her to continue learning Chinese. Studying with her friendly peers was also helpful and supportive. Even though Addison's Chinese American friends primarily spoke English with each other, communicating with them in Chinese motivated her to keep improving her language skills. Addison's goal in learning Chinese is to become fluent so she can communicate effectively with her parents and relatives. She feels motivated whenever she sees growth in her language proficiency. Based on my observation and interview, Addison had superior proficiency in speaking and listening, and her proficiency in reading and writing was also great.

Bella

Bella, a fun-loving and easy-going 15-year-old girl, identifies as Asian American or mixed Chinese and White. Bella has a passion for Chinese food and often cooks it at home with her mom. In her leisure time, she enjoys watching romantic Chinese dramas with her mother. When she was eight years old, she visited Luoyang and Xi’an in China and had a great time

being immersed in the Chinese-speaking environment, which helped improve her Chinese speaking skills. As Bella speaks Chinese mostly with her mother at home, she is considered a Chinese heritage language learner.

Bella has a close relationship with her parents and her grandmother, who lives in Thailand. Her grandparents were born in China and immigrated to Thailand. Her mother was born in Thailand and moved to the United States in 2003. Her grandmother speaks Chinese and Thai, and her mother speaks Chinese, Thai, and English, while her father speaks English only. Bella often communicates with her grandmother via Skype, speaking in Chinese. Although Bella was not taught Thai by her mother, she is able to have basic conversations with people in Thailand as she has visited the country several times. In her first interview, she stated that "Sometimes I speak Chinese with my mom because we don't want my dad to know what we are talking about. We also speak Chinese in public sometimes because we don't want people around us to understand our conversation." Bella sees learning Chinese as a competitive advantage in the future, as it is considered a popular language in the world. She is motivated to continue learning Chinese to communicate with her family members and become fluent. Throughout the classroom visits and interviews with Bella, it was evident that she has excellent language proficiency in terms of the four language skills. She is currently a freshman and taking the third year of the Chinese course, having passed the language placement tests and skipping the first two years of Chinese courses. Bella is planning to take the language placement test to skip the last year of the Chinese course.

Bella had only one year of experience learning Chinese with Ms. Kylie, but she spoke highly of her teacher. She stated that "She's very nice, and she helps us very well. If we need help anytime, she is always willing to help us." Bella enjoyed the learning environment that Ms.

Kylie created, which motivated her to continue learning Chinese. She particularly enjoyed the culture-related learning activities, such as celebrating the Moon Cake Festival and listening to traditional Chinese music. Bella had been exposed to Chinese culture and language from a young age, having had many years of experience with a Chinese study program at a local university. She noted that the workload in her Chinese class was not overwhelming, and she often completed her work in class. Bella felt motivated when she spoke Chinese without making mistakes and could communicate confidently with others in Chinese.

Caroline

Caroline is a 17-year-old girl who identifies as half-white and half-Chinese. She has a fondness for Chinese food and Chinese holidays because they provide an opportunity for her family to gather and celebrate. Caroline was in her fourth year of learning Chinese and was expected to graduate after that semester. She aspires to fly internationally between Asia and the United States as a pilot.

Caroline has a close relationship with her grandparents, who were born in Sichuan, China, and are first-generation Chinese immigrants to the United States. Her grandparents are fluent in Chinese and English, but they primarily communicate with Caroline in Chinese. Her dad was born and raised in the United States as a Chinese American, and her mom is white. Her dad is fluent in English and some Cantonese and Chinese, while her mom speaks only English. Her parents and grandparents reside within a five-minute drive of each other, allowing Caroline to visit her grandparents frequently. As a result, she speaks Chinese with her grandparents all the time and occasionally with her dad at home. Therefore, she is regarded as a heritage language learner. In her early years, she learned Chinese through a Chinese learning program at a local university, where she made some Chinese American friends and was exposed to the Chinese

language and culture. Her major motivation for learning Chinese was to communicate with her grandparents and achieve her career goal of becoming an international pilot. She believed that knowing Chinese would aid her future career prospects. Based on my observations and interviews with her, her Chinese speaking and listening skills were native-like, while her reading proficiency was intermediate. Her writing proficiency was low, and she admitted to not being fond of writing Chinese characters.

She had been learning Chinese with Ms. Kylie for four years and found her Chinese teacher to be humorous and enthusiastic. In her own words, "She genuinely enjoys teaching Chinese, and it's clear she has a passion for sharing knowledge of it. I have never been bored in her class, and it's always been enjoyable." Overall, she had a positive view of her Chinese learning experiences and appreciated some of the culture-related activities such as a field trip to a local Chinese supermarket which gave her fond memories and valuable experiences. She was highly motivated to continue taking Chinese classes, stating that "there was nothing that made me want to drop the class. I did not see any reason to stop taking it." Her drive to learn was commendable, and she was pleased when her school resumed in-person classes after the COVID-19 pandemic. She also found the class to be manageable in terms of workload and learning content.

Diana

Diana is a cheerful, outgoing, and courteous 15-year-old girl who identifies as an Asian American. She has a keen interest in fashion, particularly Chinese Qipao. She is witty and intelligent when conversing with her friends. Diana is deeply fascinated by Asian culture, including Asian food, and frequently helps her family prepare Asian meals at home. She is an

avid traveler and has visited mainland China and Taiwan, as well as various European countries, with her family. Diana's family is affluent and well-educated.

Diana's family comprises five members: her father, her mother, her older sister, herself, and her younger brother. Her father is a Vietnamese American who graduated from Harvard University and is currently employed as a law professor at a local public university. Her mother is a Chinese American who also graduated from Harvard University and works in the medical industry. Diana's older sister attended the same high school and studied Chinese for four years. She is currently a college student at Harvard University and continues to study Chinese as an extracurricular activity. She was also accepted into Harvard University and is now a freshman majoring in chemistry. Diana's younger brother is in the same Chinese class as her due to the combined multi-level class. Her grandparents live in China, but they frequently travel together every year. She communicates with her grandparents in Chinese through WeChat, a Chinese application, using either text or video calls. Diana speaks Chinese with her mother frequently at home and communicates with her grandparents online in Chinese, making her a heritage language learner.

Diana has a close relationship with her Chinese teacher, Ms. Kylie, and her peers, whom she has been learning with for three to four years. She enjoys the fun and engaging classroom activities, especially the culture-related projects and translating Ms. Kylie's dating profile. Diana sees Ms. Kylie as more than just a teacher but also as a friend who she can talk and share gossip with. Her peers' continued interest in learning Chinese is an essential motivation for Diana to continue her studies. Moreover, Diana aims to become bilingual or multilingual, which is another reason why she wants to continue learning Chinese. Ms. Kylie commented that “She is a very disciplined, educated, and motivated girl, and I love having her as my student.” Diana's overall

Chinese language proficiency is intermediate, with higher proficiency in speaking and reading than writing and listening, based on observations and interviews.

Non-heritage Language Learners

Emma

Emma is a friendly and mature, 17-year-old girl. Being a big fan of Japanese culture and animation, her makeup, dress style, and fashion tastes are heavily influenced by Japanese style. Emma is interested in learning different languages and is currently studying Russian, Japanese, Spanish, Chinese, and English. She particularly enjoys learning about Chinese daily culture, such as daily interactions, ordering food in restaurants, and traveling. Emma has plans to travel to China, which will allow her to immerse herself further in Chinese culture. She has recently been named a semi-finalist for a scholarship that sponsors students to study in China and is thrilled about the opportunity.

Emma's parents are both white Americans who speak English only, but they were very supportive of Emma continuing to learn Chinese. She has a Chinese aunt in California. Communicating with her aunt in Chinese was a strong motivation for her to continue learning Chinese even though none of her aunt's children speak Chinese. This is her fourth year of studying Chinese in high school, and she intends to study linguistics and anthropology in college. She remarked, “I'm planning to use cultural and linguistic anthropology to help ambassadors. China is pretty big on the political stage right now, so I think knowing Chinese would be useful for that.” She believed that continuing to study Chinese would help her future career. Emma finds the multi-level combined course challenging, but she appreciates being able to learn at her own pace, and the challenge motivates her to put more effort and time into learning Chinese. The class loads were not too heavy, so she could arrange her class time freely after she finished her

assignments in class. She reported that “the workload is pretty good, and I don’t normally have homework from it. I sometimes spend time doing my Russian homework after I finish my Chinese assignment in class.” In terms of the previous learning experience, she acknowledged that “I prefer how Chinese one and two is with her teaching because I have already self-studied a bunch of languages,” so the positive learning experience in Chinese one and two was a key motivation for her to continue learning Chinese. In the second interview, she said she would consider continuing to learn Chinese after she entered college.

Emma enjoys Ms. Kylie's Chinese classes and finds her teacher to be enthusiastic and passionate about teaching. Ms. Kylie designs many culture-related learning activities and invites Chinese speakers to introduce Chinese culture, which Emma finds interesting and meaningful. What motivated her the most was “When I understand something or could make a sentence easy, and also whenever I see other people that can speak in Chinese,” so the growth in language proficiency and the desire of communicating with Chinese speakers also motivated her to keep learning Chinese.

Fiona

Fiona is a social, 17-year-old girl. She identifies as Filipino American and is particularly drawn to artistic Chinese cultures, such as calligraphy, fashion, and history. Fiona is enthusiastic about learning Chinese culture and wants to travel to China to experience its authenticity and communicate with native speakers. Although she has met the language requirements, her passion for the Chinese language and culture motivates her to continue learning it. As a senior in high school, she is the president of the Chinese Language Association and takes responsibility for organizing various cultural events, such as Chinese movie screenings, lunch picnics, and presentations to introduce Chinese culture to her schoolmates. Her teacher praises her saying,

"Fiona has been instrumental in organizing several events at our school, and I feel fortunate to have a student like her who is always ready to lend a helping hand, especially since I am always occupied." Additionally, she leads group discussions in class and is always eager to assist her classmates, remarking, "I want to become fluent and expand my knowledge of Chinese so that I can assist others in the class."

Fiona's family background consists of four members: her father, mother, older brother, and herself. Her mother is Filipino American and speaks Tagalog and English, while her father is white and speaks only English. Fiona chose to study Chinese on her father's recommendation because he believed it to be a useful language due to its global reach. As she had not learned her mother's language growing up, she hoped that learning Chinese would bring her closer to her heritage.

Fiona's older brother is currently studying at a local community college, and Fiona has also been accepted into the same college. She plans to complete her general education credits at the two-year college and then transfer to a public university to complete her degree. Her chosen major is public administration, and she hopes to work with the government in the future. Fiona's backup plan is to work as a translator between English and Chinese, making her continued study of Chinese useful for her career aspirations.

Fiona thinks highly of her Chinese language teacher: “Ms. Kylie is really great. She is one of my favorite teachers. She has been for the past four years, and she does a really good job at teaching us.” She enjoys the fun learning activities that Ms. Kylie incorporates into her teaching, such as songs and dancing. In terms of the multi-level combined class and self-learning mode, Fiona expressed that “It is definitely different from the first two years. My favorite year was Chinese Two because all the people who were there wanted to be there and learn Chinese.

Ms. Kylie would spend time teaching us." However, Fiona understands the scheduling conflicts that led to the multi-level combined class and self-learning mode and is happy that her classmates are still in the same class, which has made her learning experience more positive and interesting.

Grant

Grant is a shy, friendly, 16-year-old male student. He is on the soccer team at this high school. He enjoys sports, including running, soccer, basketball, etc. He likes Chinese history because it is very long and rich. He did a project about Chinese history in his Chinese class before, which brought him to love Chinese history. He is from Venezuela, so Spanish is his native language. He has been in the United States for six years, so his English is also incredibly fluent, very much like a native speaker. He chose to learn Chinese because he figured it was one of the most popular languages in the world. He already knew Spanish and English, so learning Chinese would give him a good knowledge of the three most popular languages in the world.

There are four members in Grant's family: his mom, dad, older sister, and himself. Grant's dad still works in Venezuela, while his mom brought him to the United States in search of better economic opportunities. His mom earned a Ph.D. in Spanish literature and linguistics from a local public university in May 2022 and worked as a Spanish instructor at another state university. Grant's sister lives in France, and the family often traveled to France during their breaks.

Grant is a diligent and hard-working student, currently in his third year of learning Chinese. However, his second year of Chinese online classes significantly regressed his Chinese learning due to COVID-19. His overall Chinese language proficiency is not as high as other students, but he remains motivated and hardworking in his studies. According to his teacher,

"Grant is a very well-behaved kid. He knows that it's not easy for them to live in the United States, so he's very understanding. He also has a very good relationship with his mom because they are the only two living in the United States. Although he is a little bit behind in Chinese, he works very hard."

He aims to study international relations in college. He believes that learning Chinese will be beneficial for his future career, especially since China and the United States have numerous trade agreements. Additionally, his father encouraged him to learn Chinese, as he believed it to be a widely spoken and popular language nowadays.

Grant expressed gratitude and appreciation towards Ms. Kylie's teaching because he recognized that both high schools shared a Chinese teacher, leading to a heavy workload and a tight schedule for Ms. Kylie. Despite the conflict between his soccer practice and Chinese lessons, Ms. Kylie accommodated his schedule so that he could continue learning Chinese. He found Ms. Kylie's fun personality and teaching experience helpful in improving his language proficiency and making learning Chinese an enjoyable experience. Having known Ms. Kylie for three years, he described her as a great teacher who is skilled in teaching. This motivated him to continue his Chinese studies. Additionally, he enjoyed learning Chinese with his peers as the learning environment they created was supportive and conducive to learning.

Hannah

Hannah is a polite and thoughtful, 17-year-old girl who tends to be introverted. Chinese culture is one of her biggest interests, with Chinese food and music being among her favorite aspects. She also enjoys learning about Chinese holidays and traditions. As a violin player, she is especially interested in Chinese classical music. Additionally, Hannah is an avid tennis player who practices every afternoon during the last class. Interestingly, her tennis coach is Chinese,

and sometimes tutors her in Chinese when she has to miss classes for tennis tournaments. Hannah's desire to become bilingual was partly influenced by her tennis coach, who mentioned that she had a bilingual lawyer friend who was well-paid. This inspired Hannah to pursue Chinese language proficiency. Her interest in Chinese began in elementary school when a Chinese teacher visited her school to introduce Chinese culture. Hannah attended these presentations multiple times and became enamored with learning Chinese.

Hannah is a white American, and her parents and sister also identify as white Americans and speak English. Her parents place a high value on education and have been very supportive of her continued learning of Chinese. Hannah's older sister has studied Spanish for several years and is proficient in both English and Spanish. She graduated from a local public university with a degree in elementary education and is currently working at an elementary school in Dallas. Hannah plans to major in international business in college, as China was the world's largest economy at the time of data collection, and continuing to study Chinese would be beneficial for her future career plans. During her first interview, she expressed her desire to travel to China, which is one of her main motivations for continuing to study the language. Additionally, she plans to minor in Chinese at her university.

Hannah had high praise for Ms. Kylie, including her teaching activities, personality, student-teacher relationship, and teaching method and style. She reported that Ms. Kylie's teaching was amazing, and even though Chinese is a difficult language, the teacher would break down the content to help them understand it. She also commented, "Ms. Kylie has good control over the classroom." According to Hannah, her Chinese teacher was passionate and experienced. However, in the second interview, Hannah stated that she was saddened by Ms. Kylie's retirement and that her motivation to learn had decreased since her teacher left. She expressed a

desire to visit her Chinese teacher in Taiwan in the future. During classroom observations, Hannah's Chinese level was assessed to be around intermediate low, and she acknowledged that her listening and speaking skills needed improvement. Nevertheless, she appreciated the support of her peers and enjoyed learning in a collaborative environment.

Ivy

Ivy is a 17-year-old girl who is outgoing, friendly, and talkative. Ivy is fascinated by Chinese culture, particularly Chinese history and music. In her Chinese class, she did a project about the history between China and Hong Kong, which she found very intriguing. As a cello player, Ivy is very interested in Chinese instruments and music. She recalls Chinese scholars visiting their class to demonstrate stringed instruments, including the erhu and guzheng. These instruments were new to Ivy, and she was eager to learn more about them. Ivy is also fond of Chinese dance and origami because they are artistic and aesthetic. Although she considers Chinese to be a challenging language, she has decided to continue studying it because she believes it will become a dominant language in the world. Ivy feels that learning Chinese will set her apart from others in the future.

She is white, and her family members, including her mom, dad, and one younger brother, are also white and only speak English. Ivy is the only one in her family who speaks two languages. She has a strong desire to study in China and immerse herself in the language and culture to improve her Chinese proficiency. She has a clear linguistic goal of becoming bilingual and gaining more knowledge about Chinese culture. Ivy is a senior in high school and has been accepted to a local public university with many study-abroad programs, including studying in China. She also received a scholarship to support her foreign language studies and study abroad during her college years. She appreciates the multi-level combined Chinese courses and self-

study mode and is grateful for the guidance provided by her teachers in class. Ivy's third year of Chinese was online due to the pandemic, but she was thrilled to have her fourth year of Chinese back in a physical classroom.

Ivy found Ms. Kylie's class to be enjoyable due to her belief that Ms. Kylie was highly responsible and pushed the students to strive for their best in learning Chinese. She noted that Ms. Kylie was a hardworking teacher, which motivated Ivy to give her best effort in learning Chinese. One of her reasons for continuing her Chinese studies was her desire not to disappoint her teacher, who had high expectations of her students. In addition, Ivy found Ms. Kylie to be an entertaining and humorous teacher, which made her Chinese classes more enjoyable. The schedule for her orchestra practice would have clashed with her Chinese class, but Ms. Kylie was accommodating and flexible, which Ivy greatly appreciated. Ms. Kylie would often provide positive reinforcement to Ivy, which served as further motivation for Ivy to continue learning Chinese. Furthermore, Ivy enjoyed the experience of learning Chinese with her peers, as they could provide support and assistance to one another.

Jenny

Jenny is an outgoing, independent, mature, 17-year-old girl. Unlike other students who had multilevel-combined Chinese classes due to time conflicts, she was the only one who took a Chinese class by herself. Since she had no time conflicts, she chose to continue studying Chinese even if she was alone and spent most of her time self-studying. During her Chinese class, the teacher spent 10 minutes communicating with her in Chinese and assigning homework, while the remaining 40 minutes were used for listening to recordings and doing exercises on her own.

Jenny is very interested in Chinese music, particularly pop music, which she often listens to while doing other assignments to help her relax. Her interest in linguistics led her to study

French for over six years, and she chose Chinese as her second language because it is non-European and non-Latin phonetic, making it very interesting to her. She also enjoys learning and understanding non-American cultures, as it helps her better understand different people and cultures.

She is fascinated by traditional Chinese holidays, such as Chinese New Year and Mid-Autumn Festival, which are celebrated in a unique and captivating way. She also enjoys Chinese tea ceremonies and wedding customs because they are exotic and intriguing. In addition to her interest in Chinese culture, Jenny enjoys reading, arts, and design.

She is a white student with a small family, consisting of her mother, father, and herself. Originally from Chicago, she moved to the southwestern state due to her father's job transfer and has been living there for almost five years. As a senior in high school, she has been accepted to a private art college. Although she is unsure if the school offers a Chinese program, she plans to continue learning the language. In comparison to her peers, she speaks and behaves maturely and has demonstrated strong autonomous learning skills in the classroom. She actively listens to Chinese recordings during exercises, which has resulted in advanced Chinese listening and speaking skills despite not being a heritage language learner. She possesses a confident attitude and communication style when speaking and believes learning Chinese has also improved her English as she constantly switches and translates between the two languages in her mind. She finds motivation to continue learning Chinese when she can understand and communicate with her peers in class.

Ms. Kylie took great pride in Jenny's abilities as a student, remarking, "Jenny is one of my favorite students because she speaks Chinese so confidently and is not afraid of making mistakes. She also has a great talent for learning languages." For her part, Jenny appreciated Ms.

Kylie's teaching style, which took into account her students' individual experiences and backgrounds and often included activities that were personally relevant to them. She also enjoyed the teacher's practice of comparing and contrasting Chinese and American cultures, which helped her to better understand the similarities and differences between the two. While she was the only student in her class, Jenny had enjoyed learning Chinese with her peers in previous years, finding their shared motivations to be a great source of motivation.

The Chinese Teacher

Ms. Kylie is a highly motivated, dedicated, and passionate high school Chinese teacher. As a Taiwanese immigrant in the United States, she loves food and enjoys cooking for herself and dining out. Ms. Kylie has been teaching Chinese for 20 years, 15 at one high school and five at another, and was recognized as Teacher of the Year in 2020 for her outstanding teaching and commitment to her students.

In 2008, during the Beijing Olympics and China's rise to international prominence, Ms. Kylie experienced Chinese language fever in the United States. However, she noticed that the Chinese programs in the Southwest gradually decreased in size. Although she was passionate and dedicated to teaching Chinese, she reported that the principals and vice principals at both high schools where she worked did not pay much attention to the development of the Chinese program. When she submitted her resignation letter, the administrators did not ask any questions. Nevertheless, Ms. Kylie always prepared her lessons thoroughly, taking into account the varying proficiency levels of her students, and changing her lesson plans every semester.

Despite facing personal challenges such as raising her daughter alone after her husband's passing and taking care of her elderly mother in Taiwan, Ms. Kylie remained committed to her teaching responsibilities. She worked most weekdays, teaching two classes in the morning at one

high school and two in the afternoon at the other, resulting in some students dropping out due to scheduling conflicts. In her multi-level combined classroom, she apologized to the Chinese three and four students for not being able to spend as much time teaching them as she did with the Chinese one and two students who needed more guidance. She held her Chinese three and four students in high regard, admiring their self-motivation and discipline.

Ms. Kylie had a close relationship with her students, as evidenced by the chocolates and roses they sent her on Valentine's Day. During our interview, she mentioned that she cried with her students upon retiring because she felt deeply connected to them. Overall, Ms. Kylie's dedication and passion for teaching Chinese have left a lasting impact on her students, and she will be remembered as a beloved and respected teacher.

In terms of instruction, Ms. Kylie indicated that she would sometimes act silly in class to make her students laugh because she believed that students were more engaged in the classroom when they were happy. She also created fun and culturally related learning activities, such as teaching Chinese songs and dances and screening Chinese movies. She commented that many students would not choose to continue learning Chinese once they had completed the language requirement, so her goal in teaching was to provide more opportunities for students to experience Chinese culture and master the basic knowledge of the Chinese language. Her expectation for Chinese three and four students was that they could continue to study Chinese in college and not give up on the time and effort they had invested in learning the language.

Major Themes

Several themes emerged from the data analysis. In this section, I review these themes and discuss the data which support them. I first discuss the six essential factors contributing to sustained Chinese learning motivation with the support of interview quotes and classroom

observation field notes. Then, I compare the key categories of sustained Chinese learning motivation between Chinese heritage language learners and non-heritage language learners. Finally, I report on the similarities and differences in sustained learning motivation between the two groups.

Factors Contributing to Sustained Chinese Learning Motivation

Understanding sustained Chinese language learning motivation is crucial for promoting the development of Chinese language education in the United States, expanding Chinese language programs, and supporting Chinese language educators and learners. This study identified six key themes of sustained Chinese learning motivation based on the experiences of the participants, as shown in Table 7. The frequency of each theme and category is also included, providing a detailed view of the degree to which participants were motivated by each factor. The definition of each theme is based on participant descriptions and careful data analysis.

Table 7

Coded Themes and Excerpts of Coded Instances of Sustained Chinese Learning Motivation

Coded Themes	Theme Definition	N (% of responses)	Category	N (% of responses)
Teacher Influence	Refers to the motivation of continuing to learn Chinese due to the influence of the teacher's instruction, classroom environment, teaching activities, teacher personality, and other teacher-related influences.	10 (100%)	Fun and engaging learning activities	10 (100%)
			Interesting culture-related projects	10 (100%)
			Reasonable workload	10 (100%)
			Humorous and passionate personality	10 (100%)
			Teaching methods and style	9 (90%)
			Positive student-teacher relationships	6 (60%)

			Perception of the class as easy	6 (60%)
Love of the Chinese Language and Culture	Refers to the motivation to continue to learn Chinese because the learners are interested in Chinese/Asian culture and enjoy learning the Chinese language.	10 (100%)	Enjoyment in learning Chinese	9 (90%)
			Interest in Chinese culture	8 (80%)
Personal Development and Advancement	Refers to the motivation of continuing to learn Chinese related to the learners' college and career plan, their growth in language proficiency and confidence, and linguistic goals.	10 (100%)	College and career plan	9 (90%)
			Linguistic goals	9 (90%)
			Growth in Chinese language proficiency and confidence	8 (80%)
Utility	Refers to the motivation of continuing to learn Chinese as the learners can perform tasks and use the language in real-life contexts, including traveling, working, studying in China, and talking to Chinese speakers.	10 (100%)	Travel/study/work in China	8 (80%)
			Communication with Chinese speakers and friends	8 (80%)
Peer Influence	Refers to the motivation of continuing to learn Chinese as a result of the peers' decision to continue learning Chinese, peers help and support.	9 (90%)	Peer decision to continue learning Chinese	9 (90%)
			Peer support	8 (80%)
Parental Influence	Refers to the motivation of continuing to learn Chinese because of parental encouragement and support.	6 (60%)	Parental encouragement	6 (60%)
			Parental support	6 (60%)

Table 7 illustrates the six main motivational factors that encourage Southwestern American high school students to continue learning Chinese beyond the two-year foreign language requirement. The table ranks the top six themes for sustained Chinese language learning motivation in order of their influence, based on the frequency of student participants' responses. These themes are (a) teacher influence, (b) love of the Chinese language and culture, (c) personal development and advancement, (d) usability, (e) peer influence, and (f) parental influence. Notably, the first four factors are equally significant motivational themes, followed by factors five and six. The table provides a detailed view of sustained Chinese learning motivation, including the frequency of specific motivational categories and their ranking by the strength of influence based on student responses.

Teacher Influence

The influence of the teacher is a major factor in motivating students to continue learning Chinese, which is reflected in their experience of the teacher's instruction, classroom environment, teaching activities, personality, and other related factors. All participants expressed their enjoyment of Ms. Kylie's teaching and appreciated her ability to coordinate their schedules at both schools to avoid conflicts with other classes. The participants noted that Ms. Kylie's encouragement, personality, passion for teaching, fun learning activities and assessments, and teaching style and methods motivated and incentivized them to continue learning Chinese. Additionally, as they have been taking Chinese lessons with Ms. Kylie for over two years, their relationship with her has become closer as they feel understood, respected, and cared for by her. During interviews, all participants spoke very highly of Ms. Kylie, which aligns with my classroom observations that students have high regard for their teacher for various reasons.

All 10 students reported that Ms. Kylie designed a variety of engaging learning activities and exercises in their Chinese classes, particularly in Chinese 1 and Chinese 2. These activities effectively facilitated their Chinese language skills and made learning Chinese enjoyable. The activities included learning Chinese songs and dances, exploring authentic Chinese cultures, and even reading Ms. Kylie's dating profiles. The students appreciated the effort Ms. Kylie put into making the lessons fun and interactive and felt that these activities helped them stay engaged and motivated to continue learning Chinese.

Diana has been studying Chinese with Mr. Kylie for over three years. In reflecting on the learning experience as a Chinese heritage learner, she stated,

> She had us learn the little apple dance. We had to do it as a test and sing it, also when there are other songs that she has had us memorize and sing them to her for a test… I enjoyed it because it's something that's different from just the usual language class. When she puts on a song, it also makes people feel and enjoy it more. Even though the singing test was stressful, it was stressful to memorize and sing in front of other people, it was still nice because we all bonded over the stress, and that helped me practice my Chinese listening and speaking skills.

Diana mentioned that during her Chinese 1 and 2 classes, the teacher would often show Chinese movies, discuss Chinese culture, and incorporate various hands-on activities and experiences. She found these classes to be very interesting and engaging. Despite being in a multi-level classroom, the teacher still designed interesting activities and exercises, such as translating and creating her own sentences. Even though there was a lack of interaction in the classroom, she still greatly enjoyed learning Chinese with Ms. Kylie.

> I think the learning experience I had was quite good. Compared to other language

courses, our teacher is good at teaching us how to speak and learn through fun activities. A lot of my peers also have gotten a lot better at Chinese and it's just like a good language course in general.

Her comments and thoughts were echoed by other students. Caroline, who is also half Chinese and half white, was considered a Chinese heritage learner. She was in her last semester of high school and about to graduate. After taking the Chinese class with Ms. Kylie for 4 years, she claimed,

> We do an arts week where we don't necessarily learn any new content. It's just like the ideas that are supposed to be exposed to the culture. So, we did brush painting and calligraphy. Holding origami one day <laugh>. We celebrate sometimes around the holidays as well… It's just fun. It's a nice break sometimes. It's just supposed to be that we have fun in class and learn Chinese culture.

This echoed what the next student said about her learning experiences. Hannah was also a senior student who was about to graduate and was taking her last semester of Chinese class. She had also been studying Chinese with Ms. Kylie for four years as a non-heritage language learner and remarked that they had many interesting memories and learning experiences.

> I remember in Chinese 1 and Chinese 2, she brought some people in and we did some projects. Sometimes it would just be calligraphy. Sometimes it would just be origami, or it would be, someone brought in—I think it's called a, forgive me if I'm wrong—I think it's erhu, and just like different activities like that. I really enjoyed that because it taught me new things that I didn't know, and I didn't even know that instrument exists. It was also just a fun day in class, but it was educational. It was also really fun, so I think when we did activities like that. I remember it being more.

Emma agreed with the students above. Emma was also a senior student and took the Chinese class for her last semester. She has taken Chinese classes for four years straight. As a non-heritage language learner, she also had a good experience learning Chinese. She described,

> We had culture weeks where guests will come in and show us Chinese instruments or art or we got to try calligraphy. Someone also taught us, Tai Chi, I think. It was like two years ago, in both Chinese 1 and Chinese 2. It was very interesting, and I learned some Chinese instruments and art terms and culture.

Through my classroom observations over the semester, I noted one of the interesting classroom activities that students showed strong interest in and positive feelings towards. The class activity was to translate the teacher's dating profile where she made the learning content extremely funny and interesting. Students were very engaged and laughing while reading their teacher's dating demands of a man.

In the second interview, I asked each student participant about their reactions and thoughts about the activity of reading and translating the teacher's dating profile. Grant was a junior student learning Chinese as a non-heritage learner in Ms. Kylie's class. He declared,

> I really like that. It was funny and it was original. I really feel like I learned a lot there because we were reading her dating profile and writing on our own. It was hard, but it was interesting. I feel like I learned more than the regular stuff, so that was a good learning activity.

Caroline also found that funny. She answered,

> I thought that was funny. I think she jokes around a lot, especially about her age. She has this running joke that she's like 18 to 20, so it's very lighthearted. It was just a funny and silly joke, like all these really crazy demands, <laugh> the other profile had to meet all

standards. I think it was a nice activity, and after that, I wrote my profile to look for a pen pal.

After interviewing Ms. Kylie, she explained,

> I sometimes pretend to be very silly to make my students laugh because I think learning Chinese should be fun. You can see, they read my dating profile and laughed in the classroom, so I think they must have enjoyed that activity, and they had fun learning Chinese.

During my interviews with the students, I asked them about a culture-related project they worked on in their classroom. This project required students to do research on a topic of their choice or one assigned by the teacher and present their findings. Many students chose topics that they were not familiar with, such as Chinese Qi Pao, Chinese medicine, and the Chinese Civil War. They all expressed excitement about the project and how it motivated and inspired them to learn more about Chinese culture because they found it fascinating. Hannah shared,

> Actually, just earlier this year, she assigned us different topics and we did projects on them. My topic was traditional Chinese medicine and honestly, I had never even thought about it before. I didn't even know anything about it, so I did a little bit of research on it and I just found it really interesting that there are so many different science things, like medicine, in the Chinese world that I didn't even know about. I'm really glad I did this topic because it was super interesting. It just made me realize like, wow, like there's a lot I don't know. I think it would be really interesting to learn more about it.

Grant said,

> So, this year was when we did Chinese culture presentations. We got to choose the topic, and I remember I chose the Chinese civil war. And it was really interesting. I really liked

researching about that and how it affected the country, so I guess that was really fun. I would like to research more about it in the future.

Diana reported,

> When we do cultural projects, that's fun to do. She gave us a list of topics, and we got to choose one and then study about it, and then present it to the class. I did the Qi Pao dresses because my grandma sometimes when we're with her. She takes us to Qi Pao shops. They are also just beautiful, and I really enjoyed doing that project.

In addition to cultural projects in class, Ms. Kylie also organized field trips to local Chinese supermarkets, where students could practice speaking Chinese and immerse themselves in Chinese culture. According to Caroline,

> I would say one of the most fun experiences is when we did a field trip. My family used to go regularly, so it was fun to go on a field trip. We're experiencing Chinese culture and I could buy snacks even if we couldn't understand much Chinese. It's always very exciting and gratifying when you do understand something and the context clues make sense. I think at the time we were learning vocabulary related to shopping, so we used it quite a lot on the field trip. It was just like a fun thing we can do. There aren't as many field trips in high school, so it was fun to be able to.

Jenny described,

> I was in Chinese 1, and we went on a field trip to one of the Asian grocery stores. I just remember that it was a pretty big class at the time cuz it was a Chinese 1 class. I kind of remember us talking about it and learning vocabulary about food and ordering and things like that. It was just like a fun time in class as we were all kind of learning and talking about it and asking each other questions and talking about that and getting excited about

that field trip. It was a good time because being able to put the learning towards something and experiencing Chinese culture was a pretty good time.

This also corresponds to one of Ms. Kylie's teaching objectives because she believed that many of her students might not continue learning Chinese once they had completed the two-year language requirement, so she intended to get them to learn and understand as much of the Chinese culture as possible.

In addition to the aforementioned categories, the students also praised Ms. Kylie's effective management of workload and homework. All the students reported that they were able to complete the exercises and assignments in class, which reduced the amount of homework they had to do at home. This approach helped to alleviate their stress levels and allowed them to better focus on learning Chinese in class. The students expressed their appreciation for the reasonable workload and efficient learning system. Overall, Ms. Kylie's teaching style, classroom environment, cultural activities, and workload management were highly praised by her students.

Fiona was the president of the Chinese Language Association at the high school, regularly working with her teacher and organizing Chinese-related events at school. Based on classroom observation and the teacher's opinion, she had the highest Chinese language proficiency of any non-native Chinese learner and a very high level of motivation and interest in continuing to learn Chinese. Regarding the Chinese workload, Fiona stated,

> I think it's a good amount. We only get assigned a few things every day. Sometimes it seems like it's a lot, but I work through things pretty fast. If you have a good understanding of the curriculum, then it becomes pretty simple to do. It's all pretty similar since Chinese 1, so it's not confusing or anything. I think having a reasonable workload helped me a lot this semester, especially since I am about to graduate, so there are a lot of

things I need to finish.

Two other students also agreed with Fiona. Caroline confirmed,

> I think the workload is pretty reasonable. It doesn't require a lot of outside studies unless you aren't doing something in class. We basically don't ever have assigned homework. If you have anything to take home, it's your own choice. <laugh> You don't have to do anything outside of class. If there's more workload in this class, I don't really think I would take the class because I have a very heavy course load this semester.

Grant also confirmed,

> I feel like it's all right. We rarely get homework and if we do get homework, it's more like finishing what we did during the class. It's not like she never assigns homework. If you didn't finish the classwork, you get to do it at home. I would say that compared to my other classes, it's one of the classes where you don't have to do as much work or homework outside of the class in general, which is pretty nice.

Addison, a Chinese heritage language learner, studied Chinese in elementary school, so she has a very advanced Chinese proficiency level. She confirmed, “I find it manageable, and she doesn't assign a lot of work. It's nice to be able to do it in class and be able to ask questions if I need to.”

This was also supported by my classroom observations, where students were able to complete all their homework in class. Some students would also finish their Chinese assignments early and use the remaining time to complete assignments for other classes.

The students regarded Ms. Kylie as an experienced, passionate, and humorous teacher. They spoke highly of her many years of teaching experience and her entertaining personality. Some students found her way of speaking English and her interaction with the students to be very amusing, often resulting in laughter in the classroom. As a result, learning Chinese in Ms.

Kylie's class was not only educational but also enjoyable. Grant commented, “I feel like Kylie Laoshi is very experienced. I know she is funny during class. I feel like she's a great teacher to engage us.”

“Kylie Laoshi makes things really fun, and it's a fun class. It's a fun learning environment. She's also very passionate about what she does,” according to Hannah.

Jenny shared,

> She is very invested in what she does. She puts a lot of time into helping out the students that are really struggling, especially when I was in Chinese one and two. She tried really hard to help the students that were struggling. She could tell that they weren't going to continue learning Chinese; it was just for the language requirement, but she still tried her best to keep her students.

Diana said, “She is a fun teacher. Her personality really helps a lot of students to continue to want to take Chinese. She's sometimes very dramatic and that’s funny.” Addison also commented, “I feel she's very passionate about teaching us about China, Chinese, and Chinese culture. That influenced me a lot to keep learning Chinese.”

Through my conversation and interview with the teacher, Ms. Kylie revealed,

> Many people think that I have been teaching for so many years that I don't have to prepare for lessons, but every year the pace and student level are different, especially for this multi-level combined classroom; I need to spend extra time to plan my lessons. I often finish all my lesson preparation the night before I teach, and the structure of the two schools is not the same, so I often work very late after teaching. There were many times when other teachers came to my classroom and asked me, "Why are you still working? It's already 7 or 8 pm." However, I felt that I loved my job so much that I couldn't treat

my students poorly, lie to them, and be unprepared.

Her passion for teaching influenced students' learning motivation because her students expressed that they appreciate the passion Ms. Kylie has for her job. It makes them feel a sense of responsibility to continue learning Chinese so as not to let their teacher down. Ms. Kylie's fun personality, dedication, and passion for her profession motivated the students to have a positive attitude toward continuing to learn Chinese.

Ms. Kylie's unique teaching style and strategy varied between Chinese 1 and 2 and Chinese 3 and 4 due to the special multi-level combined classroom, and it also had an impact on students' motivation to learn Chinese. Students provided feedback on how Kylie's teaching style affected their motivation differently across the different levels of Chinese courses. According to Diana,

> She talks to us mostly only in Chinese, so it also helps us learn more. When she's talking to us in Chinese, it's like 80% of the time. And then maybe when we don't understand her, she'll say something in English to lead us to what she's trying to say. For Chinese 1 students, I think she speaks 50/50. Sometimes she also says terms that we don't understand, and she explains them and helps us learn more.

Emma said,

> Her teaching style was very chaotic but in a good way. I never really knew what was going on until we actually started doing it. As we got better at Chinese, she would give more and more of the instructions in Chinese. I think that was good.

Jenny shared,

> I had a good time with the teacher, the way that we learn is pretty much building upon what we already know… in general, I like the couple of 15- 20 minutes at the beginning

of class that I had to have a conversation with the teacher, and I really enjoy that and kind of just the speaking part… I definitely feel lucky that I am able to talk with the teacher.

Hannah said,

> I think Kylie Laoshi does an amazing job. I think she's a great teacher. It's definitely a hard language to learn, but she breaks things down very, very well in a way that it's really helped me to be able to understand it a lot better, whereas if I had a different teacher, I think I'd be struggling a lot more. Sometimes she breaks things down for us, and I can see it on paper, like being explained to me, but sometimes it doesn't click. Sometimes I need someone to actually say it right in front of me, and then I'm like, oh, okay, that makes more sense, or whenever she gives examples and I think that helps a lot more… I think she is very clear and explains things thoroughly. If we don't understand her instructions at first, she does a good job of doing her best to explain it and re-explain it. I think she just does a good job.

Throughout this time, Ivy was continually impressed with Ms. Kylie's unique teaching style and methods, which she believed had helped her to improve her proficiency in Chinese gradually. She asserted,

> She really pushed us. Sometimes I feel that I'm not very good. But then I'll do well on the tests. She definitely pushes us and tries to get us to be the best that we can be. She wants us to work hard and she kind of influences my learning motivation. I would say the Chinese language is very difficult, but in the end, Kylie Laoshi makes it easier. She just makes it enjoyable and then tries to make it as easy as possible for us to learn it. Although we do self-study most of the time, she'll still briefly talk about some words or some content before we head out to the hallway. And she would also go over specific

characters or phrases that are important for that day.

When reflecting on their experience in Chinese 1 and 2, all students noted that it was the best period to learn Chinese due to the ample interaction with the teacher. The teacher spent most of the time in class teaching, creating a favorable learning atmosphere. Regarding the teacher's teaching style and the fact that the classrooms were multi-level combined, Jenny indicated,

> I know she was really busy going between the two high schools and having a lot of students to handle. But you know, we still had some fun learning experiences and did fun activities.

Grant also shared,

> If you're in the classroom, you're more motivated to do work, so like I understand how we have to self-study, but it is not that bad because she was there physically, and you could ask questions. She also assigned some interesting exercises and culture-related projects for us to do.

The students demonstrated an understanding of the teacher's situation of teaching at two schools and having to handle a large number of students in a multi-level combined Chinese course, even though it was not ideal. Their acceptance of the situation was influenced by the rapport and relationship they had with the teacher, which was characterized by mutual respect, understanding, and caring, as observed in the classroom and discussed in the interviews with the participants. On Valentine's Day, the students got Kylie Laoshi a bunch of flowers, and they took pictures together, and the teacher was very happy. They [appeared to] have a very good teacher-student relationship.

The following comments are how her students describe their relationship with the teacher. Diana said,

> She's a very fun person, and I enjoy it when she teaches us a lot more than some other teachers. She's kind of like a friend to all of us and she's understanding of us too. I like it because it's also like she's bonding with us. When we visited Taiwan, we also met with Kylie Laoshi and her mom.

Hannah shared,

> Valentine's Day was a really good memory. I really love her and I am glad that we could show how much we appreciate her cause she is really an amazing teacher and I think she really cares about us and likes what she does.

Fiona stated,

> It was just fun talking with her still because I like gossiping with her. I just feel like she's bonding with us. I guess we know a lot about her personality because some teachers are kind of closed off and they separate where they are at school completely, and she knows a lot about us.

At the end of the semester, Ms. Kylie decided to retire to Taiwan and take care of her mom because of her mom's health issues. Unfortunately, this left her students without a Chinese teacher for the last few weeks. When asked about Ms. Kylie's absence, the students expressed their deep longing for her return. Their motivation to learn Chinese significantly declined, and they found themselves directionless without her guidance. During class time, they only engaged in online Chinese exercises. One student even had to switch to another language class due to scheduling conflicts. Although a substitute Chinese teacher was brought in for the last two weeks, the students still missed Ms. Kylie's presence. They, however, understood and sympathized with her family situation.

According to the teacher's interview, she returned to the United States before the end of

the semester to pack up her belongings. She visited her students in class to say goodbye to them before departing. She explained,

> I often feel bad and guilty for my students because I cannot spend too much time teaching them in class. When I told them that this was my last day before I retire, we (Chinese 3 & 4 students) all cried and hugged together because it was just so sad and emotional. Later on, one student sent me an email that he was thankful to have me as his teacher and he was very sad that I had to leave. I was also impressed that we had such a close relationship.

During Ms. Kylie's time as a teacher, six out of 10 students, comprising both Chinese heritage language learners and non-heritage language learners, stated that one reason for their continued study of Chinese was the ease of the course due to their proficiency in the language and her grading standards. Fiona said, "She's been pretty lenient with us and so if we make a few mistakes during the test, she's okay with it and she lets us get full points for it because she knows we're trying." Caroline shared, "It was part of it because I thought it'd be a little bit easier. Since I had some knowledge of it already, I guess it just interested me. I could use it more than any other language." Diana also shared, "Chinese is one of my easier classes, so it's also almost like a break. I am kind of good at memorizing things, so it's not difficult to learn new words. It comes to me faster and learning this stuff."

Bella had been studying Chinese under Ms. Kylie's guidance for only a year. As a Chinese heritage language learner, she spoke Chinese fairly well at home with her Chinese-Thai mother. She passed the Chinese placement test, which allowed her to skip Chinese 1 and Chinese 2 and start directly in her third year of Chinese. Considering the course's level of difficulty, she figured,

> I don't think it's too difficult. I think it's probably just the right amount. The class itself isn't hard, so it is an easy class for me. Kylie Laoshi told me to take another placement test to skip Chinese 4 after this semester.

The students also mentioned that they were familiar with the format of the Chinese tests, which helped them establish a routine, contributing to their perception of the tests being less difficult. Based on classroom observations, the teacher did not strictly grade the oral tests, as she provided reminders to students while reciting the text and awarded full points as long as they completed the recitation. Overall, most students found the course to be relatively easy, and the teacher's lenient grading policy resulted in good grades for the students, which motivated them to continue studying Chinese.

This case study stands out due to its unique and distinct features, including a multi-level combined Chinese classroom structure and the student's primary reliance on self-study for learning Chinese. Additionally, Chinese is a less commonly taught language in the United States, especially in the southwestern states, where few students choose to continue studying Chinese after fulfilling their language requirements. However, in this study, 10 high school students persisted in their Chinese language learning despite various challenges. The teacher played a crucial role in motivating them to continue by creating enjoyable and effective learning activities, culturally relevant projects, reasonable workloads, and easy assessments. Moreover, her passion for teaching and her humorous personality subconsciously influenced her students, resulting in a positive and close teacher-student relationship. Her unique teaching style and curriculum design served as strong motivators for students to continue learning the Chinese language and culture.

Love of the Chinese Language and Culture

Love for the Chinese language and culture is a critical motivator for continuing to learn Chinese among the student participants. Learners who are interested in Asian/Chinese culture and enjoy learning the language are particularly motivated by this factor. Almost all the students in this study expressed a keen interest in Chinese and Asian culture, including food, music, history, and movies. After two to three years of studying Chinese, they had gained a basic understanding of Chinese culture, but they were eager to learn more due to its fascinating and profound nature. Moreover, there are many other aspects of Chinese culture that they have yet to explore, which further motivates them to continue enrolling in Chinese classes.

I was fortunate to observe and join the students and teacher in celebrating Chinese New Year during my classroom observation. The following excerpt is pulled from my classroom observation notes,

> When it was Chinese New Year, the teacher showed a couple of videos of the Chinese New Year celebration, writing "福 （blessing）" "寿 （longevity）" and "春 （spring）" on a red piece of paper. The teacher also introduced how Northerners and Southerners celebrate Chinese New Year differently and played Chinese music. This is also a major motivation that influences students to continue learning Chinese. Almost all the students expressed that they are very interested in Chinese and Asian cultures. After two to three years of Chinese language learning, they have a basic understanding of Chinese culture, but they want to learn more about it because the culture is very interesting and profound, and there are so many other Chinese cultural aspects that they do not know about, which motivates them to continue to enroll in Chinese classes. The teacher was thoughtful and prepared red envelopes for each student and taught the students to say New Year's greetings. Each student lined up to say New Year's wishes to

> the teacher in order to receive the red envelope. Students were hooked on the Chinese New Year culture and showed a strong interest in learning Chinese culture. Students' participation and engagement were very high, and they enjoyed learning Chinese culture and were motivated to know more about it (February 1, 2022).

During the spring semester of 2022, Ms. Kylie introduced the Winter Olympics and Paralympics in one of her lessons, as China was hosting the event. Although the students admitted that they were not very interested in sports, they were aware of the games. However, they did show enthusiasm toward the sport of figure skating and even shared a video of their favorite skater with the teacher. This highlights the students' interest in Chinese culture and international events in China. They also explore Chinese culture independently outside of class. Interestingly, half of the students knew about the mascot of this year's Beijing Winter Olympics, the ice dun, and expressed eagerness to own one. By interviewing the teacher, she explained**,**

> Whenever I have time, I will try to find Chinese movies, videos, and music to show students because they like to learn about Chinese culture and are curious about it. I try to design culture-related projects and class activities to let them know more about Chinese culture.

Several interview questions addressed students' perceptions of Chinese culture and their interest in learning about it with all of them showing great interest and motivation. Grant said, "I think learning about Chinese culture is one of my goals. I personally like learning about the culture a lot and it's probably my favorite thing about the class. So I think that's the main goal." Other students also shared this sentiment, as they believed that learning about Chinese culture would broaden their horizons, assist them in learning the Chinese language, and encourage them to think from different perspectives. Bella said, "Chinese culture is obviously interesting, and the

things and the way people live, which is very different over here… I like the class because I can learn more about the culture and stuff like that." Addison shared,

> I like pretty much all Chinese cultures, food, movies, and family. I like to listen to Chinese music… I think one lesson was kind of teaching us about different cultural buildings in China. I think it's the temple to heaven, so I thought that was interesting. We learned about the different places."

Jenny reported,

> I want to broaden my horizons. With learning about different cultures and stuff. I'm interested in what I've learned so far. What my teacher tells us, what we kind of talk about in class interests me. As I said, I enjoy learning about other cultures. I enjoy absorbing that information and learning about other groups that I don't know about that I'm not a part of… I really like Chinese music. I don't know how music works. I just like listening to Spotify-made Chinese pop music while I am working. It is a nice way to engage with the Chinese language and culture.

A few of the students, both Chinese heritage language learners, and non-heritage language learners expressed their love for Chinese music, describing it as very emotional and different from popular music in the United States. Bella also shared that she and her mother watched *The Voice of China* together and had a favorite singer whose music they listened to frequently. Diana mentioned her love for Chinese food and her enjoyment of cooking Asian cuisine at home. Ms. Kylie introduced and celebrated every Chinese holiday, bringing in homemade Chinese food such as rice cakes, moon cakes, dumplings, and preserved eggs. These cultural experiences and activities inspired and motivated the students to continue learning about Chinese culture.

One of the main factors that sustained the students' motivation to learn Chinese was their enjoyment of the language. During interviews about their motivation, eight out of 10 students expressed that they found learning Chinese to be an enjoyable and interesting experience overall. They described the language as fascinating and appreciated the challenges that came with learning Chinese characters and mastering pronunciation. As a result, they were highly motivated to continue their studies and did not want to give up the opportunity to further explore the language. Chinese-heritage learners confirmed this. According to Caroline, “I took Chinese because I enjoyed it, and it has been fun. There was nothing that made me want to drop the class. I didn't see why I should stop taking it.” Diana stated,

> I enjoyed taking the class a lot and enjoyed learning the Chinese language. It is one of my favorite classes over here. I don't think if I took other languages, I would be as enthusiastic about it because I just like learning this language.

Bella said, “I like learning this language. That is what motivates me to continue.”

This enjoyment and the experience of learning Chinese also resonated with non-heritage language learners. Emma perceived,

> I do enjoy learning Chinese because it is fun, and I’ve just really liked languages. And I just really like Chinese, especially since I'm normally dyslexic, but I'm not dyslexic when I'm reading Chinese, which is really nice to not have the words move on me.

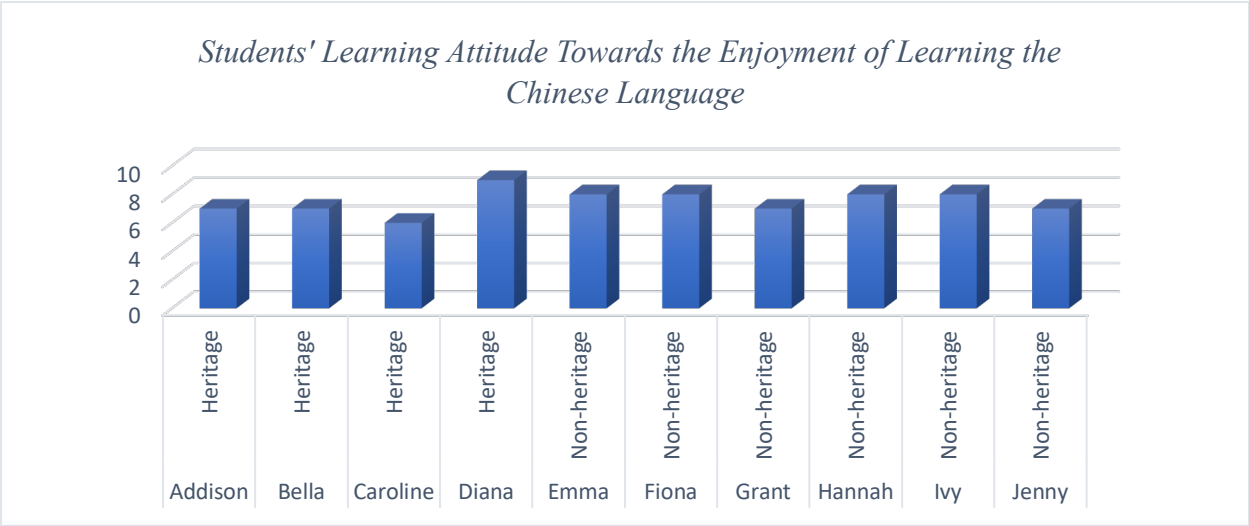
Fiona acknowledged, “I found that I really liked learning it. I thought it was just like a pretty language to learn and I thought it was interesting. I continued because I like Chinese.” Jenny reported, “Learning Chinese is just something I’ve pretty consistently enjoyed throughout high school because I have fun with it, and it is interesting to learn. It is something fun and something I enjoy.” Ivy stated, “I really loved the class. Like I loved learning Chinese. I know I would

continue it because I enjoy learning it."

In addition to expressing their love for the Chinese language and enjoyment of learning Chinese in their interview responses, their positive attitude towards learning Chinese was also observed in the classroom. For example, during a classroom exercise on Chinese characters with radicals, the students were presented with the challenging task of completing radicals with the correct Chinese characters. Despite finding the assignment very difficult and struggling to complete it independently, they remained motivated and engaged through their review, class discussion, and the teacher's help. Many students reported that they enjoyed the learning process and felt a sense of accomplishment upon completion. Their positive attitude towards the challenge of learning the Chinese language and solving language puzzles indicates a sustained motivation to continue learning and improving their skills.

The students' positive language learning attitude can be attributed to their intrinsic motivation and enjoyment of the learning process. When asked to rate their attitude towards learning on a scale of 1-10, all 10 students indicated a positive attitude towards learning Chinese. Figure 1 reports their responses and highlights the relationship between their enjoyment of learning and their positive attitude toward the Chinese language.

Figure 1



According to Figure 1, the students' high enjoyment of learning Chinese resulted in a correspondingly high learning attitude. This positive attitude towards learning can strengthen students' motivation to continue improving their language skills.

Personal Development and Advancement

Personal development and advancement refer to the motivation of continuing to learn Chinese supporting the learners' college and career plans, and their progress in language proficiency, confidence, and linguistic goals. Personal development is a process that lasts a lifetime. It is a means for people to evaluate their abilities and traits, think about their life goals, and create objectives in order to maximize and realize their potential. Students considered there was a correlation between their college and career plans and the decision to continue learning the Chinese language. Personal advancement is progress in jobs or social positions. Some students indicated that continuing to learn Chinese would improve their future competitiveness in the job market for varying reasons. Their Chinese language proficiency has been improving and their language confidence has been increasing while continuing to learn Chinese, which is an extremely positive motivation. Moreover, several students indicated they already had clear goals for their Chinese language learning which motivated them to continue learning Chinese until

they reached their goals.

Some students pointed out that continuing to learn Chinese may help their future career development. Bella stated,

> If I were to get a job or something, I know it'd probably be more helpful to know Chinese. It gives me a better advantage over my competition. And then also it looks good on resumes… There was one teacher I had. She was like a science teacher. In the past, I thought about maybe becoming a lawyer and stuff, and she told me that she had a friend who was a patent lawyer. He was bilingual and so he knew a lot of languages and stuff. So it got him better jobs, made him more money and stuff, so that kind of influenced me a bit.

Ivy stated,

> Being able to tell someone that I'm bilingual or I've been learning Chinese for this long, they'll maybe like that will set me apart just cuz of my dedication to becoming bilingual and then job opportunities as well. It's gonna look really good on resumes. The fact that you can speak a foreign language.

Caroline shared,

> I actually want to be a pilot. My ultimate goal is to fly internationally, so I always thought it would be cool to fly between Asia and the United States. If I were to be able to say that I was fluent in Chinese, that would be good for them to hire me then.

Grant reported,

> I thought that it could help me in the future, so I know that Chinese 1 is the basics and all that stuff. I wanted to have more than just the basics. Since I already know Spanish and English, if I had Chinese then that'll help a lot with a specific career, so I think that's one

> of the main motivations. I also think because it's one of the most popular languages in the world, I thought it'd be interesting.

Other students associated continuing to learn Chinese with their potential college major. Emma said, “I'm planning to study cultural and linguistic anthropology in college to help ambassadors. China is pretty big on the political stage right now. So, I think knowing Chinese would be useful for that.”

Hannah shared,

> I know I wanna major in international business. But whenever I go out of college, I don't know exactly what that job is gonna look like yet, but I still just picture myself, like I got all business. Chinese can really play a huge role in this.

Grant stated,

> I wanna study political science in college, so I think that if I go into international relations, it could help me a lot because I know that China and the US have a lot of trade agreements. I mean China and the US are probably the two biggest countries in terms of economy and influence. So, I feel like if I do know Chinese or in this case Mandarin, it could help me, maybe speak with people who also know Chinese, especially international relations.

More students decided to minor in Chinese or continue learning Chinese in college, so they wanted to take four years of Chinese in high school and prepare for learning Chinese in college. Ivy said, “I got a scholarship where I'm supposed to demonstrate proficiency in a modern language from a global engagement fellowship. I would probably minor in Chinese in college, so I just want to continue learning Chinese.” Diana stated, “I think I might want to continue learning in college. I am going to try and enroll at a local university next semester to

learn Chinese."

In addition, another sustained motivation for learning Chinese was that students were experiencing progress in their Chinese language proficiency and gaining confidence, which gave them a sense of achievement. This is because learning achievement is a powerful motivator for language learning. The last question in the first interview was to ask the students to complete a sentence "I feel motivated to learn Chinese when_____." Bella responded,

> I feel motivated to learn Chinese when I'm doing well and like I can talk with other people and I'm not making mistakes; when I can read things really well because I feel like it just makes me happier, I guess, that I can read it.

Addison stated,

> I feel motivated to learn Chinese when I've seen improvement. My mom says it seems that helped me. I guess when I'm able to talk to my parents and relatives and stuff like that and I think it's very motivating to see growth. So, when I find that I'm talking more in Chinese rather than English, I feel really motivated. I feel happy about that.

Jenny responded,

> I feel motivated to learn Chinese when I realize that I'm improving. It makes me wanna learn more and so kind of having moments where it's like, oh, I totally understood that. It feels like, you know, I wanna move on. I wanna learn more. I wanna kinda add to that… I definitely feel motivated to learn Chinese when something clicks for me and I kind of get the moment where I'm like, oh, I understood that oh, I could read that. It's kind of just having the moment of like, oh, I understood more than I thought I did.

Ivy also shared, "I feel motivated to learn Chinese when I feel like I understand the material in class, and I feel I am doing well."

The students also revealed that their increased confidence in Chinese proficiency has motivated them to continue learning Chinese. Diana reported, “Sometimes when people compliment my language skills, that motivates me to want to learn more and helps me to become confident when I speak Chinese.” Fiona stated,

> I think having confidence in Chinese definitely helps my motivation. I think if I wasn't confident, then I wouldn't wanna continue or be scared to continue, but I feel like I've become a lot better with those skills and I would like just to keep improving.

In relation to students' Chinese confidence level, students were also asked in the second interview about their confidence in Chinese listening, speaking, reading, and writing. They were expected to make a self-rating of their confidence in Chinese listening, speaking, reading, and writing on a scale of 1 to 10. Figure 2 provides the detailed information based on the responses from the students.

Figure 2

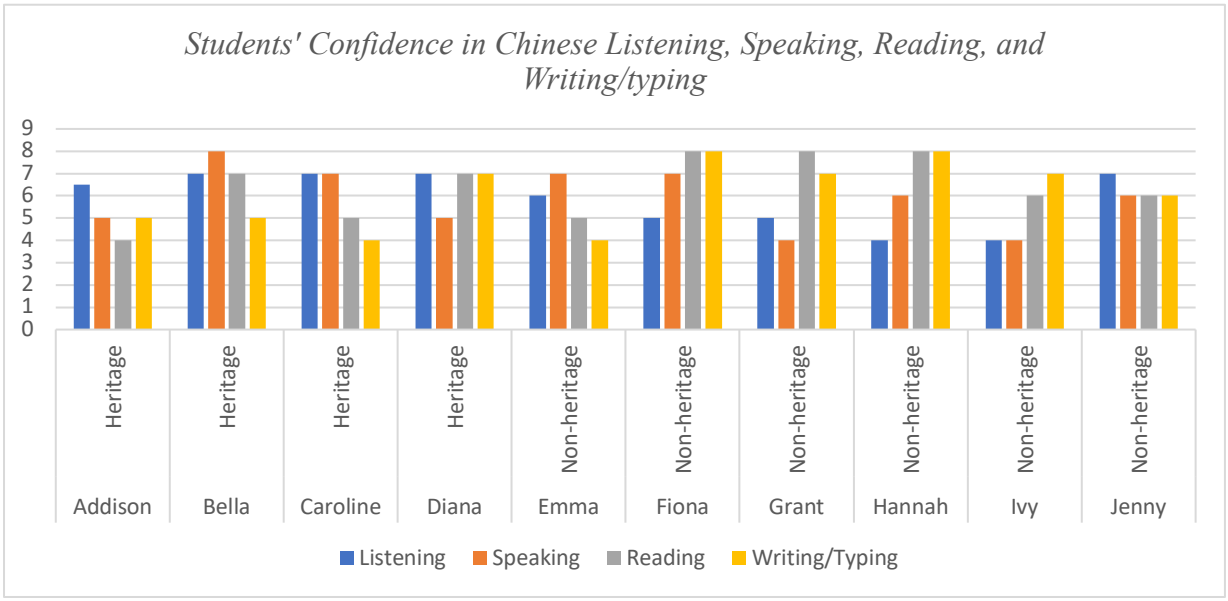


Figure 2 shows that students had a relatively high level of confidence in their Chinese language skills, which motivated them to continue learning. This self-confidence in the Chinese language is a key factor in the sustained motivation for learning Chinese.

The majority of students, nine out of 10, reported having clear linguistic goals that motivated them to continue learning Chinese, including increasing their knowledge of Chinese, achieving fluency in Chinese, and becoming bilingual or multilingual. Despite the possibility of taking many years to reach their goals, these aspirations remained a strong motivation for them to persist in their Chinese language learning. Ivy stated, “I want to become fluent and proficient in Chinese which is why I want to continue learning Chinese and have more knowledge of it.” Hannah said,

> I really truly do hope that one day I'll be fluent in the language. Yeah. It might be far from now, but hopefully, I can just sit down with someone and completely talk to them in Chinese or I can read a book that was completely in Chinese.

Emma stated, “I'm pretty passionate. I think if there was any other of my languages that I really wanted to work to be fluent at, it'd probably be Chinese.” Ivy reported, “I'm pretty determined to learn Chinese. I would really like to be fluent at some point. Since I've stuck with it for four years, I feel like I'm fairly likely to continue until I'm fluent.” Bella reported, “I really want to speak more fluently and gain more vocabulary.” Addison said, “I wanna be fluent in Chinese rather than meet the requirement, so I'm really focusing on being, just like having a conversation and understanding everything.” According to Diana “I still want to learn how to be bilingual or multilingual in another language. So that's not just English. I want to learn how to speak better and be able to speak it proficiently in the future.”

The desire to achieve their goals through continued Chinese language learning is a goal-directed behavior that contributes to sustained motivation for learning. This helps explain why these students choose to persist in their study of Chinese.

Utility

The motivation for continuing to learn Chinese is also driven by its utility, as learners can apply the language in various real-life contexts such as traveling, working, studying in China, and communicating with Chinese speakers. This utility aspect of the language is a crucial and sustained motivational factor in Chinese language learning. All students reported that they learned Chinese with the purpose of using it in their daily lives. The textbook they used covered daily life topics, which they found enjoyable. Despite being in a self-study mode with minimal teacher interaction, they still practiced speaking Chinese with their peers in the hallway, as observed in the classroom. The seventh unit of their textbook covered traveling, which they found particularly interesting and often led to conversations and discussions about traveling and studying in China. As noted in my classroom observation field notes,

> The class theme was traveling. The textbook talked about different landmarks in China and the teacher showed students pictures and videos of them. Students showed a strong interest and engagement in learning the content. They were also talking about how they wanted to travel to China and see them in person. Some students were taking notes and pictures of the videos they watched. They had a short writing assignment that was to pick one place in China they are interested in traveling to and why they want to travel to the place. Students were discussing it with their peers with excitement in and after class.

Hannah commented on the topic of this unit as well,

> I think the last unit we kind of talked about is talking about travel. It was basically kind

> of talking about a character traveling to different places in China. I thought it was cool. That made me want to visit different areas in China, which motivated me to learn Chinese.

After conducting two interviews with the students, it was found that 80% of the students expressed their desire to continue learning Chinese because they had plans to travel, study, or work in China. They believed that continuing to learn Chinese would provide them with the practical knowledge necessary for different contextual situations they may encounter in the future. Some students also expressed their preparation to study the Chinese language in China to fully immerse themselves in the Chinese-speaking environment and culture. Emma stated, "The biggest motivation is probably that I want to go to China next year. I was selected to go to China to study abroad for a year through a state program, so I have been planning to do it."

Ivy reported,

> I want to do a semester or like a year abroad in college, like do total immersion. When I go to China, I wanna be very proficient in the language so it'll make it easier for me to study, and travel around China, just connect with people and just everything there more.

Hannah said, "I wanna study abroad in China in college and maybe travel to China." One student expressed her desire to continue learning Chinese to improve her language skills and possibly work in China in the future. Hannah said,

> I hope that there's one day in my career when I can stand confidently and work for the company that I'm working for. You know, being in China and doing business in China. I feel extremely motivated when I think about it.

Other students who had never been to China before expressed a strong desire to travel to China. They had learned about Chinese landmarks, history, and other traditions, which sparked

their fascination and curiosity for a future trip to China. As a result, they decided to continue learning Chinese in preparation for their trip, as they believed that having some proficiency in the language would enhance their overall travel experience. Grant stated,

> I know China has a lot of big cities that you can discover, and you can travel to and has a lot of things that are really interesting. If I go to China one day, it'd be a nice experience. I like to travel; I think that's pretty much the main reason for me. And I haven't been to Asia, I would like to go there one day.

Jenny stated,

> We've been learning a lot with travel in the past few years, which I think is really helpful if you go to China one day, like travel vocabulary and phrases for asking directions. I think that's been pretty interesting as well as applicable. I would like to travel to China because I enjoy traveling, and I have some knowledge of traveling abroad.

Some Chinese heritage language learners who have already been to China also had a strong intention and interest to travel to China because they wanted to use Chinese on their trip. Bella shared,

> I visited China before, and I think it probably helped a little, getting to see the country and stuff and being surrounded by the language, it definitely helped. I wanna see more things there and like going to Beijing and Shanghai. If I went there, I'd want to know, speak more, and do more stuff like that.

Addison said, “I wanna go to China one day. Once Covid is over, my mom wants to take me to China. I want to learn more Chinese so I can use it on my trip.” Diana stated,

> I think I want to go to China again because, since I did it when I was so little, I don't really remember too much. I would also like to speak Chinese when I travel there. Since

> we learned about traveling to China, it's nice to know about some of the terms, like landmarks in China.

The opportunity to communicate with native Chinese speakers through pen pals was highly valued and appreciated by the students, which served as a way to learn Chinese outside of the classroom. Ms. Kylie helped them establish connections with native Chinese speakers in China through WeChat, the most common online application for communication. They usually communicated by typing messages and this helped the students to actively look up things they didn't understand, which helped improve their language skills. Therefore, communication with native Chinese speakers was another key and realistic motivation for them to continue learning Chinese. Jenny stated, “It definitely motivates me to continue learning more when I talk to Chinese speakers. I think it's just something that is interesting and kind of a fun way to engage with different people and like learning about their culture.”

Some students also realized that using Chinese in conversation was much more interesting and useful than just reading the text. Hence, whenever they learn some practical topics, they pay more attention to them. Caroline reported,

> Primarily, just because it felt like I could use Chinese in a conversation. There were some units this year we talked about the weather or about learning how to order food or something like that. So, things that felt like they could be useful in everyday life. Besides just meeting people for the first time, I can use Chinese to communicate. More recently we've been including journal-type entries or emails or something like that, so I feel like, I mean, at this time that's more realistic if I'm going to communicate with Chinese speakers. We also had pen pals, so this felt useful in making friends and actually talking to Chinese speakers.

Ivy shared,

> I found one of the lessons interesting because it was more like a conversation in that class, like using some of the things we are learning to talk with Chinese speakers. I think learning something you can actually use is interesting… I want to have a conversation with the Chinese speakers.

Diana was not proficient in Chinese when she first visited China and relied heavily on her mother for communication. However, after years of learning the language, she expressed her desire to converse with Chinese speakers independently. With her improved Chinese skills, she even made some new friends. She stated,

> When we went to China a long time ago, I didn't speak any Chinese because I was little, but I saw my mom always doing it, like in the restaurants, in the streets. My grandparents talked with her, so I never understood what they were saying, but I wanted to know how to speak with Chinese speakers. I would also want to try speaking to people or testing my language skills… When we're at restaurants, they're just like when we were in Taiwan or mainland China, people are speaking to us and I wanted to speak back to them or it feels gratifying sometimes when you speak to them and they understand you. That's how I like to meet a lot of my Asian friends. I have a lot of Chinese friends, too. So, it's fun to talk to them in Chinese. There was once we got to be together for all three days and like all of them are Chinese, so we would sometimes speak Chinese to each other. It was very fun.

Some students have expressed that they are continuing to learn Chinese in order to communicate with their Chinese or Asian friends and relatives who are able to speak the language. By doing so, they hope to deepen their understanding of the language and culture and build stronger relationships with those who are important to them. Bella said,

> Continuing to learn Chinese will help me like being able to communicate with other Chinese people, and I feel like it's more, you can use it. And you can actually communicate and do more things with it rather than culture. I remember I was with some Chinese friends and we would speak Chinese to each other, go to class, have fun there, and just do stuff. We will sometimes mainly speak Chinese if we don't want other people to know what we are talking about.

Emma said,

> My aunt is Chinese. She got very excited a couple of years ago when I said I would like to start learning Chinese and she tried to teach me stuff. I didn't really know enough to be able to communicate with her, so I just think it would be nice to be able to talk to her. She really lit up when my cousin's girlfriend could speak Chinese. She was really excited. I just think it'd be sweet to be able to make her excited too and communicate with her in Chinese.

Peer Influence

Peer influence can play a significant role in motivating students to continue learning Chinese, as their peers' decisions, help, and support can have a strong impact. As important interpersonal relationships, peers can consciously influence the decisions that students make in their lives. Analysis of the data collected revealed that the decisions and suggestions of peers, as well as their personal relationships, were powerful motivators for students to continue learning Chinese. Many of the student participants had known their classmates for more than two years, having gone through Chinese 1 and Chinese 2 together, and had developed strong relationships. Some even became good friends outside of class, and this growing friendship served as motivation for some students to continue learning Chinese. Ivy said,

> Since we all decided to start taking Chinese, a group of us got really close and we hung out a lot just outside of school too. Although a few of them quit, many of us are still going. So that's like knowing that we're there to help each other if we're stuck or if we need to rant about it. We're there to talk to each other. During the semester, we all kind of like helping each other out and just sort of help each other stay motivated or at least not quit.

During my classroom observation over the course of a semester, I found that many students in the Chinese class had known each other for a long time and had taken several classes together. As a result, they developed strong relationships and knew each other well. In fact, when I asked the students about their familiarity with each other, most of them responded that they were in many other classes together as well, which contributed to their close-knit community. These observations suggest that the social dynamics and relationships among students in the class played an important role in their motivation to continue learning Chinese. I captured the following observation in my classroom observation field notes,

> Since students in Chinese 3 and 4 mostly did self-study, they always went to the hallway once the teacher assigned the homework or exercises to them. I found that they really enjoy having each other and learning Chinese together. They always did exercises in class together and made sure everyone was on the same pace. When they had questions, they discussed them with each other and checked the textbook. They seem very confident in doing the exercises together in a group. They have been friends and study buddies for over two years, so they were very close to each other. Sometimes when they had to learn Chinese songs, they worked together as a group, reading and translating the lyrics, and singing the songs while watching the music videos. They also had a Chinese organization

where they came together every week during lunchtime to practice speaking Chinese and watch Chinese movies (May 7, 2022).

In addition to the close relationships formed among the Chinese 1 and 2 students, the fact that few Chinese 3 and 4 students were all self-studying in class brought them closer as a group. The self-study mode required them to work together and discuss in class, which helped them establish good communication and interaction with one another. Furthermore, heritage and non-heritage Chinese language learners were placed in the same class and worked on the same homework and exercises. As a result, students who had better Chinese language skills often helped their classmates who were at a lower level of language proficiency. This positive relationship of helping each other in the classroom created a partnership of mutual encouragement, support, and collaboration. These observations suggest that the classroom structure and mode of learning also contributed to the social dynamics and relationships among the students, further enhancing their motivation to continue learning Chinese.

Ms. Kylie, the teacher who had been teaching the students for years, offered highly convincing comments based on her accumulated observations and communication with the Chinese 3 and 4 students. She reported,

> Students in Chinese 3 and 4 are like a close group. They always try to help each other and encourage each other to continue because they have learned Chinese for more than three years. They became friends and every time I assign them homework, they go out to the hallway and study together. One of the students is a little bit struggling, but they always help him finish his homework and exercises. I am really happy to see them working together and supporting each other. I feel like I don't need to push them to learn most of the time. Whenever they have questions, they will ask each other before asking me. I am

glad to see they formed the learning group by themselves.

The students in the Chinese 3 and 4 classes demonstrated a high degree of autonomy and partnership, which enabled them to successfully navigate the self-learning mode. They not only understood and accepted this mode of learning, but also found it beneficial as they could learn, help, and support each other. One of the interview questions focused on their perceptions of their peers continuing to learn Chinese. Emma stated,

> I was sort of worried that no one I knew would be in it, especially because I took a year off. But knowing that Caroline would be in the class made me want to take it more. I only joined Chinese 3 because I knew that Caroline would be doing it and we were in the same Chinese 1 and 2 classes. I think if no one that I knew was going to keep learning, I probably wouldn't have.

Hannah stated,

> I think ultimately having a good setup around me like people having good surroundings. I really like the people in Chinese 3 and 4 and the peers that I have really helped me. I mean we've made it work and I still feel like I have a community with Chinese 3 and 4.

Ivy shared, “The people in the class are what kept me going. I definitely think friends continuing makes me want to continue as well because it's always nice to have a friend in the class.”

Other students in the Chinese 3 and 4 classes emphasized the significance of their peers in keeping them motivated to continue learning Chinese. They reported that learning Chinese together was an enjoyable experience and that the supportive learning environment and community among them contributed to this positive experience. As a result, they did not feel bored or challenged while studying in this context. Diana stated,

> I enjoy being with my friends in the class. They're also more similar and have similar

interests as I do. We are close friends with my peers. It's nice to be around the people that I enjoy being with. I think I had fun because I like all the people around me which motivate me to continue taking the Chinese class. I think they influenced me a lot through motivation.

Fiona said,

> The classmates that we've stuck with for the past four years really helped us stay through it because the students in the class made it enjoyable. I think it would be a lot more boring to learn Chinese if I was doing it on my own or if I didn't have my friends and classmates to kind of talk about the curriculum with or ask questions with. If it was just me, it would be a lot more difficult… I'm more motivated, and I think it's because I've gotten to be in the same class as my friends again where I wasn't in my first semester. I think it's much more fun to learn Chinese with them.

Hannah reported,

> I also think that it, of course, helps to have friends that you like to study with you. It was just such a fun environment. It was a happy environment. I think we were all very dedicated to learning and all very driven like we've helped each other…I think it was just coming to class and I just remember it being a class I really looked forward to just because there was just a group of all of us all at the same pace. It was just very motivating to have a group of us there to help each other because I like having group support; it feels like you're on a team almost.

In addition to peer influence, some students in the Chinese 3 and 4 classes also reported needing assistance with their Chinese learning. While they did not receive much direct help from

their teacher, they found that the constant help and support from their peers built their confidence and kept them motivated to continue learning Chinese. Grant stated,

> One of the motivations is the people who are there. I know a few people, so if I'm there, then I do have some support and some people who like to make the class more intriguing. Especially, I think, this semester since I had a lot more people who were in Chinese 3 or 4 sometimes kind of worked as a group, and that really helped me keep motivated cuz we're all focused and concentrated on trying to do the right stuff.

Jenny said,

> I'm friends with most of the people in my grade that are still taking Chinese, and I know them, and it definitely has motivated me to continue taking Chinese, just because I know there will be other people taking it with me and learning. At the same time, I definitely think I wouldn't be as confident choosing to continue learning Chinese if I didn't know the other people taking it. I think all of us learning together makes me feel motivated to want to continue.

Addison stated,

> I mean we're all pretty friendly with each other. And so, I think it's helpful because we can ask each other questions and we recite the book together. And so that helped me. I think they're helpful to like, take courses together, help each other.

Bella responded,

> Just being around my peers, just helps me and makes me wanna go further with it and stuff like that. I guess seeing them and then just being in the environment makes me want to continue taking the course.

Friends and peers are an essential part of students' daily lives and can have a critical impact on their academic decisions, including their decision to continue learning a language such as Chinese. In the Chinese 3 and 4 classes, studying in small groups with a self-learning mode created a meaningful learning environment for the students. Over two to three years of studying Chinese together, the students formed strong friendships and bonds with their peers. Continuing to learn Chinese with their friends and experiencing the support and encouragement of their peers were significant motivations for their decision to continue their language studies. This factor highlights the important role of social dynamics in language learning and the potential benefits of fostering a supportive and collaborative learning environment in the classroom.

Parental Influence

Parents are also an important factor influencing students' decisions to continue learning Chinese. The personal experiences and familiarity with their children, as well as their years of life and work experience, provide valuable advice to the students. Many of the students reported that their parents encouraged them to continue learning Chinese because they believed that mastering a foreign language, especially Chinese, would benefit their children in academics, work, and life in the future. Ivy reported,

> My parents encouraged it, just knowing that it would help me in the future. They're very supportive. They really wanted me to continue learning Chinese. I think they're proud of me. They think it's really cool. Neither of my parents is fluent in any other language besides English, they've taken other languages, but never as extensively as I have, so they're very supportive and they love it. They're like, you should take Chinese 3, and I was like, okay.

Hannah said, “My parents are definitely the type of parents that want me to do well

academically, so they were definitely very encouraging of me taking all four years of Chinese." Grant reported,

> I guess my dad influenced my decision to continue learning Chinese cuz he studied French. At that time French was really popular. He told me that he kind of regretted it because English became more popular. He told me to pick a language that can help me in the future, and Chinese is becoming a popular language, so I guess that was kind of my influence.

Other parents have encouraged their children to continue learning Chinese, following the positive learning patterns and motivations established by their siblings. Addison shared, "My brother also took Chinese at this high school before, so my mom wanted me to continue to learn Chinese like my brother."

Diana stated,

> My parents are very encouraging and happy about it. especially my mom. My dad is always also happy. He likes that we can talk with her mom but sometimes he doesn't like it cuz he can't understand this <laugh> Then my sister also took Chinese and my brother is taking Chinese, so all of us can speak Chinese.

Some parents have motivated their children to continue studying Chinese by emphasizing its broad applicability, utility, and popularity, as well as its functional and practical value. Furthermore, due to the limited availability of Chinese language programs in their state, parents have urged their children to take advantage of the opportunity to learn Chinese at their school. Bella stated,

> My mom speaks Thai and Mandarin, and she didn't think Thai was that useful as a language to learn because outside of Thailand you can't really use it that much, so she

> wanted me to learn Chinese more fluently rather than Thai. My mom is happy about it when I continue learning Chinese cuz she's always wanted me to learn more languages and stuff. And then my dad, I mean, he's happy that I'm learning more languages cuz he thinks having a Chinese program in this state is not common, so I need to seize the opportunity.

Recognizing the importance of parental support in shaping their children's academic paths, many parents encourage and advocate for their children to continue learning Chinese. Ivy stated, "They're very supportive. They really wanted me to continue Chinese. They think learning a language is always good for me, then just knowing that it'll set me apart from other people later in life." Addison said, "My family is very supportive of my decision to continue learning Chinese because my brother did it, so they encourage me to do it as well." Hannah stated,

> My parents know that it is a difficult language for me to learn, but they are always supportive and ask me if I need any help even though they don't know any Chinese <laugh>. I guess, just knowing your parents will always support you, and that makes me want to keep learning the language.

Bella confirmed her mom's constant support,

> My mom used to send me to Chinese programs and Chinese schools to learn Chinese, and she constantly speaks Chinese with me at home to practice my Chinese speaking. She also asked me to speak Chinese with her friends when we visit with her Chinese friends.

Caroline also stated,

> My grandparents like to take me to Chinese supermarkets and Asian festival events because they think it is important for me to know Chinese traditions and celebrations. My

parents have been very supportive since I started to learn Chinese as a freshman, and I guess their support motivated me to take Chinese 3 and Chinese 4.

Ms. Kylie mentioned during the interview that several parents frequently emailed her to inquire about their children's Chinese grades and classroom performance. These parents were highly supportive of their children's decision to study Chinese, providing constant encouragement.

Similarities and Differences Between the Two Learner Groups

Chinese heritage language learners and non-heritage language learners in a U.S. Chinese language classroom shared some similarities but also had distinctive characteristics. Table 8 offers a significant comparison of various coded categories related to students' sustained learning motivation, enabling a comprehensive and detailed investigation of the similarities and differences between the two groups. The table comprises 22 important categories of sustained Chinese learning motivation, with the number of students who reported each category as their motivation calculated and reported. The numbers of Chinese heritage language learners and non-heritage language learners who responded to each category were counted separately, with percentage differences provided for comparison.

Table 8

Coded Categories and the Similarities and Differences of Sustained Chinese Learning

Coded Category	**All Chinese Learners % (N = 10)**	**Non-heritage Learners % (n = 6)**	**Heritage Learners % (n = 4)**	**Percentage Difference (%)**
Fun and engaging learning activities	10/10 100%	6/6 100%	4/4 100%	0%
Interesting culture-related projects	10/10 100%	6/6 100%	4/4 100%	0%
Humorous and passionate personality	10/10 100%	6/6 100%	4/4 100%	0%
Reasonable workload	10/10 100%	6/6 100%	4/4 100%	0%

Interest in Chinese culture	8/10 80%	5/6 83.33%	3/4 75%	8.33%
Travel/Study/Work in China	8/10 80%	5/6 83.33%	3/4 75%	8.33%
Peer support	8/10 80%	5/6 83.33%	3/4 75%	8.33%
Linguistic goals	9/10 90%	5/6 83.33%	4/4 100%	16.67%
Teaching methods and style	9/10 90%	6/6 100%	3/4 75%	25%
Enjoyment in learning Chinese	9/10 90%	6/6 100%	3/4 75%	25%
College and career plan	9/10 90%	6/6 100%	3/4 75%	25%
Peer decision to continue learning Chinese	9/10 90%	6/6 100%	3/4 75%	25%
Parental encouragement	6/10 60%	3/6 50%	3/4 75%	25%
Parental support	6/10 60%	3/6 50%	3/4 75%	25%
Growth in Chinese language proficiency and confidence	8/10 80%	4/6 66.67%	4/4 100%	33.33%
Communication with Chinese speakers and friends	8/10 80%	4/6 66.67%	4/4 100%	33.33%
Positive student-teacher relationships	6/10 60%	5/6 83.33%	1/4 25%	58.33%
Perception of the class as easy	6/10 60%	2/6 33.33%	4/4 100%	66.67%
Accommodation for students' schedule	5/10 50%	5/6 83.33%	0/4 0%	83.33%
Time and effort investment	5/10 50%	5/6 83.33%	0/4 0%	83.33%
Communication with Chinese family members and relatives	4/10 40%	0/6 0%	4/4 100%	100%
Connection with cultural heritage	4/10 40%	0/6 0%	4/4 100%	100%

Table 8 reports coded categories, overall number of respondents, type of learner (non-heritage or heritage), and percentage difference.

The first column lists 22 coded categories related to sustained Chinese learning

motivation, all of which are well-supported by data from research participants. The second column shows the total number and percentage of respondents who identified each category as a motivation for continuing to learn Chinese. For instance, if all 10 students surveyed found "fun and engaging learning activities" to be a key motivation, the proportion would be 100%.

The third column displays the number and percentage of non-heritage language learners who identified each category related to their sustained Chinese learning motivation, out of a total of six non-heritage language learners. For example, if three out of six non-heritage language learners perceived "parents' encouragement" as their sustained Chinese learning motivation, the proportion would be 50%.

The fourth column shows the number and percentage of heritage language learners who identified each category related to their sustained Chinese learning motivation, out of a total of four heritage language learners. For example, if three out of four heritage language learners believed that "travel/work/study in China" was their sustained Chinese learning motivation, the proportion would be 75%. The last column indicates the percentage difference between the third and fourth columns, reflecting the percentage difference in sustained Chinese learning motivation between non-heritage learners and heritage learners.

I specified the range of percentage differences between the two groups for each motivation category. Specifically, 0%-25% is considered similar, 26%-50% is somewhat similar, 51%-75% is different, and 76%-100% is significantly different. For instance, for the motivation category "reasonable workload," the difference between the two groups is 8.33%, which falls under the 0%-25% range, indicating that the motivation for "reasonable workload" is similar for both groups. The table is organized based on the last column, i.e., the percentage difference

between the two groups, from smallest to largest. Therefore, it can be concluded that the motivation for a "reasonable workload" has a similar effect on both groups.

Major Similarities

According to the percentage differences, 14 coded key categories fall between 0% and 25%, indicating that heritage and non-heritage language learners have similar sustained Chinese learning motivations in these categories. These categories include (a) fun and engaging learning activities, (b) interesting culture-related projects, (c) humorous and passionate personality, (d) reasonable workload, (e) interest in Chinese culture, (f) travel/study/work in China, (g) peer support, (h) linguistic goals, (i) teaching method and style, (j) enjoyment in learning Chinese, (k) college and career plans, (l) peer decision to continue learning Chinese, (m) parental encouragement, and (n) parental support.

Out of these 14 categories, five are related to teachers, five are related to students themselves, two are related to peers, and two are related to parents. It can be concluded that these factors contribute similarly to the sustained Chinese learning motivation of both heritage and non-heritage language learners, as there is no significant difference between the two groups in these categories.

There are two other motivational categories with a 33% percentage difference between the two groups, illustrating that they have somewhat similar effects on both groups. They are (a) growth in Chinese language proficiency and confidence, and (b) communication with Chinese speakers and friends. The data analysis also shows that these two motivations have a slightly greater impact on heritage language learners than on non-heritage language learners.

Major Differences

Regarding the motivation categories, four of them had a significant percentage difference of 76%-100%, indicating they differed significantly between the two groups. These four motivations are (a) accommodation for students' schedules, (b) time and effort investment, (c) communication with Chinese family members and relatives, and (d) connection with cultural heritage. The first two motivations were found to be relevant only to non-heritage learners, while the last two motivations were specific to heritage learners.

The teacher's accommodation for the students' schedules allowed the five non-heritage learners to continue learning Chinese despite their conflicting schedules. Additionally, the non-heritage learners felt that they had invested significant time and effort in learning Chinese since they had no Chinese family members or communication environment outside of the classroom. As a result, they did not want to give up their Chinese language learning and waste their investment. Conversely, heritage language learners continued to learn Chinese to communicate with their family members and relatives in their heritage language, especially since many of their relatives did not speak English. They also wanted to connect with their heritage culture, particularly since the Southwestern United States does not have a large Chinese cultural environment. As Chinese/Asian Americans, they were motivated to continue learning Chinese to make this connection.

Two motivation categories had a percentage difference falling between 51% and 75%, indicating that they had different impacts on the two groups. These categories are (a) positive student-teacher relationships, and (b) perception of the class as easy.

Non-heritage language learners were more impacted by the rapport between the teacher and students, as they found it to be a powerful motivation to continue learning Chinese. They did not want to disappoint the teacher and wanted to meet their expectations. On the other hand,

heritage language learners found the class to be relatively easy, as they had a background in Chinese language learning and exposure to Chinese culture. As a result, they were able to complete their assignments quickly and efficiently. Additionally, they had relatively decent Chinese listening and speaking proficiency, which made the speaking test easy for them. However, this motivation was not particularly reflected in the other group, as most non-heritage language learners reported that Chinese was a difficult language to learn and required time and effort to study.

Conclusion

This chapter presents the research findings in response to the two research questions in this study. The first research question focuses on the motivational factors that contribute to sustained Chinese learning among the student participants. The results identified six key factors, including (a) teacher influence, (b) love of the Chinese language and culture, (c) personal development and advancement, (d) utility, (e) peer influence, and (f) parental influence. These factors are supported by various data sources, including interview data and classroom observation data. Table 8 presents a detailed frequency analysis of each motivational factor and its key coded categories.

The second research question explores the similarities and differences in sustained motivation to learn Chinese between Chinese heritage language learners and non-heritage language learners. To answer this question, I identified 22 key motivational categories and measured the frequency and percentage difference of each category between the two groups. Finally, I reported the major similarities and differences in sustained motivation between the two groups based on the data analysis. The major similarities are (a) fun and engaging learning activities, (b) interesting culture-related projects, (c) humorous and passionate personality, (d)

reasonable workload, (e) interest in Chinese culture, (f) travel/study/work in China, (g) peer support, (h) linguistic goals, (i) teaching method and style, (j) enjoyment in learning Chinese, (k) college and career plan, (l) peer decision to continue learning Chinese, (m) parental encouragement, and (n) parental support. The major differences are (a) accommodation for students' schedules, (b) time and effort investment, (3) communication with Chinese family members and relatives, and (4) connection with cultural heritage. These findings are supported by interview data and classroom observation data.

Chapter 5: Discussion

The purpose of this case study was to identify the motivational factors that sustain Chinese language learning among American high school students learning Chinese as a foreign language and to investigate the similarities and differences in sustained learning motivation between heritage and non-heritage language learners. Six major factors emerged from the data analysis, indicating that teacher influence, love of the Chinese language and culture, personal development and advancement, utility, peer influence, and parental influence sustained students' Chinese language learning. Twenty-two identified key motivational categories were compared between heritage and non-heritage language learners to reveal the similarities and differences regarding the factors contributing to sustained motivation to learn Chinese between the two groups. The findings revealed they had 14 major similar factors and 4 major different factors related to sustained Chinese learning motivation between the two groups of Chinese language learners.

In this chapter, I present interpretations of the findings connecting to the literature on the socio-educational motivation theoretical framework, self-determination theory, L2 motivation self-system, initial motivation and sustained language motivation, and foreign language learning motivation among heritage and non-heritage learners. Then, I discuss the implications of this research for educators, researchers, and curriculum developers. Finally, I conclude this chapter with a discussion of the study's limitations and areas of future research.

Interpretation of the Findings

The students in this study expressed why they continued learning Chinese through two student interviews, a teacher interview, and classroom observations. The findings are closely connected with the four discussions: (a) teacher factors and sustained motivation, (b) personal

factors and sustained motivation, (c) social influence and sustained motivation, and (d) cultivating sustained motivation between heritage and non-heritage learners.

Teacher Factors and Sustained Motivation

Since students primarily learn Chinese in the classroom, teachers and their teaching play a significant role in their learning motivation. The findings from the study suggest that Ms. Kylie's personality, instructional style, and curriculum design and learning activities had a significant impact on students' sustained learning motivation.

According to Gardner and Lambert (1972), teachers' teaching styles and strategies are important factors in language learning motivation. They help students achieve a better understanding of the target language and culture. Kylie's unique teaching style and strategy differed significantly between Chinese 1 and 2 and Chinese 3 and 4. In Chinese 1 and 2 classes, there were plenty of interpersonal learning activities between students and the teacher, as well as discussion activities between students. Dörnyei and his colleagues (1994, 2000) have also confirmed that the interaction between teacher and student as a cognitive-situated motivation can affect students' motivation for language learning. This finding supports the cognitive-situated theoretical perspective.

Ms. Kylie's implementation of interesting and engaging learning activities, including culture-related projects, was a significant factor in motivating students' Chinese language learning. This also serves as a major motivation in other languages (Anderson, 2018). It also aligns with findings from previous research, such as Ivy's (2021) research study, which demonstrated that interpersonal activities of this nature could influence American high school students in theory motivation to learn Chinese. Fun and engaging learning activities can provide

a positive learning experience for students, thus increasing their motivation to learn (Lu & Li, 2008).

In this study, all student participants identified fun and productive learning activities that contribute to their sustained Chinese learning motivation. This was confirmed by the study of Comanaru and Noels (2009) as well as previous research on Chinese language learning motivation by Cai and Zhu (2011), Lin (2018), and Wen (2011, 2013). Wen (2013) found that positive learning experiences were highly motivating for Chinese language learners. In addition, positive learning experiences through various activities can also sustain students' Chinese learning motivation (Rueda & Chen, 2005). This finding also expands the perspective of socio-educational motivation because it suggests the learning environment the teacher created had a direct effect on students' process of learning a second language in a formal educational setting, highlighting the importance of designing and implementing engaging activities to enhance Chinese language learning motivation.

The teacher's fun personality and dedication to her profession motivated the students to have a positive attitude towards continuing to learn Chinese, which is in line with the socio-educational theoretical perspective promoted and updated by Masgoret and Gardner (2003). Due to her fun personality, students enjoyed having her as a teacher and learning Chinese in her class. The enjoyment in the process of learning Chinese and the desire to continue this enjoyment motivated students to learn Chinese, confirming the intrinsic motivation theory proposed by Dörnyei in 1998.

Student-teacher relationships have consistently been found to be a significant factor in motivating learning, particularly in language learning. The data from this study indicate the students had a very close relationship with their teacher, Ms. Kylie, and were deeply saddened by

her retirement. This supports the self-determination theory proposed by Deci and Ryan (1985), which suggests that students' emotional needs, such as the desire to be liked, respected, and valued by their teachers, have a significant impact on their motivation to learn autonomously. When this emotional need is met, students are more likely to internalize motivation and take greater initiative to learn. In this study, the emotional bond between students and the teacher significantly influenced their decision to continue learning Chinese.

The influence of teachers and instructional style on language learning motivation has been extensively researched (e.g., Bunchball, 2010; Chen et al., 2019; Ivy, 2021), and this study adds to the growing body of literature on this topic. The impact of teachers and teaching on motivation can be observed in both college language education settings and high school language classrooms. This study provides additional evidence to illustrate the effects of teachers and their instruction on sustained motivation to learn Chinese as a world language.

Personal Factors and Sustained Motivation

The initial motivation for Chinese language learning often stems from students' interest in the language and culture (Wen, 1997). This interest can prompt them to set their own learning goals, whether they are language-related or career-related, and strive to achieve them. This goal-directed learning motivation plays an important role in sustaining students' motivation to continue learning Chinese.

The majority of students in this study expressed that their interest in Chinese culture was a significant motivation for them to continue learning the language. While they acknowledged having learned about Chinese culture in their previous classes, they still wanted to delve deeper into it. This enthusiasm for culture is an intrinsic motivation (Wen, 1997) and is considered one of the primary motivators for Chinese language learners. This perspective aligns with the socio-

cultural theoretical perspective proposed by Gardner (1972), which posits that self-interest in the target culture motivates foreign language learning. The self-determination theory also suggests that self-related motivation can lead to behaviors aimed at achieving learning goals. Sun (2011) further emphasized the strong influence of cultural interest on North American college students' motivation to learn Chinese, which supports Gardner and Lambert's (1959) socio-educational and socio-cultural (1985) theoretical perspectives. Additionally, Dörnyei (1998) identified intrinsic socio-cultural factors as influential factors in second language learning, such as the interest of the target culture in language learning motivation. Wen (1997) studied Chinese language learning motivation among American college students and demonstrated that intrinsic interest in Chinese culture is an initial motivation for learning the language. Wen's (2011) subsequent study further supported the influence of cultural interest on the motivation of Chinese language learners.

Most students in this study were motivated to continue learning Chinese due to their linguistic learning goals, which included increasing their knowledge of Chinese, achieving fluency, and becoming bilingual or multilingual. These goals represent a goal-directed behavior and are typically associated with sustained motivation for learning (Pintrich & Schunk, 2002). This connection with the goal-directed theory of motivation under the socio-educational theoretical perspective proposed by Edwin Locke (2013) highlights the importance of goal setting in motivating learners. Crookes and Schmidt (1991) have also suggested that motivation for second language learning is a goal of second language learning.

The cognitive-situated theoretical framework also emphasizes the influence of goals on language learning. In the L2 motivational self-system, there are three components: ideal self, ought-to-self, and self-learning experience, where the ideal self includes language learning goals.

The movement from the ought-to self to the ideal self is facilitated by learning experiences (Dörnyei, 2009; Ushioda & Dörnyei, 2012), which explains why these students chose to continue learning Chinese. Zoltan Dörnyei (2005) has also suggested that setting long-term goals can help students achieve them, aligning with Pintrich and Schunk (2002) who indicated that goal-directed activities are more likely to be sustained. Through classroom observations and teacher interviews, it was evident that students were very clear about their linguistic goals and were working diligently towards achieving them. Overall, the linguistic learning goals of the students in this study played an important role in motivating them to continue their Chinese language learning journey.

Most students in this study reported that their language proficiency and confidence increased during the language-learning process, which contributed to their sense of achievement in language learning. Many scholars have shown that a sense of achievement is a stronger motivator for language learning (Dörnyei, 2005; Gardner, 1979, 1985; Wen, 2011). A sense of accomplishment in a second language is correlated with the learning context and learning attitudes (Masgoret & Gardner, 2003), which can indirectly affect learning motivation. Self-confidence also affects students' motivation to learn the language (Dörnyei & Ushioda, 2013). Wen (2013) found that self-confidence can influence the persistence of Chinese language learning at advanced levels, which is consistent with this finding. Learning achievement is a very powerful motivation for language learning (Gardner, 1985), and he viewed learning achievement as a result and motivation of both an endeavor and a desire to learn a foreign language. Wang and Holcombe (2010) also confirmed the relationship between learning achievement and motivation in language learning. This has also been echoed in studies by other researchers

(Chihara & Oller, 1978; Dörnyei, 1994, 2005; Gardner, 1979, 1985; Gardner & Smythe, 1975; Lukmani, 1972).

The study also reveals that student's motivation to learn Chinese for future study, travel, and work in China is a significant factor in sustaining their interest in the language. This type of motivation is known as instrumental motivation and has a strong impact on second language learning, according to previous research by Anderson (2018), Sun (2011), and Wen (1997). The students' practical reasons for learning Chinese, such as career plans and college majors, align with instrumental motivation as described by Dörnyei (1998). Sun (2011) also found that career plans and job opportunities can motivate college students to learn Chinese. Wen (1997) highlighted that the motivation of instrumentality is an initial motivator for learning Chinese, which is supported by the students' pragmatic reasons for learning the language. The study also found that the students showed high enthusiasm in learning the unit on travel as it allowed them to use Chinese in practical and useful contexts. Additionally, some students who received scholarships to study in China were already planning to do so the following year. Therefore, the instrumental motivation for future college majors and job choices is a crucial factor in sustaining students' interest in learning Chinese, as it aligns with socio-educational theoretical perspectives. Most students in the study expressed their desire to continue learning Chinese even after graduating from high school.

Social Factors and Sustained Motivation

The study found that peers and parents played a significant role in influencing the motivation of students to continue studying Chinese. Although they were considered as outsiders in the study, they had a strong interpersonal relationship with the students through friendship or

kinship. The positive influence of peers and parents contributed to the decision of most students to continue learning Chinese.

Peers offer important social relationships for students as they spend a considerable amount of time at school together. The students developed strong friendships and provided each other with mutual support, which was strengthened by the self-study mode in this study. Friendship is considered a vital motivation for learning Chinese (Sun, 2011). Peers and friends contribute to creating a positive learning environment and atmosphere, which is an essential element in social constructivism and socio-cultural learning theories (Clement & Kruidenier, 1983; Peterson et al., 1984). Peer relationships are considered as environmental factors that affect learning motivation. In particular, studying Chinese in small groups on a daily basis in self-learning mode created a meaningful learning environment and strengthened the bonds between classmates.

Parents are typically seen as the navigators of their children's academic lives, and their encouragement and support can be a significant motivating factor for students. Friends and peers, on the other hand, are essential on a daily basis, as they spend a considerable amount of time together at school and have developed strong friendships and mutual support.

This social support is consistent with the social constructivist perspective, which emphasizes the importance of interpersonal relationships and environmental factors in shaping a student's motivation to learn. Peer and parental influence can be considered external motivation factors, while friendship is an important initial motivation for learning Chinese. Research by Clément and Kruidenier (1983) has also shown that friendship is a major motivation for high school students to learn a foreign language.

This finding makes an important contribution to the field of language learning motivation studies as it sheds light on the importance of parental influence in sustaining students' motivation to learn a foreign language, specifically Chinese. Previous research in this area has primarily focused on internal and external factors such as personal interest, job opportunities, and peer influence. However, the influence of parents, who are critical figures in a student's life, has been largely overlooked.

This finding also opens up new avenues for future research into foreign language learning motivation, particularly in the context of parental involvement. Future studies can explore how parents can be more involved in supporting their children's language learning and how their support can positively impact students' motivation and achievement in foreign language learning. Additionally, this finding can be extended to other foreign languages beyond Chinese to explore how parental influence can impact sustained motivation in learning different languages.

Cultivating Sustained Motivation Between Heritage and Non-heritage Learners

Social constructivist theory suggests that individuals have unique learning motivations based on their personal experiences and context (Williams & Burden, 1997). In this study, both heritage and non-heritage language learners shared common sustained learning motivations, including fun and engaging learning activities, interesting culture-related projects, humorous and passionate personality, and reasonable workload. However, there were also some differences in their motivations, such as investment of effort, teacher-student relationships, and family influence. These similarities and differences reflect the individualized nature of language learning motivation in a sociocultural context.

The students in both groups found the culture-related projects and learning about Chinese culture in class to be interesting and engaging, which contributed to their sustained motivation

for them. Wen (2011) used different theoretical models, including the socio-educational model (Gardner & Lambert, 1972), the internal structure model (Csizér & Dörnyei, 2005), and the attribution theory (Weiner, 1985), to investigate the motivational factors of both Chinese heritage and non-Chinese learners, and found that cultural interest was a primary motivator for both groups. Lin's (2018) study also supports this finding.

Both the heritage and non-heritage learner groups reported having positive learning experiences while studying Chinese and enjoyed the process. According to Wen (2013), positive learning experiences are highly motivating for both Asian and non-Asian students. Lin (2018) also supported this finding. Positive learning experiences play a significant role in influencing second language learning for all learners, as noted by Dörnyei (2005).

Moreover, both groups were motivated by explicit learning goals, such as linguistic and career goals. Personal goals related to employment opportunities and beliefs about their current and future language development also served as motivators for language learning, as suggested by Campbell and Storch (2011). These findings are consistent with the research conducted by Wen (2013) and Lin (2018).

The present case study revealed that non-heritage language learners invested more time and effort in learning Chinese compared to their heritage counterparts, who perceived the Chinese class as less challenging, thus allowing them to put forth less effort. This finding is consistent with previous research by Rueda and Chen (2005) and Lin (2018) who also reported that non-heritage language learners had more positive attitudes towards language learning. Understanding the motivation of different student groups is important for Chinese language educators, and this finding can help explain the learning attitudes and interests of non-heritage language learners in the classroom. By recognizing the efforts and contributions of non-heritage

language learners, educators can motivate more non-heritage students to continue learning Chinese.

One of the major differences in motivation for learning Chinese between the two learner groups was the influence of family and relatedness. Heritage learners have at least one Chinese parent in their family, and Chinese culture is their cultural heritage, making family influence a unique motivation for them. Comanaru and Noels (2009) also observed the same phenomenon in their study using relatedness within self-determination theory, indicating that non-heritage language learners have lower self-relatedness to the language and culture. This has been confirmed in other studies by scholars such as Lu and Li (2008) and Wen (1997, 2011, 2013).

This finding highlights the importance of Chinese language teachers recognizing the different motivations and interests of the two learner groups in order to better design classroom activities that meet their respective learning objectives. Differentiating the instructional activities for the two groups may also be beneficial. Curriculum developers may also consider developing learning materials and resources tailored to the specific learning goals of heritage and non-heritage language learners.

The discussion of motivation between heritage and non-heritage language learners in this study is noteworthy for its detailed categorization based on six major factors of sustained motivation for learning Chinese. This approach sets it apart from many previous studies that only present isolated motivational differences. Furthermore, by comparing the percentages of each category, this study provides a comprehensive summary of the main similarities and differences between the two learner groups, which is rare in previous studies. The thorough analysis and comparison of sustained motivational categories offer a useful foundation and classification for future research on foreign language learning motivation between heritage and non-heritage

language learners. This can lead to a deeper understanding of how to best motivate these different student groups and develop effective teaching strategies to support their language learning.

Implications

The findings of this study have several implications for language educators, curriculum developers, and researchers. These three groups play a critical role in shaping students' language learning outcomes, expectations, and experiences. It is essential for them to consider learning motivation as a key factor that affects language learners' proficiency, confidence, and attitude.

Educators

Educators play a critical role in students' language learning process as they are the primary providers and transmitters of Chinese language and cultural knowledge. The positive learning experiences and attitudes created by educators have been shown to increase students' motivation to learn Chinese (Lin, 2018; Wen, 2013). In this study, both heritage and non-heritage language learners were motivated to continue learning Chinese as a result of the teacher's personality, learning activities, and curriculum design, which included a reasonable workload. This highlights the need for teachers to have an understanding of their students' motivations and to plan for quality teaching.

To establish a positive teacher-student relationship, caring pedagogy may be considered, which integrates caring factors through a student-centered learning environment and genuine relationships (Duffy, 2023). Research has confirmed that students' learning autonomy, motivation, and academic performance are enhanced through caring pedagogy (Grimmer, 2021; Xie & Derakhshan, 2021). Teachers' dispositions also have a significant impact on teaching style, teaching effectiveness, and students' learning experiences. Thus, language educators

should consider their values, actions, attitudes, and beliefs as they interact and communicate with students (Wadlington &Wadlington, 2011).

Incorporating cultural elements in Chinese teaching is also essential to increase students' motivation and learning interest. Teachers should design more interpersonal and interactive activities to engage students and increase their participation and motivation. Moreover, educators should understand the similarities and differences in initial and sustained learning motivation between heritage and non-heritage learners, which should be reflected in lesson preparation, material selection, classroom activities, and assignment design. The role of the teacher is not to impart knowledge but to create an interactive learning environment in which students are active agents in learning and acquiring knowledge.

Teaching a multi-level combined class can present challenges for Chinese language educators, as they must help students navigate and engage in learning at different levels and fulfill their learning needs in the same classroom. To address these challenges, teachers may consider implementing differentiated instruction and using individualized learning plans, especially for heritage and non-heritage language learners. Having peer-to-peer learning opportunities and group work can provide a learning environment for peer collaboration and mutual support, which can enhance peer influence on language learning motivation. Overall, Chinese language educators ought to be flexible and adaptable in their teaching methods and strategies in order to create an engaging and positive learning environment for students at all levels.

Curriculum Developers

Curriculum development is a crucial aspect of language education that involves designing materials, programs, and learning objectives. To ensure that curriculum development aligns with

student language learning motivation, educators should consider students' learning goals, expectations, and interests. Since the curriculum is the primary source of learning content for students, this study provides valuable insights for curriculum developers to improve sustained learning motivation. For instance, students in this study showed an interest in Chinese culture, including food, music, history, and festivals. Therefore, curriculum developers should explore these topics and design innovative content to create engaging and relevant materials and activities for teachers and students.

To further enhance sustained learning motivation, curriculum developers can design interesting and varied assignments and exercises that align with students' interests. Additionally, it would be beneficial to create annual reports based on student and teacher feedback about the materials developed. As the study shows, most students aim to become bilingual or fluent in Chinese, emphasizing the importance of developing speaking resources for language practice. Curriculum developers should consider providing teachers with access to relevant resources to help students achieve their language goals.

There were also distinct motivations for heritage language learners and non-heritage language learners. Heritage language learners are often influenced by their families' cultural backgrounds, which can impact their language learning experience. Therefore, curriculum developers should consider creating separate materials for heritage language learners with language learning experience and cultural exposure, and non-heritage language learners with no background in Chinese language or culture.

Researchers

The primary audience for this study is researchers and scholars studying foreign language learning motivation, with a focus on sustained Chinese learning motivation in American high

schools. There is a shortage of research on sustained motivation for Chinese learning among high school students in North America, as most studies have been conducted with college students. This study provides valuable insights into the recruitment and retention of students in universities, as high school students are likely to enter college in the near future. Researchers can use the findings of this study to examine cases in their teaching contexts and explore sustained learning motivation across different student levels, such as middle school students and college advanced learners.

Chapter 2 includes a research synthesis of 12 articles on motivation between heritage and non-heritage language learners, with some overlapping findings with this study. However, this study presents more detailed and comprehensive motivation categories for comparing and contrasting between the two groups, laying a strong foundation for future related research.

Limitations

The study's limitations should be taken into consideration when interpreting its findings. The COVID-19 pandemic had a significant impact on the study's sample size, as many students dropped out of the class or did not continue learning Chinese due to the lack of confidence and low proficiency resulting from online learning. Additionally, the teacher's tight schedule and time conflicts resulted in low enrollment in Chinese 3 and 4. These limitations reduced the amount of data collected, but I was able to establish more meaningful relationships with the 10 students in their third or fourth year of Chinese learning, resulting in a more in-depth analysis of the data.

Unfortunately, I had to stop my classroom observation since the teacher retired before the semester ended, so I only observed the first three months of her classroom teaching and students' learning. Also, my personal teaching schedule conflicted with the Chinese class time in one high

school, so I only visited the school seven times the whole semester, resulting in an imbalanced number of class observations. However, I asked for more information about the students in that high school in the teacher interview. I also spent more time interviewing the students in that high school to know more about their classroom learning routine, activities, and environment. This provided me with a complete view of the teacher's instruction and students' learning in the class. In addition, since the demographic information of both teachers and students is similar and the content taught at the two schools is comparable and consistent, my observations indicate similar patterns in terms of students' learning behaviors and teachers' instructional practices.

Additionally, the findings in this study are highly contextualized as there are few, if any, Chinese programs that combined students at different levels into one class and that had to share one Chinese teacher in two schools. However, the scope of the interview questions and classroom observations yielded data that mirror the learning experiences that these students have had. While the entirety of this study cannot be universally transferred, it offers a significant contribution to the body of research on sustained learning motivation and the similarities and differences of sustained learning motivation between heritage and non-heritage language learners. Moreover, as more schools may consider combining Chinese language learners across different levels in one classroom due to the decreasing enrollment of the Chinese language in K-12 and high school settings, the study's findings may have implications for Chinese programs with similar contexts.

Future Research

Based on the findings of this case study and existing research on Chinese language learning motivation, it is crucial for researchers to continue investigating sustained learning motivation in K-12 language classrooms and beyond (K-16) as most studies have focused on

initial motivation in higher education. The effort could lead to the development of a more comprehensive understanding of how to promote Chinese language learning and foster students' long-term language proficiency. Due to the qualitative nature of this study, it only includes a small sample of participants. To enhance the generalizability of findings, researchers should consider recruiting a larger sample of participants, including heritage and non-heritage learners.

Little research has investigated sustained Chinese learning motivation outside of the classrooms. Future studies could examine how students perceive different motivational factors and construct their learning motivation inside and outside of the classroom. Additionally, exploring the perceptions that students and teachers have of each other and how it impacts sustained learning motivation would be beneficial. Such research should include a more comprehensive analysis of various aspects of sustained learning motivation, including the impact of teacher influence, which could be explored further using longitudinal research designs.

As the present study examined a small group of learners in a suburban area, future research should recruit more students from different contexts and compare the findings among urban, suburban, and rural school settings. Additionally, little research has distinguished sustained learning motivation between heritage and non-heritage language learners, so future research could investigate strategies for differentiated instruction for these two learner groups to cater to their unique learning needs. Furthermore, given that peer and parental influence were significant motivation factors in this study, future research could explore how parental support and peer interaction and support impact language learning motivation. These future research recommendations can provide valuable insights for improving Chinese language education programs across the United States.

Finally, demotivation should also be investigated to provide a more comprehensive view of motivation among different types of learners. This research could identify strategies for stakeholders to address demotivation or reduce it in different contexts. Such research should include learners with different linguistic and cultural backgrounds across different levels of school settings, including K-12 and post-secondary.

Conclusion

Overall, sustained Chinese language learning motivation is a valuable research topic and a crucial factor for Chinese language learners. It not only helps students stay motivated to learn Chinese, but it also has a significant impact on Chinese language education in the United States. Although Chinese language programs in American Southwestern public high schools are not extensive, it is impressive that students at this high school continue to study Chinese beyond the foreign language credit requirements. Furthermore, through classroom observations and interviews, they shared their unique learning experiences and motivations, allowing Chinese educators, curriculum developers, and researchers to learn about their sustained motivation for learning Chinese. These findings have implications for a variety of stakeholders, particularly Chinese educators who can integrate motivational factors into their daily instruction. This study also highlights specific motivational similarities and differences between heritage and non-heritage Chinese language learners, inspiring innovative thoughts and ideas in this field of study.

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Appendix A: Subjectivity Statement

Many public and private schools in the United States have introduced the Chinese language in their curricula. As a Chinese native speaker, I am thrilled to share my language and culture with Americans. My desire to teach Chinese to American students has motivated me to pursue a Ph.D. in Instructional Leadership and Academic Curriculum (ILAC) with a concentration on World Languages Education. I would like to conduct a study that explores the motivational factors that sustain Chinese language learning among American high school students. The research goal is to identify the motivational factors that sustain Chinese language learning among American high school students who learn Chinese as a foreign language, including heritage and non-heritage language learners, and to investigate what causes the motivational differences among American high school students to sustain their Chinese language learning. To achieve this goal, my two research questions are: (1) What are the factors that contribute to sustained motivation to learn Chinese as a foreign language among American high school students in their 3rd or 4th year of Chinese learning in a Southwestern state in the United States? and (2) How are heritage and non-heritage high school students in their 3rd or 4th year of Chinese learning in a Southwestern state in the United States different or similar in their sustained motivation to learn Chinese as a foreign language?

The participants I would like to recruit are American high school students in their 3rd and 4th year of Chinese study in two local public high schools because they choose to continue learning Chinese beyond the two-year school requirement. During my study in the United States, I have taught Chinese to K-12, undergraduates, and adults both in-person and online. I am currently teaching Chinese courses to both adults and Pre-K kids, and I have taught Beginning

Chinese and Intermediate Chinese to American undergraduates in a U.S. public research university. From my teaching experience in these three years, most students choose to learn Chinese because of school requirements, interest in Chinese culture, a willingness to travel to China, a desire to communicate with Chinese people, and the possibility of future job opportunities. I usually give surveys to my students to understand their needs and interests before teaching my first Chinese lesson so that I can adjust my syllabus and course curriculum accordingly. The answers from these surveys have helped me quickly understand my students' motivation and needs for learning Chinese. However, I have only taught beginning and intermediate Chinese at the college level, so I do not know how many students will choose to continue learning Chinese after two years. Additionally, I have no experience teaching Chinese in American high schools. Through this study, I aim to determine the sustained motivation of high school students to learn Chinese and motivation to continue to learn Chinese among Chinese heritage language learners and non-heritage language learners.

As a student and language instructor, my role significantly impacts my study in both a positive and negative way. As a Ph.D. candidate in a Southwestern university in the United States, my research targets Southwestern American high school students, giving me a geographical advantage. Additionally, I have personal connections with the Chinese program teacher in two local public high schools, enabling me to better understand the participants' classroom performance, academic achievement, and family background, as well as easier access to classroom observations. My career goal is to teach post-secondary Chinese classes and become a research scholar in Chinese language learning, so this research topic is of significant importance to me. I recognize that I lack knowledge and experience in teaching Chinese to American high school students, which requires me to spend extra time and effort learning about

this context and learning environment. My previous Chinese teaching experience may also bring some bias and subjectivity to Chinese learning motivation, which I need to avoid as much as possible.

Appendix B: Demographic Survey

Demographic Information of Participants: A Survey

(This survey will be distributed after participants signed the consent form)

General Information:

1. Your name:
2. Nickname:
3. Age in years:
4. Year at the high school:
5. Gender:

Male

Female

Other: _____

6. Where were you born?
7. What is your ethnic background?
8. What is your first language?
9. How many languages do you know or speak? Please explain.
10. Do any of your ancestors or family relatives have connections with China, the Chinese language, or Chinese culture? If yes, please explain.
11. What is your parents' native language? Mother: Father:
12. What is the Chinese language course in which you are currently enrolled (third or fourth)?
13. How many years have you studied Chinese?

Appendix C: Observation Notes Template

Lists of Things to Observe	Notes
I. Basic Information	
Location:	
Dates:	
Time Observation Begins:	
Time Observation Ends:	
Number of Students:	
II. Observation Notes	
Class theme:	
Class activities:	
Technology involved:	
What do they listen to?	
What do they write?	
Student participation?	
Student reaction to class activities:	

Other observations and comments:	
III. Reflective Notes	
How do you feel about the class atmosphere?	
What is your reaction to the student-teacher relationship?	
How much target language (percentage) do they use in class?	
Do they use Chinese outside of class?	
How do you describe students' class performance?	

Appendix D: First Semi-Structured Student Interview Protocol

1. Why did you choose to study Chinese in the first place?
2. Why did you choose Chinese over other languages?
3. Why did you continue to learn Chinese after the two-year requirement?
4. What are some external influences that affected your decision to continue learning Chinese?
5. Have you ever visited China? Was that a big influence on your decision to continue to take Chinese courses beyond the two-year requirement?
6. How do you perceive the relationship between continuing to study Chinese and your future career plan?
7. Are you interested in Chinese culture?

a. If yes, what Chinese culture are you interested in?

b. If not, why?

8. Do you have plans to travel to China?

a. If so, how does it relate to your decision to continue studying Chinese?

b. If not, why?

9. How do you perceive the Chinese program at your school?
10. How would you describe your Chinese teacher?
11. How does your teacher influence your decision to continue to learn Chinese?
12. If any, how do the logistics of your class schedule affect your decision to continue taking Chinese?

13. If any, how does our school counselor influence your decision to continue taking Chinese?
14. How would you describe your experience learning Chinese?
15. Please describe one of the best Chinese learning experiences you had at school.
16. If any, what experiences in your previous Chinese classes motivate you to continue learning Chinese?
17. What are some topics that you found particularly interesting in your previous Chinese classes? Why do you think they are interesting to you?
18. If any, what kinds of reservations or concerns did you have before you decided to continue taking Chinese?
19. If any, how do your peers' decisions to continue to take the course influence your decision to continue taking Chinese?
20. How passionate are you about learning Chinese?
21. How do your family members think of your decision to continue to learn Chinese?
22. How would you describe the difficulty level of learning Chinese?

a. If it was more difficult, would you have continued to learn Chinese?

23. Please finish the sentence: I feel motivated to learn Chinese when_____.
24. Please finish the sentence: I feel demotivated to learn Chinese when _____.
25. Do you have any comments or questions about your motivation to learn Chinese?

Appendix E: Second Semi-Structured Students Interview Protocol

1. After this semester, are you going to continue to enroll in a Chinese class?
2. Why do you choose to continue or discontinue enrolling in a Chinese class?
3. What are some factors that have contributed to your decision to continue learning Chinese?
4. Between the beginning of the semester to now, if any, has anything changed your learning motivation? If yes, please explain.
5. During this semester, if any, what were some learning topics that you are particularly interested in?
6. During this semester, if any, what were some learning activities that you are particularly interested in?
7. During this semester, if any, what were some learning topics that you are not interested in?
8. During this semester, if any, what were some learning activities that you are particularly interested in?
9. How much effort did you put into learning Chinese this semester?
10. How do you describe your Chinese learning attitude this semester?
11. Please describe one of your favorite Chinese classes you had this semester.
12. What do you like about the class you described?
13. Please describe one of the Chinese classes you did not like this semester.
14. What are some aspects you did not like about the class you described?
15. How do instructional factors affect your Chinese learning?

16. Based on my class observation, in ___ class that addresses the topic of , you showed strong engagement and active participation. What are the reasons behind it?
17. From my class observation, in ___ class that addresses the topic of__, you did not talk much. What are the reasons behind it?
18. How do you perceive your Chinese teacher's instruction in class?
19. Are there any life experiences that affect your Chinese learning this semester outside of the class? If yes, please describe it.
20. Do you know if your classmates will continue to take Chinese? If any, will their decisions affect your decision?
21. How do you plan on using your Chinese language skills in the future?
22. After this semester of Chinese learning, how confident are you in terms of your Chinese four skills?
23. How determined are you to continue to learn Chinese?
24. Rank your Chinese skills 1 to 4 with the best being 1 and the worst being 4 (listening, speaking, writing, and reading).
25. How do you perceive your Chinese skills with learning motivation?
26. What are your expectations of learning Chinese in the future?
27. If any, what is your goal(s) of learning Chinese in the future?
28. How are you going to achieve the goal you described?
29. How are you going to learn Chinese in the future?

Appendix F: Semi-Structured Teacher Interview Protocol

1. Please introduce yourself.
2. How long have you been teaching Chinese in these two schools?
3. What do you think of the teaching environment in these two schools?
4. How do you usually prepare for your Chinese teaching?
5. What Chinese skills (listening, speaking, writing, and reading) do you focus on in your teaching?
6. What are some things you like or dislike about your teaching?
7. What is your expectation(s) of teaching Chinese?
8. What are some challenges you have encountered in your teaching?
9. How do you manage to teach a Chinese class with multiple grades?
10. What do you think about their learning motivations when they learn in one Chinese class with multiple grades?
11. What is your opinion on self-study in class?
12. Do you think self-study will affect their learning motivation? Why?
13. Please describe one of your favorite classes you have taught.
14. Why do you like the class you described?
15. How do you describe the motivation to learn Chinese among your third and fourth-year students?
16. Please describe the factors that contribute to the sustained motivation to learn Chinese among high school students.
17. Please describe the motivation to learn Chinese among heritage students.

18. Please describe the factors that contribute to the motivation to continue to learn Chinese among heritage students.
19. Please describe the motivation to learn Chinese among non-heritage students.
20. Please describe the factors that contribute to the motivation to continue to learn Chinese among non-heritage students.
21. How do you perceive their class performance in terms of learning Chinese?
22. What are some practices and strategies you use to motivate them to continue to learn Chinese?
23. On what occasions do they show strong or weak learning motivations?
24. What could you do to further improve their learning motivation?
25. What are the reasons that they enrolled in your Chinese class?
26. In ___ class, I observed your students are very motivated and engaged in your class. Why do you think it happened?
27. In ___ class, I observed your students are NOT very motivated and engaged in your class. Why do you think it happened?
28. Do you notice if there are differences in motivation between heritage and non-heritage students? If yes, how?

Appendix G: IRB Approval



Institutional Review Board for the Protection of Human Subjects

Approval of Annual Check-In Form

Date: November 29, 2022 **IRB#:** 14108

Principal Investigator: Bo Liu
Status Report Due: 10/31/2023
Approval Date: 11/29/2022
Expedited Category: 6 & 7
Study Title: WHAT SUSTAINS CHINESE LEARNING MOTIVATION: A CASE STUDY OF SOUTHWESTERN AMERICAN HIGH SCHOOL STUDENTS

On behalf of the Institutional Review Board (IRB), I have reviewed and approved your annual check-in form. To view the documents approved for this study, open the study from the *My Studies* option, and click on either "Study Application," "Informed Consent," or "Other Study Documents" for a list of approved documents.

You are reminded that, as principal investigator of this research, it is still your responsibility to:

- Conduct the research study in a manner consistent with the requirements of the IRB and federal regulations 45 CFR 46.
- Obtain informed consent and research privacy authorization using the currently approved, stamped forms and retain all original, signed forms, if applicable.
- Request approval from the IRB prior to implementing any/all modifications.
- Promptly report to the IRB any harm experienced by a participant that is both unanticipated and related, per HRPP SOP 407.
- Maintain accurate and complete study records for evaluation by the HRPP Quality Improvement Program and, if applicable, inspection by regulatory agencies and/or the study sponsor.
- **Submit an annual status report to the IRB to provide the study/recruitment status and report all harms and deviations that may have occurred.**
- **Submit a final closure report at the completion of the project.**

You will receive notification approximately 60 days prior to the status report due-date noted above. You are responsible for submitting check-in forms in a timely fashion in order to maintain continued IRB approval.

If you have questions about this notification or using iRIS, contact the IRB at 405-325-8110 or irb@ou.edu.

Cordially,

Lara Mayeux

Lara Mayeux, Ph.D.
Chair, Institutional Review Board