

RESEARCH ARTICLE



International Pakistani Scholarship Students' Sustainability of Learning Chinese in China: Analysis of Motivations Shifting of Pakistan Students during the Overseas Study

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Abstract

Pakistan and China share strong diplomatic ties, with a significant number of Pakistani students studying in China. This paper reports on a study exploring the motivational shifts of Pakistani students before and after their relocation to China for language learning. The study involved 16 students, who were asked to write reflective journals during their Chinese learning semester. Interviews were conducted in two rounds, before and after their arrival in China. The results revealed that the trip significantly enhanced participants' motivation, with this heightened motivation expected to continue. Participants reported that their study abroad experience led to shifts in motivation, influenced by both personal learning experiences and the new educational environment. Further, the interaction between their L2 self-concept (L2-SC) and L2 absolute-self (L2-AS) fostered motivational growth. The study highlights the importance of formal and informal learning settings and emphasizes the need for educational stakeholders to offer more communication opportunities and resources for international students to sustain motivation in learning Chinese.

KEYWORDS

Motivational Shift; Personal learning experiences; Absolute-selves; Sociocultural contexts; L2- Chinese as an additional language

1 | INTRODUCTION

In recent years, the China Scholarship Council (CSC), One Belt One Road (OBOR), Confucius Institute Scholarship (CIS), local government scholarship, and the University Scholarship have brought an influx of international students to China. Several foreign students, "traditional suppliers," including Singapore, Malaysia, Hong Kong, Pakistan, and Bangladesh towards mainland China, have begun designing higher education internationalization campaigns to grow overseas students after sending large numbers of students abroad to study in the past. Though China seems to be the primary source of international students for Asian and Western developing countries, its share of the international education market has grown significantly as a result, from Asia and beyond, attracting many international students beyond Malet Calvo (2018). International students are educated at 280 universities in China,

spread across 31 provinces. According to Chinese Higher Education (CHE), the number of foreign students has risen from 1236 in 1978 to 397, 6351 in 2015, representing more than 200 countries (MoE statistics, 1978–2016) Yang and Wang (2020).

China has prioritized attracting international students over the last two decades, alongside increasing global pressures, economic growth, and international involvement. Following China's entry into the World Trade Organization (WTO) in 2002 Organization and Secretariat (2002), the national government developed policies. It issued national guidelines to increase inbound foreign students in two government documents such as In 2001, the 10th "Five-Year Plan for National Education Growth" was released by MacKie et al. (2007); Plan (2008), as was the "2003–2007 Action Plan for Reinvigorating Education" in 2004. In December 2014, both the Chinese President, Xi

Jinping, and Prime Minister Li Keqiang discussed the value of recruiting international students as a national strategy for improving soft power and international competitiveness at the state conference on international education (including Chinese foreign as well as international students in China) in Beijing. The government's primary objective in the new "China Report" is to host 500,000 overseas students, becoming Asia's largest host country for foreign students and one of the most important study destinations in the world.

Compared to the abundance of research on international students' mobility in Asian and Western countries, scholars seldom look at government-sponsored international student mobility in China Gao and De Wit (2017). Despite the percentage of CSL students both in China and outside of China, CSL teaching has identified many potential issues, such as problems in creating and maintaining learning motivation Schiefele (1991) and low retention rates for learners Nash (2005). For this purpose, the inspiration of CSL learners in various educational and learning contexts is urgently needed by researchers Zhang et al. (2020).

We take a group of Pakistani students because Pakistan has a strong diplomatic relationship with China, the China-Pakistan Economic Corridor (CPEC) one billion projects Durrani (2020), and Pakistani students have a large population in China. Fig. 1 illustrates the graphically beneficial movement of the CPEC between Pakistan and China. During their academic stay in China, it looked into the changing nature of their desire to learn Chinese. This paper fills a gap in foreign student learning and sociocultural experience in China in reverse mobility literature. This research aims to illustrate the emerging motivation for Chinese learning to study foreign students and their relationship with the several contextual situations surrounding them in China. This enables us to understand, in particular, the motivation to study CSL and the motivation to study SL/ML in general, providing realistic applications for CSL learning worldwide. We will also address the consequences of relevant policies and recommendations for future studies.



Fig. 1: Graphical importance of businesses trade from one country to another and towards global.

2. Related Work

2.1. China's Higher Education Internationalization: Insights on Inbound International Students

According to Pan et al. (2013), from 2003 to 2009, China's Minister of Education expressed his wish that international students would become China's future business and political allies (2020). The Chinese universities were called upon to pursue the nation's diplomatic strategies by the state counselor in charge of education and science Zhu (2016). This has been seen as why the government is raising its financial contribution to international students studying at Chinese universities. The government's commitment to overseas student education has grown in recent decades, increasing from 81 million RMB in 2010 to 1960 million RMB in 2014. (MoE statistics, 2010 and 2014) Mayans (2018). Government-led initiatives recently include forming a global network for education, such as establishing worldwide Confucius institutes to encourage the value of the Chinese language and Sinology. Significant 100,000 U.S. initiatives (2014), the Generation UK Program (2014), and Schwarzman Scholars Programs with \$300 million in Rhodes Trust funding Xiao (2020) are currently available in the United States.

In the context of internationalizing higher education in China, neo-liberalism has also become obvious. In addition to commercialization in the Chinese higher education sector, the government started to decentralize its power to provide education for international students to individual HEIs in the early 1990s. The central government carries out market access and external quality monitoring while HEI enrolls, teaches, and supervises overseas students. Various institutional mechanisms were placed to promote the marketing process: the government began enrolling international self-funded students from 1978 onwards; in 1990, the standardizing Chi- NESE proficiency exam (Hanyu Shuiping Kaoshi, HSK) was created to enroll overseas HEI students. The situation has become more complex at the institutional level as economic incentives have become driving forces. Take, for example, the government-funded college preparatory course. The MoE approved only 10 university students from Chinese universities to attend the class for 1600 overseas students. As a result, obtaining permission to run such courses for international students is highly competitive to individual higher education institutions. Conversely, many non-elite universities compete for such authorization because of financial rewards rather than a willingness to internationalize. The university receives 56,000 RMB for each international student it enrolls (Li, 2007).

2.2. International Student Enrollment Trends of a Critical Analysis of China

Higher education system strengths are not comparable when the concentration of students and

incentives is highly divergent. Though China may have been among the top 10 foreign host countries in the global education system Ding (2019), the huge number of international students varies greatly between developing study destinations such as China and conventional industrialized countries such as the United States, the United Kingdom, and Australia. In analyzing these distinctions, critical characteristics are:

- Students' growth scale and pattern.
- For academic degrees, student motivation.
- Subjects and courses of studied distribution
- The country-of-origin in-bounding students

In the last two decades, China's international education system has grown tremendously, but the growth of incoming overseas students appears to be tightly linked to political and economic problems. Students have indicated that China's growing external investments and international trade slowdown since 2005 have significantly influenced international student inflow (Zheng, 2014). Unlike many other mature study destinations, which most students visit for post-graduate level courses, today, most international students go to China as pre-degree students (56.4% in 2014) or undergraduates (70.8 percent of degrees in 2014). The government has been endeavoring to encourage 'higher-level' associate degree students with the relevant grants and programs, which helped increase the number of degree-seeking students from 2005. To meet such needs of the foreign students, the nature and spread of academic disciplines and courses have expanded in Chinese HEIs. By 2000, international students only had a few courses to choose from arts, engineering, Chinese, and medicine courses, whereas now they have almost all the courses on offer. On the other hand, Chinese medicine, engineering, arts, management, and economics remain the favorite courses among international students. Reichelt & Abraham (2017) remark that cross-regional mobility tends to be the more pronounced.

In territories like Europe and Asia, regional migration is more intense than global mobility, reflecting the pace of internationalization. More than half of international students in China are from Asian countries (57.9%) Wen et al. (2018). Although South Korea is a big home for many overseas students (17.7%) in China, it progressively decreased between 2007 (66,000) and 2013. (62,000). But Japan's market share declined from 28.6% in 1999 to 4.8% in 2013, largely because younger generations of Japanese are less likely to study abroad Ota and Shimmi (2019). Japan is now the second leading country in sending students to China. Southeast and Central Asian countries became key Chinese international education sectors with policies such as "One Belt One Road." Overseas students from common borders like Thailand, Vietnam, India, Kazakhstan, Pakistan, Malaysia, and Mongolia have risen exponentially over the last few decades.

Moreover, from 1384 in 1999 to 33,359 in 2013, African students are growing rapidly, accounting for 9.3 percent of the overall industry Teferra (2014). The percentage of students from developing Western countries has fallen quickly, as opposed to the growing market share in Asia and Africa. Despite the vast number of students from the USA and Russia after 1999, only a few came from European countries such as France, Germany, and the UK.

2.3. Chinese as an Additional Language Learning Motivation

LMSS is a framework used by Han et al. (2024) to analyze the effect of online learning experiments of university students on CAL learning enthusiasm in the United States. It also found that L2 learning perceptions improved substantially before and after the online project. Namkung and Kim (2024) studied the effect of task-based learning on the enthusiasm of beginner CAL learners at a Danish university. The results showed that learners could be inspired by unfocused activities and tasks requiring group work, relationships, learner autonomy, and cultural elements. More research into the relationships between motivation, learning experience, and learning context is required to expand on current studies of CAL learners' motivation. As a socio-dynamic perspective on CAL motivations, existing studies have not been employed. Thus, a realistic account of motivational phenomena failed to offer an experience with the target language population D'ornyei (1998). This substantial gap triggered further research into motivational changes among CAL students and the role of contextual factors in shaping motivation in the study abroad environment. To fill these holes, the proposed study addresses three questions:

- RQ1: How does Chinese learning change the participant's motivation during study overseas in China?
- RQ2: How does Chinese learning interact with their learning and socio-cultural context of participants' motivations during study overseas in China?

RQ2: How does the experience in Chinese universities affect participants' learning and socio-cultural?

3 MATERIAL AND METHOD

Intending to promote their Learning about Chinese culture and Chinese proficiency, the students, Participant 16, had all obtained OBOR and local government support, and the exchange program was participating voluntarily in a study abroad program at a university belonging to China, which lasted around 360 days in China. The program's study overseas focused on enhancing the students' capabilities in the following areas: reading comprehension, listening, and the ability to write characters in Chinese. Native Chinese teachers teach all the courses in Chinese; in this way, the

Chinese language is the only way of instruction. Simultaneously, to develop a mutual understanding between students and China's social, historical, and cultural activities, the facilitation of music, video, literature, and historical sites develops a better understanding. According to the following mechanism, we set criteria: the students belong to English as an official language in offices and human beg. The benefit of this activity is that they learn and speak Chinese frequently. The students agreed to share their experiences, and teaching motivations changed before and after relocation to China. Also, they shared their experiences of Chinese motivational fluctuations during their stay in China. Both participants were informed of the research's confidentiality and anonymity, and consent forms were received beforehand.

The 16 participants of our research, in Chinese-speaking settings, had limited exposure to authenticate communities belonging to China or their relocation in China about prior structure in China; they have little information about the structure of social-rural in China. For example, social cultures are communication styles, daily living, and educational systems. For instance, we noted from their self-reports convinced ideas about English, such as English is widely used in China. Still, in contrast, in developed areas, English can be spoken and understood, like in Beijing and Shanghai. In Table 1, the participant's details can be found. Table 1 illustrates the heterogeneous information regarding the personal demographics background, such as gender, age, major, and Chinese proficiency.

3.1. Data Gathering

The concentration on Pakistani students has been linked to Chinese learning motivational trajectories before and after context and learning improvement. The research sought to interpret and elaborate on their

Chinese learning in terms of experiential accounts, taking part in the study from planning overseas programs until after the 16 weeks of academic journey of a semester immediately took place after they were accepted into the program in Pakistan. The data-gathering study consisted of three phases; the order of these phases obtained a holistic and deep understanding with a "thick description" of the phenomenon under research Sankofa (2023).

In the first phase, the participants Chinese learning and use experiences in Pakistan; the first author conducted interviews with all participants. The following issues and topics were addressed during the interview phase;

- The inspiration for Chinese learning and improvement in Chinese proficiency.
- The perspectives towards the Chinese community and the Chinese language.
- The experiences related to Chinese and Chinese learning and motivations.
- The achievements of current academics.
- Studying Chinese in China's reasons and points of view.
- The study abroad expected tends to result.

In the second phase, the participants stayed in China to encourage the writing of reference journals. The benefit of the reflective journal is both a process and a product, which facilitates the researchers to focus on an experience, analyze our feelings, record an event, or make sense of our acknowledgment of what we know. In particular, our research participants are encouraged to scope and document their prior and after-relocating motivational shift and fluctuations to China, their L2 selves, and their interaction to consider and analyze their Chinese learning experiences and to reflect on and learning context Jin and Cortazzi (2006), and plans regarding Chinese learning and use to articulate. The two research questions posed with these advantages

Table 1: Participants' Student Profiles Data

No.	Name	Gender	Age	Study Mode	Proficiency Level	Major
1	Ali Zafar	Male	32	Internal class	Beginner	Linguistics
2	Hina	Female	26	Internal class	Intermediate	Linguistics
3	Saima	Female	30	Internal class	Intermediate	Information
4	Zain	Male	33	Distance class	Intermediate	Information
5	Amir	Male	40	NA	Intermediate	Information
6	Noman	Male	41	Distance class	Advanced	Linguistics
7	Ijaz	Male	24	Distance class	Advanced	Art
8	Imran	Male	35	Distance class	Intermediate	Art
9	Zafar	Male	36	Distance class	Intermediate	Linguistics
10	Ayza	Female	28	Distance class	Lower intermediate	Linguistics
11	Rabia	Female	29	Internal class	Beginner	Chinese
12	Anum	Female	27	Internal class	Beginner	Chinese
13	Arslan	Male	41	Internal class	Beginner	Chinese
14	Aslam	Male	43	Internal class	Lower intermediate	Design
15	Zubair	Male	44	Internal class	Advanced	Linguistics
16	Asif	Male	45	Internal class	Advanced	Linguistics

are consistent with the study. The learning environment in China to capture the interaction and learning evolution of participants to guide their reflections used four prompts such as:

- What is your user experiences and Chinese learning as a participant during the period of stay in China?
- What is your achievement as a participant regarding Chinese learning during your stay in China?
- How do you illustrate your motivational learning change in China?
- According to your point of view, according to the learning atmosphere of China, which thing is most challenging to adjust? Each week's reflective journals are collected and comprise the total entries as of 86. The specification of each entry is one single-spaced page typewritten in length. By the code, each entry identified, for instance, "Zain/R/W16", according to the meaning of code, the academic sojourn of the zain's reflection entry from a whole.

In the third phase stage, interviews were conducted by the first author of all the participants within a week after the program finished the program study abroad, and the possible memory biases were minimized. The participants' academic sojourn in China, the motivations of Chinese learning before and after, and interviews are focused on. In these interviews, the following questions were asked:

- According to your previous similar experiences in Pakistan, where are your user experiences of Chinese language and Chinese learning in China?
- Before you studied abroad, were your present Chinese learning motivations similar?
- Will your Chinese learning effort in Pakistan be the same as the Chinese learning in China?
- Your Chinese learning plan in Pakistan is similar to the plan for Chinese learning in China?

Pakistani students are not native speakers of English, but due to the official English language, they can quickly speak and understand English; this language minimizes the barrier, so the interviews among participants were conducted in stages one and three. For accuracy applied to double-check, interviews were audio-taped and transcribed verbatim into English. After we had transcribed the interviews, the participant-checking procedures were undertaken to enhance the trustworthiness of the subsequent analysis and exactness of the research.

3.1. Data Evaluation

All the interview transcription and journal entries were read through five times. The coding process informed the research questions and the participants' literature about motivations for evolving Chinese learning and learning settings with its interaction. To

reduce the data, the coding process helps to reduce various descriptive categories, such as "Chinese learning motivations in Pakistan and China" and "Future Plans." Then, the relationship was identified; from the lower-order nodes, higher-order themes were generated. For example, "Chinese learning is a temporary frustration" under the higher-order node was categorized, similarly, "during the academic journey in China faces motivational fluctuations" and "As Chinese speakers, speaking becoming a fluent" and "with local Chinese becoming a competent communicator" were make the cluster under "absolute L2 self"(L2-AS).

When motivational changes in Chinese learning were categorized into different categories, and the components were acknowledged, the motivational components of these interaction designs were analyzed. Simultaneously, the interaction between L2-AS and the academic setting of such contextual nodes was studied, and the arrangement of these nodes according to the arrangement of higher-order nodes," L2-AS and context interplay with each other

4. Research Findings

Overall, during the participant's academic sojourn, data evaluation indicates their Chinese learning motivations after arrival, and various fluctuations during their stay in China illustrate a significant enhancement. After studying abroad, the motivation intensity heightened, as reported by thirteen of them 13/16, for their future after returning to Pakistan. They said they expected to sustain their boosted level of Chinese learning motivations. With time, the participants also experienced motivational surges caused by personal learning experiences and contextual conditions, such as the student's interaction with the teacher in the classroom and the new pedagogical environment. With time, the participants also experienced motivational surges caused by personal learning experiences and contextual conditions, such as the student's interaction with the teacher in the classroom and the new pedagogical environment. The participants noted that initial motivational intensity usually happened during their Chinese learning during the academic sojourn.

The accounts suggested to the participants that their ongoing surges and motivational changes were shaped and elicited by the indefinite association between their proficiency L2-SC, their study abroad context, and L2 self-concept confidence. After entry into China, in terms of their motivations for Chinese learning, most of them (13/16) illustrate the instrumental-value direction, albeit with specific learning objectives. Almost half of the participants (7/16) during their stay in China, to enhance high Chinese proficiency, envisaged more elaborate absolute L2 selves, for example, focusing on listening

and speaking skills being a fluent Chinese speaker. To reduce the participants' discrepancy between their L2 self-concept and their L2-AS, they should seek opportunities and resources to make various efforts to promote their oral Chinese in and outside the classroom. In conclusion, the participants' continuous motivational shift occurred as interactions with their socio-cultural and learning context.

4.1. Arrival in China and Learning Motivational Change

4.1.1. Motivational Encouragement from Pakistan to China

The Chinese learning motivation comparison of the participants from the previous and after the present academic sojourn found that most participants from (12/16) reported that Chinese learning motivation improved after relocating to China. The details are shown in Table 2, and the participants are expected to maintain their Chinese learning and heightened motivation after returning to Pakistan. In particular, after arrival in China, the participant about motivating change, one of the participants did not report the motivational intensity towards Chinese learning; all remaining participants reported their enhancement. They made a note of this in the final week of their visit:

One thing is certain: the motivation to study Chinese and learn Chinese is stronger than ever (Amir/R/W16).

As a wise person once said, and which I will apply to my Chinese journey, "This is not the finish; it is not yet the start of the end, but maybe it is the end of the beginning" (Ayza/R/W16).

Amir and Ayza showed an interest in learning the Chinese language before and after studying abroad; they boosted their learning motivation during the 16-week semester journey from Pakistan to China. Their Chinese learning and use experience offered them strengthened and more participation in their tangible integration with the Chinese community in authentic settings of their Chinese learning and use experience. Some other participants, such as Arslan and Noman, before and after relocating to China also contrasted motivational shifts; for Chinese learning, they described the China experience as "fuel."

Before experiencing the future of my Chinese language studies, I was a little on the fence; however, the abroad study program is the discovery for my Chinese learning that indicates the journey is continuing. I discovered that this journey added fuel for me, and I want to learn more and more. Then, ever, to continue my studies, I'm more determined, focusing on improving my communication and listening skills. (Arslan/R/W16) Here, Arslan evokes his intention to invest in continuing Chinese language learning. Noman even in the future have planned to move China" to experience the "culture first-hand" (Noman/R/W16). In

that way, his learning purpose about Chinese proficiency has expanded to integrate himself into the Chinese community.

The participant's motivational intensity data was also revealed to be closely related to their Chinese language learning purposes; learning goals of the motivational enhancement became more tangible. For example, Ali Zafar was Working in Pakistan, one of the CPEC projects, a 2x660M Power plant Coal Fired, and communicated with China's business community. Communication with collaborative relationships in China was performed in Chinese. Before studying in China, he had solely concentrated on improving their Chinese language self before. However, during his last stay in China, he expressed a strong motivation to understand Chinese culture. Beyond the language-only viewpoint, he also summarized his learning goals in the final week of his study abroad period:

This experience allowed me to gain the entirety of Chinese culture appreciation and cognizance. Every week, to improve the Chinese reading, make a strategy to implement. In this way, I learned the Chinese language and foreign affairs, and I will be able to get regular exposure. My Cultural intelligence will be building up, as well as maintaining and developing my skills related to language. (Ali Zafar/R/W16)

The experience expanded the study abroad and the scope of his Chinese learning and made his learning purposes more specific and explicit, for example, having "knowledge of Chinese food and etiquette with a deeper appreciation" (Ali Zafar/R/W6) and learning "terminology as common classroom" (Ali Zafar/R/W7). Hence, Ali Zafar's learning motivations increased regarding linguistic knowledge and understanding of intercultural issues.

In the same vein, Ayza had a Chinese husband in Pakistan during her initial interview; to learn Chinese, she reported an extrinsic motivation and aimed to do business with Chinese people. During her stay in China, the social and cultural of Chinese learning, she realized the important aspects. For example, "Culture and lifestyle related to China and their deep understanding" (Ayza/R/W16), and after going back to Pakistan, the expected motivations by setting explicit learning goals are sustained and enhanced by her motivations. When I went back to Pakistan, I learned the Chinese language. I won't be surrounded; that's why I download many Chinese movies and music, so my listening skills and singing in Chinese can still improve. (Ayza/R/W16).

It should also be noted that the other participants (Arslan, Aslam, Zubair, and Asif) who had general intentions to enhance their communication skills and ability before the study abroad reported more specific goals, such as improving their speaking and listening skills.

4.1.2. During Study Abroad in China with Motivational Fluctuations

Although the participants' Chinese learning motivation generally increased significantly after moving to China, one man reported various motivational fluctuations during their sixteen-week stay in China, which may explain some of the specific learning experiences or contextual conditions in the Chinese community.

There are some differences between the Pakistani and Chinese educational systems. The teacher is usually seen in Chinese classrooms as a model and authority. Specifically, memorization, repetition, and rote learning are usually Chinese teachers in Chinese as an additional language classroom. Of all the participants, Ijaz on the participant was majoring in Chinese program; in the Chinese learning skills, he demonstrated intense interest after taking part in self-introduction; he experienced a motivational decrease in Chinese speaking class activity:

- The teacher said it kept louder and louder, getting me to revise it; I would follow the teacher's version by getting louder and slower. At this stage, I kept repeating the mistaken sentence. I was very annoyed, and in the end, I just said, "Oh, I fail to recall it," and looked away. I could not say, "This is what I'm trying to say" in Chinese . . . I was annoyed by the conclusion, which made classless pleasant for me as I went there to learn on the spot in front of other participants, not to be put. To speak Chinese, we need more and more Mandarin, I am aware, but public speaking has never been enjoyable, and speaking engagement has been turned down. (Ijaz/R/W8).

As noted, the linguistic proficiency level of their students, combined with the teacher's possible lack of knowledge in the classroom learning practices, this teacher-centered instructional style reduced the Ijaz desire to participate in the classroom. As a result of "annoying" teacher-student interaction, his motivations related to Chinese learning decreased. However, in the classroom, he recognized the worth of practicing oral Chinese with the teacher's assistance. The motivational decrease influence did not seem to vanish throughout his academic journey; the reason is that Ijaz did not mention any enhancement or motivational recovery regarding Chinese learning in his objectives.

Furthermore, since the course workload often surpassed their normal learning speed in Pakistan, motivational declines in participants were most common in the early stages of their international learning experience and after they adapted and disappeared immediately to the new environment. The Chinese proficiency of Hina was intermediate, and during the third week of her stay, Chinese learning frustration she expressed:

Once learned, the volume of new grammar points and new vocabulary is a lot larger than what we are all used to . . . Last week, in one instance, to gain the meaning of the Chinese text, I found myself unable to while we read it aloud. The main reason for this inability was large quantities of new sentences and vocabulary; this frustrated me. (Hina/R/W3)

However, achievement in Chinese learning, she recognized later" the using incorrect grammar slowly overcoming my fear" in the usage of language (Hina/R/W16). She reported that her desire to learn about Chinese and "Join a group belonging to Chinese Professionals" is the key reason for improving her Chinese proficiency after returning to Pakistan. Dynamics of Chinese Learning Motivation: The Role of Self and Context during Study in China.

Each of the participants profiled described the growing complexity of motivation to learn Chinese, and 13 out of the 16 participants described learning Chinese as an instrument of mental set upon arrival in China. Three participants (Zubair, Asif, and Zafar) said they pay attention to the Chinese linguistic context in Pakistan but all three Forgot Chinese culture and moved to the Chinese host community. Furthermore, Imran, Anum, and Amir reported that they increasingly connected their Chinese learning motivation to China's learning and social context. Before studying China, learning Chinese had all reported intrinsic motivations (for example, language learning with interest) during the academic sojourn. Still, they show that a stealthy career belongs to learning motivation.

For example, Rabia is interested in different languages and was following a double major in Chinese and Japanese. Chinese culture study as one of the parts of a dairy company in China where Rabia visited with her classmates, and the experience of this company made her "truly" understand the effectiveness and high standards" (Rabia/R/W14). She saw the experience as a valuable cultural learning opportunity and was allowed to consider that "Jobs belong to China."

- To connect this broad realization back to my learning and goals, I think about my goals; I should study more sensibly what my goals are. The main goal is related to future work in which I speak Chinese with the Chinese community, even if the factory is small (most likely not!). (Rabia/R/W14)

The experience gained during the study abroad enabled Rabia to understand, and she studied in English from elementary school to university level, so she is certainly equivalent to native English, in the Chinese language, or a bilingual communication that being fluent reflects the culture in China, as career development that could support her. Rabia's current and future interaction with the target language community became more real and adjacent, and Rabia's cultural capital tangibility increased. Accordingly, her Chinese learning motivations and the learning efforts she

appreciated on her behalf became" absolute, strong and ever." (Rabia/R/W16). According to some other participants (6/16), their stay in China enhanced their extrinsic motivation, according to their report about Chinese language proficiency expressed as social, financial, and symbolic capital to link Pakistan to China.

A learner's willingness represents the language learning motivation and the bridge to the discrepancy between the L2-AS and the L2-SC. Therefore, it is more difficult and crucial to understand L2-SC as an individual learner. The L2-SC we can regard as "the self-concept is the self-description of an individual about evaluating feelings and competence about themselves" as an association with learning a second language L2 [43] (p.14). Before departure to China, Rabia, Ayza, Amir, Zain, Zafar, Ali, and Aslam (7/16) all these participants expressed their intrinsic motivation to learn Chinese (Interest in the language); Saima, Arslan, Noman, Zubair, and Asif (5/16) had a communication-orientation learning motivation; Hina and Ali Zafar (2/16), both participants focused on the knowledge related to Chinese linguistic, Ijaz and Imran (2/16), both of the participants expressed as their future careers related the strong extrinsic learning motivation. Therefore, the Chinese learning motivation of the participants showed different profiles; in Pakistan, most of them did not mold elaborate L2-AS. Generally, participants had little awareness of their L2-SC because they lived in an English-speaking context; in the host community, some participants found that Chinese was the dominant language, and they felt frustrated.

- From an understanding point of view, Imran was slightly aware that English would be usually spoken. However, I quickly realized that I didn't have anything, if any, understanding at the time, which proved to be frustrating; in most cases, the other side was also unable to communicate in English. (Imran/R/W16)

However, language learning and related challenges and usage experienced by participants while studying abroad caused them to discover that their Chinese abilities, in particular at the start of their stay, were not adequate:

- My initial encounter, which led me to struggle while I was in China, communicated my thoughts to the Chinese people. This was a big problem because I knew little Chinese and needed to order food and beverage at the canteen. (Zain/R/W1)

- The first lesson I remember, with all the Chinese speaking, I was extremely overwhelmed. You must pay attention to understand what the teacher is saying all the time. The first lesson I finished as soon as I evoked to say to others, "Wow, my brain is excited" (Saima/R/W7).

In the target language community, a range of negative feelings is experienced. Almost all participants consider the initial Chinese learning unsatisfying and unsuccessful when they try to learn in Pakistan. More elaborate L2-AS stimulated them to construct this

experience and to enhance their Chinese proficiency by finding more effective strategies when the Chinese academic and social settings became more aware of playing a more dominant role.

With a good command of Chinese, almost half of the participants (9/16) imagined Chinese proficiency as an idealized self-image. For example, Ali expected "the goal and target to achieve fluency and become fluent Chinese speaker" (Ali/R/W16), Ayza expressed her academic sojourn "improvement in the Chinese fluency journey" (Ayza/R/W16), and with local Chinese people, Saima learning objective has become a competent communicator. High Chinese proficiency is integral to the participants, and these opinions envisage L2-AS. Furthermore, the idealized self-images of the participants have been reinforced by their aspirations for the future. Asif had a strong aspiration to establish business connections with potential Chinese partners. Being fluent in Chinese was a critical need or a comparative benefit. My primary goal is to engage a strong relationship with Chinese trading partners successfully and different translators' reliance avoids using. (Asif/R/W16).

The participants had an actual gap between L2-SC and their L2-AS during their stay in China, which stimulated their preformation and motivation to improve their spoken Chinese. The participants had an actual gap between L2-SC and their L2-AS during their stay in China, which stimulated their performance and motivation to improve their spoken Chinese. Like Asif, most participants in or outside Chinese classrooms seek opportunities and resources to promote their pragmatic competence. According to Zubair noted. The guess about motivation here, the practical use of Chinese may lead to it. Get into a group of Chinese friends; that's what you have to do all the time; it's almost as if they're all expected to speak Chinese. Every day, you can utilize it. (Zubair/After arrival China Interwire)

5 | DISCUSSION

The present study analyzed and examined the motivational changes in the students' group about Chinese learning in a group of Pakistani students. During the one-semester, almost 16-week study period in China, they examined the interaction of their learning, shifting motivation, and sociocultural context. Throughout the findings, the Chinese learning motivations of the participants expressed above reveal and express this motivation is a dynamic process, the ongoing study abroad structure of the interaction between their L2-AS and L2-SC. The motivational shift of the participants had a close link with their learning purposes. From the previous research, the findings of the results with inline, the study abroad contextual conditions, second language learners have consistently reported the learning motivation shifting to construct

emerging from continuous interactions with the overseas study.

The participants' motivation in Chinese learning is generally beyond the dynamic nature; however, the research on this learning demonstrates some gaps between their L2-SC and L2-AS. The disparity between their perceived learning achievements in Pakistan was raised to their user experience and their learning in China. This discrepancy usually reinforced realistic learning objectives, for example, departing to China, career progress, and spoken Chinese fluency).

Moreover, the motivational fluctuations of the participants were found on behalf of their individual experience and perceived achievements, the most important enhancement related to their pragmatic competence. Hence, teachers and program administrators must pay more attention to the participants' different learning needs and sociocultural backgrounds. Simultaneously, teachers and program administrators should consider specific issues, such as instructional pace and pedagogical mode, as well as course content, and should deliver students learning Chinese for bespoke courses in international study contexts. Specifically, teachers and program administrators should deliver resources and opportunities for reliable communication to students with oral Chinese abilities to build their sense of achievement further. However, from Allen's research, this finding is different, which mentioned that the learning motivation related to French occurs for learners who focus on overseas study as an experience of language learning but does not include the students with pragmatic orientations. A possible reason may lie with the writing skills of the participants in the two studies in the various target languages. In Allen's study, the majority of the participants were considered advanced learners of English, whereas only (beginner and intermediate) 14 out of 16 participants in the present research. In this regard, the participants' proficiency level needs to be more attention in future research and SF/FL impact as the learning motivation in the field of study abroad backgrounds. In the longitudinal studies investigating the relationship.

The mutual association found by the participants with regards to their discoveries about motivation and learning and their sociocultural realities align with the study of both researchers, showing that international language learners in relocation study abroad contexts reported higher levels of sumptuous learning motivation and increasing self-determination of motivation. By using the data obtained, Isabella Garcia concluded that motivation narrated by participants in social networks is the reverse of motivation. To improve and enhance the participants' Chinese proficiency, the participants expressed a strong motivation for engagement with the host community. The daily social milieu promoted the knowledge related to oral Chinese and Chinese society

engagement. In this sense, during study abroad, linguistic knowledge focusing on classroom learning only serves as part of the language learning experience. Outside classroom language learning, the language practice community abroad should be considered critical learning. This research indicates that the eight participants learned Chinese an instrumental value as shown, but the counting of these participants did not consider the majority; before and after arrival to China, the motivational change of the participants recommended that sociocultural and learning contexts could have a profound impact on the overseas language learner's motivation. In conclusion, researchers must continue investigating the association between student motivational change and learning motivation for students abroad and their contextual reality.

5. Conclusions

To fill in the abovementioned channelings, the current study looked into the Chinese learning practices of a group of Pakistani students studying at a Chinese university. The key reason we take a group of Pakistani students is that Pakistan has a strong diplomatic relationship with China, the China-Pakistan Economic Corridor (CPEC) is one of the billionaire projects, and Pakistani students have a high population in China. The L2 Motivational self-system (L2MSS), drawing on the concept of motivation by the Chinese learning motivation, has evolved and examined the current research of 16 students from Pakistan who won the scholarship to continue abroad. This paper examined Pakistani students' interaction with their socio-cultural and learning context during their academic sojourn in a Chinese university. We take help from analyzing the data from reflective journals; we design our approach on two rounds of interviews, the Chinese learning before and after the trip abroad. The benefit of the interview is that most of the participants' motivation enhanced learning, and participants expected to make a great and sustainable effort to learn more after the end of the study.

During their stay in China, motivational fluctuations often emerged and were influenced by the Chinese pedagogical environment (for example, course content and instructional style), user experiences, and individual language learning experiences. The onto promoted the participants' performance by shifting motivation and connection between their L2-SC and L2-AS and changing the socio-cultural and learning contexts. Different motivating strategies help students interact with Chinese learning sustainably, enhancing their spoken Chinese and linguistic knowledge. Therefore, educational administrators and teachers must consider how to help CAL learners. They also focus on adapting to new things in the Chinese language environment and their learning motivation.

Moreover, as a Chinese researcher, our position meant that our data might reflect a Chinese research tradition's predisposition, particularly related to the Chinese pedagogical community. However, through these barriers, the research findings provide fresh insights into experiencing CAL language students' motivational shifts and some ways recommended to keep their motivation and practices related to Chinese learning and its sustainability. The role of learning in both formal and informal settings, this research also calls for more attention to sustaining international students' language learning and use in the long term. In future work, we will enhance our work to add more nationalities. We also examine the role of the HSK exam and the learning motivation in the students.

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