Attitudes and Motivation of Non-Native Chinese Language Learners towards Learning Chinese Language

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Abstract
Learning attitudes and motivation are among the most important factors that affect students' second language learning outcomes. Many previous studies also revealed that learning attitudes and motivation have a positive relationship with students' learning outcomes. However, non-native Chinese Language (CL) learners may require more attention. Hence, the objectives of this study are (1) to identify the Malaysian former SJKC non-native CL learners' proficiency levels; (2) to examine the non-native CL learners' language learning attitude and motivation levels; (3) to determine the relationship between the learners' CL proficiency and motivation levels. This study is both quantitative and qualitative in nature. The data collection methods used are mainly surveys and focused interviews. A total of 79 former SJKC non-native CL learners were chosen through the snowball sampling technique to answer the online questionnaires. In addition, focused interview sessions were conducted with six survey participants. The results showed there was a mild relationship (r=0.269) between motivation and CL proficiency level, even though the respondents showed a positive attitude and were highly motivated to learn the language. This result may be affected by factors other than attitude and motivation. The respondent's self-report data showed that 80% of the participants are low proficiency CL learners. Furthermore, interview data also revealed that parental involvement positively affects high-performing learners' learning motivation. Therefore, it is expected that all these factors might have affected the correlation analysis result. It is recommended that further research could delve into how these factors affect CL acquisition among non-native CL learners.
Keywords: Attitudes, Motivation, Non-Native Chinese Language Learners, Learning, Chinese Language

Introduction
Malaysia, a multi-ethnic country, provides support for the teaching of several languages in primary and secondary schools throughout the country. These languages are Bahasa Melayu

or Malay, the national language, English, Chinese and Tamil. There are two types of schools in Malaysia based on their medium of instruction, namely national and national-type schools. Nevertheless, the syllabus is similar in both types of schools but is taught in different languages whereas the national language, Malay, is the medium in national schools and Chinese in Chinese national-type primary schools [*Sekolah Jenis Kebangsaan Cina* (SJKCs)]. Except for Malay and English, other subjects in SJKCs are taught in Chinese. The SJKCs is also the fortress of the mother tongue education of Chinese Malaysians, and it undertakes the mission of inheriting the Chinese culture and language. Therefore, Chinese teaching in Chinese primary schools is actually mother tongue teaching or first language teaching.

According to Klappenbach (2022), Mandarin Chinese (Chinese language) is the second most widely spoken language in the world with approximately 1,117 million speakers, whether as a first or second language. The emergence of China as an economic powerhouse overtaking Japan to become the world's second largest economy and as one of the important trading partners of many countries has motivated even more people around the world whose mother tongue is not Mandarin to study Chinese, this is also the case in Malaysia (Xia, 2011). In recent years, there has been a growing number of non-Chinese native speaking students taking up the language in schools and universities across the country of Malaysia. For instance, the numbers of non-Chinese students in SJKCs in Malaysia is also getting higher. According to the report by the Ministry of Education, the number of non-Chinese students in SJKCs increased from 11.84% in 2010 to 19.75% in 2020. Right now，there are over 100,000 non-Chinese students studying in SJKCs all over Malaysia, and most of them are Malays and Bumiputeras (indigenous people) ("More Malaysian", 2020).

In view of the fact that more and more non-Chinese learners are studying in SJKCs, many Malaysian studies have investigated the learning situation of the non-Chinese learners studying in SJKCs, including researching on the factors that drive their parents to send them to study in SJKCs (Asmahani, 2009; Heng & Neo, 2005; Heng et al., 2021; Tan, 2015; Yahaya & Hamid, 2003; Zeng, 2017), as well as the performance and learning difficulties faced by this group of students in schools (Bi, 2019; Cui, 2011; Heng et al., 2021; Heng & Neo, 2005; Ngien & Ching, 2016; Tay, 2012; Zeng, 2017). Furthermore, non-Chinese learners' learning attitudes are receiving more attention, such as learning about Islamic studies (Norddin, 2017) and history (Marimun & Ahmad, 2019) teaching. Research on learning attitudes and motivation of this group of students are still scarce. Hence, this study aims to study the former SJKC non-Chinese students' CL proficiency and their learning attitudes and motivation towards CL learning. The ultimate objectives of this study are as below:

1. To identify the non-native Chinese language learners' Chinese language proficiency levels;
2. To examine the non-native Chinese language learners' language learning attitudes and motivation levels;
3. To determine the relationship between the non-native Chinese language learners' proficiency and motivation levels.

The findings of this study will provide some insight on former SJKCs non-Chinese students learning attitudes and motivation, and how these factors affect their CL learning performance. As far as the research is concerned, so far, there has been no local research

investigated on this topic. It is hoped that this research findings can meet the research gap of the body of knowledge in the field of non-native speaker's language acquisition in Chinese.

Literature Review

This section presents the theoretical foundation of the analytical tools used in this study and discusses previous studies related to this study.

The Socio-educational Model

This study uses Gardner's (1985, 2001, 2005) Socio-educational Model to investigate the CL learning attitudes and motivation of the non-native CL learners. CL learning among this group of learners is a second language (L2) acquisition. According to Gardner (2005), L2 acquisition involves a number of factors, i.e. (1) characteristics of the student, such as ability, attitudes, motivation, anxiety, personality, learning strategies; and (2) environmental characteristics, which include quality of instruction, opportunities to use the language, socio-cultural milieu and expectations. These factors will affect the students' language learning outcomes (pp. 5-6). How these factors affect learner's learning motivation and language achievement are shown in Figure 1.

Figure 1 provides an adapted version of Gardner's Socio-educational Model. The diagram in Figure 1 shows that "Attitudes toward the learning situation", "Integrativeness" and "Instrumentality" are variables that influence motivation to learn a L2, and that "Motivation", "Ability" and "Other factors" have an influence on "Language Achievement" (Gardner, 2001; 2005). "Other factors" can be student's learning anxiety, strategies, opportunities to use the language, parental involvement and expectations, etc. In addition, the figure also shows that the three classes of variables, Integrativeness, Attitudes toward the Learning Situation, and Motivation form "Integrative Motivation" (Gardner, 2001, p. 13). Gardner argues that learners with integrative motivation will show strong interest on the target language and the target language community. Gardner also believed that the highly integratively motivated person would probably be very successful in learning and using the language (2001, p. 79; 2005, p. 20).
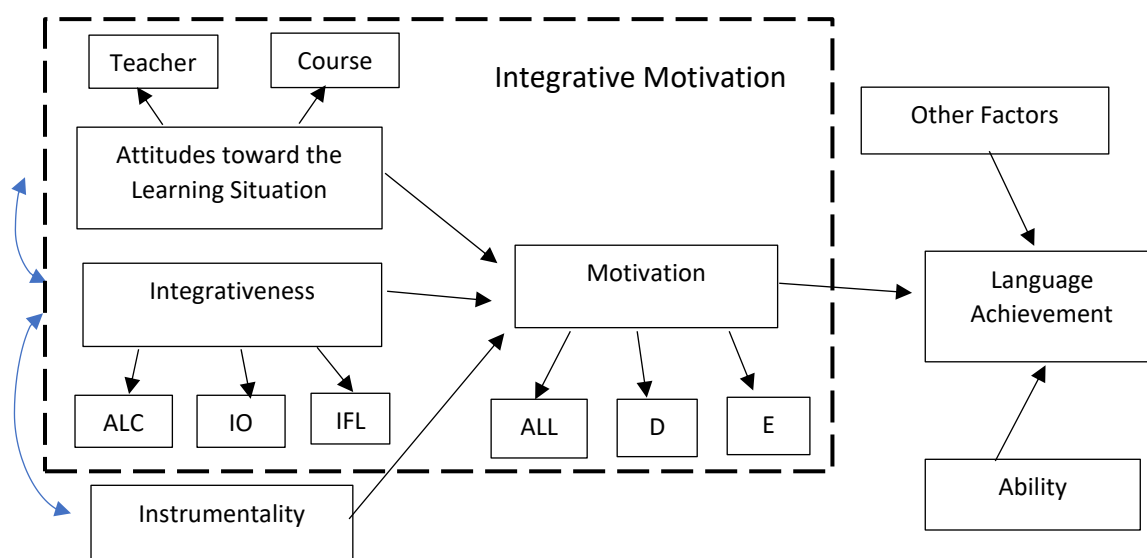

Figure 1. Gardner's Socio-educational Model (Adapted from Gardner,1985;2001;2005)

As shown in the diagram, "Attitudes toward the Learning Situation" involves attitudes toward any aspect of the situation in which the language is learned, such as attitude towards the teachers, the courses etc.; Integrativeness reflects a genuine interest in learning the L2 in order to come closer psychologically to the other language community. It will be reflected in an "integrative orientation toward learning the second language" (IO), a favourable "attitude toward the language community" (ALC), and "interest in foreign language" (IFL); while Instrumentality/Instrumental Motivation refers to conditions where the language is being studied for practical or utilitarian purposes. Learners with instrumental motivation will see the target language as a tool, and hope that the language can bring benefits to themselves, such as getting a good job for themselves or improve their social status, etc.

The Meaning of Motivation
In Socio-educational Model, motivation to learn a second language "refers to the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language" (Gardner, 1985, p.10). Gardner (2005, pp. 3-4) also emphasized that "motivation" is a multifaceted concept, involving cognitive, affective and behavioural components. Motivated individuals are goal-directed. They have a strong desire to attain their goal, and enjoy the activities necessary to achieve their goal. The index of the individual's motivation to learn CL in this study is the sum of scores on Effort (E), Desire (D), and Attitudes toward Learning CL (ALL) (refer Figure 1).

Previous Studies on Second Language Learning Motivation
Numerous studies have been conducted in measuring students' attitudes and motivation in the learning process in Malaysia. Many of the studies focused on motivation in learning English as a second language (Rock et al., 2021; Muftah & Rafik-Galea, 2013; Thang et al., 2011; Zulida et al., 2020). Thang et al.(2011) examined attitudes and motivation of Malaysian secondary students towards learning English as a second language. The study revealed an overall positive attitude towards learning English by Art and Science students. Further Science students and higher proficiency students show more interest in improving their English. In addition, the findings reveal a positive relationship between higher proficiency level and positive attitudes and motivation to learn English. Muftah & Rafik-Galea (2013) describe and examine Malaysian pre-university students' integrative and instrumental motivation toward learning English. The findings indicate that Malaysian pre-university students have very high motivation and positive attitudes towards learning English and that they are more instrumentally motivated. Zulida et al (2020) examine the students' motivation and attitude towards learning English as a second language from four Malaysian higher institutions. Findings reveal that the respondents are having positive attitudes in learning English. The three studies shared a similar result, students have a positive attitude and are highly motivated towards learning English.

Peng & Fu (2021) study the effect of Chinese EFL students' learning motivation on learning outcomes within a blended learning environment. The results reveal that both intrinsic motivation and extrinsic motivation have a positive relationship with learning outcomes within a blended learning environment, both of which are conducive to improving students' English linguistic competence and facilitating their psychological development of English learning. Rock et al (2021) investigated the degree to which attitudes indicating

integrativeness are present in a cohort of modern Malaysian high school students learning English, and explores the implications of the findings for the status and potential utility of integrativeness and the socio-educational model. The results reveal moderate high level of integrativeness among the participants. This finding implies that integrativeness and the socio-educational model may have continuing relevance in the modern world in Malaysia. Based on this finding the authors chose to use the Socio-education model as an analytical tool for this study.

To sum up, the learning motivation studies carried out in Malaysia mainly focus on English as a second language in the classrooms, and most of them are at the secondary school and tertiary level. To the researcher's knowledge, there is currently not much investigation on the learning attitude and motivation among SJKC non-native CL learners. Chinese is a second language for this group of learners, but the teaching approach applied on them is teaching Chinese as a first language, that is the mother tongue teaching approach. In addition, the learner's learning attitudes and motivation are very critical factors to be successful in language learning. Hence, there is a need to conduct this study to examine to what extent did they manage to apply their best practice to master the target language and also succeed in other subjects. The information collected in this study will inspire non-native Chinese learners, teachers, parents and educational officers, where Chinese language learning is concerned.

Methods
This section describes the research design and sampling, data collection, and the data analysis of this study.

Research Design and Sampling
This study is quantitative and qualitative in nature. The researcher employed online survey and online interview methods to collect data. Descriptive statistics in terms of frequency counts, percentages, mean and standard deviation were used to obtain patterns of occurrences in participants' survey feedback. Qualitative approaches in addition will obtain insight into students' attitudes and motivation towards CL learning. With regards to the analytical frameworks, Gardner's Socio-educational Model were adopted to investigate learning attitudes and motivation of the non-native Chinese language learners in this study.

The survey participants of this study were 79 non-native CL students who had at least 6 years of experience in learning the CL at SJKCs. The 79 respondents were divided into two groups based on their self-reported CL competency, which was based on the Common European Framework of Reference (CEFR) categorization. Low proficiency (LP) referred to participants who rated themselves A1(beginner), A2 (elementary) or B1 (intermediate), while high proficiency (HP) referred to participants who rated themselves B2 (upper intermediate), C1 (effective operational proficiency or advanced) or C2 (mastery).

On the other hand, 6 interview participants were selected from 79 survey participants by using the purposive sampling method. They were interviewed to examine their attitudes and motivation towards CL learning, and to what extent they managed to apply their best practice to master the language. Data in Table 1 shows the CL learning experience and UPSR

CL performance of the 6 interviewees. Their experience in learning CL varies from 6 to 14 years, and they obtained a minimum grade of D in their CL Primary School Achievement Test, which also known as *Ujian Pencapaian Sekolah Rendah (*commonly abbreviated as *UPSR*).

Table 1
Chinese Language Learning Experience and Achievement of the Interview Participants

Respondents	Years of CL Learning	UPSR CL Writing Result	UPSR CL Reading Comprehension Result
R1	8	B	A
R2	6	B	B
R3	12	B	B
R4	11	B	B
R5	6	C	C
R6	14	C	D

Data Collection
Data collection method used in this study were surveys and focused interviews. A sampling method called snowball with volunteerism was employed in the selection of the samples. Snowball sampling is defined as a non-probability sampling technique in which the samples have traits that are rare to find. This is a sampling technique, in which existing subjects provide referrals to recruit samples required for a research study (Fraenkel et al., 2012). A list of samples was first identified from a few educators in Malaysia. Then, the participants' permissions were obtained to access their data. Participants who did not agree on their participation were excluded. The inclusion criteria to select the samples was based on volunteer basis and most importantly, they consented to complete a Google form questionnaire. For the purpose of addressing ethical as well as confidentiality issues, data from the survey and interviews were collected after receiving approval from the Research Ethics Committee of Universiti Teknologi MARA (UiTM). To ensure the confidentiality of every participating individual's data, each interview participant was identified by a participant identification code known only to the researcher. Six interview participants in this study were coded as R1, R2, R3, R4, R5 and R6 (Table 1).

The focused interview sessions were conducted to six of the selected participants in Mandarin. The interviews were semi-structured. To enable in-depth discussion of issues that emerged from the responses of the interviewees, additional questions were posed based on the responses. All interviews were recorded and transcribed for analysis.

Research Instruments
The instruments used to collect quantitative data in this study was a survey form, meanwhile qualitative data were collected through interviews. Questionnaires were used to gather information from former SJKC non-Chinese CL learners on their learning motivation and CL proficiency level. The questionnaires consisted of three sections. Section A asked for participants' demographic information. Section B required participants to self-report their CL competency which is based on the CEFR categorization. Section C consists of 15 items which enquired information on the participants' CL learning attitude and motivation, as shown in

Table 8, questions in Section C were adapted from Garner's (2004) Attitude/Motivation Test Battery (AMTB), to investigate the participants' CL learning attitudes and motivation. Two experts were consulted to establish the content validity of the instrument. Survey instrument reliability analysis in Table 2 showed a convincing and acceptable level of Cronbach's Alpha values = 0.919.

Table 2
Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.919	.925	15

An interview protocol was designed for qualitative data collection, which consists of 15 questions regarding participant's attitude towards Chinese language and community, attitude towards CL learning situation, and parents' support towards participants' CL learning.

Data Analysis
Questionnaire data were processed and analyzed using Statistical Package for the Social Sciences (SPSS). Descriptive statistics were used in analyzing the survey data, and the data that have been processed with descriptive statistics were presented in the form of mean (M) and standard deviation (SD) in tables. The analyzed survey data were used to answer Research Question (RQ) 1 and 2. Pearson Correlation analysis in SPSS were used to find the relationship between CL learners' proficiency and motivation levels in RQ3. The analysis calculated the correlation coefficient, r between Respondent's Self-Report Chinese Language Proficiency Level and Attitude/Motivation Index (AMI). According to Gardner (1985), AMI is an index that includes all items from Attitudes toward the Learning Situation, Integrativeness, Motivation indices plus measures of Language Anxiety (negatively weighted) and Ratings of an Instrumental Orientation/instrumentality. According to him, "this composite score is used to produce one number which incorporates what currently appear to be the major attitudinal/motivational characteristics associated with proficiency in a second language" (p. 5). Due to 15 Items in the survey form of this study has no item related to language anxiety, hence, AMI were counted based on 15 items from only four indices i.e., attitudes toward the learning situation, integrativeness, motivation, and instrumentality.

The qualitative data were gathered through interviews. The interviews data were transcribed, and content analysis approach was used to identify the patterns that emerge from text, by grouping content into words, concepts, and themes. All data under the same theme were grouped together and were coded. All coded excerpts were translated into English for interpretation. From the interview with the non-native CL learners, four major themes have emerged. The first theme is the attitude of CL learners. The attitude is further divided into three sub-themes of (i) Attitude towards CL Learning, (ii) Attitude towards Learning Situation (ATLS), and (iii) Attitude towards Chinese Culture and Community. Another three themes are Effort, Desire, and Motivation Orientations (Instrumental and Integrative). Qualitive data were used to answer RQ2.

Reliability and Validity of the Study
The internal validity and reliability of qualitative research can be tested using various strategies. The strategies include member validation or member checks and triangulation. According to Creswell (2008, p. 266), triangulation strengthens reliability as well as internal validity. Triangulation and member checks were adopted to validate the data of this study.

Triangulation or convergent validation refers to the process of corroborating evidence from different individuals, types of data, or methods of data collection in the description and thematic analysis of qualitative research (Creswell, 2008, p. 266). In this study, data gathered from interviews were used to triangulate the findings obtained from the analysis of the survey data. This information was used to identify the learning attitudes and motivation of non-native CL learners in RQ2.

According to Leeuwen & Jewitt (2001, p. 21), 'reliability' refers to the degree of consistency shown by one or more coders in classifying content according to the defined values on specific variables. Reliability can be demonstrated by assessing the correlation between judgements of the same sample of relevant items made by different coders ('inter-coder reliability') or by one coder on different occasions ('intra-coder reliability'). To achieve high levels of reliability, the researcher who is the first coder, with the help of a second coder, coded the interview verbal data of this study. Each interview transcription was analysed and coded manually by the first coder then to the second coder to ensure its accuracy and validity. If the analysis results are inconsistent, the two coders will be having discussions to reach an agreement. According to van Leeuwen and Jewitt (2001, p. 23), the inter-coder consistency for binary or tripartite classifications would need to be close to 100 per cent to be reliable.

Results and Discussion
This section introduced the demographic profile of the participants, discussion on the findings and answer to Research Question 1, 2 and 3.

Demographic Information
This section reports the demographic data of the participants. Table 3 shows that participants of this study are from three different ethnic backgrounds, in which 54 are Malays (68.4%), 13 are Sarawak Bumiputera (16.5%) and 12 of them are Sabah Bumiputera (15.2%).

Table 3
Ethnic background

	Frequency	Percent (%)	Cumulative Percent (%)
Malay	54	68.4	68.4
Sarawak Bumiputera	13	16.5	84.8
Sabah Bumiputera	12	15.2	100.0
Total	79	100.0	

The gender composition of this study are females as the majority. As shown in Table 4, there are 60 females (75.9%) and 19 males (24.1%).

Table 4
Gender composition

	Frequency	Percent (%)	Cumulative Percent (%)
Male	19	24.1	24.1
Female	60	75.9	100.0
Total	79	100.0	

The age distribution of the participants in the study is shown in Table 5. The age group of 20-24 were the majority which took up 79.7% with 63 participants in number. For the age group of 15-19, it is 16.5% with 13 participants. Whereas age group 25-29, 30-34, 40 and above only occupied 1.3% each.

Table 5
Age groups

Age groups	Frequency	Percent (%)	Cumulative Percent (%)
15-19	13	16.5	16.5
20-24	63	79.7	96.2
25-29	1	1.3	97.5
30-34	1	1.3	98.7
40 and above	1	1.3	100.0
Total	79	100.0	

Table 6 shows the highest Chinese language qualification of the respondents. 70.9% of the respondents experienced 6 years of CL learning in SJKCs and passed their UPSR examination. 22.8% obtained secondary school CL qualifications (8.8% Lower Secondary Assessment/PMR level, plus 13.9% Upper Secondary/SPM level), and only 5 (6.4%) of them pursued their diploma or bachelor degrees in Chinese language studies at tertiary level.

Table 6
Highest Qualification for Chinese Language

CL Level	Frequency	Percent	Cumulative Percent (%)
UPSR	56	70.9	70.9
Lower Secondary	5	6.3	77.2
Lower Secondary Assessment [Penilaian Menengah Rendah (PMR/SRP)]	2	2.5	79.7
Upper Secondary	2	2.5	82.3
Sijil Pelajaran *Malaysia* (*SPM*), or *Malaysian* Certificate of Education	9	11.4	93.7

Diploma in Chinese Studies	1	1.3	94.9
Bachelor of Chinese Language and Linguistics	4	5.1	100.0
Total	79	100.0	

Finding of Research Question 1
What is the non-native Chinese language learners' proficiency levels?
Table 7 shows the distribution of non-native Chinese language learners' self-report CL proficiency level.

According to Table 7, 7 participants (8.9%) self-reported their CL proficiency level in A1 Beginner, which is the least in the LP category, 23 participants (29.1%) in A2 Elementary, and 32 participants (40.5%) in B1 Intermediate. In total, 62 out of 79 respondents rate their CL competency as low proficiency level (LP). In other words, majority of the participants in this study self-reported as LP learners (78.5%). According to CEFR's definition, A1 learners can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction needs of a concrete type. A2 learners can understand sentences and frequently used expressions related to areas of most immediate relevance, and B1 learners can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.

Besides, there were only 21.5% of the respondents who are self-reported as High Proficiency (HP) CL learners. As seen in Table 7, there are 12 participants (15.2%) with their CL proficiency level in B2 Upper Intermediate. 3 participants (3.8%) in the C1 Effective operational proficiency or advanced level, and 2 participants (2.5%) under the C2 Mastery or proficiency level. These 3 groups of participants achieved the high proficiency level in language learning. These HP learners can perform language tasks such as differentiating finer shades of meaning in more complex situations, summarise information from different spoken and written sources, reconstructing arguments, and accounts in a coherent presentation.

Table 7
Respondent's Self Report Chinese Language Proficiency Level

Competency Level	Competency Category	Frequency/ Percent	Cumulative Percent
Low proficiency (LP)	A1 Beginner	7 (8.9%)	78.5%
	A2 Elementary	23 (29.1%)	
	B1 Intermediate	32 (40.5%)	
High Proficiency (HP)	B2 Upper Intermediate	12 (15.2%)	21.5%
	C1 Effective operational proficiency or advanced	3 (3.8%)	

C2 Mastery or proficiency	2 (2.5%)	
Total	79	100.0%

Findings of RQ1 shows that the distribution pattern of CL qualification and proficiency level of the participants are very similar. As shown in Table 6, 79.7 % of the participants' CL highest qualifications were UPSR (70.9 %) and lower-secondary level (8.8 %). This figure is very similar with the percentage of LP CL learners (A1, A2, B1) in Table 7 (78.5 %). Additionally, the percentage of self-reported as HP CL learner participant (21.5%) is also quite similar with the percentage of participants who obtained Upper Secondary/ SPM/ diploma/ degree Chinese qualifications (20.3%). To sum up, the majority of the participants in this study consists of former SJKC LP CL learners.

Finding of Research Question Two (RQ2)
What is the Learning Attitude and Motivation Level of the Non-Native Chinese Language learners?
In answering RQ 2, results of the survey data were presented first, followed by the interview for qualitive data. Table 8 shows learning attitudes and motivation of the CL learners in this study.

Table 8
Respondent's Chinese Language Learning Attitudes and Motivation

Attitudes/Motivation		Items	N	Mean (M)	SD
Integrative Motivation (ATLS+Integrativeness+MOT)					
Attitude Towards Learning Situation (ATLS) [M=5.07, SD=1.12]		My Chinese teacher is a great source of inspiration to me.	79	5.22	1.22
		Chinese is one of my favourite courses.	79	4.92	1.23
Integrativeness [M=5.35, SD=0.65]	Integrative orientation	Studying Chinese is important because I will be able to interact more easily with Chinese speaking people.	79	5.63	0.74
		Studying Chinese is important because it will enable me to better understand and appreciate the Chinese way of life.	79	5.43	0.80
		I would like to know more native Chinese speakers.	79	5.23	0.93
	Interest in foreign language	I wish I could read newspapers and magazines in Chinese.	79	5.30	1.02

	Attitude towards Community	CL	Native Chinese speakers are very sociable and kind.	79	5.18	0.83
Motivation (MOT) [M=5.12, SD=0.77]	Attitude Towards Learning (ATT)	CL	I really enjoy learning Chinese.	79	5.39	0.82
	Desire (D)		I look forward to studying more Chinese in the future.	79	5.27	0.94
			I want to learn Chinese so well that it will become natural to me.	79	5.34	0.90
	Effort (E)		I make a point of trying to understand all the CL I see and hear.	79	5.10	0.98
			I keep up to date with CL by working on it almost every day.	79	4.16	1.33
			I really work hard to learn Chinese.	79	4.91	1.02
			When I am studying Chinese, I ignore distractions and pay attention to my task.	79	4.51	1.25
Instrumentality/Instrumental Motivation			Studying Chinese is important because I will need it for my career.	79	5.53	0.77

As shown in Table 8, the Attitude towards Learning Situation (ALTS) consists of 2 items, which are learners' attitude towards the CL teacher and the course. The data showed that learners' attitude toward the CL teacher (M=5.22) and the course (M=4.92) are positive. Overall mean for the CL learners' ATLS was 5.07 (SD=1.12).

Integrativeness can be assessed by measurements in the AMTB which involves the individual's integrative orientation to language learning, a general interest in foreign groups, especially through their language, and favourable attitudes toward the target language group. Data in Table 8 shows the mean for Integrativeness is 5.35 (SD=0.65). CL learners' attitude towards learning CL are integrative oriented. They have high willingness to communicate with the Chinese people (M=5.63), willing to better understand and appreciate the Chinese way of life (M=5.43), and like to know more native Chinese speakers (M=5.23).

The interview data also found that interviewees' attitudes towards the Chinese language and community were very positive. R3 and R4 viewed Chinese as a very beautiful and unique language. They described the language as in the following excerpts:
R3: "I think Chinese is a beautiful language… I am really happy to learn Chinese because I can…have a better understanding of Chinese people, ";

R4: "I think Chinese is a very unique language because it has its own characters compared to English. You can see the beauty of Chinese from the characters."

They also have a positive attitude and good relationship with their teachers and classmates. This was proven from their responses by R21, R2, R4, R5, and R6.

R1	"My Chinese teacher likes to chat with me. She always asks me how is my progress in Chinese." "During primary school, I have a good relationship with my classmates, because I don't like to quarrel with people."
R2	"Our relationships are considered well. Even though I am a Malay, they did not look at me differently, or think I'm strange. They treat me like one. "
R4	"I have a very close relationship with the teacher because I like to ask questions."
R5	"I think I have a good relationship with the teachers at the school, as the teachers also know my older brothers and sisters. These all help me in my studies.
R6	"When I was in primary school, I had a good relationship with my teachers and classmates. I didn't quarrel and I was able to communicate with them. Most of the primary school classes are Chinese friends…"

Data in Table 9 shows the respondents' CL learning motivation level. Motivation (MOT) to learn CL is measured by three main aspects, namely Attitude towards learning CL (M=5.39; SD=0.82), plus Desire (M=5.30; SD=0.86), plus Effort (M=4.67; SD=0.92). The learning motivation level of the CL learners is also positive, the mean value is 5.12 (SD = 0.77). As shown in Table 8, this finding reveals that learners enjoy learning Chinese (M=5.39), they showed strong desire to learn Chinese (M=5.34), and looking forward to studying more Chinese (M=5.27). But, as compared to attitude and desire, the effort (E) towards learning CL of the respondents is lower, the mean is only 4.67 of the 6-point Likert scales.   The mean score for "I keep up to date with CL by working on it almost every day" (4.16), "I really work hard to learn Chinese" (M=4.91), and "When I am studying Chinese, I ignore distractions and pay attention to my task" (4.51) were below 5.

Table 9
CL Learners' Learning Motivation Level

	N	Mean	SD
Attitude (ATT)	79	5.39	0.82
Desire (D)	79	5.30	0.86
Effort (E)	79	4.67	0.92
Motivation (MOT) [ATT+D+E]	79	5.12	0.77

Interview data also proved that the interviewee's learning motivation was encouraging. Their attitude towards CL learning are very positive and pleasant. They enjoy learning Chinese although Chinese is difficult to learn. Table 10 shows interviewees' motivation towards CL learning. All of them enjoy learning Chinese. R1 did not find it difficult mastering the Chinese language because she enjoyed the learning process. The similar expression is shared by R5. R5

has an optimistic outlook on Chinese language studies. She delighted in studying Chinese. R5 did not find it difficult to master Chinese because she enjoys studying it. R2 also enjoy learning CL. Although she found that learning Chinese is difficult, but she worked very hard to overcome the challenge she faced in her studies.

R3 is regarded as a HP student and it can be seen from her perspective on learning the language as illustrated in the excerpts above. R3's attitude towards learning Chinese is encouraging. She likes learning Chinese very much. R3 put a lot of effort in mastering the language. She believes that the best way to grasp Chinese grammar is to read more Chinese books and educate themselves further on the language. She was of the opinion that students needed to perform additional practise or activities. Pay close attention while the instructor guides you, and ensure you ask enough of follow-up questions to thoroughly grasp the teaching material.

In the interview, effort could come as inner effort (the effort from the students themselves) and outer effort (the effort from parent, teachers or the people around). In R4's case, the respondent's attitude towards the language begins negatively but it somehow changed with the effort from his parent. R4 believes that it is challenging to study Chinese in lower elementary school since there is no basis in the language. In the fourth and fifth grades, he began to like studying Chinese. Because, beginning in the fourth grade, his parents began purchasing for him a large number of Chinese storybooks and enrolled him in a Chinese-speaking day care centre. Since then, he has been fonder of Chinese. His interest in Chinese was improving from the motivation that he received from his friends at the day care centre. R4's inability to communicate well in Chinese prevented him from making many friends when he was in the lower primary grades. After enrolling in the day care centre in the fourth grade, he became more confident in his ability to speak Chinese, which enabled him to begin making friends. He attributed one of the reasons why his Chinese fluency began to improve to the fact that he began to make friends in the class. The above response is the example for outer effort which shows R4's parent effort of sending him to Chinese tuition class and day care centre. A similar response was shared by R3, R5 and R6 (refer Table 10).

Table 10
Samples of Interviewee's Motivation towards CL Learning

Interviewee	Excerpts
R1	"I enjoyed language learning, and I enjoyed learning Chinese during primary school." "In my opinion, if we don't like it, we find it difficult. This is because we need to memorize by hard every character, each character has different sound, pinyin and its meaning. So, if we don't enjoy learning Mandarin, we will find it difficult."
R2	"I enjoyed, both of my younger sisters speak Chinese too, so the three of us will speak Chinese at home, it's like our secret language." "Learning Chinese is difficult. Everyone in our school are competitive, I was also affected by them. (I'm afraid) if I did not do well in my studies, it will be difficult for me to mingle in, that's why I worked hard."

R3	" I have studied it for a long time. I am really happy to learn this Chinese..., so I'm really honoured to take this opportunity to learn Chinese." "I think reading more is a great help. In terms of writing... you can copy a beautiful sentence and memorize it when you read it, and then you can use that sentence in writing during the test." "They sent me to the Anqin class. They helped me find a teacher who taught me alone, and I studied with that teacher until now. The teacher taught me from the first grade until now."
R4	"In elementary school, it was very difficult to learn, because there was no foundation at all, and I could not speak Chinese. When I was in the fourth grade and the fifth grade, I started to like the subject of Chinese, because my parents started to buy a lot of Chinese storybooks and novels in the fourth grade. From there I started to like Chinese more and more." "By the fourth grade, my mother found that my Chinese became worse. In order to strengthen my Chinese, I was sent to a Chinese-speaking day care centre (Anqin class) every day after school to continue learning Chinese."
R5	"I think it is not difficult to learn Chinese as I am interested in Chinese. I think my attitude towards learning Chinese is good" "My parents will buy us Chinese to English dictionaries. Besides, sending me to take Maths tuition outside."
R6	"I really like Chinese language". "My parents sent me to tutoring classes for Chinese, science, and Chinese-speaking day care centre, so that I could speak more Chinese. My life is all Chinese."

In discussing motivation in learning a language, Gardner (1985) has divided the focus into two parts, Instrumental Orientation and Integrative Orientation. Instrumental orientation refers to practical reasons for acquiring an additional language, such as academic success and the desire to obtain better employment opportunities. On the other hand, Integrative orientation refers to learners' affinity with the target language speech community and their desire to become part of it. Table 11 compares the mean between Integrative Motivation and Instrumental Motivation. The mean for Instrumental Motivation is 5.53 (SD=0.77), whereby the mean for Integrative Motivation is 5.11 (SD=0.70). The result shows that although the learning motivation of the CL learners involve both integrative and instrumental orientation, but the motivation tendency is more inclined to practical or utilitarian purposes.

Table 11
Comparison of Mean between Integrative Motivation and Instrumental Motivation

Attitude/Motivation		N	Mean	SD
Integrative (ATLS+Integrativeness+MOT)	Motivation	79	5.11	0.70
Instrumental Motivation (IM)		79	5.53	0.77

In an interview it was found that R1, R3 and R4's learning motivation involved integrative and instrumental orientation. Besides for practical reasons, they hope by

mastering CL they can communicate with Chinese people in the Chinese language as expressed by R1, R3 and R4 in their excerpts.

R1:   "I just think I learn Chinese so I can communicate with more people.
        I think they hope that I can use my strength, my language strength in my work field."

R3:   "It was my mother who decided to send me to … because: (1) it was close to my home; (2) learning another language would be helpful for work and career in the future."
        "I am really happy to learn this Chinese because I can broaden my knowledge, know more about Chinese language, and have a better understanding of Chinese people…"

R4:   "My mother's mother is Chinese. Maybe she wants us to inherit Chinese language and culture."
        "Learning Chinese will help you in your future career."

Conversely, R5 and R6 learned Chinese with the hope of getting better employment opportunities in the future. They provided the following excerpts:

R5:   "I think learning Chinese is easy to find a job."
R6:   "My parents sent me to Chinese elementary school, probably because it would be easier for me to get a job in the future."

R2 did not explicitly state his motivational tendencies. In conclusion, the interview findings were consistent with the survey data which indicated that the CL learners were more instrumental motivation oriented. This finding is also in line with the findings of Muftah & Rafik-Galea (2013) which indicated that Malaysian pre-university students have very high motivation and positive attitudes towards learning other languages such as English and that they were more instrumentally motivated.

Findings of Research Question Three (RQ3)
Is There Any Correlation between the Non-Native Chinese Language Learners' Proficiency and Motivation Levels?

In this study, the Pearson Correlation analysis was used to find the relationship between CL learners' proficiency and motivation levels. The analysis calculated the correlation coefficient, *r* between respondent's self-report CL proficiency level and Attitude/Motivation Index (AMI). AMI was counted based on 15 items from four indices i.e., ATLS, Integrativeness, MOT, and Instrumentality. The analysis showed that the mean of AMI is 5.14 (SD=0.69). This composite score was used to find the relationship between CL learners' proficiency and motivation levels. The result of correlational analysis shows there was a mild relationship (r=0.269) between motivation (AMI) and language proficiency since the p-value < 0.05 (See Table 12). This finding is consistent with Peng & Fu (2021); Thang et al (2011)'s findings that shows that the motivation level has a positive relationship with second language learning outcomes.

Table 12

Correlations between Respondent's Self-Report CL Proficiency Level and Attitude Motivation Index (AMI)

		Respondent's Self-Report CL Proficiency Level	AMI
Respondent's Self-Report CL Proficiency Level	Pearson Correlation	1	.269[*]
	Sig. (2-tailed)		.017
	N	79	79
AMI	Pearson Correlation	.269[*]	1
	Sig. (2-tailed)	.017	
	N	79	79

*. Correlation is significant at the 0.05 level (2-tailed).

Conclusion
Overall, the findings of this study show that non-native CL learners' learning attitudes are positive and they are highly motived in learning the language. Interview data also shows that parental involvement positively affects students' CL learning motivation. High-proficiency interviewee expressed parental support in forms of providing extra learning materials to them, organising tuition class and Chinese-speaking environment at day care centre had improved their CL learning motivation and learning outcomes. Many previous studies had concluded that most non-Chinese students in SJKC do not perform well in Chinese (Bi, 2019; Cui, 2011; Heng et al., 2021; Heng & Neo, 2005; Tan, 2015; Tay, 2012; Zeng, 2017), and the significant factors that affect their learning outcomes were language environment at home and parents' expectations and support (Bi, 2019; Heng et al., 2021; Heng & Neo, 2005; Tan, 2015). Therefore, non-Chinese parents who send their children to SJKC should provide their children with adequate materials and spiritual support in enhancing their CL learning.

The results of the correlational analysis show there was a mild relationship (r=0.269) between motivation (AMI) and language proficiency even though the respondents showed positive attitude and they were highly motivated to learn the language. This result may be affected by factors other than attitude and motivation. According to Gardner (2005), besides attitude and motivation, student's ability, learning strategies, and environmental characteristics, such as opportunities to use the language, parental involvement and expectations will also affect student second language acquisition. In addition, 80% of the participants in this study are low proficiency CL learners, all these factors might have affected the correlation analysis result. It is recommended that further research could delve into how these factors affect CL acquisition among non-Chinese learners.

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