

Impact of Cultural Identity upon Foreign Students' Motivation about Learning Chinese

—— A Case Study of China University of Geosciences (Wuhan)

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Economic globalization has altered the relationship between China and the world. With the deepening of the globalization process, the original belongs to Chinese internal culture, may also affect the development of other parts of the world; in turn, changes in every corner of the world will influence the development of China.

In recent years, according to innovation, bold practice, all-round, multi-channel, wide field, China University of Geosciences (Wuhan) carries out international cooperation and exchanges, to build a platform for international cooperation. The introduction of foreign intelligence and base construction, foreign students training, Sino-foreign cooperative education, Confucius institute building, Hong Kong and Macao exchange program, has deepened cross-cultural exchange and cooperation across regions, internationalization has made progress. However, in the process of teaching Chinese for foreign students has gradually exposed some problems, the author made a research on the cultural identity of the Chinese learning motivation for foreign students.

1. The cultural identity in learning Chinese

1.1 The definition of culture

The definition of culture: in broad sense, culture refers to "the sum total of material wealth and spiritual wealth created by human beings in the process of social and historical development". In narrow sense, "culture is a way of life, culture is our survival, thinking, feeling and relations with others, is the adhesive connection among people". In teaching of Chinese as a foreign language, the culture refers to the new curriculum related to the historical geography, local customs and practices, way of life, customs, literature and art, behavior norms, values, etc.. It is not only refers to the history, geography, music, dance, literature, architecture, political and economic system and other people of a country or a nation to create the "culture of achievement", but also refers to the daily life behavior, attitude, belief, value system, collective behavior culture. Language itself is also a kind of culture.

1.2 The relationship between language and culture

The most basic and important functions of language is used for communications between people and society. People use language to communicate, to send information, receive information, so as to achieve the purpose of the exchange of ideas, for mutual understanding. The process of using language for communications, is through language, uses various linguistic means for coding, information transmission, transmission, reception and decoding process.

Language is the basis of cultural development, because of the language, culture could be expressed and communicated, and culture must be by means of language to develop. At the same time, the development of cultural will inevitably lead to

language development, and the language development also promoted the exchange and development of culture. To really understand Chinese culture, must be mastered the cultural carried in the Chinese; and to learn Chinese, we must also learn Chinese culture loaded in Chinese. The more profound and detailed understanding of the history, Chinese culture, traditions, customs, ways of life and the life details, the more accurate to understand and use of Chinese.

1.3 The concept of cultural identity

Watson, Lysonski, Gillan and Ranmore (2002) described the "culture" as a "personality characteristics of a society, it is like glue clinging people to together in the live." Culture form a "personality" of community, it is the ideas and goals of the guidelines, determine what is acceptable in society, and what is the identity of all members of society. "Identity" is a kind of affirmation and belonging, consent and agreement. Parsons (1958) recognized that as a process, including the value of psychological processes and social learning process. Ran (1959) explained the identity as accepting the a value model, a set of value to the learning process of mind. Bronfen brenner (1960) thought that recognition of the significance should include the behavior, motivation and process that Bandura (1969) showed, identity was a psychological process, with this process, the individual firm similar perception between he and another man (model). McQuail (2000) pointed out that: the cultural identity refer to the members of the society through cultural activities involved in the process, a phenomenon of goal and value of cultural activities in the minds of individuals, can not only experienced the relationship between cultural activities and personal life, but also naturally product good emotion and identification, and became a part of individual personality

In summary of above definitions: cultural identity is a kind of specific symbols, language, values and norms of the identity, and social character recognition. It is an imaginary sense of belonging, the real experience and virtual imagination, shaping a person's cultural identity. Cultural identification is high, which shows a tendency to accepting emotion; cultural identity is low, it is not accepted emotion tendency. Therefore, cultural identity defined in this study is: understanding, learning and acceptance of culture.

1.4 The stage of cultural identity

The degree of identity is divided into four by Chinese scholar Guo Weifan, (1): the cognitive: individuals feel that they belong to a group, and understand the characteristics of this group; (2): emotion: people not only have a sense of belonging to identify groups or objects, and divided in groups and clusters in vitroin emotion (3): perception: in addition to identity object group, also can produce fond feel, in which as a pleasurable occupation; (4): behavior: not only cognitive, attitudes and values, especially in behavior, shows the behavior characteristics of identity groups.

According to the four division of Guo Weifan on the degree of identity, cultural identity is divided into three stages: (1): cognitive stages: basic understanding of each other's cultures; (2): emotional stages: like the other cultures; (3): behavior stage: participation or imitation, learning about other cultures.

From the three stages of cultural identity -- cognitive stages with "understanding",

emotion stages with "feeling like", the action stages with "to participate in", the highest identity level is emotion stages, followed by the action stage, the last stage is cognitive stage. In the process of cultural identity, common mode is: understanding is the first and loving is the second, while, to Chinese cultural identity, foreign students mode is: first love, but do not quite understand.

2. The Motivation of Chinese Learning

2.1 The Concept of Learning Motivation

From the perspective of educational psychology, motivation can be divided into intrinsic and extrinsic motivation. Intrinsic motivation refers to learners' interesting in learning activity itself caused by the motivation. This motivation depends on the learners' internal needs, promoting without other external factors, learners feel an endless enjoyment in the learning process itself. Extrinsic motivation is caused by external inducement motivation, the motivation often require outside world to produce and maintain. Motivation can also be divided into close range motivation and long-term motivation. Close range motivation refers to a stage to achieve the recent learning goals. It is connected with the specific activities, the scope is small, short duration. Future motivation refers to the long-term goal of teaching a foreign language to reach the final, learning a foreign language vision should be skillfully using foreign languages, the large action range, and long duration.

Dornyei (1994) thought that with Gardner as the representative of the second language learning motivation of social education model is not enough to explain the features of language classroom education situation and language itself. Dornyei considered in the non-target language environment, language learners have no more opportunities to contact the first real language hand material reality, so there are more emphasis on the factors of classroom teaching, the teaching and researching motivation situation closely linked, the three level framework of foreign language learning motivation. The framework mainly consists of 3 parts: the language level, learner level, learning situation level. Elements of learning motivation are more complex and various, the classification study of learning situation is characterized. Learning environment consists of the following 3 factors: teachers' elements, curriculum elements and learning group elements.^[1] In the theoretical framework of Dornyei, any change of the three levels will have an important impact on the overall level of motivation. MacIntyre's "communicative intention" model and Dornyei's "task processing system" is the "three level theory" were representative of the empirical study in the curriculum elements.^[2]

2.2 Foreign Students' Learning Motivation

Researches on motivation of foreigners learning Chinese are not a few, but most of the researches are still on the Chinese learning motivation theory and classification level.

By Lv Bisong (2005), the students learning Chinese motives were divided into: occupation, occupation tool, educational, academic and other 5 aspects.^[3]

Wang Zhigang (2004) investigated the Chinese foreign students learning objective through using the method of questionnaire and factor analysis method, and got that the purpose of students learning Chinese is mainly into five categories:

understanding China, easy to work, getting more education, getting into the Chinese culture and facilitating tourism in China.

Xu Ziliang (2000), with investigation method to draw the students' Chinese learning motivation is divided into: tools, education, research, study, no clear 5 aspects.

Feng Xiaoding (2003) used survey analysis to find that the short-term students learning motivation is instrumental motivation, and learn Chinese in order to increase job opportunities.

In the study of learning motivation, teaching Chinese as a foreign language is to mainly analysis students' learning motivation. Survey method is in accordance with the analysis framework of the top-down approaches, which firstly determine learning objective framework of overseas students, then collect and analyze data.

Compared with the domestic foreign language research achievements, research on Chinese teaching and learning abroad relatively little. With the advent of Chinese hot phenomenon in the global scope, in recent years a number of researches of Chinese teaching and learning have appeared. But the quantity is less, but still no system.

3. The Questionnaire Investigation and Statistical Analysis on the Chinese Learning of Overseas Students

3.1 The purpose of the Questionnaire Survey

The purpose of the investigation is to explore the influence of culture identity of learning motivation on Chinese, and students are learning a few things related to Chinese. This study attempted to validate the hypothesis of five kinds of language learning (the level of Chinese, Chinese learning time), Chinese cultural identity and the degree of Chinese learning motivation:

A: the higher the level of Chinese, the higher degree of Chinese cultural identity.

B: Chinese learning time is longer, the higher the degree of China cultural identity.

C: The higher the level of Chinese, Chinese learning motivation of higher.

D: Chinese learning time is longer, the higher the motivation of learning Chinese

E: Cultural identity degree is high, the higher the motivation of learning Chinese.

3.2 Basic statistical survey object

The subjects of this research in the China University of Geosciences (Wuhan) are foreign students, the number is 100. Some of these students used to learn Chinese in their own country, now Chinese continue learning; there are also some people to China began to learn, immersed in the language environment, not only to learn the language, and contact and experience Chinese culture. This is a special group, their biggest difference with other foreigners as they take actions for Chinese culture -- learning the Chinese language. Therefore, they have had Chinese basic concern and cultural identity.^[4]

Table 1 the age of questionnaire survey respondents

Age (years)	18-25	26-30	More than 30
Percentage (%)	52.3%	38.6%	9.1%

Table 2 the global distribution of questionnaires respondents

Object	Europe	North America	Asia	Africa
Percentage (%)	8.5%	0.6%	20%	70.9%

Age investigation object in the youngest 18 years old, the biggest 46 years old; age 18 to 25 years of age accounted for 52.3%, 26 and 30 years old accounted for 38.6%, 30 years old of above 9.1% (see Table 1). Totally from 15 countries, including 8.5% from Europe, 0.6% from North America, 20% from Asia, 70.9% from Africa countries (see Table 2). 90.8% from developing countries, accounted men for 51%, 49% for women. 81% is a doctoral or master's degree in Chinese students, the other is the class in learning language for the purpose of language. Learning in Chinese, 3 month time shortest, the longest 4 years, 85.3% of the learning time is 1 years, the level of Chinese to primary and intermediate.

Survey of the nationality related to different countries in Europe and America, Asia and Africa etc... On the basis of survey of the nationality, the subjects were divided into Asian students, Europe and other regions students and Africa three groups of students.

3.3 The Questionnaire Content

This study adopted questionnaire survey. Because the respondents to learn Chinese time and Chinese language level of the gap, in order to facilitate the respondents understand survey, questionnaire with two Chinese and English form. All the survey is anonymous, and stressed that the survey results only for academic papers analysis.

The questionnaire consists of two parts: basic information and questionnaire survey on the time of learning Chinese, which one is the most influential person for your Chinese learning, learning objective, what does Chinese culture include, the ways of understanding Chinese culture, be willing to continue to learn Chinese or not. Personal information part totally has five items, including the investigation of nationality, age, gender, major and education background. The second part designs eight questions about Chinese learning motivation and Chinese cultural. Foreign students only need to select the appropriate answers. See appendix for the questionnaire.

3.4 Data Processing and Analysis

Because the number of this investigation is limited, the data obtained is not too great, only using the Excel for these data are collected and sorted. Because of the different nationality and different level of Chinese, the survey results may be affected by the following two conditions:

- (1) Due to the lack of understanding of the channels, or existing channels could not provide enough information, respondents want to know more about Chinese, but don't know where to start.
- (2) Due to the respondents mostly from African developing countries, it is likely to have "exotic" type of cultural identity.

3.4.1 The influence of teachers

According to the survey of the nationality, the subjects were divided into Asian

students, Europe and other regions students and Africa three groups of different nationality students, which have different effects on choice of students' learning motivation, whether China cultural identity is affected, this section will analyze. (see Table 3).

Table 3 the person that have the most influence on learning Chinese

Category	family	teacher	friend	internet	Others
Percentage (%)	1.3%	52.9%	34.9%	3.9%	7%

In response to affect their learning Chinese who is the greatest person, 52.9% of the students choose the teacher, 1.3% families, 34.9% friends, 3.9% choose the network, and another 7% indicate the other (see Table 3). Choice of family 1.3% are from Asian countries, Vietnam, this occurs with Asian cultural circle and the concept of family education related.

Another group of data: 48.5% of the students learn Chinese culture in the classroom, through television programs, movies and books to understand Chinese culture was 13.4% (see Table 4).

Table 4 the way of students to understand Chinese culture

ways	class	internet	Film , TV	book	others
Percentage (%)	48.5%	20.7%	13.4%	13.4%	4%

From the above two groups of data, the importance of culture teaching while Chinese language teaching in the classroom can be found. Teachers not only play an important role in students' learning Chinese, but also are the main communicator for students to get the Chinese culture. For the African students, Chinese language usually is their third or fourth language, the difference is that they are going to learn other African languages in a language and culture related similar environment, so some of the language concept and attitude were formed based on their learning experiences, so learning Chinese for African students not only open a new language view, but also introduce a different culture.^[5]

The overseas research literature shows: "people on second language (but mother tongue) ability is stronger, more can identify similar cultural background environment".

3.4.2 The Role of Motivation

When asked about the purpose of learning Chinese first, 61% of the students answered they interested in the culture of China, 13% answer students just learning a foreign language, 13.5% of the answer is that students want to know the development of economy, 3.2% of answers are to credit, get a degree, and 13.4% of the students at the same time choose two or more (seeing Table 5). From this set of data can be seen, learning integrative motivation of Chinese more than instrumental motivation.

Table 5 students learning Chinese motivation

Motivation types	Interested in China culture	Just learning a foreign language	To understand the development	In order to obtain credit and graduation	More than two

			t China economy		
Percentage (%)	61%	18%	13.5%	3.2%	4.3%

3.4.3 Influence of cultural identity and language learning

Asked whether learning like the Chinese culture, there are 79.2% of students learning the love of Chinese culture, 10.3% of the students are not learning any form of culture, 8.5% of the students are planning to study the like form of culture, 2.2% of the students have no choice (see Table 6).

Table 6 students learning Chinese cultural situation

Learning situation	Learned	Didn't learned	Plan	none
Percentage (%)	79.2%	10.3%	8.5%	2%

Secondly, when asked whether they think learning Chinese culture is helpful to the study of Chinese, with 90% of students considered helpful, and the remaining 10% of the people think that didn't help (see Table 7).

Table 7 Effects of learning China culture on Chinese language learning

Effects situation	Have effect	No effect
Percentage (%)	90%	10%

Finally, when asked whether to love the Chinese culture continues to learn Chinese, with 89.4% of students said they would like to the Chinese culture continues to learn Chinese, but only 10.6% of students choose not (see Table 8).

Table 8 students continue to learn Chinese intentions

The intention of type	Continue to learn	Do not continue to learn
Percentage (%)	89.4%	10.6%

From the above three groups of data, we can see Chinese learning has deepened the cultural identity, cultural identity and the deepening of the degree of intensive Chinese learning motivation.

3.5 hypothesis verification

The conclusion of verifying the five assumptions are following:

Hypothesis one: the higher level of Chinese has the higher degree of Chinese cultural identity. From the Chinese degree to the analysis of the China cultural identity that has a certain impact on Chinese degree identification on Chinese culture. So Hypothesis One is supported.

Hypothesis two: Chinese learning time is longer, has the higher the degree of Chinese cultural identity. Chinese learning time has great influence on the degree of Chinese cultural identity. So the hypothesis two was supported.

Hypothesis three: the higher the level of Chinese, Chinese learning motivation of higher. Through the statistics of Chinese level and Chinese learning motivation of students, Chinese degree did not significantly affect the Chinese learning motivation

of students. So the hypothesis three is not supported.

Hypothesis four: Chinese learning time is longer, has the higher the motivation of learning Chinese. Comprehensive Tables 5 and 7 data, Chinese learning time does not significantly affect the motivation of learning Chinese. So the hypothesis four is not supported.

Hypothesis five: the higher the degree of cultural identity, language learning motivation is higher. According to table 7 statistical data, with 84.4% of students said they would like to the Chinese culture continues to learn Chinese, the data show that the motivation of learning Chinese culture identity of influence. So the hypothesis five is supported.

4. The relationship between cultural identity and learning motivation

4.1 The relationship between language teaching and culture teaching

In Chinese learning process, the time foreign students takes to learn the Chinese affects the degree of recognition Chinese culture. With the increase of the time of Chinese learning, the level of Chinese will be increased, the foreign students' knowledge of Chinese and Chinese culture are gradually accumulated, it helps them understand and accept Chinese culture better, and enhance their degree of recognition Chinese culture. Because the teacher is the greatest impact on students learning Chinese, so teacher plays a vital role in Chinese learning and in the process of Chinese culture identity. Our Chinese teacher should give full play to their own advantage for teaching culture, in the classroom, after-school, and break of the courses. Objective to introduce the profound Chinese culture, according to the level of Chinese of foreign students, explain profound theories in simple language for culture teaching. Enable students to enjoy learning, spontaneously understand Chinese culture. Contributing to the understanding of Chinese culture as the level of Chinese increased, the Chinese cultural identity is enhanced. Cultural identity of China deepening in turn prompted foreign students to further improve the level of Chinese, the connotation of Chinese culture can be better understood.

Culture teaching and language teaching complement with each other, language teaching activities always cannot do without culture teaching. if only teach language without culture, it will make foreign students lose interests in Chinese language, so that students do not want to learn the language symbol itself and its culture. On the contrary, if help students improve the degree cultural identity when learning Chinese language, their interest and motivation of learning Chinese culture could be used, and it can promote the study of Chinese. Culture teaching in the classroom should be targeted, according to different levels of Chinese learners to choose the more easy cultural form; it also be selective, according to the students' personality and hobbies, choose the interesting cultural forms, enthusiasm of students accepted will be higher, the effect will be better.

4.2 The Influence of cultural identity on learning motivation

Cultural identity can be regarded as a language learning motivation factors, but language learning have few impact on the cultural identity, the foreign learners' Chinese culture learning level is not high, but the degree of enjoying is quite high, On the degree of identity, Europeans are more than Asians, developed countries are more

than less developed countries. Obviously, their Chinese Cultural identity is unreal, tending to an exotic cultural identity. The ideal cultural identity should be based on mutual understanding, and exotic cultural identity, such as having a blurred vision, although does not know much, does love so much.

From the results of the questionnaire, the level of Chinese on Chinese learning motivation has not much influence, the low Chinese degree will affect the Chinese cultural understanding and limit the Chinese learning motivation of students, may also stimulate the students to interest in learning Chinese. On the contrary, Chinese degree is high that can more easily understand Chinese culture, the exotic cultural identity, because it will be about the surface without mystery, which causes the Chinese learning motivation is greatly reduced; another is the degree of Chinese learning can make students have a good understanding of Chinese culture, and the desire to learn.

Cultural identity is one of the language learning motivations. The higher degree of cultural identity, learning motivation is stronger. In Chinese language teaching, teachers should help students as early as possible, and realize this kind of cultural identity as much as possible, and internalize to strong motivation for further study. Integrative motivation deepen the degree of cultural identity, the instrumental motivation restrict the further development of cultural identity.

Therefore, our Chinese language teachers should be skillful to improve Chinese culture interest of foreign students in teaching, deepen students' identity of Chinese culture, and inspire students to the Chinese learning motivation.

5. Conclusion

These foreign students coming to China which are immersed in the language environment, not only learn the language, but also experience Chinese culture. Language learning lead they know more about the Chinese culture, enhance the degree of identity of Chinese culture; with the Chinese cultural identity degree deepening, they want to know more about the China culture through language. To improve their Chinese level is one of the ways to improve the Chinese culture identity of the most direct, the most effective. On their motivation to properly guide, to respect the individual differences, but also should pay attention to the needs of groups. For the cultural forms of choice, according to the Chinese language level, personality characteristics, different cultural and educational background, hobbies and so on, it will get twice the result with half the effort.

Therefore, during the language teaching culture could not be taught blindly. We should introduce different cultural forms according to learners' Chinese level. According to the learner's interest to select the corresponding form of culture, which is helpful to improve the Chinese learning motivation. It can not only deepen the Chinese language learners' degree of identity of Chinese culture, but also can motivate learners to have interest in learning Chinese.

Foreign students only get knowledge from the classroom is unable to meet their interest in Chinese culture, after all, in the short class time, the language teaching is primary. Then, during the students' residence in China, they can through various channels to understand, learn China and Chinese culture. There are many cultural elements which the classroom can't express, the language and culture are everywhere.

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