



**A STUDY OF NON-NATIVE CHINESE LEARNERS' ATTITUDES
TOWARDS CHINESE LANGUAGE AND CHINESE CULTURE
AT A UNIVERSITY IN CHINA**



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**A STUDY OF NON-NATIVE CHINESE LEARNERS' ATTITUDES
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AT A UNIVERSITY IN CHINA**

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Abstract

This survey research adopted the mixed-methods approach to investigate the attitudes of non-native learners towards Chinese language and Chinese culture. This study also looks into whether there is any relationship between the learners' attitudes towards Chinese language and Chinese culture attitudes. The samples were 195 non-native Chinese learners, and the instruments were questionnaires and semi-structured interviews. The results from descriptive data analysis indicated that non-native learners of Chinese have positive attitudes towards Chinese language and Chinese culture. Besides, the content analysis of qualitative data showed that the respondents had positive attitudes towards Chinese language and Chinese culture, which is in line with quantitative data results. Moreover, the correlation analysis result showed a significantly positive correlation between the attitudes towards Chinese language and attitudes towards Chinese culture. Based on the research findings, this study suggests that language teachers and education administrators should seek ways to improve didactics in language teaching. The study also offers new understandings to policymakers to revisit related policies in language learning.

(Total 157 pages)

Keywords: Attitudes, Chinese Culture, Chinese Language, Non-Native Learners

Student's Signature.....Thesis Advisor's Signature.....

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Chapter 1

Introduction

The introductory information of the study will be presented in this chapter. Initially, it will show the background and statement of the problem. Then, research objectives, research questions, significance, and the scope of the study will be included. The key terms will be explained in the next part. Besides, the limitation of the study will be elaborated, followed by the conceptual framework.

1.1 Background of the Study

In recent years, learning Chinese as a foreign language has gradually become popular. It is estimated that the number of Chinese learners in the world has increased from 30 million in 2004 to 100 million (China. Org.cn., 2018). The Chinese language includes standard Chinese (usually called Mandarin) and a variety of dialects. Mandarin is the official language of mainland China and Taiwan and one of the four official languages of Singapore (Chen, 1999).

According to the National Association of Modern Chinese in America, the number of people who have studied French since 1997 has dropped by 24% that of German has fallen by 27%, that of Russian has fallen by 44%, and that of those who have studied Chinese has risen by 36%. Nowadays, Chinese is one of the main subjects in the American university entrance examination (Zhang & Ren, 2002). "In the United States, more than 1,000 primary schools are offering Chinese courses, along with one-

fourth of American universities" (People's Daily Online, 2006). In 2009, about 60,000 university students in the United States were learning Chinese, three times that of two decades ago (Brock, 2014). Apart from this, a 2007 enrollment survey conducted by the Modern Language Association (MLA) of America, it showed that the number of university students learning Chinese increased 51% from 34,153 persons in the Fall of 2002 to over 51,382 persons in the Fall of 2006 (Furman, Goldberg, & Lusin, 2007). Then the Modern Language Association of America (MLA) surveyed in 2013. The result showed that the number of students learning Chinese in higher education institutions increased from 51,382 in 2006 to 61,084 in 2013 in the United States (MLA, 2016).

Besides, a survey of 2009 national K-12 foreign language conducted by the Center for Applied Linguistics reported that Chinese instruction increased from one percent in 1997 to four percent in 2008 among secondary schools that teach foreign languages and from 0.3% in 1997 to 3% in 2008 among elementary schools (Rhodes & Pufahl, 2009). Likewise, the number of British students studying Chinese also showed an increasing trend. According to the British Council for International Education and Cultural Relations, in 2007, there are about one hundred schools in the UK offering Chinese courses (BBC, 2007). However, as of July 2017, a total of 6,237 students took the Chinese Proficiency Test, a five-fold increase compared to 2011 (People's Daily, 2017).

Chinese teaching has rapidly extended from universities to primary and secondary schools. K-12 has become the most critical 'growth pole' for Chinese teaching in many countries, such as the United States, Britain, France, Thailand, and South Korea (People net, 2017). "Chinese teaching changes from the interest of few people in the past to the widespread participation of schools and families. Increasingly youthful people are learning Chinese." As the head of Hanban, Ma indicated that more

than 60 countries had issued decrees to incorporate Chinese language teaching into the national education system. The Chinese language has risen from a third foreign language to a second foreign language in many countries, such as the United States, Japan, South Korea, Thailand, Indonesia, Mongolia, Australia, and New Zealand (People net, 2017).

"ASEAN is the second largest Chinese language area in the world." According to the statistics in 2008 provided by Li, the number of Chinese speakers in the 10 ASEAN countries exceeded 20 million. Among them, 7.94 million in Thailand, 7.22 million in Indonesia, 5.34 million in Malaysia, 2.7 million in Singapore, and less than 1 million in other countries (Yao, 2015).

The Philippines is a neighbor of China and has had many connections with China in history. Also, ethnic Chinese in the Philippines have influence and contribution to the Philippines in terms of economy and culture (Jiang, 2018). Education in mainstream schools in the Philippines is an integral part of the Philippines' national education system. The promotion of Chinese in public schools can allow more local Filipino ethnic groups to understand Chinese and China. It is also of significance for the peaceful coexistence and friendly exchanges between China and the Philippines. Chinese language learning has received increasing attention in the mainstream society of the Philippines. Chinese language education has received strong support and development from the Philippine government. The mainstream schools in the Philippines have also launched many Chinese language cooperation projects with Confucius Institutes. These have provided unprecedented opportunities for the development of Chinese language teaching in the Philippines. Minister of Education believes that with the development of the economy, the Chinese will become increasingly critical and become one of the essential communicative languages of the world. Chinese learning has become an increasingly popular choice for Filipinos, especially many ethnic Chinese descendants in the Philippines (Huang, 2010).

Education in mainstream schools in the Philippines is an integral part of the national education system in the Philippines. The promotion of Chinese in public schools can allow more local Filipino ethnic groups to understand Chinese and China. It is also of significance for the peaceful coexistence and friendly exchanges between China and the Philippines. Chinese language learning has received increasing attention in the mainstream society of the Philippines. Chinese language education has received strong support and development from the Philippine government. The mainstream schools in the Philippines have also launched many Chinese language cooperation projects with Confucius Institutes. These have provided unprecedented opportunities for the development of Chinese language teaching in the Philippines.

North Asia is also the same. The Korean government had encouraged all two-year and four-year universities to provide Chinese courses. Under this role, there were about 347 universities in Korea that had Chinese language courses or Chinese related majors in 2005 (Zhang, 2005). As of 2006, there were about five hundred high schools and forty universities offering Chinese language courses in Japan, and more than twenty thousand students study Chinese (People's Daily Online, 2006).

On the other hand, the Chinese government actively supports Chinese education worldwide. So far, 530 Confucius Institutes have been established in 155 countries and regions worldwide (Hanban, 2019). It is closely related to the development of Confucius Institutes for the Chinese language and Chinese culture teaching in the world. The Confucius Institute is an essential window for the world to understand China. In the past five years, more than 100,000 cultural events in the world have been held by the Confucius Institute, with 60 million viewers. In October 2015, at the opening ceremony of the Confucius Institute in the UK, the Chinese president Xi Jinping proposed that Confucius Institute has played an active role in learning Chinese language and Chinese culture, and has also made outstanding contributions promoting world civilization.

Besides, the researcher found what the exciting thing is that there is a village called "Chinese Village" in the state of Minnesota in the United States. The names of Chinese names (such as Beijing, Shanghai, and Hangzhou) are written on the village's

door. The villagers live according to Chinese tradition, eat with chopsticks, wear Chinese clothes, speak Chinese, and sing Chinese songs; there are hundreds of young students come to the village to participate in a two-week Chinese study in the summer vacation. They also have Chinese New Year, which is merely Chinese localization (Zhang & Ren, 2002).

So why is there "Chinese fever" today? Economics, politics, trade, and international affairs all have an impact on learning foreign languages. Since China reopened in 1979, it has been undergoing rapid and continuous changes. Due to China's economy and international status development, the demand for learning Chinese has increased unprecedentedly (People net, 2017). China's social and economic development has made the learning and teaching of Chinese as a foreign language increasingly popular, which enhanced the appeal and influence of Chinese language and Chinese culture and promoted the "Chinese fever" on a global scale.

When language learning is discussed, it is necessary to involve the relationship between language and culture. Zhou (1999) concluded that language is the carrier of culture and a mirror reflecting culture. Language is the manifestation and an essential part of the culture. Language and culture complement each other. Therefore, people must learn a second language and culture at the same time. Language learning cannot be independent of cultural education and vice versa. The successful experience of countless language learning shows that simultaneous knowledge of language and culture is a convenient way to master a language. When learners learn a language, they also learn the culture that speaks the language (Michael, 2018). Thus, language teaching must be mentioned that language cannot be taught or learned independently of culture. Cultural education should also be emphasized in language teaching. Foreign language acquisition requires the development of enhanced linguistic skills and a cultural understanding of the target language region, which includes recognizing the historical, political, and societal issues that have influenced and shaped the country.

Similarly, when Chinese learners are learning the Chinese language, it is also essential to learn Chinese culture. Chinese culture has developed for thousands of years, which will impact Chinese language learning achievement. When the Chinese language was compared with European languages, it can be seen that any vowel in most Western words can be combined with consonants. However, in Chinese, not all vowels can exist with all consonants. Besides, the Chinese language has a unique written system. Wang (2004) expounded that "for most nations or ethnic groups, the foundation of their cultures is their language and characters." Thus, the Chinese language is also a symbol of Chinese culture.

In sum, learning Chinese as a second/foreign language was becoming a popular topic to discuss, both in and out of China. As a learner of Bilingual Education, the researcher is interested in the same field, which eventually led the researcher to conduct this dissertation that focuses on investigating the non-native Chinese learners' attitudes towards the Chinese language and Chinese culture.

1.2 Statement of the Problem

Even though several scholars have investigated learners' attitudes towards language and culture learning, including the Chinese context, it is not common to touch upon the specific classification of language and culture. It is also rare to involve non-native Chinese learners who are learning Chinese in China. Besides, based on the relationship between language and culture, learners may have different views and attitudes due to different levels and cultural backgrounds. In this way, the researcher attempts to provide research to fill up this gap. Therefore, this current study was conducted due to academic curiosity and the desire to know the above learners' statements and reaction to learning Chinese as a foreign language in China.

1.3 Research Objectives

1.3.1 To explore the non-native Chinese learners' attitudes towards Chinese language;

1.3.2 To explore the non-native Chinese learners' attitudes towards Chinese culture.

1.3.3 To study the relationship between non-native Chinese learners' attitudes towards Chinese language and attitudes towards Chinese culture.

1.4 Research Questions

1.4.1 What are the non-native Chinese learners' attitudes towards Chinese language?

1.4.2 What are the non-native Chinese learners' attitudes towards Chinese culture?

1.4.3 Is there any relationship between non-native Chinese learners' attitudes towards Chinese language and attitudes towards Chinese culture?

1.5 Hypothesis

Based on the third research question, it is hypothesized that there is a positive relationship between non-native Chinese learners' attitudes towards Chinese language and attitudes towards Chinese culture.

1.6 Significance of the Study

1.6.1 For policymakers

It is possible to come into a realization that attitude is an influential factor in language learning. For this aspect, they may revisit related policies and provide active support for Chinese teaching and learning.

1.6.2 For education administrators

This study may be crucial in providing a framework for education administrators to understand Chinese learning better. Some suggestions also may encourage them to assist language teachers in Chinese teaching.

1.6.3 For language teachers

This study may help language teachers consummate their teaching methodology and adjust teaching plans according to students' attitudes.

1.7 Definition of Key Terms

Non-native Chinese learners refer to students who come from the Philippines and enroll in Chinese courses in 2019. They are all boys of middle-level Chinese learning, consist of Grade 8, Grade 9, and Grade 10.

Attitudes refer to students' perspective, feeling, interest, and performance towards Chinese language and Chinese culture (Garrett, 2010).

Chinese language refers to pronunciation, vocabulary, grammar, and Chinese characters based on the Ministry of Education of China (Ministry of Education of China, 2010).

Chinese Culture refers to the spiritual activities and products of human society (Modern Chinese Dictionary, 2016). However, this study focuses on four aspects of the school curriculum: Chinese festivals, Chinese clothing, Chinese crafts, and Chinese Kungfu.

A **University in China** refers to a private university named Oxbridge College, Kunming University of Science and Technology, located in Yunnan Province in Southwestern China.

1.8 Scope of the Study

With the aim of investigating the non-native Chinese learners' attitudes towards Chinese Language and Chinese Culture, this study was conducted at Oxbridge College, Kunming University of Science and Technology. The data collection was carried out from April to June of 2020, with 380 Filipino students in this study.

1.9 Limitation of the Study

The study explores Filipino students' attitudes towards Chinese Language and Chinese Culture at a University in China. Hence, the interpretation and generalization should be of considerable concern as results may not represent all non-native Chinese learners from other areas or in other countries.

1.10 Conceptual Framework

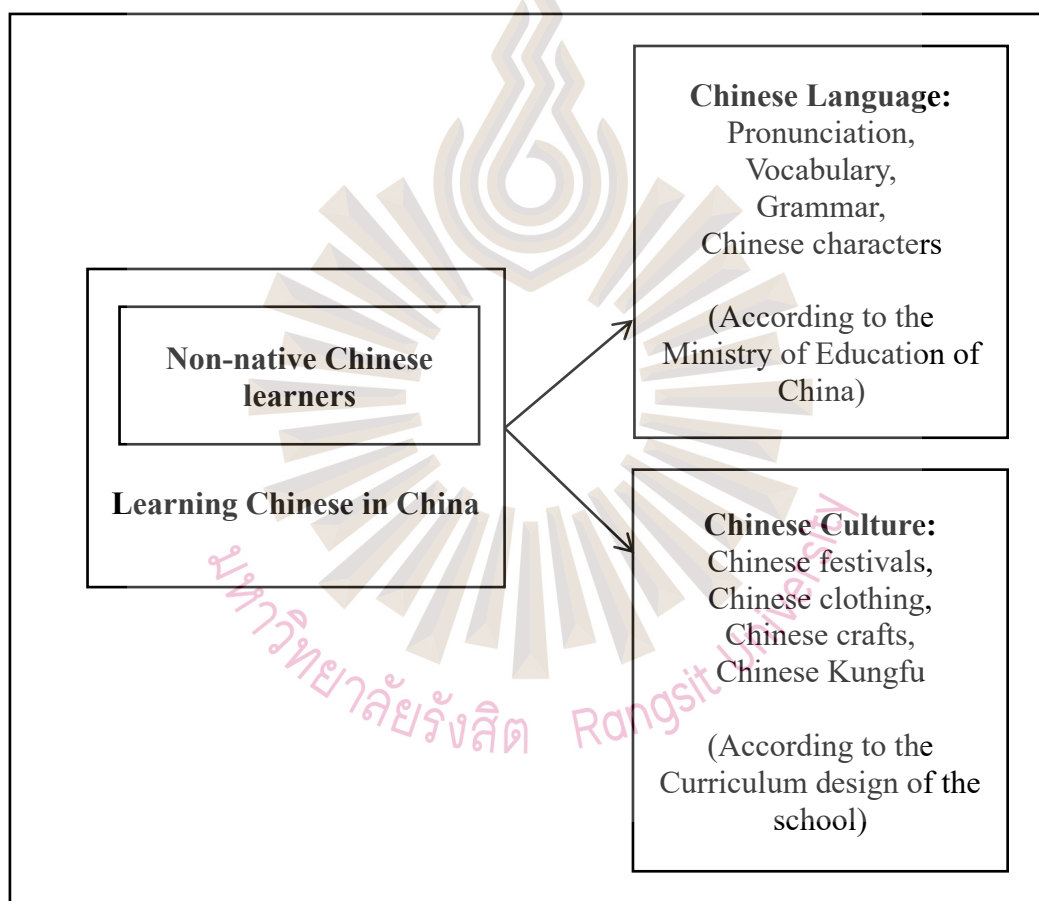


Figure 1.1 Illustration of the Conceptual Framework

The conceptual framework is presented in Figure 1.1. The framework provides an intuitive interpretation of the relationship between the two variables: non-native Chinese learners and Chinese language and Chinese culture. The non-native Chinese learners who are learning Chinese in China consists of three different grades. Therefore, this study explores different grades of students' attitudes towards the Chinese language and Chinese culture.

1.11 Chapter Summary

In sum, this study investigated the non-native Chinese learners' attitudes towards Chinese Language and Chinese Culture; it also studied the relationship between them. 380 Filipino students studying Chinese in China participated in data collection at Oxbridge College, Kunming University of Science and Technology of China.



Chapter 2

Literature Review

In the following research review, the focus will be six sections. Firstly, it starts with attitudes. Secondly, the landscape of the Chinese language in the world will be provided with some data, and the reasons why Chinese becoming popular in the world will be explained at the same time. The third section will show some education systems about Chinese learning. They were followed by the Chinese language and Chinese culture focused on this study. The relationship between language and culture will be included, as well. Moreover, some previous related literature will be summarized. Finally, is the chapter summary.

2.1 Attitudes

The attitudes play a core role in this study since it is claimed by both the research topic and research questions. Garrett (2010) debated that defining the concept of attitudes is not easy. However, attitudes have been defined as comprising three main components: cognitive, affective, and behavioral. Cognitive refers to an individuals' belief of the world, and practical involves emotions and feelings, and behavioral concerns the interference of attitudes. Besides, a well-known conception proposed by Allport (1954) defined that an attitude as a "learned disposition to think, feel, and behave toward a person, or object, in a particular way." Similarly, Baker, C. (1992) stated that attitude is considered one of the most influential factors that affect second language learners' acquisition and learning process – efforts, desires, and affection towards learning a target language. Regarding the attitudes and language learning, Kara (2009) highlighted that attitude towards learning, besides opinions and beliefs, have a noticeable influence on students' behaviors and their performance. It is supported by Prodromou (1992), who said that a successful learner is the one who possesses positive attitudes towards the target language. It also in line with "attitude is one of the factors

that influence foreign language learning because how much effort students put into language learning depends partly on attitude (Gardner, Lanlonde & Moorcroft, 1985). Therefore, it can be seen that the crucial role of attitudes towards foreign language learning.

The issue of attitudes to language and its culture is of paramount importance, especially in language teaching. Ammon (2004) propounded that the way learners respond to the target language culture influences their attitude towards the language itself. Khuwaileh (2000) claimed the same view and described the language classroom as a collection of various "cultural variables." He highlighted that one way or another, culture always manages to become a part of the language classroom. Thanasoulas (2001) went to the extent of saying that learning a foreign language essentially involves learning its culture. Moreover, Modiano (2001) claims that the inclusion of learners' culture in language teaching positively affects their attitudes. Thus it becomes more critical to use culture as a facilitator to teaching a second or foreign language.

2.2 Landscape of Chinese Learning

"Chinese fever" is now emerging around the world. There are about 1.107 billion Chinese users globally, of which about 900 million are native speakers, and nearly 200 million are second-language Chinese speakers (Simons & Fennig, 2018). It is not hard to see that Chinese is becoming significant in the world; some data on the influence of Chinese will be listed below.

2.2.1 Learning Chinese as a Foreign Language

2.2.1.1 Learning Chinese in English-Speaking Countries

In 2010, 750 thousand people took the Chinese Proficiency Test, also known as HSK (Hanyu Shuiping Kaoshi) (Shao, 2015). In 2017, more than 7 million students were trained in the Confucius Institute worldwide, and 2.1 million students were studying at the Confucius Institute currently (China Daily, 2017).

"In the past ten years, the number of students learning Chinese has quadrupled in France." According to France TV 2 (2017), Chinese has become the fourth foreign language in France after being listed in Spanish, German, and Italian in primary and secondary education.

The number of British students learning Chinese also showed an increasing trend. In 2007, there are about 100 schools in the U.K. offering Chinese courses (BBC, 2007). However, as of July 2017, a total of 6,237 students took the Chinese Proficiency Test, a five-fold increase compared to 2011. Many students said that obtaining a Chinese certificate has an advantage in job hunting (People's Daily, 2017).

Not just European regions, in 2005, only 200 middle schools in the United States opened Chinese classes. Only 20,000 children were learning Chinese. After ten years, the number of students learning Chinese was already 400,000. There are currently 123 educational institutions in Russia that offer Chinese language courses. The total number of Chinese students is 17,000. The Chinese language will also be included in the 9th-grade national final exam system of Russian middle schools in 2018 (People net, 2017).

Also, since the end of the last century, Australian language teaching has made unprecedented progress. In the thirteen years from 1988 to 2001, the number of universities with Chinese language courses in Australia increased from thirteen to twenty-nine. Especially from 1990 to 2001, the average growth rate of students who learn Chinese was close to one hundred percent (Asian Studies Association of Australia, 2002).

2.2.1.2 Learning Chinese in Asia

"ASEAN is the second greatest Chinese language area in the world." According to Li's statistics in 2008, the number of Chinese speaking people in the ten ASEAN countries exceeded twenty million. Among them, 7.94 million in Thailand, 7.22 million in Indonesia, 5.34 million in Malaysia, 2.7 million in Singapore, and less than one million in other countries (Yao, 2015).

As early as 2007, the Malaysian Ministry of Education provided detailed information: "There are 1290 Chinese-language primary schools, sixty Chinese-only schools, and three Chinese-language colleges (Southern College, Hanjiang College, and New Era College). Besides, there are 153 national primary schools, 78 public high schools and 24 boarding schools with Chinese curriculums, and sixteen teacher colleges offering Chinese language teacher training courses. By 2015, these data have expanded dramatically. "Malaysia currently has a total of 61 Chinese independent secondary schools with more than 70,000 middle school students; there are 1,300 Chinese primary schools with 600,000 students. Also, there are many universities run by Chinese people..." (Cao, 2015).

According to statistics, although Chinese is the second language in Singapore, more than 87% of Chinese are fluent in Mandarin. More than 75 percent of Chinese civil servants pass the Chinese Conversation Examination and can handle official duties in Chinese.

In 2011, the Ministry of Education of the Philippines decided to open a Chinese language course in some public secondary schools. In 2012, a total of 69 public high schools opened Chinese classes. Since the beginning of 2015, the number of Chinese teachers in the Philippines has reached 2,330, and the number of students learning Chinese is 10,475. Under the Ministry of Education of the Philippines, 72 mainstream middle schools have opened Chinese courses.

In North Asia, as the chairman of the Confucius Institute in Seoul, Li said that South Korea is the most massive scale of Chinese language teaching and the most developed market in the world. According to incomplete statistics, the number of candidates who take Chinese proficiency tests (HSK), Youth Chinese Test (YCT) is 170,000 (Xinmin Weekly, 2018).

In sum, it can be seen that the Mandarin is increasingly crucial in global language education.

2.2.2 The Reasons for "Chinese Fever"

Why the Chinese language becomes popular in the world in recent years? Since the beginning of the new century, the financial strength and political influence of China have increased; its international status has improved as well. The development prospect of China is generally optimistic by the world. Hence, the Chinese language plays a prominent role in global economic trade and cultural exchanges. The international community is increasingly demanding to learn Chinese, thus forming a "Chinese fever" (People Net, 2017).

2.2.2.1 Economy

Since the reopening is a period of vigorous economic development in China, from 1979 to 2007, China's average GDP growth rate was 9.8 percent. The expansion of the financial sum has narrowed the gap between China and major developed countries globally. The GDP of China was ranked third now behind the United States and Japan. According to statistics from the International Monetary Fund, China's GDP in 2009 was 49.281 billion dollars, equivalent to 34.4% of the United States and four times that of Russia. The share of economic aggregates in the world economy has increased significantly from 1.8 percent in 1978 to 6.0 percent in 2007. Per capita GDP also rose from 190 dollars to 3266.8 dollars in the past thirty years (Gao, 2010).

Also, in terms of foreign exchange reserves, the foreign exchange reserves of China were 167 million dollars in 1978 and only 0.17 dollars per capita. However, in 2006 it reached 106.6 billion dollars, ranked first globally, surpassing Japan (People net, 2017). With the development and expansion of the international economy, the current account trade surplus has continuously accumulated, which means the shortage of foreign exchange reserves has become history.

Besides, from 1979 to 2008, China used 852.6 billion dollars in foreign investment, an average of 28.42 billion dollars per year. Since 2002, the use of foreign investment has ranked among the top three in the world. The actual use of foreign direct investment in 2008 was 92.4 billion, an increase of 23.6 percent year-on-year (Gao, 2010). It is shown in Figure 2.1 as follows.

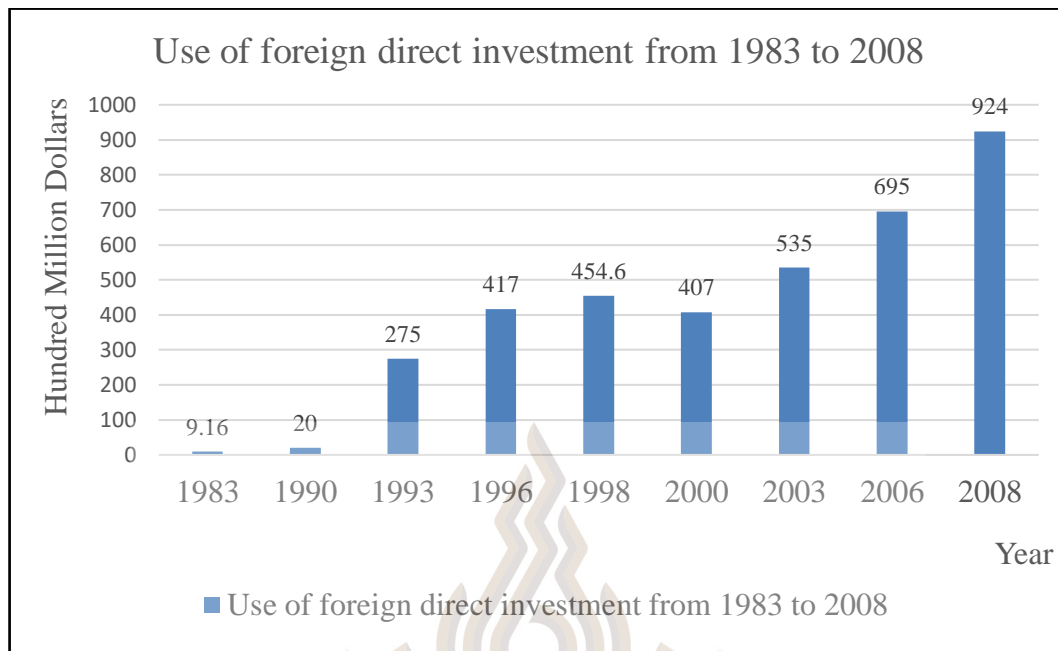


Figure 2.1 Use of foreign direct investment from 1983 to 2008

Source: Gao, 2010

In conclusion, China integrates into the world economic system rapidly, which has also improved its international status in the world.

2.2.2.2 Diplomacy

China participates in all aspects of the international community's activities, including political, economic, and social issues, evident from the number of accessions to international conventions. From 1979 to 2004, China adhered to 210 multilateral international agreements. The increase in the number not only showed a sharp rise in participation but also showed a significant increase in recognition (Gao, 2010).

Politically, China participated in the international system, which increased its recognition. The development of the relationship between China and the international community plays a vital role in the international community, becoming a status quo country that maintains world and regional order. The stability of the region has become an essential task in China's global strategy (Qin, 2003).

Furthermore, China participates in UN peacekeeping operations actively. Since the 1990s, China has been involved in the "UN Cambodia Advance Mission" and "UN Cambodia Interim Agency" to maintain peace in Cambodia. Over the following two years, Chinese police carried out missions in six East Timor regions and more than ten departments, contributing to keeping peace and stability. In addition to the surrounding areas, China has extended responsibility to Africa, the Balkan region of Europe, and Latin America. According to the United Nations' monthly statistics in August 2005, China has taken part in thirteen peacekeeping operations in the United Nations during the same period, ranking first among the top five countries (Union, 2005).

Based on the above data, it can be seen that the diplomacy of China has been developing rapidly in recent decades, which is also an essential factor in the promotion of international status.

2.2.2.3 The "Belt and Road Initiative" Policy

In 2013, when Chinese President Xi Jinping visited Kazakhstan and Indonesia, he proposed building the "Silk Road Economic Belt" and "21st Century Maritime Silk Road". In March of 2015, "Vision and Actions for Promoting the Joint Development of the Silk Road Economic Belt and the 21st Century Maritime Silk Road" was released by the Chinese government, explaining the era of the "Belt and Road" strategy. It is a strategic concept for achieving joint development and cultural exchange and cooperation platform that promotes "interconnectivity" among the peoples along the route (Xie & Yang, 2017). Zhang (2017) added that the Confucius Institute is an essential bridge for China to spread the Chinese language and culture. More people from other countries can learn about China through the Confucius Institute. In 2016, with the full implementation of the "Belt and Road" construction, more than one hundred Confucius Institutes and dozens of Confucius Classrooms had been built in countries along the "Belt and Road."

As a cultural, social, and financial resource, language is diverse, valuable, and available. These characteristics have been recognized globally. Therefore, language planning is often seen as an essential part of a country's global resource development

and planning. For China, a Chinese scholar Li (2018) suggested that the "Belt and Road" construction will undoubtedly require the support of various languages to achieve transnational and transnational understanding. Therefore, the status planning of the Chinese language focuses on the social status and functions of diversified communication.

Not just language, the strategic concept of the "Belt and Road" brought historic strategic opportunities to the international spread of Chinese culture. It is supported by Xie and Yang's (2017) statement, "Belt and Road strategy has established a new platform for cultural exchanges and integrated development in the era of globalization." People along the lines use this chance to connect and communicate and promote the exchange, mutual learning, innovation at a higher level and a broader range.

2.3 Education Systems about Chinese Language Learning

In recent decades, many governments have strongly supported learning Chinese as a foreign language. Chinese language and Chinese culture are becoming more and more popular globally, which is inseparable from the national education system.

2.3.1 Education Systems in English-Speaking Countries

In 2006, President Bush announced the National Security Language Program (NSLI), which aims to increase Americans who require a language and the number of senior speakers who speak foreign languages. The message of the initiative is that foreign language skills are critical to attracting foreign governments and people and economic competitiveness. Powell and Lowenkron (2006) proposed similar views that Business competitiveness is hampered by an inability to make useful contacts and add new markets overseas. NSLI plans to expand American foreign language education from kindergarten to universities and colleges to meet these needs. It is essential to mention that the Chinese language is included in NSLI programs.

In the United Kingdom, Chinese is included in the school's compulsory subjects (BBC, 2007). At the same time, the government supports Chinese learning actively. In September 2016, the UK Ministry of Education invested ten million pounds in the "Excellent Chinese Teaching" program to train at least five thousand secondary students to use Chinese fluently in four years and cultivate one hundred Chinese teachers (People's Daily, 2017). Besides, free online Chinese course launched by the British Broadcasting Corporation starting with the most basic tone, with clear human voice and vivid situational teaching; all Chinese greetings can be mastered in a short time without spending a penny (Xinmin Weekly, 2018). Hence, more and more Britons realized that learning Chinese means increasing skill or improving their competitiveness, not just interest anymore (People's Daily, 2017). In this respect, the British government stated that there would be 400,000 Chinese language learners in 2020.

Similarly, education policies in New Zealand and Australia also strongly advocate learning Chinese. There are eight public universities in New Zealand, seven of which offer Chinese courses and a Chinese bachelor's degree certificate or diploma. Asian studies are a cross-curricular focus on the new Australian school curriculum (ACARA, 2011). Learning Chinese in Australian schools has strong political support (Australia Century Australia, 2012). Like the British, the Australian government proposed that by 2020, at least twelve percent of secondary school students will be able to use a target language fluently (Mandarin, Japanese, Indonesian, and Korean).

2.3.2 Education Systems in Asia

In Thailand, the Thai government has always strongly supported learning Chinese. In 1989, the Ministry of Education pointed out that Chinese and English courses were offered simultaneously in primary school, allowing students to choose freely. In 1992, the Thai government adjusted its policy. It approved that Thailand can offer Chinese courses from primary school to university, and has the right to choose teaching materials and hire Chinese teachers. Later, Princess Sirindhorn went to Peking University to study Chinese in 2002. In 2005, the Ministry of Education of Thailand formulated a Chinese syllabus to make Chinese teaching more popular in Thailand.

At the same time, the Thai government highlighted that it would increase its support for Chinese education (Cun, 2006).

Based on promoting Chinese, the Singapore government also starts to pay attention to Chinese education. Some practical measures were adopted to increase the Chinese's learning weight as the first language (Huang, 2010).

Also, Malaysia's Chinese education has achieved outstanding results. According to Mo (cited in Wong, S. L. and Wong, S. Y., 2006), the use of Putonghua as a second language (now known as a third language) by Malaysians in the Chinese education system began in the 1990s. Also, the government's keenness to promote Putonghua to Putonghua non-native speakers is commendable. The government has given due recognition, which is demonstrated by its continuous efforts and encouragement. One of these efforts was implemented in a funding scheme by the Ministry of Education and MARA (Malaysia Aboriginal Trust Council, often abbreviated as "MARA"). The students were sent to Beijing Foreign Studies University to take Chinese courses. Since 2007, Research University (BFSU) has been one of the government-sponsored activities aimed at strengthening Putonghua teaching in Malaysian schools and universities.

In the Philippines, government departments have also increased their support for Chinese language teaching. Since the first Chinese school in the Philippines was founded in 1899, Chinese education has been in the Philippines for more than one hundred years. There are two main types of Chinese language teaching institutions in the Philippines: one is private schools, and the other is public high schools. Although Chinese language teaching in public schools in the Philippines started late (Jiang, 2018), Since the Chinese Xiamen University provided Chinese language training to Filipino teachers in 2003, Chinese teaching in the Philippines has been on the right track (Ding, 2016).

2.3.3 Chinese Policy Overseas

On the other hand, the Chinese government actively supports Chinese education worldwide. As of June 2019, 530 Confucius Institutes and 1,129 Confucius Classrooms have been established in 155 countries and regions around the world (Hanban, 2019). The Confucius Institute Headquarters in China has compiled Chinese textbooks for foreign languages in thirty-eight languages and donated 1.3 million textbooks, books, and audio-visual materials to thousands of schools in more than 100 countries. Moreover, more than 20,000 Chinese teachers were trained for 40 countries and regions; more than 150 Chinese teachers and volunteers were sent to countries worldwide by the Chinese government (Huang, 2010).

Besides, the Overseas Chinese Culture Center also gives endorsement in promoting Chinese culture all over the world. In terms of functions, the Overseas Chinese Cultural Center has similarities with the Confucius Institute, such as undertaking Chinese teaching, organizing cultural activities, and consulting information. Overseas Chinese Cultural Center is a cultural institution established abroad by the Chinese government, which is an official platform relying on the Chinese embassy in the country where it is located. It is a significant foreign affairs activity with a broad social impact. By the end of 2015, there were twenty-five cultural centers in operation. According to the plan, fifty overseas cultural centers will be completed by 2020. The Overseas Chinese Cultural Center mainly organizes large-scale cultural exchange activities and teaches the Chinese language and Chinese culture. Usually, local dignitaries attend some Chinese cultural performances, causing more considerable social attention and social effects. Suppose the cultural communication strategy of the Confucius Institute is mainly based on the export of Chinese. In that case, the Overseas Chinese Cultural Center is the official spokesperson for the image of Chinese culture. In 2014, the "Happy Chinese New Year" events were hosted more than 570 times in 321 cities in 112 countries and regions, which became a valuable brand showing the soft power of Chinese culture (Jia, 2016).

Therefore, it can be seen that the Chinese government has always promoted the Chinese language and Chinese culture, which has encouraged the status of Chinese in the world today. It also provides great help for all Chinese learners worldwide to learn the Chinese language and Chinese culture.

2.4 Chinese Language

Nowadays, "Chinese language" refers to modern Chinese, "Modern Chinese," in a broad sense, refers to the language used by the modern Han people. It includes the universal language of the modern Han people and all aspects of modern Chinese. "Modern Chinese" in a narrow sense only refers to the universal language of the modern Han people – Mandarin (Huang, 2017). Mandarin is not only the official language of mainland China and Taiwan but also one of the four official languages of Singapore (Chen, 1999).

According to the Ministry of Education of China, the four Chinese language elements are Pronunciation, Vocabulary, Grammar, and Chinese characters (Ministry of Education of China, 2010). It is also a rule in Teaching Chinese as a Foreign Language context. This framework is adopted in this current research to explore the non-native Chinese learners' attitudes towards the Chinese language. Hence, the "Chinese language" refers to four aspects: Pronunciation, Vocabulary, Grammar, and Chinese characters.

2.4.1 Pronunciation

Regarding pronunciation in the Chinese as a foreign language context, Li (2017) believed that Pronunciation is the basis of second language teaching and is a prerequisite for mastering listening, speaking, reading, and writing skills. If learners cannot master accurate pronunciation, their ability to listening, speaking, and reading will be significantly affected in the initial stage of the learning process. In earlier research, He (2002) stated that communication is the most explicit language learning purpose. If learners cannot pronounce words, the learner's enthusiasm for learning and communication

will be suffered. If the pronunciation practices at the beginning stage are ignored and just pursuit communicative competence, learners may get some results in a short time, but it is not conducive to the improvement of learners' Chinese level in the long run.

Zhao (2005) also agrees with it. He highlighted that it is of considerable significance in teaching Chinese pronunciation to foreigners. The teaching of pronunciation must be ahead of the learning of Chinese characters and grammar.

In sum, Pronunciation is a vital link in learning Chinese as a foreign language, and it runs through Chinese learning.

2.4.2 Vocabulary

Vocabulary learning is an integral part of Chinese language learning. The Chinese proficiency of a Chinese learner depends to no small extent on the amount of vocabulary he has mastered, which has a high impact on the appropriateness and decentness of Chinese expressions for foreign students.

As Li and Wu (2005) advocated that vocabulary is the foundation of language learning, it also should run through education. Chinese vocabulary reflects the structure and changes of phonetics and the composition of sentences. The effect of vocabulary teaching directly affects the overall level of Chinese language for Chinese learners. In line with a study conducted by He (2002), vocabulary teaching occupies a vital position in language teaching and trains international students' listening and writing skills. Yang (2003) also expressed her agreement that "strengthen the teaching of words and weaken the teaching of syntax," that is to say, vocabulary should be placed at the center of language teaching from beginning to end.

In sum, combining the above scholars' opinions, the researcher believes that vocabulary is the core part of Chinese learning. Hence, vocabulary should be taken seriously. Also, the cultural words in the vocabulary are evident in the role of culture in language learning.

2.4.3 Grammar

Grammar plays an essential role in language learning. Li and Zhang (2010) estimated that human beings learn any knowledge and try to discover the laws from the development of things. It is human nature to seek regularity. Learning the language is the same as learning knowledge. Grammar rules are a kind of language rules. Learners' reorganization of grammar rules will help develop and improve, thereby promoting the improvement of language communicative competence. It can be seen that, theoretically, teaching grammar is essential in the language learning process.

Several empirical studies have also confirmed this view. Higgs and Clifford (1982), with their years of foreign language teaching experience, believe that the use of inaccurate grammar without supervision will lead to language rigidity. Some of the non-grammatical types in intermediaries of learners are often difficult to eradicate. Similarly, Harley and Swain (1984) suggested that teachers should focus most of their attention on the formal features of the target language grammar. Also, Ellis (1994) pointed out that foreign languages alone do not guarantee the improvement of learners' foreign language ability, but needs to draw the learner's attention to grammar knowledge. Besides, Nunan (2002) points out that language accuracy may not be significant to foreign language learners in the early stages of language learning. Still, conversations on a larger scale must have grammatical knowledge.

In conclusion, according to the above scholars' views, it can be concluded that grammar plays a vital role in the Chinese language. Hence, it is significant to learn grammar in second language learning.

2.4.4 Chinese Characters

As one of the oldest characters in the world, Chinese characters had been used a long time ago. It is closely related to Chinese people and Chinese culture. It has established a systematic and scientific writing system that reflects both culture and interdependence with culture. As a unique ideographic character, Chinese characters still retain profound cultural connotations after thousands of years.

Regarding Chinese characters, a Chinese scholar Lu (2018), revealed that the Chinese characters are an essential part of language learning. Intricate Chinese knowledge can only be better learned based on Chinese characters learning, and longer Chinese articles can only understand the outline of the items based on Chinese characters learning. It is crucial for international students to learn Chinese characters since it can improve language expression and application ability and solve the problems encountered in daily communication.

Chinese characters, as a symbol system, are both ideographic and syllable characters. Du (2019) noted that as a morphemic character, the number of Chinese characters is almost so immense that we cannot accurately count the specific name. Besides, the structure of Chinese characters is relatively complicated and has a large amount of information. No matter how many strokes and parts, Chinese characters must exist in a square frame. Apart from that, Chinese characters are the symbol and product of Chinese culture. Wu (2005) indicated that the Chinese characters condense China's history and culture, thus forming a unique calligraphy art. The Chinese characters that originated in Chinese civilization represent the culture of Chinese characters in almost every area of Chinese civilization development. As a symbol system used, Chinese characters are the most important of the cultural phenomena it shapes. Therefore, it is necessary to learn Chinese characters since no Chinese education process can be separated from Chinese characters.

In sum, according to several scholars, pronunciation is the basis of second language learning regarding pronunciation in Chinese as a foreign language context. It is significant in teaching Chinese pronunciation to foreign learners. Besides, vocabulary learning is an integral part of Chinese language learning. According to previous studies, vocabulary serves to train international students' listening and writing skills. For grammar, it is vital to foreign learners in every stage of language learning. Looking at Chinese characters, it is one of the oldest characters globally, which had been used a long time ago. It formed a unique art of calligraphy by gathering the history and culture of China.

2.5 Chinese Culture

The definition of "culture" has produced thousands of opinions and views. In the dictionary, one finds "culture" defined as "the customs, beliefs, art, music, and all the other products of human thought made by a particular group of people at a particular time" (Longman Dictionary of Contemporary English). In Chinese, the term "culture" was probably first used in the Western Han Dynasty (206 B.C. to 24 A.D.), when the word "culture" meant "civil affairs" rather than "military affairs." As early as the Confucius era, culture was called "learning and character," the opposite, that is, "moral behavior and norms that learners should have" (He & Ye, 2006). Today, the term "culture" is associated with education. Therefore, one of the most important meanings of the word "culture" is management and knowledge in the Chinese context. It is often used for a person's quality and education level, personal ability, and implies a cultural atmosphere or surrounding environment.

China is a multi-ethnic, multilingual, and multi-language country with 56 countries/regions, more than one hundred languages, and more than ten written languages (Chinese Language Law, 2000). China is also the most populous country in the world. Chinese philosophy plays a vital role in Chinese culture. Its status in Chinese civilization is similar to religion in other civilizations. Confucius became a famous figure because, in the more than two thousand years of the Chinese feudal system, some of his ideas were as important as religion and widely used by political institutions. Before 221 BC, China was in a period of prolonged turmoil. Confucianism was born along with other philosophical thoughts and trends, which is when Chinese civilization is enlightened. These philosophies have a lasting effect on all Chinese. Moreover, it has a durable and lasting impact on art, architecture, literature, politics, customs, and daily life (Feng, 1947).

Therefore, culture is a dynamic and vivid phenomenon; with the development of society, Chinese culture has been continually developing: it has absorbed the elements of various cultures, and each culture has its independent evolution. However, in this current study, Chinese culture refers to traditional Chinese festivals, traditional Chinese clothing, Chinese crafts, and Chinese Kungfu based on the school's curriculum design.

2.5.1 Chinese Traditional Festivals

The Chinese traditional festival culture is a system with rich content and a complete system, mainly the spiritual, cultural, behavioral, and material cultural levels. These interact and rely on each other to form the unique and profound charm of the Chinese festival culture.

The Chinese nation has a long history and a long history. For this respect, Wang and Li (2012) said that there is not only the extensive and profound national culture in the long historical development process but also a variety of national festivals. For example, the Spring Festival, Lantern Festival, Qingming Festival, Dragon Boat Festival, Qixi Festival, Mid-Autumn Festival, Chung Yeung Festival, etc. Also, Duan and Sun (2017) demonstrated that traditional Chinese festivals, as an organic part of Chinese culture, condense the national spirit and emotions of the Chinese nation, carry the cultural veins and ideological essence of the Chinese society, and are the source of Chinese cultural symbols.

2.5.2 Chinese Traditional Clothing

Clothing is a cultural phenomenon. Chinese traditional costume culture is a necessary part of Chinese traditional culture, and it is a precious wealth created by the Chinese nation and human society. Clothing is an element of life and a symbol of human civilization.

According to Zhang (2009), cultural clothing can adapt to the natural environment, facilitate daily life, promote physical activities, beautify the posture and body to entertain the physical and mental health and display social identity to represent social roles, and so on. Wang and Li (2012) argued that as an extension of the human body, clothing could also show the strengths and characteristics of the wearer, expressing personality, desire, and psychological symptoms with great charm. Chinese traditional clothing culture is not an isolated cultural phenomenon. Creating and advocating the expression of emotional ideas, uniting the connotative meaning and emotions, showing the beauty of life in national aesthetics with the vision of scene blending and unity of image.

Besides, clothing culture is a collection of material and immaterial clothing created by various ethnic groups in history. It is a living history of cultural development (Zhang, 2009). Therefore, the external attributes it expresses are a comprehensive cultural carrier that develops and flows along the long axis of time, with distinctive epochal character, ethnic regionalist, expected spread, and artistic expression. It corroborated Wu's (2005) idea, who claimed that as for its intrinsic nature, it is based on the social support of politics, faith, ideology, morality, economy, and aesthetic concepts in the development of various nationalities. Simultaneously, under the combined effects of the development of production technology, the development and use of materials, the evolution of production conditions, and the inheritance of folk culture, the specific paradigm of traditional costume culture of various nationalities are established (Du, 2019).

In sum, traditional Chinese clothing is a significant part of Chinese culture, and it is also representative of Chinese people and their life.

2.5.3 Chinese Crafts

Chinese craft culture is an integral part of Chinese civilization. It has a long history and brilliant achievements. People talk about it and value the pride of several families. Since its inception, the craft culture inherited from Chinese primitive creation art has been closely connected with people's social life. The harmonious space of the object-to-object, person-to-object relationship formed by the skills and scales embodied by specific utensils has become the continuation and development of human design activities.

According to Hu (2009), Chinese craft culture is the only language for discussing Chinese crafts development. "Chinese crafts" are the foundation tools, including a wide variety, diverse techniques, vibrant patterns, and exquisite craftsmanship. It is to study the combination of the beauty of Chinese craftsmanship and life so that the beauty of craftsmanship is given a new meaning, and this meaning is summarized to form a historical and collective and particular theory (Zhan, Walker, Hemandez, & Evans, 2017).

It can be concluded that Chinese crafts play an important role in China's economic and social development because of its intensively, dynamic creative industries.

2.5.4 Chinese Kungfu

Chinese Kungfu has unique and distinctive cultural values, and it has been based on the benefits of traditional Chinese martial arts, which are derived from the philosophy of China. Therefore, this distinctive and national aesthetic value makes Chinese Kungfu movies a highlight of the world's cultural market and attracts attention.

For this respect, Wu (2011) explained that the Chinese Kungfu movies have been spreading for decades in the world. Several Chinese Kungfu superstars have become famous, such as Bruce Lee, Jackie Chan, Jet Li, and some new Kungfu stars, which is a spreading effect that is difficult for Chinese movies of other themes to achieve. Hu (2009) argued that the box office performance of Chinese Kungfu movies is even beyond the reach of many American and Canadian films. The reason is that Chinese martial arts pay attention to the core idea of "strengthening oneself first if you want to defeat others." This kind of concept makes the practitioners must listen to the chicken dance and bear hardships and hardships to practice their skills. At the same time, Zhang (2009) clarified that Chinese martial arts advocate the spirit of martial arts that "does not bully, weak is not afraid of strong," and supports a belief that justice must overcome evil. Therefore, it can be seen that Chinese Kungfu represents China's cultural industry to great context and is famous in the world with world-renowned.

In sum, if we look closely at the traditional festival culture for the Chinese culture, researchers demonstrated that Chinese festivals gathered the national spirit and emotions. Similarly, clothing is another cultural phenomenon. Clothing culture is a collection of material and immaterial created by various ethnic groups. Looking at Chinese craft culture, scholars concluded that it is to study the combination of the beauty of Chinese craftsmanship and life to form a historical, collective, and particular theory. Finally, Chinese Kungfu has unique cultural values, and it has been based on the benefits of traditional Chinese martial arts.

2.6 Language and Culture

Since the 1960s, many educators have concerned themselves with the importance of foreign language learning's cultural aspect. In the 1970s, an emphasis on sociolinguistics led to a greater emphasis on the situational context of the foreign language. As a result, the role of culture in the foreign language curriculum was enhanced. The communicative approach replaced the audio-lingual method. Canale & Swain (1980) claimed that 'a more natural integration' of language and culture takes place "through a more communicative approach than a more grammatically-based approach." In the 1980s, scholars began to delve into the dynamics of culture and its vital contribution to 'successful' language learning. Furthermore, in the 1980s and 1990s, advances in pragmatics and sociolinguistics (Levinson, 1983) laying bare the very essence of language, have rendered people's frames of reference and cultural schemata tentative, and led to attempts at bridging the cultural gap in language teaching (Valdes, 1986). In conclusion, when language learners interact with language, they also interact with the culture that speaks the language.

2.6.1 The role of Culture in Language Learning

Why do people learn foreign languages? The most immediate reason is that they can talk, communicate, and connect with other people who speak different languages. However, Liu (2009) argues that communication depends not only on accurate grammar but also on speaking the right words in context. Foreign language learners who want to be accepted by another society already have their original cultural background and have specific and specific communication; therefore, maintaining a sufficient balance between cultures will be challenging. Thus, "there is reason to assert that cultural awareness should be regarded as an important component, so to speak, it can be said, and it can enrich communication skills" (Thanasoulas, 2001). Besides, Liu (2009) involved that culture plays a dual role in raising cultural awareness in foreign language learning: learning about cultural awareness helps to study and resolve language and misunderstandings in the target language environment and make learners' minds open to all aspects the world.

In sum, language cannot be taught or learned independently of culture. Cultural education should also be emphasized in language teaching.

2.6.2 Chinese language and Chinese culture

A few distinctive features can be seen when comparing the Chinese language and Western languages. In applied linguistics, when we talk about Western languages, the term "language" means the spoken language people use to communicate. Still, the Chinese characters are different from those of the Roman alphabet. On the other hand, Yang (2018) emphasized the influence and connection of cultural context that the so-called cultural vocabulary refers to words generated in a particular cultural background or words related to a specific cultural background. Moreover, there are many cultural vocabularies in the Chinese language through a thousand years of cultural accumulation. However, this runs contrary to Yang (2003), who proposed that Chinese people often use a majority of cultural vocabularies; foreign learners often cannot understand and even communicate when they learn and use them. Hence, it is a challenge to learn the Chinese language to non-native learners.

Based on the statement above, a few evidences are shown as follows: The Foreign Service Institute (FSI) has created Language Difficulty Ranking. The five categories ranked from the simplest to the most difficult, depending on the hours the learner needs to complete. Chinese is classified as a fifth language, and it is estimated that intensive instruction time required to reach the same level of English is three times longer than French and Spanish during the same period. It can be seen in Figure 2.2 as follows:

Category I: 23-24 weeks (575-600 hours) Languages closely related to English	
Afrikaans	Norwegian
Danish	Portuguese
Dutch	Romanian
French	Spanish
Italian	Swedish
Category V: 88 weeks (2200 hours) Languages which are exceptionally difficult for native English speakers	
Arabic	*Japanese
Cantonese (Chinese)	Korean
Mandarin (Chinese)	

Figure 2.2 Foreign Service Institute Language Difficulty Ranking

Source: Lin, 2013

Based on 24 languages taught at the Defense Language Institute (DLI), the Chinese language has been categorized as one of the most difficult languages for English native speakers to learn. That means the Chinese language takes more than a three-fold degree of intensive instruction to reach the same proficiency level. It is shown in Figure 2.3.

Difficulty Categories	Duration of instruction	Languages
I	26 weeks	French, Italian, Portuguese, Spanish
II	34 weeks	German, Indonesian
III	48 weeks	Dari/Persian Farsi, Hebrew, Hindi, Russian, Serbian/Croatian, Tagalog, Thai, Turkish, Uzbek, Urdu
IV	64 weeks	Arabic (Levantine, Iraqi), Chinese, Japanese, Korean, Pashto

Figure 2.3 Defense Language Institute Language Learning Difficulty Scale

Source: Lin, 2013

In sum, the study of language and culture promotes intercultural understanding and influences human society's development. From this perspective, China's learning concept is consistent with the goal of cultural infiltration. Therefore, Chinese education is about Chinese language learning and acquiring knowledge about all other aspects of Chinese culture.

2.7 Related Studies

For decades, language attitude research has received considerable attention and has substantially contributed to sociolinguistics development. Linguists have made a lot of inquiries on language attitude. For example, Baker (1992) studied the language background of testing samples, Nsdale & Rooney (1996) studied the cross-culture interface, and Pennington & Yule (1994) studied gender and language attitude (all cited in Yang, 2001). In the China context, there are also many studies conducted on language attitude. For example, Dai & Gao (1996) ever researched college students' evaluation toward Putonghua and Shanghai dialect; Yang (2001) studied students' language attitudes in Sichuan Dialect Region; Xiao (2003) studied language attitude in Chongqing.

In the Thai context, Luo (2016) explored Chinese language learning attitudes at a private school in Bangkok. There are 212 subjects, including 143 female students and 69 male students from three grades. These subjects major in English, Mathematics, and Chinese. The results show that female students in grades 10-12 are more motivated to learn Chinese than male students, while Chinese students are more active than English and mathematics students. Therefore, it can be concluded that gender differences and learning plans have significant differences in attitudes towards Chinese learning.

In Malaysia, quantitative research produced by Yin and Abdullah (2014) examined the attitudes towards learning the Mandarin language as a foreign language. The questionnaire was designed and administered to 74 students of the University of Kelantan (UMK) in Malaysia who took Level 2 Putonghua as a foreign language course. The survey results showed that 47 respondents (63.5%) said they would recommend their friends to take a Mandarin lesson. Of a total of 74 respondents, 57 (77.0%) claimed that they would continue to practice or learn Mandarin after graduation. In other words, it shows that learning Mandarin will benefit their future. Therefore, most Putonghua learners at the University of Kelantan (UMK) in Malaysia seem to show a positive attitude towards Putonghua. For example, they are willing to promote courses to friends and are determined to continue learning the future language.

It also appears in Dublin. A useful study was conducted by Liu (2009), she examined students' attitudes on Chinese language and culture learning. The participants were 130 students aged between 15 and 24, which consisted of secondary level students and college-level students. Due to different perceptions, two questionnaires were designed for two different levels. A further reason for the two various polls is that the learning environment and prerequisites are different. Students did not decide to take Chinese classes themselves at the middle school level but were organized and decided by school teachers. At the university level, the opposite was exact. Some young ethnic Chinese have adapted to life in Ireland, but most learners with a Chinese family background do not think that Chinese is difficult to learn, and they are confident that they can learn well. They are not interested in this culture, but most people think it is

necessary to learn this language. Comparing the results at two different levels, most secondary school respondents believe that there is no essential link between language and culture. However, interviewees at universities have a more positive view of the relationship. This survey clearly shows that high school seniors have high cultural and self-awareness. They are preparing for the long-term language learning process.

Besides, in the United States, Lin (2013) studied an excellent survey. A qualitative case study was conducted through interviews, focusing on non-Asian students' views and their parents' perspectives on students' Chinese learning experiences. It can better understand the attitude of American middle school students to Chinese and their motivation for Chinese, Chinese culture, and Chinese speaking. The target group is ten non-Asian middle school students studying Mandarin in New York City. The secondary target group is parents. The survey results show that the national security agencies' economic strength is non-Asian middle school students' motivation and attitude to learning Mandarin at a macro level. Families, schools, teachers, peers, extra-curricular Mandarin lessons, local and overseas Chinese communities, and the media were found to support students' Mandarin learning. Micro-level students reported overall positive attitudes towards Chinese, Chinese culture, and Chinese speaking. In this study, all students mentioned investments ineffective communication aimed at learning Chinese. Parents also expressed a positive attitude learning Mandarin and held a positive belief in learning Chinese and its culture.

Moreover, an exciting study about heritage language (HL) learners and non-heritage language (NHL) learners' attitudes towards learning the Chinese language are conducted by Weger-Guntharp (2006). She investigated both H.L. and NHL learners in the context of the first-semester Chinese classes at an American university. The participants were twenty-five students drawn from across four categories with traditional foreign language (FL) learners/NHL learners and Chinese HL learners in a mixed classroom setting. She identified 8 Chinese HL learners who had one or more parents speaking Chinese. The data collection involved a short biographical data profile, which included questions about participants' attitudes for studying Chinese. This online adapted questionnaire included items about the learners' attitudes towards

learning Chinese and informal interview sessions. Although her study explored attitudinal differences between Chinese HL learners and NHL learners, the emphasis was placed heavily on Chinese HL learners in her analysis. The data revealed that an H.L. learner classroom profile consisted of at least three interwoven components – self, peer, and teacher. The data provided students' accounts of parental influence, perceptions on activities involving group or pair interaction, and power relations between the learner and the teacher. The study suggested that a learner's heritage was an essential element influencing attitudes towards classroom activities. In contrast to HL learners drawing on their backgrounds in Chinese language use to explain why Chinese will help them meet their economic and academic goals, NHL learners often alluded to the novelty of learning Chinese compared to other languages.

Although many studies about the attitudes on language learning have documented, including the Chinese context, it is not common to involve the specific classification of language and culture. Besides, based on the relationship between language and culture, learners may have different views and attitudes due to different levels and cultural backgrounds. In this respect, the researcher attempts to fill up this gap. Therefore, this study aims to understand non-native Chinese learners' attitudes towards Chinese language and Chinese culture.

2.8 Chapter Summary

The literature on the landscape of Chinese learning and education systems is reviewed, and a few studies of Chinese language and Chinese culture. Besides, previous researches on attitudes towards language and culture were showed.

Chapter 3

Research Methodology

A detailed description of the research design for this study will be provided in this chapter. It includes a depiction of the rationale for employing the study approach and a detailed population and sample presentation. Then the data collection and data analysis will be explained, followed by the ethical considerations. Lastly is the chapter summary.

3.1 Research Design

This study is a survey research using the mixed-methods approach, which aims to explore the non-native Chinese learners' attitudes towards Chinese language and Chinese culture. As Dörnyei (2007) specified, by employing several research approaches, the ability to conclude is ultimately enhanced compared to reliance on only one research method alone. Hence, for the research method, this study adopted the mixed-methods since the quantitative method brings the strengths of conceptualizing variables, profiling dimensions, tracing trends and relationships, formalizing comparisons, and using large and perhaps representative samples. The qualitative method brings the advantages of sensitivity to meaning and context, local roundedness, the in-depth study of smaller samples, and great methodological flexibility, enhancing the ability to study process and change. Besides, it is convenient to overview the central characteristics of the quantitative and qualitative approaches and an excellent way to see the logic behind mixed methods.

Therefore, the mixed-methods approach was used in this survey study. Yet, the drawback of the mixed-methods is that the researcher must be familiar with both approaches. For this present study, measures were employed cautiously and systematically (Fraenkel, Wallen, & Hyun, 2015).

Restatement of research objectives as follows:

- 1) To explore the non-native Chinese learners' attitudes towards Chinese language;
- 2) To explore the non-native Chinese learners' attitudes towards Chinese culture;
- 3) To study the relationship between non-native Chinese learners' attitudes towards Chinese Language and Chinese Culture.

Then, the research design is showed in Figure 3.1 as follows.

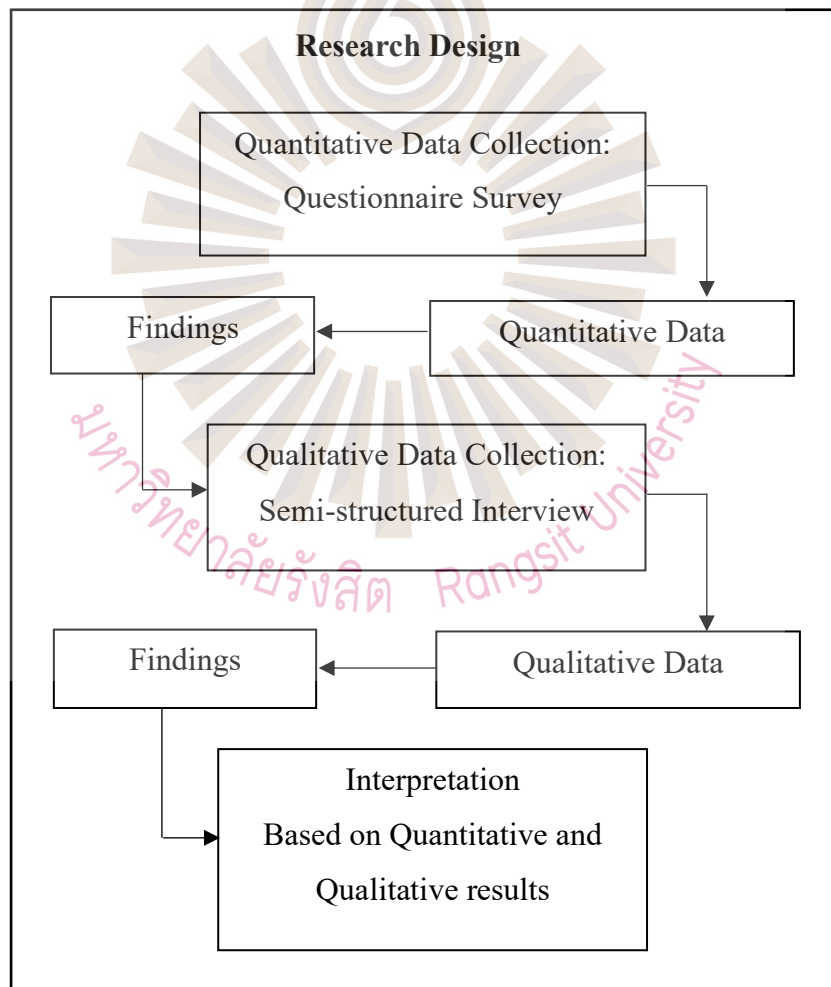


Figure 3.1 Mixed-Methods Research Design

3.2 Population

The population was 380 non-native Chinese learners who came to China to learn Chinese from the Philippines consist of three groups: Grade 8, Grade 9, and Grade 10. They are boys because they study at a boy's school, and their average age is 14-18 years old. At this stage, students were intermediate learners who have mastered basic Chinese language knowledge and understood Chinese culture because they start learning Chinese from elementary school or even kindergarten in the Philippines. Then they came to China as an exchange student, hoping to learn more about the Chinese language and Chinese culture by learning and living in the language environment. Besides, they often travel to other parts of China through study tours organized by the school. In this way, the researcher believes that it is feasible to investigate their attitudes towards Chinese language and Chinese culture.

3.3 Samples

This study employs a stratified random sampling technique. The justification for using it is that a stratified sample always achieves higher precision than a simple random sample so that members of the same stratum are as similar as possible (Crossman, 2011). Besides, the stratified sample can be smaller in size, which can save much time, money, and spend less effort for the researcher and guarantee better coverage of the population. Although the stratified sample can be challenging to identify appropriate strata and is more complex to organize and analyze the results, it is believed to be the most suitable strategy for this study.

Since the target population size more than two hundred, in this way, a simplified formula provided by Israel (2009) was used to calculate the sample size with a 95% confidence level. The justification is that Israel (2009) proposed that as the population gets beyond 200, a 95% confidence level and $\pm 5\%$ precision is acceptable in calculating the sample size. The formula is presented as follows:

$$n = \frac{N}{1+N \times (e)^2} \quad (3-1)$$

Where:

n = number of samples

N = the total population

e = the allowable sampling error (0.05 are commonly use)

* 95% confidence level and e = 0.05 are assumed

Then, substitute numbers in the formula Israel (2009) to define the sample size:

$$n = \frac{380}{1 + 380 \times (0.05)^2} \approx 195$$

Representative samples were selected proportionately in each group to reduce the error and make the results, which means that each stratum has the same sampling fraction. According to Ouma (2013), the sample size for each target population can be determined by:

$$n_i = (N_i/N) \times n \quad (3-2)$$

Where:

n_i = sample size

n = required sample size

N_i = the number of participants

N = the total population

The numbers of the population and samples are shown in Figure 3.2.

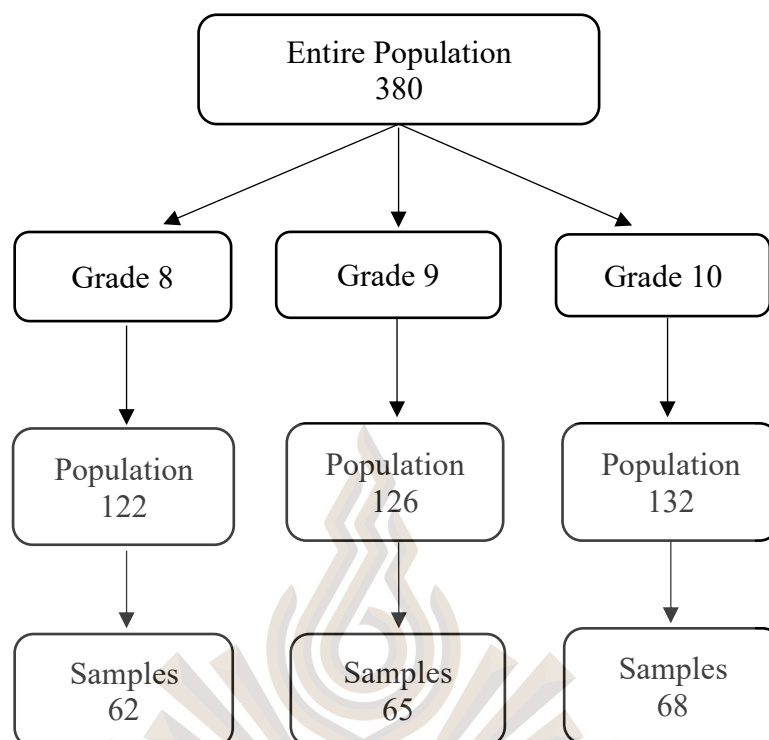


Figure 3.2 Numbers of Population and Samples

3.4 Research Instruments

Two main instruments, questionnaire and interview questions, were used to attain quantitative and qualitative data in this study.

3.4.1 Questionnaire

As a quantitative study, the questionnaire was used to collect data. Questionnaires not only help gather information on knowledge, attitudes, opinions, behaviors, facts, and other information (Bhattacharyya, 2017), but also, a large amount of data can be collected in a short period and allow to compare results in many different ways (Sukman, 2016). The questionnaire for this study was adapted from Luo's (2017) questionnaire "An analysis of attitudinal to Chinese language and Chinese culture," a survey "Chinese culture in English teaching" conducted by Luo (2011), and Yolles's (2019) "Understanding Chinese language and culture" questionnaire. As an adapted version, this research questionnaire focuses on the Chinese language and Chinese

culture to be in line with research questions. It comprises three parts: the first part elicits demographic information of respondents, involving age, grade, and the second language of respondents. The second part includes ten items aiming to explore their attitudes towards Chinese language, consisting of pronunciation, vocabulary, grammar, and Chinese characters. Ten questions were provided in the third part focusing their attitudes towards Chinese culture for four aspects: Chinese festivals, Chinese clothing, Chinese crafts, and Chinese Kungfu (see Appendix B).

Regarding the scale method, a 5-Likert Scale was applied to identify students' attitudes towards Chinese language and Chinese culture in the questionnaire since Likert scales have probably become the most common attitude scale format (Robinson, 2014). The main advantage of the Likert Scale method is that it uses a universal way of collecting data. Besides, the fact that the process is based entirely on the subject's responses increases the probability that a unitary attitude is being measured; therefore, data validity and reliability are reasonably high. Thus, a subject's score is tabulated by assigning a numerical value to each of the answers, where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree (Likert, 1932).

3.4.2 Semi-Structured Interview

In this survey research, a semi-structured interview was adopted to collect qualitative data to enhance the data obtained from the questionnaire. The employment of semi-structured interviews is helpful for the researcher to interview on the right track. Still, there may also some more information not mentioned before can be created. Additionally, due to a face-to-face interaction can assist in establishing rapport, then a higher level of motivation among respondents (Robert, 1997). It is possible to observe the respondent's non-verbal communication and the environment, providing added dimensions to data collection. As a result, a face-to-face semi-structured interview was constructed (See Appendix E). A total of six interview questions are conducted based on the results of the questionnaire survey:

- 1) What do you think of Chinese characters? Is mastering Chinese characters as many as possibly helpful for you to learn the Chinese language?
- 2) Is it crucial for you to learn Chinese grammar? What do you think of the standing of grammar in the Chinese language?
- 3) What does the Chinese language mean to your study and life? After learning Chinese, are there any changes in your life?
- 4) How do you feel about wearing traditional Chinese clothing? Will you wear Chinese clothing after returning to the Philippines?
- 5) Do you like Chinese crafts? If you were asked to choose a Chinese craft as a gift to bring to your family or friends, what would you choose? Why?
- 6) Of these four aspects (Chinese festivals, Chinese clothing, Chinese crafts, and Chinese Kungfu) of Chinese culture, which aspect do you think is the most attractive aspect? Why?

3.4.3 Validity and Reliability

It is necessary to ensure content validity since the questionnaire is an adapted version. According to Bhattacharyya's (2017) proposition, content validity refers to the extent to which a measure represents all facets of a given construct. Hence, the questionnaire was sent to three experts (see Appendix C) who have expertise in the area of language and culture to examine the congruence between the research questions and statements. In this way, Index-Objective Congruence (IOC) was employed (See Appendix D) to evaluate questionnaire items based on score range from -1 to +1 (Incongruent = -1, Questionable = 0, Congruent = +1). A formula employed to calculate the IOC index produced by Rovinelli and Hambleton (1977) as follows:

$$1 - O = \frac{\sum R}{N} \quad (3-3)$$

Where:

$\sum R$ = Total scores from three experts

N = Number

Then, the questionnaire was corrected and modified, following their comments and recommendations. According to Rovinelli and Hambleton (1977), the item scores less than 0.67 were revised, whereas higher or equal to 0.67 scores were reserved. Based on the evaluation with three experts, the IOC score was 0.93. Hence, the questionnaire is reserved.

Afterward, a pilot study has been done to ensure reliability before the main study. The score of reliability was calculated to ensure whether there is internal consistency within the questionnaire items. The higher the reliability value means, the more reliable the measure. According to George and Mallery (2010), the general convention in research states that one should strive for reliability values of 0.70 or higher. Based on the pilot study with 30 students, the Cronbach's Alpha was 0.891; hence, the questionnaire is reliable (See Appendix F).

3.5 Data Collection

The data collection counts both quantitatively and qualitatively, and the procedure is described in the following section.

3.5.1 Questionnaire Administration

The quantitative data collection by administering questionnaires was carried out in May 2020, the second semester of the academic year 2019, at Oxbridge College, Kunming University of Science and Technology of China, Yunnan Province. The whole procedure was followed by Dörnyei's (2007) rule about administering a questionnaire of quantitative data collection. The informed consent (see Appendix A) had been sent to the university before the questionnaire administration. With permission and valuable help from the university, the questionnaires were administered to each group of participants (Grade 8, Grade 9, and Grade 10). The researcher was also attending personally during the whole process. Before that, the researcher made clear to participants that all their responses would be analyzed anonymously and kept confidential. The important thing is that identification numbers were used on

questionnaires instead of asking the subjects to fill in their names; it guarantees anonymity and is convenient for the data analysis.

3.5.2 Semi-structured Interview

The qualitative data collection using a semi-structured interview has been completed sequentially after the questionnaire survey in the same semester at Oxbridge College, Kunming University of Science and Technology in China, Yunnan Province. Ten respondents were selected to be subsample to interview by a self-selection strategy. Three different grade students and ethnic Chinese and non-ethnic Chinese students must be covered in the ten interviewees in the selection process. Although their answers may not represent the whole participants, they had a greater willingness to provide more perceptions. The interview was conducted in English to suit the Filipino students, which helps reduce the misunderstanding and expression problems, and all responses were recorded by field notes. According to Robert (1997), who suggested field notes provide not only records of conversations but also details of setting and investigator's impressions or observations. In this procedure, each interview session has been taken approximately 10-15 minutes.

3.6 Data Analysis

3.6.1 Quantitative Data Analysis

The quantitative data was transmitted into the computer program for the statistical analysis, i.e., SPSS (Statistical Package for the Social Sciences). With the assistance of the program, the first and the second research questions were tested using Mean, Standard Deviation, and One-way ANOVA.

Since the 5-Likert Scale has been adopted in the questionnaire, the mean values were analyzed by incorporating the data interpretation criterion prescribed by Boonsaard (2002). Consequently, the obtained statistical data was interpreted and analyzed by the following stipulation in Table 3.1:

Table 3.1 The stipulation of statistical data interpretation

Mean Value	Interpretation
4.51-5.00	Non-native Chinese learners have very positive attitudes
3.51-4.50	Non-native Chinese learners have positive attitudes
2.51-3.50	Non-native Chinese learners have neutral attitudes
1.51-2.50	Non-native Chinese learners have negative attitudes
1.00-1.50	Non-native Chinese learners have very negative attitudes

The results were then tabulated and presented in two aspects: non-native Chinese learners' attitudes towards Chinese language and non-native Chinese learners' attitudes towards Chinese culture. Correlation Analysis was tested concerning the third research question, which explores the relationship between non-native Chinese learners' attitudes towards Chinese language and Chinese culture.

3.6.2 Qualitative Data Analysis

Content Analysis was applied in the qualitative data analysis based on Dörnyei's (2007) method. The steps are shown below:

- 1) The data obtained from interviewees were analyzed to determine respondents' attitudes towards Chinese language and Chinese culture.
- 2) The data were checked to ensure that the results can address each research question.
- 3) The Inter-coder was evaluated by two experts (see Appendix C) to ensure the rigor and trustworthiness of qualitative data and results (see Appendix H).
- 4) What the last step was analyzing the results and concluding.

The details of data analysis are summarized in Table 3.2.

Table 3.2 Illustration of Data Analysis

Research Question	Instrument	Data Analysis
1) What are the non-native Chinese learners' attitudes towards Chinese Language?	<ul style="list-style-type: none"> ● Questionnaire ● Semi-structured Interview 	<ul style="list-style-type: none"> ● Mean and Standard Deviation ● One-way ANOVA ● Content Analysis
2) What are the non-native Chinese learners' attitudes towards Chinese Culture?	<ul style="list-style-type: none"> ● Questionnaire ● Semi-structured Interview 	<ul style="list-style-type: none"> ● Mean and Standard Deviation ● One-way ANOVA ● Content Analysis
3) Is there any relationship between non-native Chinese learners' attitudes towards Chinese language and attitudes towards Chinese culture?	<ul style="list-style-type: none"> ● Questionnaire 	<ul style="list-style-type: none"> ● Correlation Analysis

3.7 Ethical Considerations

The researcher promises to gain informed consent from the participants before the survey, and the physical and dignity have not harmed. The researcher has to protect participants' privacy; the data served only for this present study and not for other purposes.

3.8 Chapter Summary

This survey research adopts mixed-methods with 195 participants. Both questionnaires and semi-structured interviews are instruments for data collection. The obtained data were analyzed by descriptive analysis and one-way ANOVA. Then the ethical consideration was provided as well.

Chapter 4

Research Results

In this chapter, the results of the quantitative data and qualitative data will be presented in proper order, which aims to provide answers for three research questions. And the findings will be included based on the research questions as well.

4.1 Presentation of Quantitative Data

To explore the non-native Chinese learners' attitudes towards Chinese language and Chinese culture, the questionnaires were administered to 195 non-native Chinese students comprising 62 Grade 8 students (32%), 65 Grade 9 students (33%), and Grade 10 students (35%). They were ethnic Chinese (N=100 or 51%) and non-ethnic Chinese (N=95 or 49%) in cultural backgrounds. Regarding their second language, the majority of respondents' (N=109 or 56%) the second language is the Filipino language, the number of students who speak Chinese as a second language is 60 of participants or 31 percent. Roughly 12 percent of respondents (N=23) take English as their second language. The details of the demographic information of participants were shown in Table 4.1 below:

Table 4.1 Demographic Information

Item	Choice	N	Percentage
Grade	Grade 8	62	32%
	Grade 9	65	33%
	Grade 10	68	35%
Total		195	100%
Cultural Background	Ethnic Chinese	100	51%
	Non-ethnic Chinese	95	49%
Total		195	100%

Table 4.1 Demographic Information (Cont.)

Item	Choice	N	Percentage
Second Language	Chinese	60	31%
	English	23	12%
	Filipino	109	56%
	Others	3	1.54%
Total		195	100%

4.1.1 Research Question 1: Non-native Chinese learners' Attitudes towards Chinese language

Concerning the first research question, the descriptive statistics for four aspects of the Chinese language of three different grade students were calculated: Pronunciation, Vocabulary, Grammar, and Chinese Characters. The following three tables reveal the mean values and standard deviations of the evaluations of each item, followed by the overall mean values and standard deviations of the Chinese language. Firstly, the analysis of attitudes of Grade 8 students can be seen in Table 4.2.

Table 4.2 Descriptive Statistics of Grade 8 Students (N=62)

Item	Mean	S.D.	Degree of Attitudes
Pronunciation			
1. I would love to speak Chinese with excellent pronunciation.	4.37	0.49	Positive
2. I would be proud if I pronounce Chinese like a native speaker.	4.32	0.67	Positive
3. I always pay attention to the tone and try to associate the sound with Chinese pinyin.	3.40	0.76	Neutral
Vocabulary			
4. I would love to master Chinese vocabulary as much as possible.	3.97	0.63	Positive

Table 4.2 Descriptive Statistics of Grade 8 Students (N=62) (Cont.)

Item	Mean	S.D.	Degree of Attitudes
5. Learning Chinese vocabulary is the basis for mastering the Chinese language.	4.02	0.74	Positive
6. I usually learn new Chinese vocabulary in different ways, such as reading books, browsing newspapers, magazines, movies, and TV shows.	3.87	0.74	Positive
Grammar			
7. It is impossible to use Chinese without mastering grammar rules.	4.08	0.68	Positive
8. I pay attention to linking new grammar knowledge with learned grammar knowledge.	4.16	0.85	Positive
9. Studying Chinese grammar is important because it will make me more educated.	4.08	0.87	Positive
Chinese Characters			
10. Although Chinese characters are difficult to learn, I would like to master them as many as possible.	3.60	0.66	Positive
11. I always pay attention carefully when the teacher writes Chinese characters on the blackboard.	3.00	0.44	Neutral
12. I always follow the strict order of strokes when I am writing Chinese characters.	3.21	0.63	Neutral
Summary	3.84	0.68	Positive

By looking at the above Table 4.2, it is apparent that the Grade 8 students shared positive attitudes towards Chinese language since the summary of its mean score value is 3.84, with 0.68 standard deviation. In detail, it is evident that respondents rated somewhat neutral attitudes towards item three, “tone and associate the sound with Chinese *pinyin*,” item eleven, “pay attention to the teacher writing Chinese Characters,

“and item twelve, “order of strokes of Chinese Characters” acquiring the mean values of 3.40 (SD=0.76), 3.00 (SD=0.44), and 3.21(SD=0.63), respectively. Apart from this, the mean scores of all remaining items are in the point of positively. The first item, “excellent Chinese pronunciation,” achieved the highest mean value of 4.37 (SD=0.49), which indicates that students showed positive attitudes towards pronunciation.

Table 4.3 Descriptive Statistics of Grade 9 Students (N=65)

Item	Mean	S.D.	Degree of Attitudes
Pronunciation			
1. I would love to speak Chinese with excellent pronunciation.	4.38	0.49	Positive
2. I would be proud if I pronounce Chinese like a native speaker.	4.37	0.52	Positive
3. I always pay attention to the tone and try to associate the sound with Chinese pinyin.	3.74	1.03	Positive
Vocabulary			
4. I would love to master Chinese vocabulary as much as possible.	4.18	0.85	Positive
5. Learning Chinese vocabulary is the basis for mastering the Chinese language.	4.09	0.98	Positive
6. I usually learn new Chinese vocabulary in different ways, such as reading books, browsing newspapers, magazines, movies, and TV shows.	4.00	0.66	Positive
Grammar			
7. It is impossible to use Chinese without mastering grammar rules.	4.08	0.71	Positive
8. I pay attention to linking new grammar knowledge with learned grammar knowledge.	4.25	0.87	Positive
9. Studying Chinese grammar is important because it will make me more educated.	4.15	1.00	Positive

Table 4.3 Descriptive Statistics of Grade 9 Students (N=65) (Cont.)

Item	Mean	S.D.	Degree of Attitudes
Chinese Characters			
10. Although Chinese characters are difficult to learn, I would like to master them as many as possible.	3.55	0.75	Positive
11. I always pay attention carefully when the teacher writes Chinese characters on the blackboard.	3.08	0.54	Neutral
12. I always follow the strict order of strokes when I am writing Chinese characters.	3.14	0.79	Neutral
Summary	3.92	0.77	Positive

Table 4.3 revealed that the Chinese language received a positive evaluation from the participants as its summary of the mean score is 3.92 (SD=0.77). All the items received positive attitudes from the respondents except items eleven "pay attention to the teacher writing Chinese Characters," and twelve "order of strokes," which got the neutrally attitudes with the lowest two mean values of 3.08 (SD=0.54) and 3.14 (SD=0.79). Then, Table 4.4 below illustrated the statistical data of Grade 10 students.

Table 4.4 Descriptive Statistics of Grade 10 Students (N=68)

Item	Mean	S.D.	Degree of Attitudes
Pronunciation			
1. I would love to speak Chinese with excellent pronunciation.	4.41	0.50	Positive
2. I would be proud if I pronounce Chinese like a native speaker.	4.35	0.57	Positive
3. I always pay attention to the tone and try to associate the sound with Chinese pinyin.	3.54	0.85	Positive

Table 4.4 Descriptive Statistics of Grade 10 Students (N=68) (Cont.)

Item	Mean	S.D.	Degree of Attitudes
Vocabulary			
4. I would love to master Chinese vocabulary as much as possible.	3.87	0.79	Positive
5. Learning Chinese vocabulary is the basis for mastering the Chinese language.	4.22	0.75	Positive
6. I usually learn new Chinese vocabulary in different ways, such as reading books, browsing newspapers, magazines, movies, and TV shows.	3.63	0.91	Positive
Grammar			
7. It is impossible to use Chinese without mastering grammar rules.	3.91	0.75	Positive
8. I pay attention to linking new grammar knowledge with learned grammar knowledge.	4.10	0.90	Positive
9. Studying Chinese grammar is important because it will make me more educated.	3.97	0.99	Positive
Chinese Characters			
10. Although Chinese characters are difficult to learn, I would like to master them as many as possible.	3.04	1.04	Neutral
11. I always pay attention carefully when the teacher writes Chinese characters on the blackboard.	2.99	0.87	Neutral
12. I always follow the strict order of strokes when I am writing Chinese characters.	2.96	0.85	Neutral
Summary	3.75	0.81	Positive

It can be seen that the total mean score of 3.75 (SD=0.81) in Table 4.4, which indicates the attitudes of Grade 10 students, also have positive attitudes towards Chinese language, although the score is lower than the other two grades. What the difference is that the term ten, "mastering Chinese characters as many as possible," got the neutral attitudes too, except the item eleven, "pay attention to the teacher writing Chinese Characters" and item twelve, "order of strokes," the reason of that is that its mean score is 3.04 (SD=1.04). The following Table 4.5 presents the overall mean scores and standard deviations of the three different grades.

Table 4.5 The One-way ANOVA analysis of students' attitudes towards Chinese language (N=195)

Item	Grade 8 (N=62)		Grade 9 (N=65)		Grade 10 (N=68)		F	P
	M	S.D.	M	S.D.	M	S.D.		
1. I would love to speak Chinese with excellent pronunciation.	4.37	0.49	4.38	0.49	4.41	0.50	0.12	0.889
2. I would be proud if I pronounce Chinese like a native speaker.	4.32	0.67	4.37	0.52	4.35	0.57	0.10	0.902
3. I always pay attention to the tone and try to associate the sound with Chinese pinyin.	3.40	0.76	3.74	1.03	3.54	0.85	2.27	0.106
4. I would love to master Chinese vocabulary as much as possible.	3.97	0.63	4.18	0.85	3.87	0.79	2.98	0.053
5. Learning Chinese vocabulary is the basis for mastering the Chinese language.	4.02	0.74	4.09	0.98	4.22	0.75	1.02	0.364

Table 4.5 The One-way ANOVA analysis of students' attitudes towards Chinese language (N=195) (Cont.)

Item	Grade 8		Grade 9		Grade 10		F	P
	(N=62)		(N=65)		(N=68)			
	M	S.D.	M	S.D.	M	S.D.		
6. I usually learn new Chinese vocabulary in different other ways, such as reading books, browsing newspapers, magazines, movies, and TV shows.	3.87	0.74	4.00	0.66	3.63	0.91	3.81	0.024*
7. It is impossible to use Chinese without mastering grammar rules.	4.08	0.68	4.08	0.71	3.91	0.75	1.20	0.303
8. I pay attention to linking new grammar knowledge with learned grammar knowledge.	4.16	0.85	4.25	0.87	4.10	0.90	0.45	0.638
9. Studying Chinese grammar is important because it will make me become more educated.	4.08	0.87	4.15	1.00	3.97	0.99	0.62	0.542
10. Although Chinese characters are difficult to learn, I would like to master them as many as possible.	3.60	0.66	3.55	0.75	3.04	1.04	8.86	0.000**
11. I always pay attention carefully when the teacher writes Chinese characters on the blackboard.	3.00	0.44	3.08	0.54	2.99	0.87	0.37	0.689

Table 4.5 The One-way ANOVA analysis of students' attitudes towards Chinese language (N=195) (Cont.)

Item	Grade 8		Grade 9		Grade 10		F	P
	(N=62)		(N=65)		(N=68)			
	M	S.D.	M	S.D.	M	S.D.		
12. I always follow the strict order of strokes when I am writing Chinese characters.	3.21	0.63	3.14	0.79	2.96	0.85	1.92	0.150
Summary	3.84	0.68	3.92	0.77	3.75	0.81	1.98	0.464

* p<0.05 ** p<0.01

To conclude, it is evident that of all three grades under the investigation of this study, the item eleven, “pay attention to the teacher writing Chinese Characters” and item twelve, “order of strokes,” received the lowest mean values of 3.00, 3.08, 2.99, and 3.21, 3.14, 2.96, which indicated the non-native Chinese learners of three grades have more negative attitudes towards Chinese Characters compared with other aspects. It must be mentioned that the mean score of Grade 8 of the third item “tone and associate the sound with Chinese *pinyin*” was 3.40, and the item ten, “mastering Chinese Characters as many as possible,” got the mean score of 3.04 from Grade 10, which both means the neutral attitudes. The other items revealed that every item was rated with positive evaluation since their mean scores ranged in positive (3.51 - 4.50). Besides, the output of the One-way ANOVA analysis was to look into differences in the participants' attitudes towards the Chinese language regarding different Grade. It appears that item six “learn new Chinese vocabulary in different ways,” showing difference among three grade students as the p-value was 0.024, less than 0.05. Besides, there is a significant difference regarding item ten, “mastering Chinese Characters as many as possible,” with the p-value of 0.000, less than 0.01. Nevertheless, the results of Table 4.5 displayed that the p-value of variance is 0.464, i.e., more than 0.05. Thus, there are no differences among the attitudes of Grade 8, Grade 9, and Grade 10.

In sum, based on the first research question, the mean values because the researcher to recapitulate that the non-native Chinese learners' attitudes towards Chinese language are positive by achieving the mean values at the point of positively: 3.84 for Grade 8, 3.92 for Grade 9, and 3.75 for Grade 10.

4.1.2 Research Question 2: Non-native Chinese learners' Attitudes towards Chinese Culture

The descriptive statistics analysis of three different grades students' attitudes towards Chinese culture will be provided in this section to meet the second research question. Similar to the preceding part, the data results of each grade are presented in tables and followed by an overall comparison in the final. Table 4.6 shows the mean values and standard deviations of Grade 8 students' attitudes towards Chinese culture.

Table 4.6 Descriptive Statistics of Grade 8 Students (N=62)

Item	Mean	S.D.	Degree of Attitudes
Chinese Festivals			
13. I enjoy the Lunar Chinese New Year because it is unique.	3.94	0.85	Positive
14. I always look forward to the arrival of traditional Chinese festivals when I come to study in China.	4.03	0.89	Positive
15. I usually learn about the original story behind traditional Chinese festivals.	3.65	0.75	Positive
Chinese Clothing			
16. I am happy to dress in traditional Chinese costumes in a culture class.	4.13	0.80	Positive
17. Traditional Chinese clothing is so beautiful.	3.63	0.79	Positive
18. I usually wear Chinese clothing even though I am not in China.	2.89	0.45	Neutral

Table 4.6 Descriptive Statistics of Grade 8 Students (N=62) (Cont.)

Item	Mean	S.D.	Degree of Attitudes
Chinese Crafts			
19. The Chinese crafts are attractive, engaging, and worth learning.	3.92	0.80	Positive
20. I always seriously learn how to make crafts in the Chinese craft class.	3.76	0.82	Positive
21. I will choose Chinese crafts as a gift for my family and friends.	4.37	0.77	Positive
Chinese Kungfu			
22. I always learn actions carefully following the teacher in the Chinese Kungfu class.	3.94	0.79	Positive
23. I am curious about the martial arts of Chinese Kungfu.	3.84	0.63	Positive
24. I am interested in Chinese Kungfu movies.	3.58	0.80	Positive
Summary	3.81	0.76	Positive

Table 4.6 indicates that the mean value of Grade 8 students' attitudes towards Chinese culture is 3.81, with a standard deviation of 0.76, which is at the point of positively. It can be seen that there is a mean score of 2.89 (SD=0.45) of item eighteen, "wearing Chinese clothing even though not in China," which shows the neutral attitudes of respondents since the mean score is lower than 3.51. Apart from this, items remaining are all in the range of positive points (3.51 – 4.50). Therefore, it is a positive attitude that of Grade 8 students. The next Table 4.7 shows the descriptive analysis of Grade 9 students' attitudes towards Chinese culture.

Table 4.7 Descriptive Statistics of Grade 9 Students (N=65)

Item	Mean	S.D.	Degree of Attitudes
Chinese Festivals			
13. I enjoy the Lunar Chinese New Year because it is unique.	4.09	1.03	Positive
14. I always look forward to the arrival of traditional Chinese festivals when I come to study in China.	4.28	0.70	Positive
15. I usually learn about the original story behind traditional Chinese festivals.	3.69	0.68	Positive
Chinese Clothing			
16. I am happy to dress in traditional Chinese costumes in a culture class.	4.12	0.80	Positive
17. Traditional Chinese clothing is so beautiful.	3.80	0.77	Positive
18. I usually wear Chinese clothing even though I am not in China.	2.95	0.69	Neutral
Chinese Crafts			
19. The Chinese crafts are attractive, engaging, and worth learning.	4.02	0.78	Positive
20. I always seriously learn how to make crafts in the Chinese craft class.	3.98	0.94	Positive
21. I will choose Chinese crafts as a gift for my family and friends.	4.58	0.53	The most positive
Chinese Kungfu			
22. I always learn actions carefully following the teacher in the Chinese Kungfu class.	3.77	1.23	Positive
23. I am curious about the martial arts of Chinese Kungfu.	4.11	0.97	Positive
24. I am interested in Chinese Kungfu movies.	3.95	1.04	Positive
Summary	3.95	0.85	Positive

The above Table 4.7 calculated the mean value of Grade 9 students' is 3.95 (SD=0.85), which means the attitudes of respondents towards Chinese culture is positive also. Similar to the results of Grade 8, it is revealed that Grade 9 students have neutral attitudes towards item eighteen, "wearing Chinese clothing even though not in China," as it received 2.95 (SD=0.69) of the mean score. However, interestingly, the twenty-first item, "choose Chinese crafts as a gift," achieved the highest mean score of 4.58, which demonstrates that respondents have very positive towards Chinese Crafts, followed by data results of Grade 10 in Table 4.8.

Table 4.8 Descriptive Statistics of Grade 10 Students (N=68)

Item	Mean	S.D.	Degree of Attitudes
Chinese Festivals			
13. I enjoy the Lunar Chinese New Year because it is unique.	3.75	0.89	Positive
14. I always look forward to the arrival of traditional Chinese festivals when I come to study in China.	4.19	0.50	Positive
15. I usually learn about the original story behind traditional Chinese festivals.	3.38	0.98	Positive
Chinese Clothing			
16. I am happy to dress in traditional Chinese costumes in a culture class.	3.97	0.88	Positive
17. Traditional Chinese clothing is so beautiful.	3.59	0.80	Positive
18. I usually wear Chinese clothing even though I am not in China.	2.81	0.60	Neutral
Chinese Crafts			
19. The Chinese crafts are attractive, engaging, and worth learning.	3.78	0.81	Positive
20. I always seriously learn how to make crafts in the Chinese craft class.	3.68	0.94	Positive
21. I will choose Chinese crafts as a gift for my family and friends.	4.43	0.63	Positive

Table 4.8 Descriptive Statistics of Grade 10 Students (N=68) (Cont.)

Item	Mean	S.D.	Degree of Attitudes
Chinese Kungfu			
22. I always learn actions carefully following the teacher in the Chinese Kungfu class.	3.63	1.14	Positive
23. I am curious about the martial arts of Chinese Kungfu.	3.90	0.90	Positive
24. I am interested in Chinese Kungfu movies.	3.62	1.02	Positive
Summary	3.73	0.84	Positive

It is obvious looking at the above Table 4.8 that Chinese culture was perceived positively in general forasmuch since its summary of the mean score is 3.73 (SD=0.84), which is positive. In an identical picture with the previous grade, the most negative evaluation was given exclusively to item eighteen, “wearing Chinese clothing even though not in China,” getting the mean score of 2.81 (SD=0.60). Besides, no items were given the mean value of surpassing the point of positively connoting the positive attitudes shared by the respondents. Table 4.9 below gathers the attitudes of three grades.

Table 4.9 The One-way ANOVA analysis of students’ attitudes towards Chinese culture

Item	Grade 8 (N=62)		Grade 9 (N=65)		Grade 10 (N=68)		F	p
	M	S.D.	M	S.D.	M	S.D.		
13. I enjoy the Lunar Chinese New Year because it is unique.	3.94	0.85	4.09	1.03	3.75	0.89	2.29	0.104
14. I always look forward to the arrival of traditional Chinese festivals when I come to study in China.	4.03	0.89	4.28	0.70	4.19	0.50	1.96	0.144

Table 4.9 The One-way ANOVA analysis of students' attitudes towards Chinese culture (Cont.)

Item	Grade 8		Grade 9		Grade 10		F	p
	(N=62)		(N=65)		(N=68)			
	M	S.D.	M	S.D.	M	S.D.		
15. I usually learn about the original story behind traditional Chinese festivals.	3.65	0.75	3.69	0.68	3.38	0.98	2.79	0.064
16. I am happy to dress in traditional Chinese costumes in a culture class.	4.13	0.80	4.12	0.80	3.97	0.88	0.78	0.460
17. Traditional Chinese clothing is so beautiful.	3.63	0.79	3.80	0.77	3.59	0.80	1.33	0.266
18. I usually wear Chinese clothing even though I am not in China.	2.89	0.45	2.95	0.69	2.81	0.60	1.00	0.371
19. The Chinese crafts are attractive, engaging, and worth learning.	3.92	0.80	4.02	0.78	3.78	0.81	1.49	0.229
20. I always seriously learn how to make crafts in the Chinese craft class.	3.76	0.82	3.98	0.94	3.68	0.94	2.05	0.132
21. I will choose Chinese crafts as a gift for my family and friends.	4.37	0.77	4.58	0.53	4.43	0.63	1.87	0.157
22. I always learn actions carefully following the teacher in the Chinese Kungfu class.	3.94	0.79	3.77	1.23	3.63	1.14	1.28	0.279

Table 4.9 The One-way ANOVA analysis of students' attitudes towards Chinese culture
(Cont.)

Item	Grade 8		Grade 9		Grade 10		F	p
	(N=62)		(N=65)		(N=68)			
	M	S.D.	M	S.D.	M	S.D.		
23. I am curious about the martial arts of Chinese Kungfu.	3.84	0.63	4.11	0.97	3.90	0.90	1.78	0.172
24. I am interested in Chinese Kungfu movies.	3.58	0.80	3.95	1.04	3.62	1.02	2.95	0.055
Summary	3.81	0.76	3.95	0.85	3.73	0.84	1.80	0.203
* p<0.05, ** p<0.01								

To close, the participants, who consist of Grade 8, Grade 9, and Grade 10, tended to share their positive attitudes towards Chinese culture, similar to the Chinese language. What the great thing is that the twenty-first item, "choose Chinese crafts as a gift," gained the highest mean score of 4.58, which implies this item was judged as the most positive attitude beyond the point of positively or over 4.51 in the mean value. It is crucial to note here that the item eighteen, "wearing Chinese clothing even though not in China," was given neutral attitudes from Grade 8, Grade 9, and Grade 10 with the mean scores of 2.89, 2.95, and 2.81, respectively. The other items from three grades have reached the range of positive points from 3.51 to 4.50. Furthermore, according to the results of One-way ANOVA analysis (Table 4.9), there are not any differences in attitudes towards Chinese culture among students of three different grades, which the reason is that the p-value is 0.203, less than 0.05.

Accordingly, the second research question can be answered as the non-native Chinese learners have positive attitudes towards Chinese culture based on the summary mean values of three grades.

4.1.3 Research Question 3: The Relationship between Attitudes towards the Chinese Language and Attitudes towards Chinese Culture

According to the third research question, the Correlation analysis has been done to study the relationship between the non-native Chinese learners' attitudes towards Chinese language and attitudes towards Chinese culture. The result of the Correlation analysis was shown in Table 4.10 as follows:

Table 4.10 The Correlation Analysis of attitudes towards Chinese language and attitudes towards Chinese culture

Pearson Correlation		
Attitudes towards the Chinese language		
Attitudes towards Chinese culture	Correlation coefficient	0.843**
	P-value	0.000
* $p < 0.05$ ** $p < 0.01$		

It can be seen that the correlation coefficient between attitudes towards Chinese language and attitudes towards Chinese culture is 0.843, and the p-value is 0.000, which involved that there is a significantly positive correlation between these two variables. Hauke and Kossowski (2011) proved that the closeness of the relationship depends on the size of the correlation coefficient. Generally, above 0.7 indicates a very close relationship; 0.4 to 0.7 reveals a close relationship; and 0.2 to 0.4 demonstrates a general relationship. Hence, it can be said that the research hypothesis fails to be rejected.

4.2 Presentation of Qualitative Data

The semi-structured interview was completed sequentially after the questionnaire survey to explore the non-native Chinese learners' attitudes towards Chinese language and Chinese culture. Ten students from three different grades were selected to expand their opinion, including four ethnic-Chinese and six non-ethnic Chinese. The interview data will be presented in this section, according to the research questions.

4.2.1 Research Question 1: Non-native Chinese learners' Attitudes towards Chinese language

Based on the first research question, the interviewees extend their opinion and share some experiences in the semi-structured interview. In general, by analyzing the obtained interview data, the result demonstrates that non-native Chinese learners hold positive attitudes towards Chinese language. The details were shown in this part. The interview data was divided into two themes; it can be seen in Table 4.11 as below:

Table 4.11 Categories of interview data for the Chinese language

Theme	Aspect	Sub-theme
1. Attitudes towards Chinese language in general	Chinese Characters	1.1 Difficult but useful to learn
		1.2 Difficult and unnecessary to learn
	Chinese grammar	1.3 Crucial to learn
2. The significance of Chinese language learning	Chinese language	2.1 For examination
		2.2 Due to interest
		2.3 In view of the cultural background element

4.2.1.1 Attitudes towards Chinese Language in General

The interviewees' responses to their general attitudes towards Chinese language are reviewed in the following part. They were asked two questions:

1) What do you think of Chinese characters? Is mastering Chinese characters as many as possibly helpful for you to learn the Chinese language?

2) Is it crucial for you to learn Chinese grammar? What do you think of the standing of grammar in the Chinese language?

Respondents put forward their own opinions and by sharing related experiences based on interview questions.

1) The first question: What do you think of Chinese characters? Is mastering Chinese characters as many as possibly helpful for you to learn the Chinese language?

When asked their opinions of Chinese characters, almost all interviewees indicated their enormous faith that it is challenging to learn Chinese characters even it is the hardest aspect of the Chinese language. However, most of them showed it is useful to learn Chinese characters, although it is difficult.

Sub-theme 1.1 Difficult but useful to learn Chinese Characters

The following examples demonstrate this type of views:

Example 1:

How difficult are the Chinese characters? You know, I cannot read what I am looking at, I cannot memorize it. Every time I want to write down a word, it is like drawing, it is not like writing. While I always try my best to learn Chinese characters since I believed that mastering characters as many as possible helps Chinese language learning. (Interviewee 8, Personal communication, June 8, 2020)

Example 2:

It is safe to say that Chinese characters are the most difficult part of Chinese. When the teacher told us that we need to learn a few thousand Chinese characters, I think it is almost impossible even if I live in a Chinese family. Mastering more Chinese is, of course, useful for learning Chinese because the articles in our textbooks are all Chinese characters. (Interviewee 3, 9, Personal communication, June 8, 2020)

Example 3:

I would say it is indeed tricky. Usually, Chinese homework requires me to write down the answers to the question, and I have to copy the textbook or use google translate to see how to write the Chinese characters. Hence you can imagine how Chinese characters hard to me. Nevertheless, I have never given up since I know the Chinese character is one part of the Chinese language, so it is useful to learn the Chinese language. (Interviewee 7, Personal communication, June 8, 2020)

Example 4:

Chinese character is the most difficult part of the Chinese language. Each Chinese character is like a small square because it is a hieroglyph, which is very difficult to learn than English. However, mastering as many Chinese characters as possible is helpful for Chinese; at least I can get more Chinese exam scores. (Interviewee 2, 6, 10, Personal communication, June 8, 2020)

Sub-theme 1.2 Difficult and unnecessary to learn Chinese Characters

On the contrary, the interview data also showed there are melancholic sounds—a few responses involved that it is difficult and unnecessary to learn Chinese characters.

Example 5:

Learning Chinese characters is the thing that crushes me the most. It is not easy for me to draw Chinese characters according to the textbook. It is impossible to write Chinese characters according to the strokes of Chinese characters. I think learning Chinese characters is not very helpful for me to learn Chinese because our Chinese learning is more focused on learning spoken language. Most of the time, it will be enough to speak, no need to write them out. (Interviewee 1, 5, Personal communication, June 8, 2020)

Example 6:

To be honest, learning Chinese characters is a boring thing, especially compared with English. English words are all composed of 26 letters, but there are thousands of Chinese characters, and each one is different. I think this is almost impossible. Teachers usually pay more attention to our spoken language training rather than Chinese characters. Also, Chinese characters can be written in Chinese Pinyin to substitute in the exam, so there is no need to master a large number of Chinese characters. (Interviewee 4, Personal communication, June 8, 2020)

In sum, all participants considered that Chinese characters are very hard. Seven interviewees expressed their positive attitudes towards Chinese characters, believing that it is useful to learn Chinese characters and mastering characters as much

as possible to help Chinese language learning. Yet three respondents showed negative attitudes. They thought it was needless to learn Chinese characters because the spoken language was paid more attention than the characters. Even the Chinese Pinyin was allowed to write down to replace Chinese characters in the exam.

2) The second question: Is it crucial for you to learn Chinese grammar? What do you think of the standing of grammar in the Chinese language?

Sub-theme 1.3 Crucial to learn grammar

On the second question, all responses from interviewees are consistent. For the grammar of the Chinese language, they believe it is crucial to learn grammar knowledge. This result can evidence the following quotes.

Example 7:

The Chinese environment in my family gives me some advantages in learning Chinese. Still, mastering grammatical knowledge is difficult because many Chinese expressions are hard to explain with grammatical knowledge. However, I don't think who can learn the Chinese language well without learning grammar despite this. (Interviewee 2, 10, Personal communication, June 8, 2020)

Example 8:

Chinese has intricate grammatical knowledge. But there is no doubt that learning grammar has a significant effect on learning a language. Of course, Chinese is no exception. Because learning a language, whether it is conscious or unconscious, is to master the structural laws of this language. Without mastering the combination and application of a language, it cannot be regarded as mastering this language. (Interviewee 3, Personal communication, June 8, 2020)

Example 9:

Learning grammar knowledge takes up most of my time learning Chinese. Since I know that if you want to learn Chinese well, you must have a solid foundation as support. (Interviewee 1, 6, 8, Personal communication, June 8, 2020)

Example 10:

It is easier for me to learn the Chinese language, especially grammar. You know, my first language is Chinese, which gives me a significant advantage in Chinese learning. Additionally, my parents always concerned about me learning Chinese. Under their arrangement, I followed a private tutor who is a native speaker when I was young. Learned not only communication in Chinese is essential, but also the systematical knowledge, including grammar. Therefore, I deeply know that grammar is essential in learning Chinese. (Interviewee 7, Personal communication, June 8, 2020)

Example 11:

As far as I am concerned, language learning is similar to building a house. Vocabulary is materials, and grammar is a foundation. Without foundations, it is impossible to build a house with materials, so without grammar, it is impossible to learn a language well with vocabulary only. (Interviewee 9, Personal communication, June 8, 2020)

Example 12:

For Chinese characters, I have almost given up. But for grammar, the exam does not allow me to do the same. Because even though I have mastered Chinese vocabulary, I can't form them into correct sentences without grammatical knowledge. (Interviewee 4, 5, Personal communication, June 8, 2020)

In close, it can be seen that all responses above obviously demonstrated that the students did not share negative attitudes towards the grammar of the Chinese language. Despite different reasons and experiences, all ten interviewees revealed that grammar is an essential aspect of the Chinese language; they also firmly believed that who can learn a language well without grammatical knowledge.

4.2.1.2 The Significance of Chinese Language Learning

There was one question for understanding the significance of learning the Chinese language, as follows:

What does the Chinese language mean to your study and life? After learning Chinese, are there any changes in your life?

Regarding the significance of the Chinese language, the answers can be divided into three aspects: for examination, due to interest, and in view of a cultural background element.

Sub-theme 2.1 For examination

Initial, it starts with the purpose of learning the Chinese language is just for examination.

Example 13:

Same as other subjects, the Chinese take the same proportion in the exams. Therefore, I have to do my best to learn Chinese even if it costs me a lot of energy. I usually use English or Filipino to communicate with teachers, friends, and my family, so Chinese is hardly needed in my life. If the Chinese language brought some changes in my life, that is giving me more stress. (Interviewee 1, Personal communication, June 8, 2020)

Example 14:

"It's the same as Greek." This English saying can describe my initial impression of the Chinese. But I have been learning Chinese for six years. My previous experience tells me that I will get good grades if I study hard. For the exam, my parents found a Chinese tutor for me. After a while, my Chinese performance has dramatically improved, which has made me confident in Chinese learning again. (Interviewee 4, Personal communication, June 8, 2020)

Sub-theme 2.2 Due to interest

Two examples of responses showed students learn Chinese was for the examination as it is a compulsory curriculum of the school. On the other hand, some interviewees indicated that they were interested in Chinese.

Example 15:

Frankly speaking, I have no mood to learn the Chinese language before. Through the school curriculum, I learned about some cultural knowledge hidden behind the language that I have not been exposed to before, which made me deeply interested in Chinese and wanted to explore more of the magical thing of Chinese. (Interviewee 6, Personal communication, June 8, 2020)

Example 16:

The Chinese language makes me feel powerless even though I have tried to acquaint it again. But I enjoy the Chinese class, especially the culture class, which let me know that Chinese is very interesting. Besides, my Chinese teacher is a patient and kind person who have always encouraged me. (Interviewee 8, 9, Personal communication, June 8, 2020)

Example 17:

I had a hard time learning Chinese formerly. Every time I felt upset, my mother came and consoled me, "Just relax. Okay, now let's focus on one point at a time." Then I tend to learn them one by one with my mother's accompany. I felt it is more comfortable in learning this way. Hence it can be said that my mother is the most significant contributor to my interest in Chinese. (Interviewee 5, Personal communication, June 8, 2020)

Sub-theme 2.3 In view of the cultural background element

Besides, participants who are ethnic Chinese also gave their opinions on the Chinese language.

Example 18:

From a very young age, my parents taught me to speak Chinese because I was born into a Chinese family. Therefore, I have a special feeling for Chinese. However, after studying Chinese knowledge systematically, I have a more comprehensive and more in-depth understanding of the Chinese. (Interviewee 2, 7, Personal communication, June 8, 2020)

Example 19:

Although my family and I are now Filipino nationals, my family and I speak Chinese, and Chinese is like my first language. I think it is a unique language, although Chinese is difficult to learn. (Interviewee 3, Personal communication, June 8, 2020)

Example 20:

I started to learn Chinese when I was four years old because my parents believed that the younger I start learning the Chinese language, the better my pronunciation. What I feel interesting is one Chinese character has different tones, and sometimes even the same tone can mean completely different meanings. You know, I like challenges. (Interviewee 10, Personal communication, June 8, 2020)

To conclude, despite the fact that two interviewees expressed they learn Chinese just to examine school, the majority of interviewees held positive attitudes towards the Chinese language. Some of them were interested in Chinese and remaining ethnic Chinese students and shared their major Chinese language learning experience.

Therefore, according to interviewees' responses, it can be seen that overall, they hold positive attitudes towards Chinese language. It can answer the first research question of this study.

4.2.2 Research Question 2: Non-native Chinese learners' Attitudes towards Chinese Culture

Concerning the second research question, the result indicated that the non-native Chinese learners' attitudes towards Chinese culture are positive. The explanations were to evidence it in the following. The responses were divided into two themes: attitudes towards Chinese culture in general and preference for the aspects of Chinese culture. The details can be showed in Table 4.12.

Table 4.12 Categories of interview data for Chinese culture

Theme	Aspect	Sub-theme
3. Attitudes towards Chinese culture in general	Chinese clothing	3.1 Cultural identity
		3.2 Unwilling to wear
	Chinese crafts	3.3 Prefer the finished product
		3.4 Enjoying the process of hands-on
4. Preference for the aspects of Chinese culture	Chinese Culture	4.1 Prefer Chinese festivals
		4.2 Prefer Chinese clothing
		4.3 Prefer Chinese crafts
		4.4 Prefer Chinese Kungfu

4.2.2.1 Attitudes towards Chinese Culture in General

For the attitudes towards Chinese culture in general, the interviewees were requested to answer two questions as well:

1) How do you feel about wearing traditional Chinese clothing? Will you wear Chinese clothing after returning to the Philippines?

2) Do you like Chinese crafts? If you were asked to choose a Chinese craft as a gift to bring to your family or friends, what would you choose? Why?

Similar to the Chinese language part, respondents gave their own opinions based on their true feelings.

1) The first question: How do you feel about wearing traditional Chinese clothing? Will you wear Chinese clothing after returning to the Philippines?

When asked about the Chinese clothing aspect, the respondents were expected to explain their opinions. However, the responses were disharmonious. Some of the others had distinct opinions, even if most thought it was not suitable for wearing Chinese customs in daily life. A few examples were given by students who showed they wear Chinese clothing in the Philippines because of their cultural identity.

Sub-theme 3.1 Cultural identity

The cultural identity refers to their sense of belonging to a particular culture or group, which involves learning about and accepting traditions, language, religion, heritage, and behavior.

Example 21:

Since my family is of ethnic Chinese origin, we also wear Chinese costumes in the Philippines, especially during traditional Chinese festivals. Grandpa often tells us that we cannot forget our "root" in China. (Interviewee 2, Personal communication, June 8, 2020)

Example 22:

I often wear Chinese clothes for some critical days in the Philippines. On the contrary, I will not wear it in daily life as it has an irreplaceable position in my heart. (Interviewee 3, 7, Personal communication, June 8, 2020)

Example 23:

School uniforms are required to be worn on weekdays, but my family and I will wear Chinese costumes during traditional Chinese festivals, which seem to be a sign of us as an ethnic Chinese. (Interviewee 10, Personal communication, June 8, 2020)

Sub-theme 3.2 Unwilling to wear Chinese clothing

In contrast, six students said that they would not wear Chinese clothing; the reasons can be seen as below:

Example 24:

The cultural curriculum includes Chinese clothing, so I learned about it. But frankly, I don't like them because most of the clothing is so heavy, and some clothing styles even need to wear several pieces at once. It is a tiring thing. (Interviewee 1, 4, Personal communication, June 8, 2020)

Example 25:

In the traditional costume class, the teacher usually lets us try on Chinese costumes. Nevertheless, I cannot accept that men also have long hair and wear skirts in ancient China, making me feel uncomfortable. Therefore, I will

not wear them when I return to the Philippines. (Interviewee 5, Personal communication, June 8, 2020)

Example 26:

Chinese traditional clothing is beautiful exactly. I am usually enjoying the clothing class. Yet I don't think it is suitable to wear in our daily life. In turn, it can be consort to a grand banquet, such as New Year's ceremony or Chinese drama. (Interviewee 9, Personal communication, June 8, 2020)

Example 27:

You know, the Philippines is a tropical country with high temperatures all year round. A lot of Chinese clothing requires wearing two or three pieces overlap. Maybe I could not stand it if I wear them in the Philippines. (Interviewee 6, 8, Personal communication, June 8, 2020)

In sum, four ethnic Chinese students proposed that they usually wear Chinese clothing in some traditional Chinese festivals or essential days, due to their cultural identity. Apart from them, the remaining six students gave their reasons why they unwilling to wear Chinese clothing. For instance, wearing Chinese clothing is a tiring thing since they are so heavy; it is too hot to wear Chinese clothing in the Philippines; it is more suitable for wearing Chinese customs in some banquet or ceremony than in daily life. Thence, it can be seen respondents' attitudes towards Chinese clothing were not positive except for a small number of ethnic Chinese students.

2) Do you like Chinese crafts? If you were asked to choose a Chinese craft as a gift to bring to your family or friends, what would you choose? Why?

For the second question, respondents were awaited to share their idea about Chinese crafts, including one suppose was that what crafts would they bring to family and friends as a gift.

Sub-theme 3.3 Prefer the finished product

Some of them revealed that they prefer finished products rather than make them personally, as follows:

Example 28:

The ancient shadow play of Chinese crafts is a valuable cultural product in the world. Today, it is not common in China. Fortunately, this time I came to

China, and the teacher taught us how to make Chinese shadow play. Surprisingly, it requires multiple people to work together to complete, and my team members can not cooperate reasonably. Therefore, I will take some finished products back to my family. (Interviewee 6, Personal communication, June 8, 2020)

Example 29:

I like many Chinese crafts, especially Chinese knots. In the culture class, the teacher taught us to step by step on how to make various Chinese knots. Although I succeeded, it took a lot of time to make a tiny Chinese knot. Therefore, I prefer to bring some finished products to my family and friends. (Interviewee 4, 9, Personal communication, June 8, 2020)

Example 30:

In the culture class, I learned about some Chinese crafts, and we have also been taught by teachers how to make them. Among them, what makes me surprised the most is the shadow play - an ancient China craft. The teacher introduced that it was initially invented to irony the puppet emperor and express justice at the same time. It's a pity that I would buy the finished product of shadow play as a gift and bring it back to my country because I really can't do it well. (Interviewee 8, Personal communication, June 8, 2020)

Sub-theme 3.4 Unwilling to wear Chinese clothing

In addition to this, other respondents indicated that they wish to make some crafts by themselves as they enjoy a hands-on experience.

Example 31:

I have always liked Chinese handicrafts. It seems that the Chinese people are born with a pair of nimble hands and can make all kinds of beautiful crafts. Of course, I know it has a close relationship with Chinese culture. I have a sense of accomplishment this time because I learned to draw many Peking Opera masks that I had never done before. Despite this, it is not easy to do. I will take it back to the Philippines when I finish my study in China. (Interviewee 2, 5, Personal communication, June 8, 2020)

Example 32:

A piece of paper and a pair of scissors can make a variety of beautiful pictures. It is my favorite Chinese craft-paper cutting. The most important thing is that sometimes the whole picture fails when I make a wrong step, for that this work requires adequate care and patience. I usually do the paper cutting with some light music, which is a pleasant thing since it makes me calm down. I think it is meaningful to handsel the paper-cut works I made to my family and friends.

(Interviewee 3, Personal communication, June 8, 2020)

Example 33:

It seems that every country has crafts representing national culture, and China is no exception, such as paper-cutting, shadow puppetry, Peking opera masks, and Chinese knots. I prefer to give my family the Chinese knots that I made because I am good at Chinese knots. (Interviewee 1, 10, Personal communication, June 8, 2020)

Example 34:

I like Chinese crafts, which is the most beautiful part of Chinese culture. The process of making crafts was fascinating and impressed me. Therefore, I will make some crafts for my family and friends, including paper-cut works, Chinese knots, and Peking opera masks. (Interviewee 7, Personal communication, June 8, 2020)

To summarize, a few interviewees showed that they would buy the finished products of Chinese crafts to present their family and friends. In turn, others expressed that they prefer to make crafts by themselves since they enjoy the process of hands-on. Meanwhile, it is meant to give others as a gift. Hence, despite the fact that they have a different choice, they all demonstrate their positive attitudes towards Chinese crafts.

4.2.2.2 Preference for the aspects of Chinese Culture

One question was prepared in this section to grasp the students' preference for Chinese cultural aspects.

Of these four aspects (Chinese festivals, Chinese clothing, Chinese crafts, and Chinese Kungfu) of Chinese culture, which aspect do you think is the most attractive aspect? Why?

For this question, interviewees were expected to give their views on which aspect was their favorite Chinese culture. Hence, the responses were explained for four aspects: prefer Chinese festivals, prefer Chinese clothing, prefer Chinese crafts, and prefer Chinese Kungfu.

Sub-theme 4.1 Prefer Chinese festivals

In the first place, the answers to prefer Chinese festivals were showed:

Example 35:

As a foodie, I like traditional Chinese festivals the most. After coming to China, some related activities were held by the school. Most of them are concerned about "eating." What my favorite one is the Chinese New Year, with an intense holiday atmosphere. We learned to make Chinese dumplings with native teachers, and eat them after cooking. What an exciting thing!
(Interviewee 3, Personal communication, June 8, 2020)

Example 36:

It will be a holiday every time at Chinese festivals, which is the same as the Philippines. It is also the reason why I expect Chinese festivals the most. I always travel on holidays. In the half one year since I came to China, several friends and I visited a few nearby cities. In this way, I can enjoy the fun of traveling and learn about the Chinese culture that is not in the classroom during this process. (Interviewee 9, Personal communication, June 8, 2020)

The two responses above indicated that these two interviewees preferred Chinese festivals. One involved that he enjoyed kinds of delicious food, and another expressed he could travel on holiday.

Sub-theme 4.2 Prefer Chinese clothing

Next, the answer to prefer Chinese clothing was shown as below:

Example 37:

The "dress up game" in Chinese culture class is exciting. It seems that I have experienced being a person of that period. It is indeed a new thing for me who has never seen traditional Chinese costumes. Students wearing Chinese costumes always remind me of the ancient Chinese TV dramas. (Interviewee 6, Personal communication, June 8, 2020)

It can be seen there was only one student who prefers Chinese clothing of Chinese culture, which cause he was interested in trying on the different costumes.

Sub-theme 4.3 Prefer Chinese crafts

Examples of preference for Chinese crafts as follows:

Example 38:

I was deeply attracted by Chinese paper-cutting after understanding it. Chinese paper-cutting has a profound cultural background in the historical development process. At the same time, it also has artistic and aesthetic value. Several exquisite works were displayed in the cultural class. I was shocked for some intricate works even took several years to complete. It must be mentioned that paper is an incredible invention in China. I conjecture it has a close connection with paper-cutting. (Interviewee 2, 8, Personal communication, June 8, 2020)

Example 39:

I admire Chinese crafts in Chinese culture the most. It must be a unique existence. In addition to being beautiful, Chinese crafts must be mostly good symbols. For example, my favorite Chinese knot in crafts, it expresses luck and auspiciousness. Also, Chinese paper-cutting works have similar meanings. Various paper-cut works will be posted on the door or window when the wedding ceremony and the Chinese New Year. (Interviewee 5, Personal communication, June 8, 2020)

Example 40:

I prefer Chinese crafts the most, which also my favorite aspect of Chinese culture. By culture curriculum, I developed an interest in them. Then I found more crafts except some introduced by the teacher because I usually search

for Chinese crafts on the Internet. Afterward, I often went to malls or ancient towns, and even scenic spots to buy crafts that I had never seen before. I will bring them to the Philippines and store them carefully or decorate my home. Do you think this is a crazy thing? (Interviewee 7, Personal communication, June 8, 2020)

It is illustrated that Chinese crafts gained positive attitudes from four interviewees, although they explained different reasons and experiences.

Sub-theme 4.4 Prefer Chinese Kungfu

At last, the part of Chinese Kungfu was opened up.

Example 41:

Chinese Kungfu is famous all over the world. I have heard of it since I was a kid. I am not sure whether I can call myself a "Chinese Kungfu fan," but I have seen almost Chinese Kungfu movies. Chinese movie star Jackie Chan starred in the majority of Chinese Kungfu movies. I believe he is a real Kungfu man. Although some basic movements taught by the teacher are not as powerful as in the movie, Chinese Kungfu is still my favorite part. (Interviewee 10, Personal communication, June 8, 2020)

Example 42:

My first impression was Chinese Kungfu when I was asked about Chinese culture. So cool is Chinese Kungfu, yet I have only seen it in movies before. When I came to China this time, I am honored that the Chinese Kungfu class was arranged for us. (Interviewee 1, 4, Personal communication, June 8, 2020)

The three respondents showed their positive attitudes towards Chinese Kungfu since they chose it as the most attractive Chinese cultural aspect. All in all, the Chinese crafts achieved the most positive attitudes from four respondents; in contrast, students have more negative attitudes towards Chinese clothing since it received one positive response only. This finding is consistent with the questionnaire results.

To conclude, it can be seen that students hold positive attitudes towards Chinese culture, which exactly to answer the second question of this study.

4.3 Chapter Summary

According to the analysis above, the research questions of this study can be answered:

1) The non-native Chinese learners' attitudes towards Chinese language are positive. Since both the results of quantitative data and qualitative data confirmed it.

2) The qualitative data result was consistent with the quantitative result, which revealed the non-native Chinese learners hold positive attitudes towards Chinese culture.

3) The output of the SPSS result showed a significantly positive relationship between students' attitudes towards Chinese language and attitudes towards Chinese culture, which proves the research hypothesis fails to be rejected.



Chapter 5

Discussion, Implication, Limitation, and Recommendation

This section concludes the findings based on the research questions of this study. Secondly, some implications concerning teaching and learning Chinese as a foreign language will be addressed. Then the limitations of the research and the recommendations are discussed.

5.1 Discussion

To explore the non-native Chinese learners' attitudes towards Chinese language and Chinese culture in this research, the process of investigation and analysis has been completed successfully in proper order. In the following part, the findings will be summarized based on the research questions, and the discussion of some significant points will be included.

5.1.1 Research Question 1: Non-native Chinese learners' attitudes towards Chinese language

With the utilization of questionnaire administration, the results of the quantitative method unfolded that the non-native Chinese learners held positive attitudes towards Chinese language since the mean values of three grades were positive. Among them, the pronunciation aspect gained the most positive attitudes because the two items with the highest and the second-highest mean score was from the pronunciation aspect, namely "speak Chinese with the excellent pronunciation" and "pronounce Chinese like a native speaker." This finding draws on the native-speaker pronunciation model that is important in second language teaching and learning. Huttenga (2017) found that non-native students hold the most positive attitudes towards British English. Likewise, Edwards (2016) performed a survey of highly educated

participants, including English-language experts, and the result showed that the majority of them preferred British English as a model. While there were contrary voices as the appreciation of non-native accents seems to be on the rise, more and more people are developing a mixture of native and non-native accents nowadays (Jenkins, 2009). Although there are some controversies, it is undeniable that beautiful pronunciation plays a crucial role in pronunciation learning. Proper pronunciation has always been insisted on by the language scholars and educated people of every cultured society as an integral part of the right oral language (Joseph & Munghate, 2019). Beautiful pronunciation is essential when learning a language and Chinese is undoubtedly no exception. As Zhao (2005) proposed in his work, pronunciation is the basis for learning Chinese, enabling learners to form a basic perception of Chinese and establish pronunciation habits. It is also consistent with Li's (2017) view that if learners cannot master accurate pronunciation, their ability to listening, speaking, and reading will be significantly affected in the initial stage of the learning process. Theoretically and practically, second language learners tend to have positive attitudes towards native speakers. Besides, this study indicated that students' attitudes towards Chinese characters did not reach a positive level. The surprising thing was that the items "pay attention to the teacher writing Chinese Characters" and "order of strokes" got the neutral attitudes from students of all three grades. It must be mentioned that the mean score of Grade 8 of the item "tone and associate the sound with Chinese pinyin" was 3.40, and the item "mastering Chinese Characters as many as possible" got the mean score of 3.04 from Grade 10, which both means the neutral attitudes. Moreover, comparing three levels, it appeared that there is not any difference in attitudes towards Chinese language among Grade 8, Grade 9, and Grade 10. This finding seems consistent with the research that shows non-native language respondents in the three years had the same attitude level (Al-Zahrani, 2008). Apart from what was mentioned above, the mean scores of all remaining items are at the point of positively.

Sequentially, the semi-structured interview had been employed to obtain more insightful data in the prospecting of non-native learners' attitudes. On average, the responses showed that interviewees do not have negative attitudes towards Chinese language. It should be mentioned that all ten respondents expressed the

importance of grammar in Chinese language learning. This view can be supported by Saidvaliyevna (2018), who emphasized that without proper grammar, clear communication is impossible. Also, Sultana (2017) clarified that "Grammar is an arrangement of structures that governs the traditional system and connection of words in a sentence and smooth the progress of acquiring a foreign language and is helpful for enlightening inclusive language competence." In other words, grammar is a set of regulations to correct the sentence level and control the sentence structure. Hence, grammar plays a crucial role in the language, as Saaristo (2015) strengthened that "Grammar is the heart of language." Besides, grammar also plays a crucial role in language teaching. Harley and Swain (1984) proposed that teachers should focus most of their attention on the formal features of the target language grammar. It is supported by Higgs and Clifford (1982), with their years of foreign language teaching experience, believed that the use of inaccurate grammar without supervision will lead to language rigidity and that some of the non-grammatical types in intermediaries of learners are often difficult to eradicate. In sum, grammar knowledge is significant in language learning and teaching. Moreover, regarding the Chinese characters, participants revealed their enormous faith that it is tough to learn Chinese characters. With the participants' responses, it could be clear that the characteristic of Chinese characters is the main reason it is hard to learn. Firstly, Chinese characters are hieroglyphic characters, which is also the most dominant reason. This finding is supported by Du's (2019) statement, "Chinese characters, as a symbol system, are both ideographic and syllable characters. So, the number of Chinese characters is vast" in this case, it is hard for non-native Chinese learners to remember a large number of Chinese characters since they are not like the Roman alphabet that all words are spelled from known letters. It is also in line with earlier research conducted by Liu (2009). In applied linguistics, when we talk about Western languages, the term "language" means the spoken language people use to communicate. Still, the Chinese characters are different from those of the Roman alphabet. Besides, the structure of Chinese characters is relatively complicated and has a large amount of information. No matter how many strokes and parts, Chinese characters must exist in a square frame (Du, 2019). Secondly, interviewees gave that Chinese characters are the symbol and product of Chinese culture. It corroborates Wu's (2005) idea, who claimed that

Chinese characters condense the history and culture of China, thus forming a unique art of calligraphy. The Chinese characters that originated in Chinese civilization represent the culture of Chinese characters in almost every area of Chinese civilization development. It has established a systematic and scientific writing system that reflects both culture and interdependence with culture. However, the Chinese character plays a significant role. Lu (2018) argued that Chinese characters are the foundation of Chinese and an essential part of language learning. It helps international students improve language expression and application ability and solve the problems encountered in daily communication, but also understand the content of the text better when reading Chinese articles.

Concerning the findings above, the results of the semi-structured interview are tied nicely with the questionnaire results. To sum up, the Chinese language received positive attitudes from the non-native Chinese learners.

5.1.2 Research Question 2: Non-native Chinese learners' attitudes towards Chinese Culture

The questionnaire survey has been done in the first place to understand non-native Chinese learners' attitudes towards Chinese culture. The results revealed that the participants, who consist of Grade 8, Grade 9, and Grade 10, tended to share their positive attitudes towards Chinese culture, the same to the Chinese language since it achieved positive mean values from the participants of three grades. In detail, the item "choose the Chinese crafts as a gift" was evaluated the highest mean score from each grade, which involved that students showed the most positive attitudes towards Chinese crafts. Interestingly, this item got a mean score surpassing the positive range from the Grade 9 students, which demonstrates that they had the most positive attitudes towards Chinese Crafts. This finding can unravel that crafts play an important role in China's economic and social development because of its intensively, dynamic creative industries (Zhan et al., 2017). On the other hand, for the item "wearing Chinese clothing even though not in China," it received the mean scores at the point of neutrally from three different grades students. Therefore, it is neutral attitudes that of the students. Furthermore, the other items from three grades reached the range of positive points.

The investigation findings into non-native Chinese learners' attitudes towards Chinese culture with the adoption of the semi-structured interview revealed that all interviewees did not show negative attitudes. Similarly, the findings advocated that students had very positive attitudes towards Chinese crafts compared with other aspects of Chinese culture. Another important thing is that a majority of interviewees tend to choose Chinese crafts when expressing their preference in which aspect of Chinese culture; instead, only one respondent took Chinese clothing as the favorite aspect. It is in line with the results that are pointed out above.

It can be seen that the findings of the questionnaire and the semi-structured interview were consistent with each other. In this way, it can be suggested that the non-native Chinese learners held positive attitudes towards Chinese culture based on the second research question.

5.1.3 Research Question 3: The Relationship between attitudes towards Chinese language and attitudes towards Chinese culture

Concerning the third research question, there is a significantly positive correlation between the non-native Chinese learners' attitudes towards Chinese language and their attitudes towards Chinese culture, which proves the research hypothesis fails to be rejected. This finding has provided evidence for the relationship between language and culture mentioned by researchers such as Michael (2018). He highlighted that when language learners are learning a language, they also learn the culture that speaks the language. It was in agreement with the earlier study by Zhou (1999), who concluded that language is the carrier of culture and a mirror reflecting culture. Language is the manifestation and an essential part of the culture. Therefore, people must learn a second language and culture simultaneously. Language learning cannot be independent of culture learning and vice versa.

5.2 Implications of the Findings

In this section, the implications will be listed, all of the suggestions shown in the findings. While this study focuses on the Chinese language and Chinese culture, the

results may show new insight into educational practices in the area of second language education.

5.2.1 For policymakers

This study shows that participate students held their positive attitudes, although the Chinese language and Chinese culture are compulsory curriculums for them. Hence, the government could take measures to increase support for Chinese learning. Setting up a second language scholarship program would be an incentive strategy, or holding relative activities or matches and establishing reward mechanisms might also be an effective way. It not only enables students to learn knowledge and skills but also could help them ultimately achieve personal goals and social values. As the saying goes, interest is the best teacher. Therefore, cultivating students' interest in language is a crucial priority, making students have a positive attitude towards this language to a great extent.

5.2.2 For education administrators

Education administrators play a significant role in language teaching and learning. Thus, a few educational implications are provided for education administrators to consider based on the findings in this study. Initially, it is vital to design curriculums and select textbooks. Education administrators should ensure the representative things are included in the school curriculum, such as studying the products, practices, and perspectives of cultures of the target language. Besides, education administrators should participate in designing exam content and supervising performance evaluation, which is essential to language learning. As Lin (2013) stated, "The supervision is indispensable as a way to ensure program quality. Moreover, offering opportunities to exposure knowledge of target language and culture helps to learn a foreign language. For instance, field trips and exchange student programs are typically ways to create a rich language environment for language learners, which can develop language proficiency and cross-cultural understandings, and open students' horizons at the same time. Since so important are the learning environment features to language development that they have been referred to as "language nutrition" (Feldman, 2019).

5.2.3 For language teachers

The teacher is the leader of language learners in language learning, so besides passing the knowledge down to students, teachers should also share their learning experiences with students. It may offer a lot of non-linguistic education during instruction, which can influence students invisibly to some extent. Apart from this, teachers should diversify the form of the class, which can make students keep fresh to the course and knowledge to a large scale. For example, expanding teaching practices outside the physical classrooms, inviting guests to share knowledge and experiences with students, or introducing linguistic and cultural resources effectively. Furthermore, it is important to signal that language teachers should pay attention to pulling in target culture in language teaching. In the Chinese language, for example, learning how to write Chinese characters can also be a learning process about Chinese culture. In this sense, teachers could organize calligraphy courses for students. It is not limited to understanding cultural knowledge. It may also allow students to see its aesthetic attributes, which could thus be made available to increase their desire to learn Chinese characters.

5.3 Limitations of the study

The study investigated the attitudes of non-native Chinese learners who were studying in China from the Philippines towards the Chinese language and Chinese culture. Nevertheless, it is essential to note that the restrictions of the current study include methodological limitation, sampling limitation, and related issues.

5.3.1 Methodological limitation

The present study adopted mixed methods to explore the non-native Chinese learners' attitudes towards the Chinese language and Chinese culture. The findings were found that non-native Chinese learners held positive attitudes towards the Chinese language and Chinese culture. However, although commonly accepted, it is affected by mixed methods limits that more different or more profound opinions may not be

caught. Limitations refer to the impossibility of conducting the profound analysis of those phenomena of a person's social and internal psychological life, which cannot be clearly structured. According to Creswell (2009), the fact is that structured tools limit respondents' cognitive capabilities to the points of the questionnaire. However, some things, especially those related to a person's inner motives, may not be caught deeply. In this respect, unstructured material is vital for analysis.

5.3.2 Sampling limitation

Filipino students were selected as the target population concerning the research topic. Hence, the participants may not be representative of all non-native Chinese learners from other areas or in other countries. It is difficult to say precisely how demographically representative the sample was a population. Besides, one-sidedness may exist in the results of this study because all students are learning in a private school. There are differences may between public schools and private schools in government support and management systems. Moreover, the self-selection sampling strategy was adopted to select the subsample in the qualitative survey. In this way, the responses from interviewees may not represent the whole participants. Since the participation was voluntary, students were willing to spend time to meet face-to-face with the researcher for interviews and sharing their opinions and experiences.

5.3.3 Related issues

A vital issue left unexplored is students' attitudes were investigated only but not involved in the language teachers or administrators about their perceptions of the students' attitudes in language learning. Another, there are many classification methods in the Chinese language and Chinese culture. The current research adopted the framework of the Ministry of Education of China and the curriculum design of the School, respectively.

5.4 Recommendations for further research

Based on the methodological limitation, further studies could adopt the qualitative approach to attain more different perspectives on a deeper level from participants such as interview, focus group discussion, and observation. It is in line with Ushioda's (1996) opinion, "The value of qualitative research lies in its potential to discover a different light on the phenomenon under investigation."

On the other hand, this work could be used on-going research to explore the attitudes of non-native language learners. In light of the sampling limitation above, expand on this study, more research needed to consider a diversity of the population. It would be fascinating to investigate students from public and private schools, students with a larger grade span, or students from different countries or regions. Future studies could also select other sampling techniques to determine samples of the whole population, such as purposive sampling, which may make the sample more representative.

Furthermore, one suggestion moving forward with research is expanding to other groups or settings. Typically, starting with education managers and language teachers to explore their views on students' attitudes in language learning is reasonable. The researcher believed that it must be a significant entry point in language learning research. It could also capture the responses of other related people whose voices were not heard in this study. Besides, the Chinese language and Chinese culture classification could utilize other frameworks or theories to understand more.

5.5 Chapter Summary

The findings of this current study were summarized in this chapter, and the discussion was included at the same time. Based on the object results, a few implications about educational practices were provided, including suggestions for policymakers, education administrators, and language teachers. Besides, the methodological limitation, sampling limitation, and related issues of this study were presented in the next part. Moreover, recommendations for further research were showed concerning the limitations.

5.6 Conclusion of the study

In conclusion, the study adds to a corpus of research showing that both the Chinese language and Chinese culture were gained positive attitudes from non-native Chinese learners. Besides, it suggests language teachers and education administrators should seek ways to improve didactics in language teaching and offer new understandings to policymakers to promulgate related language learning policies.

Language learning is a lifelong activity. It could push learners to discover something new, become someone new, and succeed better selves during the learning journey, which is also why this research was conducted.



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APPENDICES



Appendix A
Consent Form

มหาวิทยาลัยรังสิต Rangsit University



Consent Form

Date: April 9, 2020

Dear Deputy Dean for Administration,

Faculty of Language and Culture, Oxbridge College, Kunming University of Science and Technology, China

I am Yi Shen, student ID: 6105261, a Master's degree student in Bilingual Education at the Rangsit University. As a part of my course, I am undertaking a research study entitled "*A study of Non-native Chinese learners' Attitudes towards the Chinese language and Chinese culture at a University in China*". The objectives of this study are to:

- explore the non-native Chinese learners' attitudes towards the Chinese language.
- explore the non-native Chinese learners' attitudes towards Chinese culture.

Prior to undertaking the study, I require your approval to approach the 380 full-time Filipino students in your department to take part in the questionnaire, which are aimed to take place within May 2020. I can assure you that I will make every effort to ensure the study does not disrupt the working environment or student in any way and any data collected will be kept confidential. Your help is highly appreciated.

My research is supervised by Asst. Prof. Dr. Ratchaporn Rattanaphumma, a lecturer in Graduate Program of Bilingual Education, Rangsit University.

For any further concerns or inquiries, please do not hesitate contact me at shenyi.rsu@gmail.com or 083-168-7702, or contact my supervisor at ratchaporn.r@rsu.ac.th.

Yours sincerely,

Yi Shen

(Ms. Yi Shen)

Signature of Student

Ratchaporn Rattanaphumma

(Asst.Prof.Dr.Ratchaporn Rattanabhumman)

Signature of Supervisor

(Usaporn Swekwi) / 2020

(Assoc. Prof. Dr. Usaporn Swekwi)
Signature of Dean



Permission Form

Date:14/05/2020

Re:
YI SHEN

This is to certify that you are allowed to collect data from the Faculty of Language and Culture, Oxbridge College, Kunming University of Science and Technology, China.

For clarification please contact the Faculty of Language and Culture, Oxbridge College, Kunming University of Science and Technology at email: office@oxbridge.edu.cn or tel: +86 0871-68321951.

Yan Lin

(Signature of Deputy Dean)
Faculty of Language and Culture

มหาวิทยาลัยรังสิต Rangsit University

Appendix B
Questionnaire



Questionnaire

Non-native Chinese learners' Attitudes towards the Chinese Language and Chinese Culture

Dear Respondents,

I am Yi Shen, student ID: 6105261, a Master's degree student from the Graduate Program of Bilingual Education at Rangsit University of Thailand. This questionnaire is a part of my Master's Thesis, which relates to the non-native Chinese learners' attitudes towards the Chinese language and Chinese culture.

I would be incredibly thankful for your participation in the questionnaire. By filling out the questionnaire, you will help me and contribute to the current research on Chinese teaching. All responses will be analyzed anonymously and according to acceptable scientific practices.

Part I Demographic Information

1) Grade: Grade 8 Grade 9 Grade 10

2) Age: _____

3) Are you ethnic Chinese?

Yes No

4) How long did you study Chinese in your home country?

5) What is your second language?

Please ensure the following statements that correspond to your real attitudes and tick (✓) your answer in the column that indicates your degree of agreement.

1=Strongly Disagree

2= Disagree

3=Neutral

4=Agree

5=Strongly Agree

(Note: Tick only one option for each item)

Part-II Attitudes towards the Chinese language

No.	Item	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
Pronunciation						
1	I would love to speak Chinese with excellent pronunciation.					
2	I would be proud if I pronounce Chinese like a native speaker.					
3	I always pay attention to the tone and try to associate the sound with Chinese <i>pinyin</i> .					
Vocabulary						
4	I would love to master Chinese vocabulary as much as possible.					
5	Learning Chinese vocabulary is the basis for mastering the Chinese language.					
6	I usually learn new Chinese vocabulary in different ways, such as reading books, browsing newspapers, magazines, movies, and TV shows.					

No.	Item	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
7	It is impossible to use Chinese without mastering grammar rules.					
8	I pay attention to linking new grammar knowledge with learned grammar knowledge.					
9	Studying Chinese grammar is important because it will make me more educated.					
Chinese Characters						
10	Although Chinese characters are difficult to learn, I would like to master them as many as possible.					
11	I always pay attention carefully when the teacher writes Chinese characters on the blackboard.					
12	I always follow the strict order of strokes when I am writing Chinese characters.					

Additional Comments

Please use the rest of this page for any comments you would like to make about the Chinese language. Feel free to provide the comments.

Part-III Attitudes towards Chinese Culture

No.	Item	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
Chinese Festivals						
13	I enjoy the Lunar Chinese New Year because it is unique.					
14	I always look forward to the arrival of traditional Chinese festivals when I come to study in China.					
15	I usually learn about the original story behind traditional Chinese festivals.					
Chinese Clothing						
16	I am happy to dress in traditional Chinese costumes in a culture class.					
17	Traditional Chinese clothing is so beautiful.					
18	I usually wear Chinese clothing, even though I am not in China.					
Chinese Crafts						
19	Chinese crafts are attractive, engaging, and worth learning.					
20	I always seriously learn how to make crafts in the Chinese craft class.					
21	I will choose Chinese crafts as a gift for my family and friends.					
Chinese Kungfu						
22	I always learn actions carefully following the teacher in the Chinese Kungfu class.					

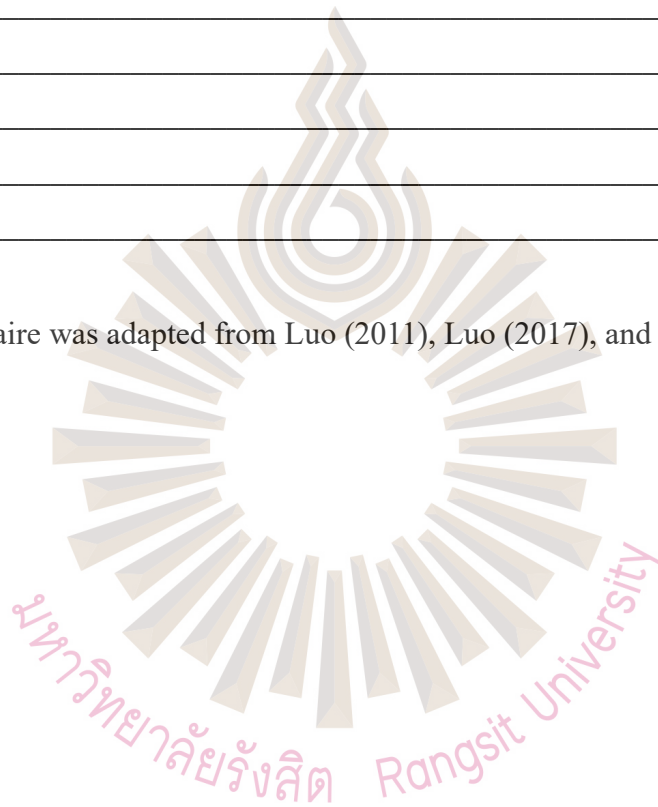
23	I am curious about the martial arts of Chinese Kungfu.					
24	I am interested in Chinese Kungfu movies.					

Additional Comments

Please use the rest of this page for any comments you would like to make about Chinese culture. Feel free to provide the comments.

Thank you.

The questionnaire was adapted from Luo (2011), Luo (2017), and Yolles (2019).



The logo of Rangsit University is a circular emblem. At the top is a stylized flame or sunburst. Below it, a circle is formed by numerous triangular rays of varying lengths, creating a sunburst effect. The text 'มหาวิทยาลัยรังสิต Rangsit University' is written in a pinkish-red color along the bottom arc of the circle.

Appendix C
Details of Experts

มหาวิทยาลัยรังสิต Rangsit University

Expert A (For IOC and Inter-Coder Validity Evaluation)

Name: Asst. Prof. Dr. Noparat Tananuraksakul

Affiliation: Suryadhep Teachers College, Rangsit University, Bangkok, Thailand

Email: Noparat.t@rsu.ac.th

Expert B (For IOC Evaluation)

Name: Asst. Prof. Dr. Tanisaya Jiriyasin

Affiliation: Graduate School of Art, University of the Thai Chamber of Commerce,
Bangkok, Thailand

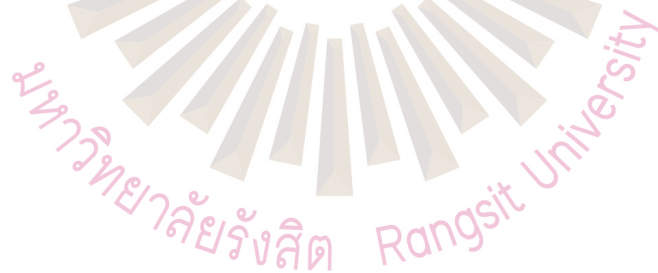
Email: tanisaya@gmail.com

Expert C (For IOC and Inter-Coder Validity Evaluation)

Name: Dr. Suthee Khamkaew

Affiliation: English Lecturer, Phranakhon Rajabhat University, Bangkok, Thailand

Email: ajansuthee@hotmail.com





Appendix D
The Item-Objective Congruence Index (IOC) Form

มหาวิทยาลัยรังสิต Rangsit University

The Item-Objective Congruence Index (IOC) Form

Part I Demographic Information

1) Grade: _____

Suggestion:

2) Age: _____

Suggestion:

3) Are you ethnic Chinese? _____

Suggestion:

4) How many years have you learned Chinese in the Philippines?

Suggestion:

5) What is your second language?

Suggestion:

Part II Attitudes questionnaire towards the Chinese language

Objective: To examine non-native Chinese learners' attitudes towards the Chinese language.

Response format: 5-Likert scale

Please tick (✓) that corresponds to your opinion towards content validity to examine the congruence between the research questions and statements from -1 to +1.

(Incongruent = -1, Questionable = 0, Congruent = +1)

According to the definition of key terms of this study, "Chinese language" refers to pronunciation, vocabulary, grammar, and Chinese characters.

What to be measured	Item	Congruence		
		-1	0	+1
Pronunciation				
1	I would love to speak Chinese with excellent pronunciation.			
	Suggestion:			
2	I would be proud if I pronounce Chinese like a native speaker.			
	Suggestion:			
3	I always pay attention to the tone and try to associate the sound with Chinese <i>pinyin</i> .			
	Suggestion:			
Vocabulary				
4	I would love to master Chinese vocabulary as much as possible.			
	Suggestion:			
5	Learning Chinese vocabulary is the basis for mastering the Chinese language.			
	Suggestion:			

What to be measured	Item	Congruence		
		-1	0	+1
6	I usually learn new Chinese vocabulary in other ways, such as reading books, browsing newspapers and magazines, and watching movies and TV shows.			
	Suggestion:			
Grammar				
7	It is impossible to use Chinese without mastering grammar rules.			
	Suggestion:			
8	I pay attention to linking new grammar knowledge with learned grammar knowledge.			
	Suggestion:			
9	Studying Chinese grammar is important because it will make me more educated.			
	Suggestion:			
Chinese Characters				
10	Although Chinese characters are difficult to learn, I would like to master them as much as possible.			
	Suggestion:			

What to be measured	Item	Congruence		
		-1	0	+1
11	I always pay attention carefully when the teacher writes Chinese characters on the blackboard.			
	Suggestion:			
12	I write Chinese characters strictly in the order of strokes.			
	Suggestion:			

Additional Comments

Please use the rest of this page for any comments you would like to make about the Chinese language. Feel free to provide the comments.

Suggestion: _____

Part III Attitudes questionnaire towards Chinese culture

Objective: To examine non-native Chinese learners' attitudes towards Chinese culture.

Response format: 5-Likert scale

Please tick (✓) that corresponds to your opinion towards content validity to examine the congruence between the research questions and statements from -1 to +1.

(Incongruent = -1, Questionable = 0, Congruent = +1)

According to the definition of key terms of this study, "Chinese culture" mainly refers to four aspects in this present study: Chinese festivals, Chinese clothing, Chinese crafts, and Chinese Kungfu.

What to be measured	Item	Congruence		
		-1	0	+1
Chinese Festivals				
13	I enjoy the Lunar Chinese New Year because it is unique.			
	Suggestion:			
14	I always look forward to the arrival of traditional Chinese festivals when I come to study in China.			
	Suggestion:			
15	I usually learn about the original story behind traditional Chinese festivals.			
	Suggestion:			
Chinese Clothing				
16	I am happy when the teacher lets us dress traditional Chinese clothing in a culture course.			
	Suggestion:			
17	Traditional Chinese clothing is so beautiful.			
	Suggestion:			

What to be measured	Item	Congruence		
		-1	0	+1
18	I usually wear Chinese clothing, even though I am not in China.			
	Suggestion:			
Chinese Crafts				
19	The Chinese crafts are attractive, engaging and worth to learn.			
	Suggestion:			
20	I always seriously learn how to make crafts in Chinese crafts class.			
	Suggestion:			
21	I will choose Chinese crafts as a gift for my family and friends.			
	Suggestion:			
Chinese Kungfu				
22	I always learn actions carefully following the teacher in the Chinese Kungfu class.			
	Suggestion:			
23	I am curious about the martial arts of Chinese Kungfu.			
	Suggestion:			

What to be measured	Item	Congruence		
		-1	0	+1
24	I am interested in Chinese Kungfu movies.			
	Suggestion:			

Additional Comments

Please use the rest of this page for any comments you would like to make about Chinese culture. Feel free to provide the comments.

Suggestion: _____





Appendix E

Interview Guidelines

มหาวิทยาลัยรังสิต Rangsit University

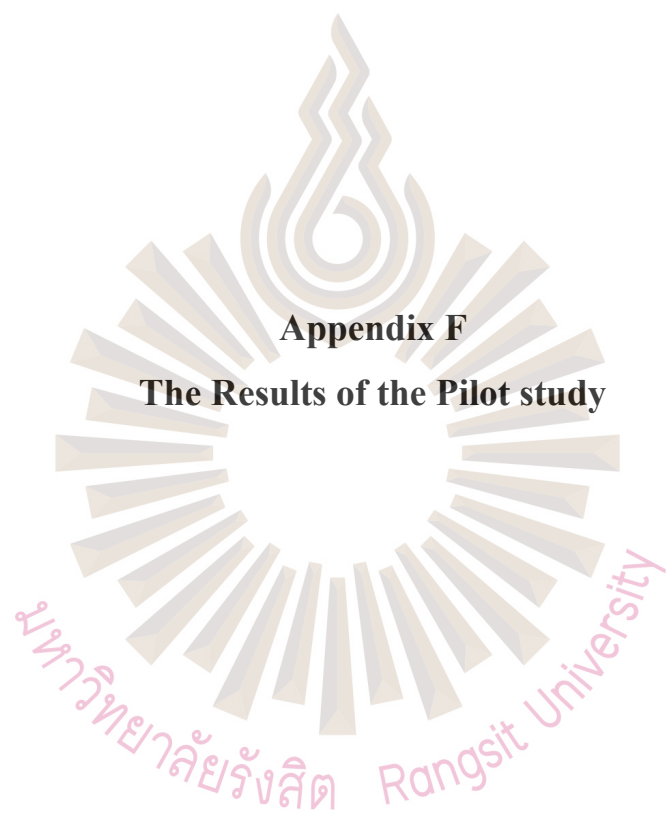
Interview Guidelines

After quantitative data collection, the next step will be qualitative data collection. According to the proposal, the interview questions should be designed based on the questionnaire results.

A total of six interview questions are conducted based on the results of the questionnaire survey:

- 1) What do you think of Chinese characters? Is mastering Chinese characters as many as possibly helpful for you to learn the Chinese language?
- 2) Is it crucial for you to learn Chinese grammar? What do you think of the standing of grammar in the Chinese language?
- 3) What does the Chinese language mean to your study and life? After learning Chinese, are there any changes in your life?
- 4) How do you feel about wearing traditional Chinese clothing? Will you wear Chinese clothing after returning to the Philippines?
- 5) Do you like Chinese crafts? If you were asked to choose a Chinese craft as a gift to bring to your family or friends, what would you choose? Why?
- 6) Of these four aspects (Chinese festivals, Chinese clothing, Chinese crafts, and Chinese Kungfu) of Chinese culture, which aspect do you think is the most attractive aspect? Why?

According to the proposal, the qualitative data will be collected using a semi-structured interview with ten students, including three different grades, and ethnic Chinese and non-ethnic Chinese. Field notes will be used to record the interview. Each interviewee's interview will take 10-15 minutes using the English language. Afterward, the qualitative data analysis will be done.



Appendix F

The Results of the Pilot study

The Pilot Study Results

A total of 30 students pilot study questionnaires are received. According to George and Mallery (2010), the value Coefficient Cronbach's Alpha of at least 0.7 is reserved.

Attitudes towards the Chinese language

No	Item	Reliability statistics	Value \geq 0.7	Results
		Cronbach's Alpha	Yes/No	\times/\sqrt
Pronunciation				
1	I would love to speak Chinese with excellent pronunciation.	0.963	Yes	\sqrt
2	I would be proud if I pronounce Chinese like a native speaker.	0.942	Yes	\sqrt
3	I always pay attention to the tone and try to associate the sound with Chinese <i>pinyin</i> .	0.955	Yes	\sqrt
Vocabulary				
4	I would love to master Chinese vocabulary as much as possible.	0.910	Yes	\sqrt
5	Learning Chinese vocabulary is the basis for mastering the Chinese language.	0.887	Yes	\sqrt
6	I usually learn new Chinese vocabulary in different ways, such as reading books, browsing newspapers, magazines, movies, and TV shows.	0.919	Yes	\sqrt
Grammar				

No	Item	Reliability statistics	Value \geq 0.7	Results
		Cronbach's Alpha	Yes/No	\times/\sqrt
7	It is impossible to use Chinese without mastering grammar rules.	0.927	Yes	\sqrt
8	I pay attention to linking new grammar knowledge with learned grammar knowledge.	0.934	Yes	\sqrt
9	Studying Chinese grammar is important because it will make me more educated.	0.898	Yes	\sqrt
Chinese Characters				
10	Although Chinese characters are difficult to learn, I would like to master them as many as possible.	0.950	Yes	\sqrt
11	I always pay attention carefully when the teacher writes Chinese characters on the blackboard.	0.985	Yes	\sqrt
12	I always follow the strict order of strokes when I am writing Chinese characters.	0.902	Yes	\sqrt
Number of items		12		
Cronbach's Alpha		0.931		

Attitudes towards Chinese culture

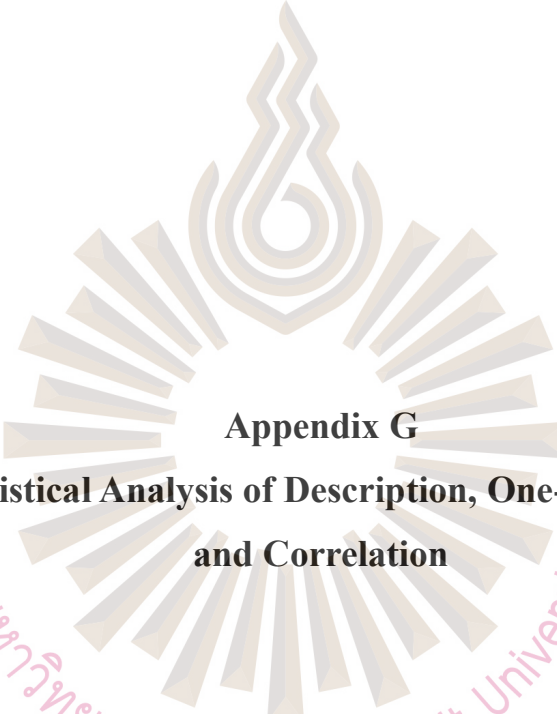
No	Item	Reliability statistics	Value \geq 0.7	Results
		Cronbach's Alpha	Yes/No	\times/\sqrt
Chinese Festivals				
13	I enjoy the Lunar Chinese New Year because it is unique.	0.927	Yes	\sqrt
14	I always look forward to the arrival of traditional Chinese festivals when I come to study in China.	0.908	Yes	\sqrt
15	I usually learn about the original story behind traditional Chinese festivals.	0.849	Yes	\sqrt
Chinese Clothing				
16	I am happy to dress in traditional Chinese costumes in a culture class.	0.867	Yes	\sqrt
17	Traditional Chinese clothing is so beautiful.	0.826	Yes	\sqrt
18	I usually wear Chinese clothing, even though I am not in China.	0.748	Yes	\sqrt
Chinese Crafts				
19	Chinese crafts are attractive, engaging, and worth to learn.	0.729	Yes	\sqrt
20	I always seriously learn how to make crafts in the Chinese craft class.	0.864	Yes	\sqrt
21	I will choose Chinese crafts as a gift for my family and friends.	0.867	Yes	\sqrt

No	Item	Reliability statistics	Value \geq 0.7	Results
		Cronbach's Alpha	Yes/No	\times/\sqrt
Chinese Kungfu				
22	I always learn actions carefully following the teacher in the Chinese Kungfu class.	0.841	Yes	\sqrt
23	I am curious about the martial arts of Chinese Kungfu.	0.896	Yes	\sqrt
24	I am interested in Chinese Kungfu movies.	0.890	Yes	\sqrt
Number of items		12		
Cronbach's Alpha		0.851		

Therefore, Cronbach's Alpha of the whole questionnaire as below:

Cronbach's Alpha	Number of items
0.891	24

Based on the pilot study with 30 students, the Cronbach's Alpha is 0.891; hence, the questionnaire is reliable.



Appendix G
The Statistical Analysis of Description, One-way ANOVA,
and Correlation

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The output of Descriptive Analysis from SPSS (Chinese language)

Basic indicators						
Item	Sample size □	Minimum	Max	Mean □	SD	Median □
1. I would love to speak Chinese with excellent pronunciation.	195	4.000	5.000	4.390	0.489	4.000
2. I would be proud if I pronounce Chinese like a native speaker.	195	3.000	5.000	4.349	0.585	4.000
3. I always pay attention to the tone and try to associate the sound with Chinese pinyin.	195	1.000	5.000	3.564	0.897	3.000
4. I would love to master Chinese vocabulary as much as possible.	195	3.000	5.000	4.005	0.770	4.000
5. Learning Chinese vocabulary is the basis for mastering the Chinese language.	195	2.000	5.000	4.113	0.830	4.000
6. I usually learn new Chinese vocabulary in different ways, such as reading books, browsing newspapers, magazines, movies, and TV shows.	195	1.000	5.000	3.831	0.791	4.000
7. It is impossible to use Chinese without mastering grammar rules.	195	3.000	5.000	4.021	0.718	4.000
8. I pay attention to linking new grammar knowledge with learned grammar knowledge.	195	1.000	5.000	4.169	0.872	4.000
9. Studying Chinese grammar is important because it will make me more educated.	195	2.000	5.000	4.067	0.958	4.000
10. Although Chinese characters are difficult to learn, I would like to master them as many as possible.	195	1.000	5.000	3.390	0.875	4.000
11. I always pay attention carefully when the teacher writes Chinese characters on the blackboard.	195	1.000	5.000	3.021	0.650	3.000
12. I always follow the strict order of strokes when I am writing Chinese characters.	195	1.000	5.000	3.097	0.770	3.000

The output of Descriptive Analysis from SPSS (Chinese culture)

Basic indicators						
Item	Sample size	Minimum	Max	Mean	SD	Median
13. I enjoy the Lunar Chinese New Year because it is unique.	195	2.000	5.000	3.923	0.930	4.000
14. I always look forward to the arrival of traditional Chinese festivals when I come to study in China.	195	1.000	5.000	4.169	0.709	4.000
15. I usually learn about the original story behind traditional Chinese festivals.	195	1.000	5.000	3.569	0.824	4.000
16. I am happy to dress in traditional Chinese costumes in a culture class.	195	2.000	5.000	4.072	0.828	4.000
17. Traditional Chinese clothing is so beautiful.	195	2.000	5.000	3.672	0.790	4.000
18. I usually wear Chinese clothing even though I am not in China.	195	1.000	4.000	2.882	0.593	3.000
19. The Chinese crafts are attractive, engaging, and worth learning.	195	2.000	5.000	3.903	0.797	4.000
20. I always seriously learn how to make crafts in the Chinese craft class.	195	2.000	5.000	3.805	0.910	4.000
21. I will choose Chinese crafts as a gift for my family and friends.	195	3.000	5.000	4.462	0.652	5.000
22. I always learn actions carefully following the teacher in the Chinese Kungfu class.	195	1.000	5.000	3.774	1.079	4.000
23. I am curious about the martial arts of Chinese Kungfu.	195	1.000	5.000	3.949	0.854	4.000
24. I am interested in Chinese Kungfu movies.	195	2.000	5.000	3.718	0.973	4.000

The output of One-way ANOVA from SPSS (Chinese language)

One-way ANOVA Results					
	Grade (Mean ± SD)			<i>F</i>	<i>p</i>
	Grade	Grade	Grade		
	10(<i>n</i> =68)	8(<i>n</i> =62)	9(<i>n</i> =65)		
1. I would love to speak Chinese with excellent pronunciation.	4.41±0.50	4.37±0.49	4.38±0.49	0.117	0.889
2. I would be proud if I pronounce Chinese like a native speaker.	4.35±0.57	4.32±0.67	4.37±0.52	0.103	0.902
3. I always pay attention to the tone and try to associate the sound with Chinese pinyin.	3.54±0.85	3.40±0.76	3.74±1.03	2.274	0.106
4. I would love to master Chinese vocabulary as much as possible.	3.87±0.79	3.97±0.63	4.18±0.85	2.983	0.053
5. Learning Chinese vocabulary is the basis for mastering the Chinese language.	4.22±0.75	4.02±0.74	4.09±0.98	1.015	0.364
6. I usually learn new Chinese vocabulary in different ways, such as reading books, browsing newspapers, magazines, movies, and TV shows.	3.63±0.91	3.87±0.74	4.00±0.66	3.813	0.024*
7. It is impossible to use Chinese without mastering grammar rules.	3.91±0.75	4.08±0.68	4.08±0.71	1.202	0.303
8. I pay attention to linking new grammar knowledge with learned grammar knowledge.	4.10±0.90	4.16±0.85	4.25±0.87	0.450	0.638
9. Studying Chinese grammar is important because it will make me more educated.	3.97±0.99	4.08±0.87	4.15±1.00	0.615	0.542
10. Although Chinese characters are difficult to learn, I would like to master them as many as possible.	3.04±1.04	3.60±0.66	3.55±0.75	8.855	0.000**
11. I always pay attention carefully when the teacher writes Chinese characters on the blackboard.	2.99±0.87	3.00±0.44	3.08±0.54	0.373	0.689

The output of One-way ANOVA from SPSS (Chinese culture)

One-way ANOVA Results					
	Grade (Mean ± SD)			F	p
	Grade	Grade	Grade		
	10(n=68)	8(n=62)	9(n=65)		
12. I always follow the strict order of strokes when I am writing Chinese characters.	2.96±0.85	3.21±0.63	3.14±0.79	1.916	0.150
13. I enjoy the Lunar Chinese New Year because it is unique.	3.75±0.89	3.94±0.85	4.09±1.03	2.289	0.104
14. I always look forward to the arrival of traditional Chinese festivals when I come to study in China.	4.19±0.50	4.03±0.89	4.28±0.70	1.961	0.144
15. I usually learn about the original story behind traditional Chinese festivals.	3.38±0.98	3.65±0.75	3.69±0.68	2.786	0.064
16. I am happy to dress in traditional Chinese costumes in a culture class.	3.97±0.88	4.13±0.80	4.12±0.80	0.779	0.460
17. Traditional Chinese clothing is so beautiful.	3.59±0.80	3.63±0.79	3.80±0.77	1.333	0.266
18. I usually wear Chinese clothing even though I am not in China.	2.81±0.60	2.89±0.45	2.95±0.69	0.996	0.371
19. The Chinese crafts are attractive, engaging, and worth learning.	3.78±0.81	3.92±0.80	4.02±0.78	1.485	0.229
20. I always seriously learn how to make crafts in the Chinese craft class.	3.68±0.94	3.76±0.82	3.98±0.94	2.050	0.132
21. I will choose Chinese crafts as a gift for my family and friends.	4.43±0.63	4.37±0.77	4.58±0.53	1.871	0.157
22. I always learn actions carefully following the teacher in the Chinese Kungfu class.	3.63±1.14	3.94±0.79	3.77±1.23	1.283	0.279
23. I am curious about the martial arts of Chinese Kungfu.	3.90±0.90	3.84±0.63	4.11±0.97	1.779	0.172
24. I am interested in Chinese Kungfu movies.	3.62±1.02	3.58±0.80	3.95±1.04	2.950	0.055
* $p < 0.05$ ** $p < 0.01$					

The output of Correlation Analysis

Pearson Correlation	
	Non-native Chinese learners' attitudes towards Chinese culture
Non-native Chinese learners' attitudes towards Chinese language	0.843**
* $p < 0.05$ ** $p < 0.01$	



The image features a large, faint watermark of the Rangsit University logo in the background. The logo consists of a stylized flame or sunburst shape at the top, with a circular base made of radiating lines. Below the logo, the text 'มหาวิทยาลัยรังสิต Rangsit University' is written in a semi-circle.

Appendix H

The Inter-Coder Validity Evaluation Form

มหาวิทยาลัยรังสิต Rangsit University

The Inter-Coder Validity Evaluation Form

To:

Date: June 24, 2020

Instructions: Please examine the excerpts taken from the qualitative data and ensure whether each of them fits into the appropriate or correct themes/categorization. Please tick (✓) that corresponds to your opinion and give your suggestions or comments.

Structure of Inter-Coders of interviewees' excerpts

Research question 1: What are the non-native Chinese learners' attitudes towards the Chinese language?

(According to the definition of key terms of this study, "Chinese language" refers to pronunciation, vocabulary, grammar, and Chinese characters.)

Theme	Sub-theme
1. Attitudes towards the Chinese language in general (The person's <u>perspective</u> , <u>feeling</u> , and <u>performance</u> .)	1.1 Difficult but useful to learn Chinese Characters
	1.2 Difficult and unnecessary to learn Chinese Characters
	1.3 Crucial to learn grammar
2. The significance of Chinese language learning (The <u>reason</u> , <u>purpose</u> , and <u>changes</u> in Chinese language learning.)	2.1 For examination
	2.2 Due to interest
	2.3 In view of cultural background element

Research question 2: What are the non-native Chinese learners' attitudes towards Chinese culture?

(According to the definition of key terms of this study, "Chinese culture" mainly refers to four aspects in this present study: Chinese festivals, Chinese clothing, Chinese crafts, and Chinese Kungfu.)

Theme	Sub-theme
3. Attitudes towards Chinese culture in general (The person's <u>perspective, feeling, and performance.</u>)	3.1 Cultural identity
	3.2 Unwilling to wear Chinese clothing
	3.3 Prefer the finished product
	3.4 Enjoying the process of hands-on
4. Preference for the aspects of Chinese culture (The person's <u>interest or emotion.</u>)	4.1 Prefer Chinese festivals
	4.2 Prefer Chinese clothing
	4.3 Prefer Chinese crafts
	4.4 Prefer Chinese Kungfu

Research question 1: What are the non-native Chinese learners' attitudes towards the Chinese language?

Theme 1. Attitudes towards the Chinese language in general.

(The person's perspective, feeling, and performance.)

Interview question 1:

What do you think of Chinese characters? Is mastering Chinese characters as many as possibly helpful for you to learn the Chinese language?

Sub-theme	Agree	Disagree	Questionable
<p>Sub-theme 1.1 Difficult but useful to learn Chinese Characters (Learning Chinese Characters is difficult but useful.)</p>			
<p>Example 1: “Chinese character is the most difficult part of the Chinese language. Each Chinese character is like a small square because it is a hieroglyph, which is very difficult to learn than English. However, I think that mastering as many Chinese characters as possible is helpful for Chinese. At least I can get more scores in the Chinese exam.” (Interviewee 2, 6, 7, 10)</p>			
<p>Suggestion:</p>			
<p>Example 2: “It is safe to say that Chinese characters are the most difficult part of Chinese. When the teacher told us that we need to learn a few thousand Chinese characters, I think it is almost impossible even if I live in a Chinese family. Mastering more Chinese is, of course, useful for learning Chinese, because the articles in our textbooks are all Chinese characters.” (Interviewee 3, 8)</p>			
<p>Suggestion:</p>			
<p>Sub-theme 1.2 Difficult and unnecessary to learn Chinese Characters (Learning Chinese characters is difficult and unnecessary.)</p>			

Sub-theme	Agree	Disagree	Questionable
<p>Example 1:</p> <p>“Learning Chinese characters is the thing that crushes me the most. It is not easy for me to draw Chinese characters according to the textbook. It is impossible to write Chinese characters according to the strokes of Chinese characters. I think learning Chinese characters is not very helpful for me to learn Chinese because our Chinese learning is more focused on learning spoken language. Most of the time, it will be enough to speak, no need to write them out.” (Interviewee 1, 5, 9)</p>			
Suggestion:			
<p>Example 2:</p> <p>“To be honest, learning Chinese characters is a boring thing, especially compared with English, English words are all composed of 26 letters, but there are thousands of Chinese characters, and each one is different. I think this is almost impossible. Teachers usually pay more attention to our spoken language training rather than Chinese characters. Also, Chinese characters can be written in Chinese Pinyin to substitute in the exam, so there is no need to master many Chinese characters.” (Interviewee 4)</p>			
Suggestion:			

Interview question 2:

Is it crucial for you to learn Chinese grammar? What do you think of the standing of grammar in the Chinese language?

Sub-theme	Agree	Disagree	Questionable
<p>Sub-theme 1.3 Crucial to learn grammar (Learning Chinese grammar is crucial in the Chinese language.)</p>			
<p>Example 1: “The Chinese environment in my family gives me some advantages in learning Chinese, but mastering grammatical knowledge is difficult because a lot of expressions in Chinese are hard to explain with grammatical knowledge. However, despite this, I don't think who can learn the Chinese language well without learning grammar.” (Interviewee 2, 6, 7, 10)</p>			
<p>Suggestion:</p>			
<p>Example 2: “Learning grammar knowledge takes up most of my time learning Chinese. Since I know that if you want to learn Chinese well, you must have a solid foundation as support. Although Chinese grammar knowledge is very large and difficult to remember.” (Interviewee 1, 3, 8, 9)</p>			
<p>Suggestion:</p>			

Sub-theme	Agree	Disagree	Questionable
Example 3: “For Chinese characters, I have almost given up. But for grammar, the exam does not allow me to do the same. Because even though I have mastered Chinese vocabulary, I can't form them into correct sentences without grammatical knowledge.” (Interviewee 4, 5)			
Suggestion:			

Overall Suggestion: _____

Theme 2. The significance of Chinese language learning

(The reason, purpose, and changes in Chinese language learning.)

Interview question 3:

What does the Chinese language mean to your study and life? After learning Chinese, are there any changes in your life?

Sub-theme	Agree	Disagree	Questionable
Sub-theme 2.1 For examination (The purpose of learning the Chinese language is just for examination as it is a compulsory curriculum.)			

Sub-theme	Agree	Disagree	Questionable
<p>Example 1:</p> <p>“Same as other subjects, the Chinese take the same proportion in the exams. Therefore, I had to do my best to learn Chinese even if it cost me a lot of energy. Most of the time, I use English or Filipino to communicate with teachers, friends, and my family. It is said with no exaggeration; I hardly need Chinese in my life. If the Chinese language brought some changes in my life, it could be said that it is giving me more stress.” (Interviewee 1, 9)</p>			
Suggestion:			
<p>Example 2:</p> <p>"It's the same as Greek." This English saying can describe my initial impression of the Chinese. But I have been learning Chinese for six years. My previous experience tells me that I will get good grades if I study hard. For the exam, my parents found a Chinese tutor for me. After a while, my Chinese performance has dramatically improved, which has made me confident in Chinese learning again.” (Interviewee 4, 5)</p>			
Suggestion:			
<p>Sub-theme 2.2 Due to interest (Be interested in the Chinese language.)</p>			

Sub-theme	Agree	Disagree	Questionable
<p>Example 1:</p> <p>“Frankly speaking, I have no mood to learn Chinese language before. Through the school curricula, I learned about some cultural knowledge hidden behind the language that I have not been exposed to before, which made me deeply interested in Chinese and wanted to explore more of the magical thing of Chinese.” (Interviewee 6)</p>			
Suggestion:			
<p>Example 2:</p> <p>“The Chinese language makes me feel powerless even though I have tried to acquaint it again. But I enjoy the Chinese class, especially the culture class, which let me know that Chinese is very interesting. Besides, my Chinese teacher is a patient and kind person who has always encouraged me.” (Interviewee 8, 10)</p>			
Suggestion:			
<p>Sub-theme 2.3 In view of the cultural background element (There is a particular reason to learn the Chinese language - they are ethnic Chinese.)</p>			

Sub-theme	Agree	Disagree	Questionable
<p>Example 1:</p> <p>“From a very young age, my parents taught me to speak Chinese because I was born into a Chinese family. Therefore, I have a special feeling for Chinese. However, after studying Chinese knowledge systematically, I have a more comprehensive and deeper understanding of the Chinese.” (Interviewee 2, 7)</p>			
Suggestion:			
<p>Example 2:</p> <p>“Although my family and I are now Filipino nationals, my family and I speak Chinese to each other, and Chinese is like my first language. I think it is a unique language, although Chinese is difficult to learn.” (Interviewee 3)</p>			
Suggestion:			

Overall Suggestion: _____

Research question 2: What are the non-native Chinese learners’ attitudes towards Chinese culture?

Theme 3. Attitudes towards Chinese culture in general

(The person’s perspective, feeling, and performance.)

Interview question 4:

How do you feel about wearing traditional Chinese clothing? Will you wear Chinese clothing after returning to the Philippines?

Sub-theme	Agree	Disagree	Questionable
<p>Sub-theme 3.1 Cultural identity (A person's sense of belonging to a particular culture or group involves learning about and accepting traditions, language, religion, heritage, and behavior.)</p>			
<p>Example 1: "Since my family is of ethnic Chinese origin, we also wear Chinese costumes in the Philippines, especially during traditional Chinese festivals. Grandpa often tells us that we cannot forget our "root" in China." (Interviewee 2, 3)</p>			
<p>Suggestion:</p>			
<p>Example 2: "I often wear Chinese clothes for some important days in the Philippines. On the contrary, I will not wear it in daily life as it has an irreplaceable position in my heart." (Interviewee 7)</p>			
<p>Suggestion:</p>			
<p>Sub-theme 3.2 Unwilling to wear Chinese clothing (Be interested in the Chinese language.)</p>			

Sub-theme	Agree	Disagree	Questionable
<p>Example 1:</p> <p>“The cultural curriculum includes Chinese clothing, so I learned about Chinese clothing. But I don’t like it because most Chinese clothing is heavy, and some clothing styles even need to wear several pieces at once. It is a tiring thing.” (Interviewee 1, 4)</p>			
Suggestion:			
<p>Example 2:</p> <p>“In the traditional costume class, the teacher usually let us try on Chinese costumes. Nevertheless, I cannot accept that men also have long hair and wear skirts in ancient China. It makes me feel uncomfortable. Therefore, I will not wear them when I return to the Philippines.” (Interviewee 5, 6, 8, 10)</p>			
Suggestion:			

Interview question 5:

Do you like Chinese crafts? If you were asked to choose a Chinese craft as a gift to bring to your family or friends, what would you choose? Why?

Sub-theme	Agree	Disagree	Questionable
<p>Sub-theme 3.3 Prefer the finished product (Tend to choose the finished product of Chinese crafts rather than do it by themselves.)</p>			

Sub-theme	Agree	Disagree	Questionable
<p>Example 1:</p> <p>“I like many Chinese crafts, especially Chinese knots. In the culture class, the teacher taught us to step by step on how to make various Chinese knots. Although I succeeded, it took a lot of time to make a tiny Chinese knot. Therefore, I prefer to bring some finished products to my family and friends.” (Interviewee 1, 3, 6)</p>			
Suggestion:			
<p>Example 2:</p> <p>“Ancient shadow play is really a valuable cultural product in the world. Today, it is not common in China. Fortunately, this time I came to China, and the teacher taught us how to make Chinese shadow play. Surprisingly, it requires multiple people to work together to complete, and my team members can not cooperate well. Therefore, I will take some finished products back to my family.” (Interviewee 4, 5)</p>			
Suggestion:			
<p>Sub-theme 3.4 Enjoying the process of hands-on (Tend to do Chinese craft by themselves.)</p>			

Sub-theme	Agree	Disagree	Questionable
<p>Example 1:</p> <p>“I have always liked Chinese handicrafts. It seems that the Chinese people are born with a pair of nimble hands and can make all kinds of beautiful crafts. Of course, I know it has a close relationship with Chinese culture. I have a sense of accomplishment this time because I learned to draw many Peking Opera masks that I had never done before. Despite this, it is not easy to do. I will take it back to the Philippines when I finish my study in China.” (Interviewee 2, 9)</p>			
Suggestion:			
<p>Example 2:</p> <p>“A piece of paper and a pair of scissors can make a variety of beautiful pictures. It is my favorite Chinese craft-paper cutting. The most important thing is that sometimes the whole picture fails when I make a wrong step, for that this work requires adequate care and patience. I usually do the paper cutting with some light music, which is a pleasant thing since it can calm me down. I think it is meaningful to handsel the paper-cut works I made to my family and friends.” (Interviewee 7, 8, 10)</p>			
Suggestion:			

Overall Suggestion: _____

Theme 4. Preference for the aspects of Chinese culture

(The person's interest or emotion.)

Interview question 6:

Of these four aspects (Chinese festivals, Chinese clothing, Chinese crafts, and Chinese Kungfu) of Chinese culture, which aspect do you think is the most attractive aspect? Why?

Sub-theme	Agree	Disagree	Questionable
Sub-theme 4.1 Prefer Chinese festivals (Indicate Chinese festivals are the most favorite aspect of Chinese culture.)			
Example 1: “As a foodie, I like traditional Chinese festivals the most. After coming to China, some related activities were held by the school, most of them are concerned about "eating." What my favorite one is the Chinese New Year, with an intense holiday atmosphere. We learned to make Chinese dumplings with native teachers, and eat them after cooking. What an exciting thing!” (Interviewee 3)			
Suggestion:			

Sub-theme	Agree	Disagree	Questionable
<p>Example 2:</p> <p>“It will be a holiday every time at Chinese festivals, which is the same as the Philippines. It is the reason why I expect Chinese festivals the most. I always travel on holidays. In the half one year since I came to China, several friends and I visited a few nearby cities. In this way, not only can I enjoy the fun of traveling but also learn about the Chinese culture that is not in the classroom during this process.” (Interviewee 7)</p>			
Suggestion:			
<p>Sub-theme 4.2 Prefer Chinese clothing (Indicate Chinese clothing is the most favorite aspect of Chinese culture.)</p>			
<p>Example:</p> <p>“The "dress up game" in Chinese culture class is exciting. It seems that I have experienced being a person of that period. It is indeed a new thing for me who has never seen traditional Chinese costumes. Students wearing Chinese costumes always remind me of the ancient Chinese TV dramas.” (Interviewee 6)</p>			
Suggestion:			
<p>Sub-theme 4.3 Prefer Chinese crafts (Indicate Chinese crafts is the most favorite aspect of Chinese culture.)</p>			

Sub-theme	Agree	Disagree	Questionable
<p>Example 1:</p> <p>“I was deeply attracted by Chinese paper-cutting after understanding it. Chinese paper-cutting has a profound cultural background in the historical development process. At the same time, it also has artistic and aesthetic value. Several of exquisite works were displayed in the cultural class. I was shocked for some difficult works even took several years to complete. It must be mentioned that paper is a great invention in China. I conjecture it has a close connection with paper-cutting.”</p> <p>(Interviewee 2, 8)</p>			
Suggestion:			
<p>Example 2:</p> <p>“I admire Chinese crafts in Chinese culture the most; it must be a unique existence. In addition to being beautiful, Chinese crafts must be mostly good symbols. For example, my favorite Chinese knot in crafts, it expresses luck and auspiciousness. Also, Chinese paper-cutting works have similar meanings. Various paper-cut works will be posted on the door or window when married and the Chinese New Year.”</p> <p>(Interviewee 5, 9)</p>			

Sub-theme	Agree	Disagree	Questionable
Suggestion:			
<p>Sub-theme 4.4 Prefer Chinese Kungfu (Indicate Chinese Kungfu is the most favorite aspect of Chinese culture.)</p>			
<p>Example 1: “My first impression was Chinese Kungfu when I was asked about Chinese culture. So cool is Chinese Kungfu, yet I have only seen it in movies before. When I came to China this time, I am honored that the Chinese Kungfu class was arranged for us.” (Interviewee 1, 4)</p>			
Suggestion:			
<p>Example 2: “Chinese Kungfu is famous all over the world. I have heard of it since I was a kid. I am not sure whether I can call myself a "Chinese Kungfu fan," but I have seen almost Chinese Kungfu movies. Chinese movie star Jackie Chan starred in the majority of Chinese Kungfu movies. I believe he is a real Kungfu man. Although some basic movements taught by the teacher are not as powerful as in the movie, Chinese Kungfu is still my favorite part.” (Interviewee 10)</p>			
Suggestion:			

Overall Suggestion: _____

(Signature of expert)



Biography

Name	Yi Shen
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