

保加利亚学生汉语学习动机调查研究 ——以大特尔诺沃大学孔子学院为例ⁱ

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CHINESE LEARNING MOTIVATION OF BULGARIAN STUDENTS – A CASE STUDY OF THE CONFUCIUS INSTITUTE AT THE UNIVERSITY OF VELIKO TARNOVOⁱ

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Abstract: Learning motivation provides a long-lasting driving force for students to make continuous efforts in the process of language learning. Earlier literature

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related to Chinese learning motivation shows the imbalance of research in which the Eastern European country Bulgaria has been rarely involved. This article further expands the data sample on the basis of previous research, and performs a more in-depth and comprehensive study on Chinese language learning motivation of Bulgarian students. The results demonstrate that the Chinese learning motivation of Bulgarian students is relatively strong in general. There are five motivation types: learning situation motivation, integrative motivation, instrumental motivation, achievement-oriented motivation, and external-pressure motivation. Individual factors include gender, age and different learning phases (pre-learning and post-learning). Several suggestions for enhancing the students' Chinese learning motivation are put forward for the reference of Chinese teachers in order to obtain better teaching results.

Keywords: Chinese Learning; Learning Motivation; Bulgarian Students; Pedagogical Implications

1. Introduction

Bulgaria is the second country to establish diplomatic relations with China maintaining good international relations for better development on both sides. With continuous advancement of globalization, China and Bulgaria have actively cooperated in politics, economy, culture and education especially with the development of "Belt and Road" Initiative, which aims at strengthening exchanges between China and the rest of the world. Bulgaria as one of the "Belt and Road" countries gets strong connection with China in every possible way, which leads language learning to play a significant and necessary role in mutual development.

When China sent the first batch of Chinese teachers to Bulgaria, Bulgaria historically became one of the four important Chinese teaching sites overseas. Since 1952 when Mr. Zhu Dexi taught Chinese language in the University of Sofia, Chinese language teaching has been carried out there for more than 60 years.

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(Yin & Li, 2014). In the 1960s to 1970s, Bulgaria had to reduce the proportion of Chinese in foreign language education due to the breakdown of Sino-Soviet relations. It was not until the early 1990s that Bulgaria gradually resumed its exchanges with China in all aspects, and Chinese education re-emerged. And in the 1990s, the University of Sofia and the University of VelikoTarnovo (UVT) successively established Chinese language majors.

Now there are two Confucius Institutes in Bulgaria: Confucius Institute at UVT and Confucius Institute at the University of Sofia, both of which made great contribution to promote Chinese language and culture. This study mainly focuses on the students of UVT, which was established in October 2012 cooperating with China University of Geosciences (Wuhan). The two Confucius Institutes have set up 9 Confucius Classrooms and about 50 Chinese teaching sites across the country, distributed in 17 regions, covering 60% of the administrative divisions at the end of 2020 (Xiao et al.). So far, few studies have been done on Chinese language learning motivation in Bulgaria. Tai (2018) investigated the motivation and attitude of Bulgarian Chinese learners. In this study, Tai finds out the reasons for Bulgarian Chinese learners to learn Chinese and their attitudes towards Chinese language, Chinese culture and Chinese society. Xu (2019) explored whether different factors affect the motivation of Chinese learners in Bulgaria and whether decline of learning motivation will appear as well as the reasons for the decline.

This study intends to bring into spotlight the Chinese language learners in Bulgaria by focusing on their learning motivation based on the instruments of questionnaires and interviews. On the basis of previous research, this study further expands the participants data to obtain more diverse and comprehensive results, and finally put forward several teaching suggestions in order to enhance learning motivation with better performance.

Specifically, the study focuses on five types of motivation, including integrative, instrumental, external pressure, learning situation and achievement-oriented motivation, and intends to explore the following three questions:

- What is the Chinese learning motivation of Bulgarian students in general?
- What is the level of each motivation type?
- What are the main factors affecting different motivation types?

2. Theoretical Framework of Second Language Learning Motivation

Motivation has been a central area for empirical research and theoretical work within the context of second language learning in the past decades.

Three major stages can be identified in the development of second language motivation theory (Boo & Dörnyei, 2015). The initial stage in the early 1990s was based on social psychological perspective; the second stage (broadly speaking in the 1990s) showed more interest in concepts developed in contemporary cognitive and educational psychology; and the third (in the 21st century) is a period in which scholarly interest has focused on contextual and dynamic aspects of learner motivation. These three stages overlap with partial interactions.

The most influential model of language learning motivation was developed by Robert Gardner, which is known as the Socioeducational Model (Gardner, 1985). Studies suggest that with integrative motivation, learners at least communicate with target language community and target language culture and even integrate with members in the target language community. While learners with instrumental motivation have pragmatic reasons and utilitarian values and perceptions on the benefits of the language as well, such as getting a better job, passing an examination, traveling, making friends, or understanding foreign media, etc. (Gardner & Clément, 2001; Csizér & Dörnyei, 2005).

One of the dominant theories in motivational psychology is Deci and Ryan's (1985) self-determination theory, the intrinsic/extrinsic paradigm, which distinguishes different categories of motivations based on different reasons or goals from the perspective of cognitive psychology. Intrinsic motivation refers to doing something because it is inherently interesting or enjoyable. Extrinsic motivation refers to doing something because it leads to a separable outcome. Relatively speaking, intrinsic motivation may result in long-term success. And extrinsic motivation is the result of external factors, such as the influence of others, rewards, punishments, with which learners are difficult to maintain long-term learning. As indicated by Williams and Burden (1997), one of the most well-known distinctions in motivation theories is intrinsic motivation versus extrinsic motivation. They divide learning motivations into internal motivation and external motivation respectively. And external factors list involves factors such as parents, teachers, and peers, which display more detailed characteristics than the framework before.

The Hungarian psychologist Dörnyei (1994) suggests a motivation model viewing motivation as an intricate process with three levels: the language level, the learner level, and the learning situation level. He explains that the language level focuses on motives and orientations related to diverse aspects of language, such as how it carries the culture, the milieu in which it is spoken, and the potential necessity of language proficiency. The learner level focuses on a synthesis of influences and cognitions to form fairly static personality traits for increasing learner's self-confidence and learning goals. The learning situation level con-

sists of intrinsic and extrinsic motivational conditions, focusing on the syllabus, teaching materials, teaching methods, and learning tasks (Wang, 2018).

3. Methodology

This study investigates Chinese learning motivation of Bulgarian students with a combination of quantitative and qualitative research methods. It targets at drawing a picture of the general information of their learning motivation and putting forward pedagogical implications on Chinese teaching.

3.1. Participants

This study involves middle school students, university students and adults from all walks of life, basically covering all the age groups. No children under the age of 10 are involved considering their limited cognition and literacy.

All participants are students of the Confucius Institute at the UVT. 70 valid questionnaires are collected.

3.2. Instruments

3.2.1. Questionnaires

The questionnaire divides Bulgarian students' Chinese learning motivation into five types: integrative motivation, instrumental motivation, learning situation motivation and achievement-oriented motivation, respectively based on language level, learner level and learning situation level of Dörnyei's three-level theoretical framework (1994). External pressure motivation is based on William & Burden's (1997) extended framework. The questionnaire includes two parts. The first part is made up of 25 randomly organized items measuring specific information of subjects, which also takes the difference of pre-learning phrase and post-learning phrases for each item into consideration. Therefore totally 50 questions are involved.

All the items are scored by 6-point Likert Scale ranging from strongly disagree, disagree, slightly disagree, slightly agree, agree to strongly agree. The reason for six points applied rather than five or seven points Likert Scale is that every item expects either negative/unfavorable or positive/favorable attitude. Five and seven points are unavoidable to yield neutral result.

The second part consists of 10 questions, including gender, age, Chinese level, class type, household income, learning time of Chinese language, other languages learning experience apart from Bulgarian, English and Chinese, future plan to China, travel experience and the biggest difficulty in learning Chinese.

Questionnaires are translated into Bulgarian for better understanding and more accurate answers concerning the English proficiency of the Bulgarian students since English is also a second language for them.

A total of 72 questionnaires are sent out. With all returned, the return rate is 100%. And 70 questionnaires are valid; so the effective rate is 97.2%.

As to the reliability, the questionnaire examined by SPSS25.0 yields a Cronbach α internal consistency reliability coefficient $>.80$, which indicates it is well-designed.

Table 1. Reliability Statistics

Cronbach's Alpha	N of Items
.935	60

As to the validity of the questionnaire, the construct validity is also tested. The results are below:

Table 2. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.533
	Approx. Chi-Square	4142.148
Bartlett's Test of Sphericity	df	1770
	Sig.	.000

Table 2 shows the index of sample sufficiency KMO $>.5$, which is a low value but acceptable in general. The Bartlett's test result Sig. $<.005$ indicates an observed correlations between the items. So the validity of the questionnaire is acceptable.

3.2.2. Interviews

Six students from all walks of life participated in the interview, including four males and two females between the age of 16 to 64 (mean age: 32). All of them have been studying Chinese as a foreign language at the Confucius Institute at the UVT. It was made very clear about the confidentiality of their personal information during the interview process. They were also given pseudonyms to ensure the anonymity.

Table 3. Personal Information of the Interviewees

Serial Number	Gender	Age	Household Income	Chinese Level	Chinese Learning Time
1	Male	10–17	High Income	Beginner	6 months to 2 years
2	Male	35+	Middle Income	Beginner	6 months to 2 years
3	Female	26–35	Middle Income	Advanced	More than 2 years
4	Male	18–25	High Income	Intermediate	More than 2 years
5	Female	35+	Low Income	Beginner	Less than 6 months
6	Male	10–17	Middle Income	Intermediate	6 months to 2 years

Questions were designed from the perspective of Dörnyei's (1994) three-level theory on learning motivation. To be interviewee-friendly, most questions were unstructured with several basic warming-up questions in advance. The purpose of the interview is to remedy the disadvantages of mere quantitative research. Data collection and data analysis were presented in a form of narrative component, with summary of all interviews to provide in-depth understanding. Interview questions are listed as follows:

- Why would you like to learn Chinese language at the very beginning?
- What is your purpose of learning Chinese now?
- Do you usually watch Chinese movies?
- Would you use Chinese language in your current job?
- Who contributes the most for your Chinese language learning?
- What is the most difficult part to learn Chinese?
- Do you have any suggestions on the teaching materials or for the Chinese teachers?

4. Results and Discussion

4.1. Questionnaires

4.1.1. Chinese Learning Motivation of Bulgarian Learners in General

The mean of Chinese learning motivation of Bulgarian students in the Confucius Institute at UVT is 4.750 above the average (Average=3.5), which indicates the degree of Chinese learning motivation is comparatively high. In addition, the Std. Deviation is 0.147; so the internal difference is acceptable. This shows that the motivation of learning Chinese in Bulgaria is relatively strong in general. The result is predictable because the Belt and Road Initiative has great impact on the Bulgarian. They want to take advantage of this initiative to

develop their country, so learning Chinese would be a wise choice. Descriptive statistics are displayed in table 4.

Table 4. Overall Chinese Learning Motivation

	N	Maximum	Minimum	Mean	Std. Deviation
Mean of the Learning Motivation	70	6	1.6	4.750	0.147

4.1.2. The Degree of Different Motivation

The following statistics clearly reflect the different types of Chinese learning motivations of Bulgarian students.

Table 5. Descriptive Statistics of Each Motivation Type

Type of Chinese Learning Motivation	Maximum	Minimum	Mean	Std. D
Integrative Motivation	6	2	4.846	1.07
Instrumental Motivation	6	1.1	4.742	1.36
External Pressure Motivation	6	1	3.993	1.749
Learning Situation Motivation	6	2.1	5.219	0.934
Achievement-oriented Motivation	6	1.4	4.606	1.326

Among all the types of Chinese learning motivations, the degree of learning situation motivation is the highest (Mean=5.219), followed by integrative motivation (Mean=4.846), instrumental motivation (Mean=4.742), and achievement-oriented motivation (Mean=4.606), with external pressure motivation as the weakest (Mean=3.993). The integrative motivation ranks the second, which means the learners also want to know more about Chinese people and Chinese culture. They have strong interest in the Chinese community in general, which is helpful for mutual exchange from the perspective of economy, education, and

technology etc. The lowest mean is in the external pressure motivation, which indicates that the students don't like the feeling that learning Chinese because it is required by the school or because their parents push them on the back.

As for the Std. Deviation, the learning situation motivation has the lowest value (0.934), which means that students all have strong motivation due to the leaning situation. The highest Std. Deviation value is in the external pressure motivation (1.748), which represents that students are quite different from each other in this aspect. Some may learn Chinese completely based on their own decision, others may not.

4.1.3. Individual Factors Affecting the Learning Motivation

4.1.3.1. Gender and Learning Motivation

Differences in Chinese learning motivation of male and female students are as follows:

Table 6. General Gender Difference in Learning Motivation

Gender	N	Mean	Std. D	Std. Error Mean
Male	22	4.718	1.259	0.223
Female	48	4.699	1.287	0.228

Results indicate that the Chinese learning motivation of male students (Mean=4.718; Std. D=1.259) is slightly stronger than female (Mean=4.699; Std. D=1.287).

Table 7. Independent Samples T-Test on Gender

Test Value = 0				
t	df	Sig. (2-tailed)	Mean Difference	Std. Error Mean
30.163	69	0	1.686	0.056

Independent Samples T-Test on Gender shows that $p < .05$, which means that gender difference has significant impact on Chinese learning motivation among Bulgarian Students.

Table 8. Gender Influence on Different Learning Motivations

Categories of Motivations	Gender	N	Mean	Std. Deviation	Std. Error Mean
Integrative Motivation	Male	22	4.865	1.044	0.186
	Female	48	4.866	1.055	0.185
Instrumental Motivation	Male	22	4.815	1.287	0.230
	Female	48	4.793	1.326	0.231
Motivation from External Pressure	Male	22	4.031	1.710	0.309
	Female	48	4.063	1.724	0.300
Learning Situation Motivation	Male	22	5.181	0.965	0.173
	Female	48	5.209	0.932	0.165
Achievement-oriented Motivation	Male	22	4.698	1.292	0.232
	Female	48	4.637	1.289	0.226

According to table 8, the integrative motivation of male and female are quite similar and both are quite strong (male Mean=4.865, female Mean=4.866). This means that both male and female Chinese learners in Bulgaria have strong interest in Chinese language and Chinese culture, and they want to communicate with the Chinese community. Concerning the instrumental motivation, the learning motivation of male (Mean=4.815) is slightly stronger than female (Mean=4.793).

Table 9. Descriptive Statistics from Achievement-oriented Motivation

Items	Gender	N	Mean	Std. D	Std. Error Mean
1	Male	22	3.93	1.59	0.34
	Female	48	3.50	1.62	0.23
2	Male	22	4.32	1.72	0.37
	Female	48	4.11	1.63	0.24
3	Male	22	5.30	0.85	0.18
	Female	48	5.27	0.89	0.13
4	Male	22	5.39	0.84	0.18
	Female	48	5.30	1.02	0.15
5	Male	22	4.87	1.26	0.27
	Female	48	4.49	1.62	0.23

It could be concluded from the table above that achievement-oriented motivation of male students are stronger than that of female in all the items. Among them, Q4 (“Chinese is not easy, but I want to challenge myself.”) has the highest degree, while Q1 (“Studying Chinese is important for me to gain the approval of my peers/teachers/family/boss.”) has the lowest. This means that both genders learning Chinese are not much affected by outside factors, which is helpful for long-term language learning.

4.1.3.2. Age and Learning Motivation

Table 10. Age Influence on Chinese Learning Motivations

Age	N	Mean	Std. D	Std.Error Deviation	Minimum	Maximum
10–17	12	4.546	1.357	0.392	2.1	6
18–25	33	4.913	1.188	0.207	1.96	6
26–35	3	5.153	0.685	0.395	4.48	5.72
35+	22	4.561	1.160	0.247	2.14	5.96

The age group of 26–35 has high degree on learning motivation (Mean=5.153), which means students from this group have the strongest Chinese learning motivation. And group with the lowest degree is that over 35 years old (Mean=4.561).

One-way ANOVA of Chinese learning motivations of all age groups shows that $P > .05$, indicating that the difference between different age groups do not reach a significant level.

Students from the age group of 26 to 35 have the highest degree in all types of Chinese learning motivations. It could be explained that students in this age group need to improve their personal abilities for future career. And the Belt and Road Initiative contains great potential for career development. Therefore it is a wise choice to better master Chinese language in a comparatively small learning group. Among all five types of Chinese learning motivations, the learning situation motivation lists the highest in all age groups. Integrative motivation has the second highest degree in the age groups of 10–17, 26–35 and 35+. The age group of 18–25 has stronger instrumental motivation than the others, indicating that they are learning Chinese for some pragmatic reasons, for example, planning personal career development, preparing for future study in China or travelling etc. The age group of 35+ has the lowest degree of learning motivation among all of the age groups.

4.1.3.3. Household Income and Learning Motivation

Table 11. Influence of Household Income on Learning Motivation

	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
Low Income	5	4.668	1.182	0.528	3.240	6.000
Middle Income	60	4.758	1.235	0.159	1.660	6.000
High Income	5	4.732	1.227	0.549	3.100	5.960
Total	70	4.750	1.233	0.147	1.600	6.000

The Chinese learning motivation of students from middle income families (Mean=4.758) are comparatively stronger than that of high-income family students (Mean=4.732) and low income students (Mean=4.668).

One-way ANOVA of influence of household income on different types of Chinese learning motivations shows $P > .05$, indicating that influence of different household income does not reach a significant level.

Different types of Chinese learning motivations are also analyzed in detail. Results show that students from high income families have high degree in learning situation motivation (Mean=5.400), integrative motivation (Mean=5.000) and achievement-oriented motivation (Mean=4.720). As to instrumental motivation, those from middle-income families have the highest degree (Mean=4.775), while those from low-income families have the highest degree (Mean=4.100) with external pressure motivation.

4.1.3.4. Learning Phases and Learning Motivation

Results of a paired samples t-test to more intuitively display the difference about the Chinese learning motivations between pre-learning and post-learning phases are as follows:

Table 12. Paired Samples Statistics in Different Learning Period

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-	4.178	70	0.942	0.113
	Post-	5.156	70	0.586	0.070

The Chinese learning motivation of Bulgarian students in post-learning phase (Mean=5.156) is stronger than that in pre-learning phase (Mean=4.178). It may be concluded that through the learning process, the students' Chinese learning motivation has largely increased with low Std. Deviation (Pre-learning =0.942; Post-learning =0.586).

Table 13. Paired Samples Test in Different Learning Phases

		Paired Differences			t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean			
Pair 1	Pre- Post-	-0.978	0.833	0.100	-9.826	69	0

The paired samples t-test inference statistics ($t = -9.826$, $df = 69$, $p < .05$) shows that the mean value between the two paired samples (-0.978) reaches a significant level, which also indicates that the students' learning motivation in post-learning phase is significantly stronger than that of pre-learning phase.

Table 14. Paired Samples Statistics in Different Phases for All Types of Motivation

Pairs		Mean	Std. Deviation	Std. Error Mean
Pair 1	Integrative motivation (pre-)	4.353	0.991	0.118
	Integrative motivation (post-)	5.339	0.537	0.064
Pair 2	Instrumental motivation (pre-)	4.380	1.203	0.144
	Instrumental motivation (post-)	5.106	0.932	0.111
Pair 3	External pressure motivation (pre-)	3.619	1.424	0.170
	External pressure motivation (post-)	4.367	1.251	0.150
Pair 4	Learning situation motivation (pre-)	4.843	1.046	0.125
	Learning situation motivation (post-)	5.594	0.437	0.052
Pair 5	Achievement-oriented motivation (pre-)	4.226	1.076	0.129
	Achievement-oriented motivation (post-)	4.986	0.803	0.096

As shown in the table above, for each type of Chinese learning motivation, the mean value is bigger in post-learning phase, which suggests that the students' interest in Chinese language has increased after they have learned it for some time.

Table 15. Paired Samples Test of Chinese Learning Motivations on Different Phases

		Paired Differences			t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean			
Pair 1	Integrative motivation (pre-) – Integrative motivation (post-)	-0.986	0.885	0.106	-9.322	69	0
Pair 2	Instrumental motivation (pre-) – Instrumental motivation (post-)	-0.726	0.958	0.115	-6.336	69	0
Pair 3	External pressure Motivation (pre-) – External pressure Motivation (post-)	-0.748	1.010	0.121	-6.196	69	0
Pair 4	Learning situation motivation (pre-) – Learning situation motivation (post-)	-0.751	1.031	0.123	-6.096	69	0
Pair 5	Achievement-oriented motivation (pre-) – Achievement-oriented motivation (post-)	-0.760	0.988	0.118	-6.437	69	0

As can be seen in Table 15, the mean value difference of all the five paired samples (respectively: -0.986, -0.726, -0.748, -0.751, -0.760; $p < .05$) has reached a significant level. Conclusion could be drawn based on these statistics: In the post-learning phase, Bulgarian students' Chinese learning motivation, regardless of the motivation types, has become stronger than in the pre-learning phase.

4.2. Interviews

The interview covers several aspects, such as “interest in China and Chinese”, “sense of achievement”, “change of learning motivation”, etc.

4.2.1. *Interest in China and Chinese*

Some students learn Chinese because they are interested in Chinese culture and the long-lasting Chinese history. This may be categorized into integrative motivation, or instrumental motivation.

For example, Mary, a graceful lady, knows a lot about Chinese history and culture. Her knowledge lays a solid foundation for her to learn Chinese.

I was a history teacher several years ago. All these years passed, I still have strong interest in Chinese culture and its long-lasting history, which made up my mind to learn Chinese after retirement. I know a lot about Chinese ancient history and culture, which provides me background knowledge to learn Chinese language and Chinese characters.

Another interviewee Freddy is also fan of China. He is a graduate student at a Chinese university, majoring in Chinese language. Considering his situation, his learning motivation belongs to the integrative motivation category, which provides him strong and long-lasting drive to learn Chinese even when he was in the middle school, a non-target language environment.

I really want to stay in China in the future because I love everything there. I have been learning Chinese very hard from the middle school and I have made a lot of Chinese friends on the internet because I believe that the best way to master a new language is practicing with native speakers. After that, my Chinese proficiency grows fast, which increases my confidence to learn it better. For me, speaking Chinese is easy during the process of learning Chinese, but writing Chinese characters is quite unfamiliar to the Bulgarian students.

4.2.2. *Sense of Achievement*

Some students challenge themselves to learn a new language so as to reinforce self-confidence. Their learning motivation is achievement-oriented. For example, Peter is a middle school boy with all A⁺ school performance. He

has already learned Spanish, Japanese, French, Russian, Korean, and English. Mastering a new language could make him gain a sense of achievement.

I love challenge myself for any new language, especially Chinese, which could make me feel a sense of achievement because Chinese is a completely different from our own language. I have already learned more than six languages on my own. Learning different languages could make me perceive this world from different perspectives with different people.

4.2.3. Importance of Chinese Teacher

Learning situation also has its position in motivating Chinese learning. The personality of the Chinese teacher, the making of the Chinese textbook and the classroom learning atmosphere are all important factors for students to decide whether to learn Chinese or not. For example, Paul is an entrepreneur. His remarks rightly illustrate the importance of learning situation.

I like my Chinese teacher. She is well-educated with optimistic, extrovert, and humorous personality. I want to learn Chinese harder because I was lazy in Chinese learning before. However, in my new Chinese teacher's class, we have so much fun together. She makes learning Chinese more relaxing and enjoyable. I learn Chinese also for the reason of doing business with Chinese people. Some of them have close relationship with me personally, which is another reason for me to learn Chinese. Being able to speak more Chinese will make us feel better.

4.2.4. Change of Learning Motivation

Along with the Chinese learning progress, changes may appear with the students' Chinese learning motivation. Some external motivations may be gradually transfer to internal motivations. And even new learning motivations may pop up with some students. A good case in point is John, a middle school student. The interview with him suggests that his Chinese learning starts from external pressure motivation, but gradually transfers to integrative motivation.

I was forced to learn Chinese language in the very beginning phase because my parents believed that Chinese is a very influential language nowadays and I could choose my job as an interpreter or translator in Chinese, which is quite rare in current Bulgaria. Thinking

about the needs of language talents in the market, learning Chinese as a foreign language is a great choice. But after one-year learning, I have strong interest in Chinese language and culture especially in actual daily life of Chinese people. For example, what kinds of music are the younger generation listening in China? What kinds of food are Chinese people eating? What are the differences between north China and south? etc. Besides, I want to learn more about Chinese culture along with Chinese language so the Chinese course is much more enjoyable for me now.

4.2.5. Diversified Motivations

From the interview process, it can be concluded that some students' Chinese learning could be influenced by more than one single motivation.

I have interest in so many languages. I like listening music and watching movies from all over the world, regardless of its original language, which opens a window for me to know more diversified world. I love to challenge any new language, especially Chinese, which could make me feel a sense of achievement because Chinese is a completely different language from our own language.

Lily's words shows a combination of different learning motivations. And this also happens to other interviewees as well. From the interviews above, it can be seen that Peter learns Chinese out of integrative motivation and achievement-oriented motivation. John starts to learn Chinese because of external pressure. Latter, his motivation could also be classified into the instrumental category and integrative category.

5. Conclusion

5.1. Major Findings

Results of this study indicate that learners of Chinese language in Bulgaria have high degree of Chinese learning motivation in general. Learning situation motivation tops all the motivation types, followed by integrative motivation, instrumental motivation, achievement-oriented motivation; and external pressure motivation turns to be the weakest. Individual factors do affect Chinese learning motivation, including gender, age and household income. Chinese learning motivation of male is slightly higher than that of female. In addition, there is significant difference in Chinese learning motivation between pre-learning phase

and post-learning phase. It seems that Bulgarian students like learning Chinese language more in post-learning phase compared with pre-learning phase.

5.2. Pedagogical Implications

Based on this study, pedagogical implications could be revealed on Chinese teaching in Bulgaria to enhance students' Chinese learning motivation from the perspective of integrative motivation, instrumental motivation, learning situation motivation and achievement-oriented motivation respectively.

5.2.1. Suggestions on Enhancing Integrative Motivation

Results of this study show that students have comparatively strong motivation in this type. They have strong desire to understand Chinese culture and communicate with Chinese people. In order to maintain the students' integrative motivation, three suggestions are given for reference in the process of Chinese teaching and learning.

- **Inclusion of more Chinese culture.** Language learning and culture are closely related. Chinese culture course is included in Confucius Institute at the UVT. Other teaching sites have lectures on Chinese culture occasionally, which requires an appropriate addition in other courses. For example, Chinese culture could be added to courses such as speaking, reading, listening and writing. As for Business Chinese course, it is advisable to take intercultural communication into consideration. In addition, diversified extracurricular activities could be held, such as singing competition, calligraphy experience, poetry reading competition, etc. Outstanding Chinese films and television series may be introduced to students as well. Sharing these resources could help them understand Chinese culture in a leisurely way. And they could experience Chinese culture more intuitively.

- **Establishment of Chinese corner.** During the research process, it's found that most students have the desire to communicate with native speakers. However, there are not many opportunities to contact with native Chinese people face-to-face for students. Therefore, teachers may organize Chinese language speaking corner periodically, which not only could satisfy the students' wishes, but also improve their Chinese proficiency during the communication.

- **Creation of future possibilities.** It is found that many students have the desire to visit China for a short period to know more about China and Chinese community, however they couldn't collect enough information to make proper travel programme. Besides, some students wish to further their study

in China, but they don't know how to apply for specific Chinese universities. So teachers may introduce Chinese government scholarship to students. Bring them more possibilities in case they might put their desire aside due to lack of related information since most online information is provided in Chinese instead of English let alone in Bulgarian.

5.2.2. Suggestions on Enhancing Instrumental Motivation

Results show that the student's instrumental motivation ranks the third, indicating that they are more concerned about the pragmatics of Chinese Language. Therefore, it is necessary to teach them in a more targeted manner. The existing curriculum design focuses on the teaching of language ontology. So teachers may select contents which are of some practical value, such as materials related to exam, business, and job hunting, etc. Some students may have plan to further study in China, some may wish to do business with Chinese people in the future. Therefore, target-oriented teaching should be adopted for different student groups.

5.2.3 Suggestions on Enhancing Learning Situation Motivation

Learning situation motivation ranks relatively high among all motivation types. How to maintain this motivation type? Several suggestions are given as follows:

- **Creation of better learning atmosphere.** Good atmosphere of learning would motivate students to spend more of their leisure time on language learning. Teachers could arrange several learning groups to encourage students to learn Chinese together and talk to each other in Chinese. During the class, diversified classroom activities such as competition games between groups could arouse students' interest in learning Chinese.

- **Supplementation of teaching materials.** In the Confucius Institute at the UVT, the following textbooks are used: Learning Chinese with Me, Developing Chinese, Business Chinese, Happy Chinese, BOYA Chinese, Road to Success, Chinese Contemporaneo (Bulgarian version) and textbooks for HSK series. As a supplement, Chinese teachers could add new teaching materials to their class to make the course more attractive and target-oriented. For example, social etiquettes may be introduced into the class of adults who are doing business with Chinese people or having connection with China.

- **Addition of more class hours for Students to Practise.** Language learning requires more time and opportunities to practise in daily life. Learners in the non-native language environment don't have so much of these opportunities.

Under such circumstances, teachers should arrange more class interaction or provide more time for the students to communicate with each other. In the process of interaction and communication, learners are able to practise the language and might enhance self-confidence with encouragement from the teacher and classmates.

5.2.4. Suggestions on Enhancing Achievement-oriented Motivation

The key to achievement-oriented motivation is to maintain and improve students' sense of accomplishment in the learning process. Therefore, during the teaching process, teachers should pay attention not to dampen the enthusiasm of the students for learning Chinese. For example, students are encouraged to speak more Chinese in the classroom and teachers should affirmatively respond to students' performance in the class. When correcting assignments, teachers should try to write some proper comments that would encourage the students to notice their progress because of hard-working and patience on Chinese learning.

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