TOWARD THE DESIGN OF MOTIVATING EXPERIENCES IN A

CHINESE LANGUAGE PROGRAM: FROM BEGINNING TO

ADVANCED LEVELS

THESIS

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Abstract

Students' language learning motivation has typically been researched in terms of intrinsic and extrinsic sources of influence. Instructors strive to discover which classroom learning activities or what grading system will produce the greatest increase in the student's willingness to engage. In programs focusing on less commonly taught foreign languages, such as Chinese, this issue seems to be even more apparent due to the large time investment necessary to learn such languages and to reach a certain level of proficiency. This study focuses on ascertaining the factors that motivate Chinese language learners through beginning to advanced levels. Furthermore, it suggests how program administrators can design learning experiences from the learner's perspective that enhance these motivating factors.

The data in this study were collected in the United States and China. Class observation, along with follow-up interviews, both of which were based upon above research questions, were conducted among a total of eighty-seven Chinese language learners, all full-time students at The Ohio State University. Ten classes of different levels given at The Ohio State University were observed, with each class lasting forty-eight minutes. To enhance the understanding of advanced-level students' learning motivation, a survey consisting of sixteen open-ended questions was administered to students who attended the advanced-level summer program in

Qingdao, PRC, in 2011.

The study finds that Chinese language students at different levels are very likely motivated by different factors because of their diverse experiences in learning and using Chinese. Students at beginning level are mostly limited in using their Chinese in the classroom setting. Therefore, the motivation to continue learning and the pleasure of using the language are mainly created by instructor and class activities. When students' language proficiency reaches to intermediate level, their learning opportunities are largely expanded outside the classroom. From those experiences of learning and using Chinese with native speakers, students gain a big motivation to learn. Advanced level learners on the other hand have had adequate experiences of dealing with native speakers and authentic learning materials. They need to create new chances to learn on their own. This study shows that the advanced-level students are motivated by the opportunities of using their language skills to learn, to think and to achieve their personal or career goals, which distinguishes their learning motivation from beginning and intermediate-level learners'.

Based upon these findings about learners' motivation as well as the recognition of experiences as a distinct offering, the researcher discusses which motivating experiences can be created at the various levels of both domestic and overseas Chinese language programs. The idea of "creating experiences" distinguishes this study from other research of language learning motivation. The goal of designing motivating learning experiences is to transform Chinese language students into lifelong, self-motivated and effective Chinese language learners.

Dedication

Dedicated to my motivators: Hongxin Jia and Huifen Wang

献给爸爸和妈妈

Acknowledgements

Lastly, I thank Shaun Newcomer and Guillermo Garcia whose love and friendship leaves no room for loneliness in my world. I thank my parents and grandparents for loving me unconditionally and being my first and most persistent motivators.

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CHAPTER ONE: MOTIVATING EXPERIENCE WITHIN CHINESE LANGUAGE PEDAGOGY

"He who knows the truth is not equal to him who loves it, and he who loves it is not equal to him who delights in it." [1]

The Analects (ca. 475 BC - 221 BC)

What learning experiences can be created to motivate students and make them delight in learning Chinese language is a fundamental concern of this study. To have a good discussion about creating "motivating experience" to enhance the learning of Chinese, a clear definition of "motivation" and "experience" under the context of Chinese language pedagogy needs to be clarified. These two terms are so frequently used in various contexts and fields of research that many of studies seem to have their own unique understanding of them. However, there are some clear points of reference for *motivation* and *experience* in the literature on second language learning. Fewer of them, however, are related to the learning of Chinese.

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[1] "知之者不如好之者，好之者不如乐之者." English version translated by D C. Lau. For details see references.

1.1 Motivation within Chinese language pedagogy

1.1.1 Definitions of Motivation

A major difficulty in the study of motivation has been the lack of consensus on its definition. One of the earlier studies dealing with the definition of motivation was done by Paul Kleinginna & Anne Kleinginna (1981). They compiled 102 statements defining or criticizing the *motivation* and classified these statements into nine categories on the basis of phenomena or theoretical issues emphasized:

(1) Phenomenological definitions emphasizing conscious or experiential processes, such as Maslow (1955) "The original criterion of motivation and the one that is still used by all human beings except behavioral psychologists is the subjective one. I am motivated when I feel desire or want or yearning or wish or lack."

(2) physiological definitions emphasizing internal physical processes, such as Milner (1970) "Motivation means literally that which produces motion, but in psychology the term is given a narrower interpretation; it is applied not to the metabolic and mechanical features of the motor system but to certain hypothetical states of the nervous system that determine what actions the organism will perform at any moment."

(3) Energizing definitions emphasizing energy arousal, such as Madsen (1974) "Motivation—the 'driving force' behind behavior."

(4) Directional/ Functional Definitions emphasizing choice, incentives,

goal-directed behavior, or adaptive effects, such as Wong (1976) "Motivated behavior is guided by its consequences, related to some end point, and carried out in such a manner as to satisfy the present or future biological requirements of the individual or species. "

(5) Vector Definitions emphasizing both energy arousal and direction, such as Braun & Linder (1979) "Motives have two components: the internal drive state that activities and orients the animal toward some goal, and the external incentive that is the goal itself."

(6) Temporal-restrictive Definitions emphasizing immediate or temporary determinants of behavior, such as Alcock (1979) "Short-term changes in responsiveness are commonly discussed with reference to such words as motivation, drive, or tendency."

(7) Process-restrictive definitions distinguishing motivation from other processes, such as Schneider and Tarshis (1980) "Two types of behavior are under the control of homeostasis. The first type involves internal reflexes…but they are not of primary concern to the psychologist. The second type is overt behavior, such as eating and drinking, directed toward filling various needs. Overt and voluntary responses to needs are known as motivated behaviors. "

(8) Broad/balanced definitions emphasizing the complexity of motivation, such as Jones (1955) "How behavior gets started, is energized, is sustained, is directed, is stopped, and what kind of subjective reaction is present in the organism while all this is going on."

(9) All-inclusive definitions incorporating all determinants of behavior, such as Lefrancois (1980) "Motive…refers to all forces, internal or external, involved in accounting for the instigation, direction, and termination of behavior."

Based upon a brief analysis of all these types of definitions, Kleinginna & Kleinginna point out that an all-inclusive definition of the concept should be avoided, since motivation, as a fundamental psychological process, seems to overlap with several other processes like emotion, understanding or reflexes. Instead, they suggest a "consensual" definition of motivation: "Motivation refers to those energizing/arousing mechanisms with relatively direct access to the final common motor pathways, which have the potential to facilitate and direct some motor circuits while inhibiting other." The statements Kleinginna complied along with their own definition of motivation are useful to consider the term in a broad sense and its relationship with other concepts. The question at hand then is does such a "consensual" definition suppose to help researchers specify the variables in their field? Considering motivation of learning Chinese under this definition, what will be the "final common motor pathway" and where does the "energizing mechanism" initiate from?

It has been over a decade since those studies were conducted. There is still no substantial agreement about what motivation is. Considerable studies have been done with an intention of suggesting some new perspectives to view motivation, but their broad description of this concept did not distinguish their studies from the ones listed above (Linda, 1994; Puxley, 2006; Broome, 2009; Onuf, 2009). It is important to determine the motivation structures in a broad sense, but an extended definition

without a specific context is not what this study seeks to do. To understand students'

motivation under the context of Chinese language learning, a practical definition has

to be clarified with a consideration of Chinese learners' behaviors.

1.1.2 Motivation in foreign language learning

Learning to communicate in a foreign language differs from learning other

subjects offered in school in the sense that a second-culture worldview has to be

constructed as a successful learning result. To reach that point, the teacher or the

manager of the course will need to decide what learning experiences students need to

go through in and outside of the classroom, and what kind of culture and language

knowledge students can obtain through those experiences. Meanwhile, students'

willingness to participate, their internal and external driving forces to acquire the

culture and language also greatly contributes to successful learning. Thus, concepts

such as cultural identity, self-esteem, authenticity of learning environment and

learning materials need to be taken into serious consideration when discussing the

learning of a foreign language.

It seems to be impractical to give a universal definition of such a broad concept

like motivation, while some of the characteristics of motivated language learners can

be clearly listed. For example, motivated individuals could be more goal-oriented,

self-sufficient or attentive. They are more willing to participate in classroom activities.

They seem to be more persistent and positive when encountering difficulties. Based

on the data in this study, they also show more interest in the interaction among peers

than unmotivated ones. Some of these characteristics are cognitive in nature, some are behavioral or affective. And, obviously, these characteristics cannot be measured by one scale. Robert C. Gardner, whose research for the past 45 years has been concerned with the role of attitudes and motivation in second language acquisition, listed seven features of motivated language learner in his lecture series in Temple University Japan (2001): (a) expends effort to achieve the goal, is persistent, and attentive to the task at hand; (b) has goals and desires. He or she has aspirations, both immediate and distal; (c) enjoys the activity of striving for the goal; (d) experiences positive reinforcement from his or her successes, and dissatisfaction in response to failures; (e) makes attributions concerning her or his successes and failures; (f) is aroused when striving for the goal; (g) makes use of strategies to aid in achieving the goal. Gardner also concluded in that lecture that the motivated individual expresses many behaviors, feelings, cognitions that the individual who is not motivated does not exhibit. In short, according to Gardner, motivation involves four aspects, a goal, effortful behavior, a desire to attain the goal and favorable attitudes toward the activity in question (Gardner 50).

Different from those all-inclusive studies listed above, Gardner's discussion about motivation concentrates on the role motivation plays in second language acquisition and its application in language teaching pedagogy. Gardner (2006) introduced two types of motivation that should be considered when referring to second language acquisition (not the integrative-instrumental dichotomy, nor the intrinsic-extrinsic one): the language learning motivation and classroom learning

motivation. The language learning motivation is a general characteristic of the

individual that applies to any opportunity to learn the language. It is relatively stable

but amenable to change under certain conditions. The classroom learning motivation

on the other hand refers to the motivation in the classroom situation. It is highly

influenced by a host of factors associated with the language class, such as the

classroom activities, homework assignment and grades. Gardner also emphasized that

these two types of motivation cannot be distinguished in a very real sense because

they operate on the individual at any given time. By the end of that talk he gave in

Spain (2006), Gardner clearly indicated that "…the type of motivation is not that

important. In my opinion, the distinction between integrative and instrumental

motivation, or between intrinsic and extrinsic motivation does not help to explain the

role played by motivation in second language learning. Our research has demonstrated

that it is the intensity of the motivation in its broadest sense, incorporating the

behavioral, cognitive, and affective components, that is important."

He furthered emphasized that one cannot achieve a mastery of a foreign language

without having the integrative motive. One important point is that the concept

"integrative" in Gardner (2006) also referred as "openness" or "openness to cultural

identification", more specifically speaking, individual's interest in learning the

language in order to interact with other cultural communities or members in that

community (see Figure1.1). This model indicates the effects of the cultural and

educational contexts on motivation in second language learning. Cultural context

cultivates individual's openness towards the target culture which motivates them to

learn and to use the language. This approach is more practical for us to think about

Chinese learners' motivation, whose openness and willingness to the cultural

identification play an important role in language learning. In the past few decades,

situated learning research and cross-culture studies have revealed the fact that

individuals' interaction with their educational and cultural context has a dynamic

effect on the learning results. However, an increasing important issue in the area is

that what kinds of pedagogical design can enhance students' integrative motive and

prepare them for the interaction. Walker (1989) points out that it is the use of

language as a tool for constructing a perception of Chinese culture, not the content of

the language that enables the learners to gain an entry into Chinese culture. Culture is

a necessary component of communication, and it is more than obvious that

communicating with native speakers of target culture is a big motive for most of the

language learners.

A Model Indicating the Effects of the Cultural and Educational Contexts on Motivation in
Second Language Learning

CULTURAL CONTEXT   EDUCATIONAL CONTEXT

INTEGRATIVENESS (OPENNESS)   ATTITUDES TOWARD THE LEARNING SITUATION

Motivation

CLASSROOM BEHAVIOUR   PERSISTENCE   CULTURAL CONTACT   LANGUAGE RETENTION

LANGUAGE ACHIEVEMENT AND USE
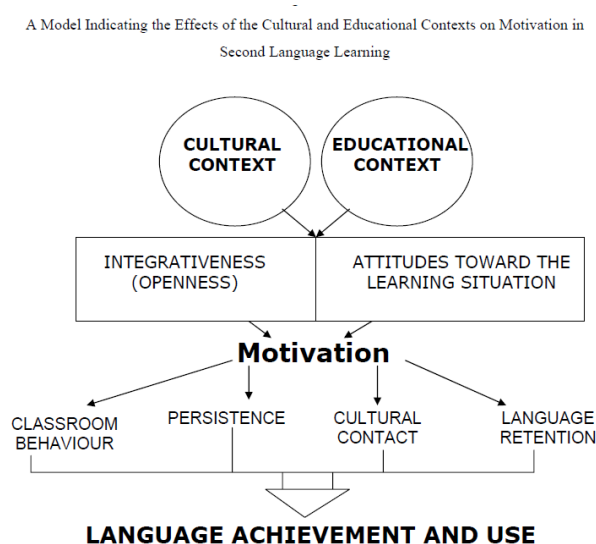
Figure 1.1 Gardner (2006): Model Indicating the Effects of the Cultural and Educational Contexts on Motivation in Second Language Learning

1.1.3 Motivation of learning Chinese language and culture

1.1.3.1 Learning culture through doing

The philosophy of learning dated as early as the time of Aristotle (and Confucius), who once said, "For the things we have to learn before we can do them, we learn by doing them." Traditionally, second language learners had to sit in the classroom, listen to the teacher, take notes and interacted with learning materials highly under teacher's supervision. The autonomous utilization of the language knowledge mostly happens outside of the classroom, and greatly limited within the practice of reading and writing. However, with the increasing access to native speakers and authentic learning materials, the act of learning a second language has dramatically changed.

Students of 21st Century are becoming more independent and active. To engage them in the classroom requires the activities constructing physical and mental memories through performance. A good performance in a foreign language class consists of a pedagogical sample of the target language within a clearly defined cultural context and students playing the right parts. Therefore, culture, which is generally not that relevant to most of the subjects in school, has a great influence on an individual's language learning motivation and their ultimate success.

Chinese culture, which is unfamiliar to beginning-level Chinese learners in the United States, can serve as a great motivating or de-motivating factor depending on how it is introduced and learned. Some Chinese pedagogical materials for foreign language learners on the market, introduces culture in the form of a small paragraph

on the corner of a page, called "culture notes". Those culture notes are selected with the purpose of attracting students, including information such as the Great Wall, food culture or Confucianism. However, we need to distinguish motivating students from interesting them in the sense that the latter could be totally momentary. Instead, motivation leads to a long-term sustained behavior.

According to Walker & Noda (2000), "Culture is what we do and, also, how we know what we have done." For example, in most Chinese textbooks, rules of Chinese toasting are introduced in the culture notes part separately from the dialogues students need to memorize. Student using these types of pedagogical materials will gain a general but vague idea about what they suppose to do for a toast. In a real life situation when they are supposed to offer a toast, will they be able to show good timing, know what they need to say, or how to hold the glass? Very probably they cannot perform it because their memory of toasting in a Chinese banquet was roughly constructed upon three or four descriptive lines in a textbook, not their own experience. People learn from their experiences, things they have done, regardless of it happened in a life situation or within a pedagogically designed setting. Walker & Noda (2000) proposes a diagram of compiling a second-culture worldview through performing a learned culture (see Figure1.2).
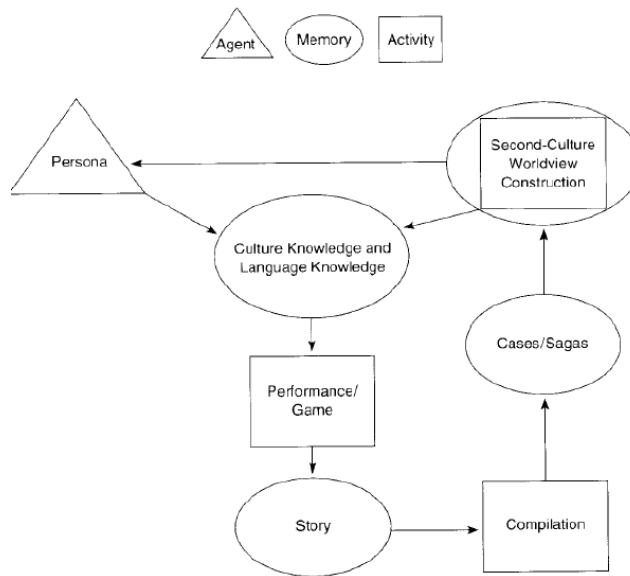
Figure 1.2 Walker & Noda (2000): Cycle of Compilation

Students come into the classroom with a persona they play for the certain

learning environment. They also bring their prior knowledge of the target culture and

language into the classroom. They can accumulate language and cultural knowledge

through participating in class activities or doing homework. However, without

performing in the target culture, students gain no memory (story) of acting in the

target culture appropriately. For example, Students who are trained with a

consideration of cultural performance will have the chance to perform the act of

toasting in the classroom, with explicit contextual information such as the occasion of

the banquet, time, location, participants (ideally indicating the relationship of these

participants), toasting scripts and tips. Students not only need to memorize the scripts

but also pay attention to the appropriate cultural behaviors and body language, such as

how to hold the glass, and what to do with the glass after finishing the drink. Based on

the result of class observation and interviews with students, it is clear that memorizing

the target scripts is an important part in the whole learning process but falls short of

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producing a good performance. Students do not learn culture by reading cultural notes but acting on it. Walker and Noda's definition of culture as well as the cycle of compilation they proposed focuses on what people do, what they have done and what they will be able to do. The cultural performances they emphasize are the key to constructing learners' memories of doing things in the foreign language environment, and, more important to this study, these performances motivate language learners. The full effect of the performed culture approach first of all is reflected in a vigorous student-centered classroom and program where students are engaged to act instead of just sitting there, listening and taking notes quietly. It is also reflected outside of the classroom when students obtain a sense of achievement by successfully interacting with native speakers and approaching their personal or career goals. One important implication of Walker's theory of performed culture for language study is the assumption that no one learns Chinese as a foreign language. Instead, they learn how to do things in the language. The more "cases" and "sagas" students learn how to deal with, the more they know about Chinese. And, when a "second-culture worldview" is constructed, the more often students will be willing to engage in and sustain communication with Chinese.

1.1.3.2 Distinguish Chinese from commonly taught languages

Cultural context is a major reason we would like to distinguish the difference between learning Chinese as a foreign language from learning a commonly taught Western language in the United States, such as Spanish or German. Students growing

up in the United States have little exposure to East Asian culture, aside from experiences with Hollywood Kung Fu movies, Chinese buffets, Japanese Sushi or comics. For a lot of students who are new to the Chinese language class, they have no idea about the differences between Chinese and Japanese cultures. It is very possible that no one in their family has been to China. Even though this unfamiliarity has been changing for the better these past two decades with the rise of an economically viable China, it is generally accepted in North America that Chinese culture hosts a variety of unusual exotic elements. Whether or not this is true, this expectation can influence students' beliefs about and motives for learning Chinese language. According to Jorden & Walton (1987), languages such as Chinese and Japanese are considered "noncognate" to English speakers in comparison to Indo-European languages such as French, German and Spanish. More than a few students are aware of their Indo-European roots. Some of them have a German or Spanish last name. Some of their family might have been to Europe or speak European languages. The orthographies of those European languages are not as exotic as Chinese and are definitely less challenging. It does not mean English speakers do not need to learn spelling when they study Indo-European root languages. However, the relationship between phonemes and graphemes, also the rules of how to write those symbols are similar within those languages. Chinese people use characters, which do not constitute an alphabet or a compact syllabary. Rather, the writing system is roughly morpho-syllabic (one syllable represents one morpheme), which means that a character can represent one syllable of spoken Chinese, a word on its own or a part of

polysyllabic word. This is a big challenge for Chinese learners of all different levels. Sometimes it even becomes a major affective and motivational barrier. Furthermore, being able to use the language, in the form of speaking, listening, reading or writing, is a big positive motivating factor for learners to continue their orthography-based language study. Unfortunately, the chances for students in America who take Chinese classes to practice what they have learned outside the classroom are few. This includes the lack of access to native speakers and authentic materials, such as television channels, newspapers or magazines. These two elements, according to the findings of the present study, are crucial to increase students' learning motivation. Last but not least, we need to consider how much time students need to spend in learning a less commonly taught language to reach a certain level. Jorden & Walton (1987) also cited the data of the U.S. Foreign Service Institute that it may take English-Speaking Americans at least three times longer to learn Chinese and Japanese than French and Spanish. If this is true, the question on hand will be how do students improve their language proficiency in Chinese within a limited amount of time? One obvious reason initiating this study is that psychologically prepared and truly motivated learners can have a more efficient Chinese learning career because they are more willing to spend tremendous time into sustain practice.

To sum up, the concept "motivation" in this study is strictly discussed under the context of Chinese learning because it is assumed that the motivational constructs of students learning Chinese differ from students learning a commonly taught foreign language.

1.1.4 Motivation in the context of Chinese language pedagogy

According to Walker (2010), *Performed Culture* has its origins in Confucian tradition and Wang Yangming's epistemological injunction. The very first line of *Analects* perfectly illustrated a basic motivation for learning: 学而时习之，不亦乐乎？(To learn and at the right time to put into practice what you have learned, is this not pleasure?) (Walker iv) Individual's learning pleasure initiates from the self-satisfaction that is earned by appropriately using what have been learned. About action and knowledge, Wang Yangming believed: 未有知而不行者。知而不行，只是未知。（There is no such thing as someone who knows something while not acting on that knowledge. If you know something but do not act on it, then you simply do not know it yet.）(Walker iii)

Influenced by the Performed Culture theory and its origins in the Confucian tradition, the researcher tends to believe along with Wang Yangming that there is no such thing as someone who knows something while not acting on that knowledge. That means a successful and motivated language learner not only thinks about the language but also acts out the language in a certain way. By the same token, students' language learning behaviors and cultural performance in and outside of the classroom can directly be observed as a reflection of their motivation in studying the language and culture.

Therefore, in this study, **motivation** to learn Chinese language refers to the driving forces that increase learners' long-term willingness to engage, perform and practice. In addition, a motivated Chinese language learner should be devoted to learn

how to engage, perform and practice on a higher level. That also means all the learning behaviors and activities related to these three types of act (engagement, performance and long-term practice) are the focus of this study. A student could claim to have a passion for knowing the language and being highly motivated while not being willing to invest time into it. Based on the definition of motivation above, such a student cannot be identified as a motivated learner. Meanwhile, if a learner has a great performance in the class once but does not have the persistence to sustain the act of learning, he or she would not be categorized as a motivated learner.

This definition of motivation, with a major concern of what learners do and how they do it, also contributes to the fact that classroom observation and one-on-one interviews with the students are the two main methods adopted in this study to collect data.

1.2 The role of "experience" in the learning of Chinese

1.2.1 Theories of experiential learning

This study of the motivation to learn Chinese is based upon two fundamental theories. First, as mentioned above, is the Performed Culture theory of Galal Walker and others, which offers a practical view of the learning of Chinese language and culture. Another is the Experiential learning theory, which originated in the work of John Dewey, Kurt Lewin, and Jean Piaget, which emphasize the central role that experience plays in the learning process. In David Kolb's work *Experiential Learning*,

three models of the experiential learning process are introduced (Kolb 21): Dewey's

model of learning (see Figure1.3), the Lewinian experiential learning model (see

Figure1.4) and Piaget's model of learning and cognitive development (see Figure1.5).

Lewin's learning cycle emphasized the here and now personal experience, taking

experience as the focal point for learning.
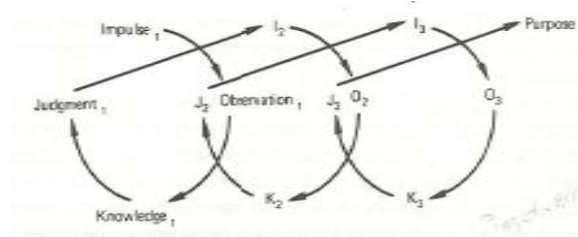
Figure 1.3 Dewey's Model of Experiential Learning (Kolb 23)

In addition, he borrowed the concept of feedback to describe a social learning and

problem solving process. He pointed out that the information feedback is the basis for

a continuous process of goal-directed action. Dewey's learning model, on one hand,

shared a featured similarity with Lewin's in the emphasis on learning as a process. On

the other hand, he made the developmental nature of learning more explicit. Each

cycle of concrete experience, observation, knowledge and judgment can lead into a

higher order purposeful action. For Piaget, the dimensions of experience, concept,

reflection and action form the basic continua for the development of adult thought.

Even though the focus of these three models are not identical, there is a great deal of

similarity among them in the sense that learning is regarded as a continuous process

grounded in experience that is best conceived as a process, not in terms of outcomes.
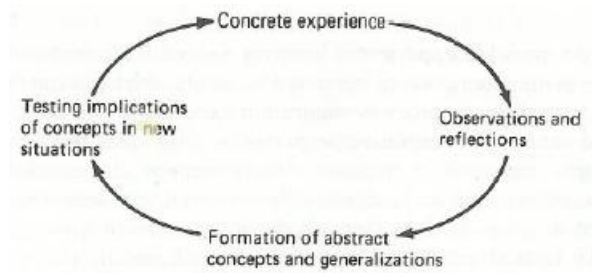
Figure 1.4 The Lewinian Experiential Learning Model (Kolb 21)
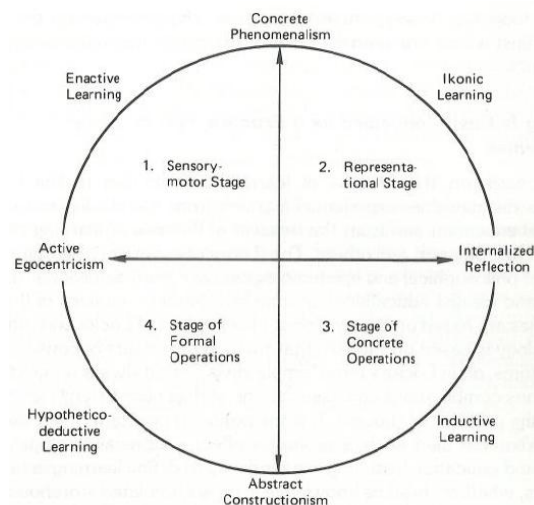
Figure 1.5 Piaget's Model of Learning and Cognitive Development (Kolb 25)

In Gardner's lecture series (2001) "Integrative motivation: Past, present and future", he also suggested a continual perspective to view the learning of a language: "(a) the past means that the student in a language class brings with him or her a history that cannot be ignored; (b) the present means that to the student in a language class, the situation at that time is uppermost in his or her mind. That is, the student has many concurrent interests and concerns over and above the classroom activity at that particular time; (c) the future means that the student in a language class will exist after the language course ends, and it is meaningful to consider whether she or he will use the skills that are developed in the class." And, according to him, the concept of integrative motivation addresses all three of these time aspects.

Walker & Noda (2010) pointed out that students should be given the opportunity to create a memory of the knowledge of a culture that they have not yet experienced. This cycle of compilation, titled "remembering the future", focuses on how previous language learning experience in a pedagogical setting would affect someone's cultural behaviors in the future. Their argument, once again, stressed the significance of experiential learning.

Taken together, these studies have formed another unique perspective on learning motivation and experience development. It facilitates the researcher's emphasis on the role motivating experiences play in the process of learning the Chinese language as an adult.

1.2.2 Motivating experiences in Chinese language learning

To increase Chinese language learners' willingness to engage, perform and practice in a long term as well as be devoted to learn how to engage, perform and practice on a higher level, motivating experiences have to constantly occur in successive stages. The researcher believes that motivating experiences that happen inside as well as outside the classroom are the key to cultivate active learning.

The emerging classroom activities designed with a consideration of learner motivation open up possibilities for new strategies for involving and assessing students. For example, students are no longer solely evaluated by their homework written on paper or how concentrated listeners they could be in the classroom. Instead, their preparation before the class will be reflected by their in-class performance,

which should be used to assess their daily effort. Instructors, on the other hand, should always try to identify which instruction can efficiently stage motivating experience as well as to recognize which new experiential elements can be added into the classroom. For example, in a traditional foreign language class, the instructor was always the one who corrected students' errors and gave answers. However, many instructors with teaching experience would agree upon the statement that giving students correct answers directly is not as good as guiding them to try to find the correct answers by themselves. By doing so, a hypothesizing process and a higher sense of fulfillment are obtained. What's more, it is important for instructors to realize that different ways of eliciting behaviors should be applied in the classroom alternatively, such as referring to students' previous knowledge, reminding students about the contexts or giving them a related example.

Meanwhile, too little attention has been paid to the motivating function of extra curriculum design in the previous studies. Walker (1989) has stressed the importance of target-language extracurricular activities and pointed out a well-designed curriculum should be able to maintain the opportunities for prepared learners to learn outside of the formality of the classroom. The intensive summer program observed in Qingdao has been designed with this particular concern, and it has proved that the opportunities for students to exploit the extracurricular resources by using the language skills and communicative strategies learned in the classroom were highly valued and appreciated by advanced level Chinese language learners. By fulfilling or trying to fulfill the extracurricular tasks such as participating or organizing a

community service, those advanced level students in the Qingdao summer program became more aware of what they need to learn to better communicate with native Chinese speakers, and how they should learn it. Motivating learning experiences accelerate the learning processes and enable learners to engage in reflective observations, perform under contextual settings to form their hypotheses, and sustain extended periods of tedious practice.

Another conviction is that students are not equally motivated by identical factors. In fact, no two students can have the same experience even though they take exactly the same course with the same teacher. Each experience derives from the interaction between the staged event and the individual's prior state of mind and being (Pine & Gilmore 17). When discussing motivating experiences, this individual variation is something that should be frequently recalled. Experience is about things we have done, time we have spent, places we have been to and feelings we have had. In short, it is the memories that recall people's feelings about certain events. The emphasis on the process of learning as opposed to the behavioral outcomes distinguishes experiential learning from the idealist approaches of traditional education (Kolb 26). Thus, the experience of learning Chinese is certainly not only about how much linguistic knowledge students have obtained by the end, but also their attitude towards using the language and the integrative feelings engendered in the process.

In the business of education, learners are the ultimate product. The learning experiences they have affect who they become and what they can accomplish in the future. Creating motivating experiences that encourage students to be long-term

motivated Chinese learners is the ultimate concern of this study.

CHAPTER TWO: EXPERIMENTAL PROCEDURES

2.1 Study background

The researcher participated in the Qingdao summer program and worked with

the OSU national Chinese Flagship Program both in the year 2010 and 2011. One of

the major things the Flagship program does is to prepare M.A. students to work in

China and achieve shared goals with Chinese people. It focuses on the cultural aspects

of communication in training Americans to realize their intentions in Chinese culture

and society. [2] The original purpose of observing classes and students' performance

was to have a better understanding of program's curriculum design, such as what

grading system was adopted or which class activities were conducted. However, the

researcher's attention was very soon drawn toward the learners themselves. The

Qingdao program is a very student-centered program, thus the role of teacher is

relatively invisible. In addition, Chinese Flagship students showed a very high level of

autonomy when learning and using Chinese. They spent tremendous time in learning

Chinese and even more time in using their Chinese to learn in their self-chosen

domains.

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[2] OSU Chinese Flagship Program: http://chineseflagship.osu.edu/.

The researcher closely observed Flagship students' weekly performance (presentations of the progress they made in their Master's thesis) and noticed that some of them had made significant progress during a short period of time. By the fourth week, their vocabularies had expanded, pronunciation improved dramatically and their manner of speaking had become much more professional. Among these nine advanced-level Chinese Flagship students, pseudonym Kye was one of the students whose Chinese had the most marked improvement and caught the researcher's attention. He had studied Chinese for three years when he attended the summer program in Qingdao, 2011. Though Kye's Chinese was not very fluent compared with his classmates, he was intensely engaged with his community service project: a movie named *In Qingdao Abroad*. The movie was composed of eight short parts, each of which presents a different view of Qingdao. By the end of the summer, the film was shown at the Flagship Qingdao Center to an audience of over sixty people from different sectors of the Qingdao community. In a short question and answer session, Kye repeatedly mentioned that the whole process of using his Chinese skills to make the film was a great experience, and how enjoyable the process was.

Kye's case, which will be further introduced in the latter chapters, led the researcher to a series of questions. What exactly spurred Kye to invest such a tremendous amount of time and effort into practicing his Chinese? What would he tell people about his experience in the summer program? Will the success of the movie affect his language learning motivation in the future? What kinds of experiences can be implemented into a Chinese language program to enhance students' learning

motivation? Are students at different levels motivated by the same factors?

Based upon all of these questions, the researcher raised assumptions and began the study by observing Chinese language students and classes of different levels at The Ohio State University. Ten classes at different levels were selected to be observed, with each class lasting forty-eight minute. Three classes of Chinese 102 (beginning-level listening and speaking class) were observed. Two of the three Chinese 102 classes were *Act class*, which were conducted only in Chinese and the students were expected to perform the dialogues they had studied. One class was a *Fact class* in which instructors focused on explaining Chinese grammar or vocabulary points in English. The students' grades in an act class depend on their class performance for that day, while their grades for a fact class are based on a quiz they take before the class. Since the act class is conducted in Chinese only and students at this level have very limited knowledge of Chinese language and culture, the whole class is fully designed as a linear arrangement of dialogues, drills, and exercises. It is the instructor's role to lead and stimulate these activities in the class, while students are expected to prepare for these exercises by using audio and interactive DVD materials before class so that they are able to follow along in the class. For intermediate level, one class of Chinese 310 (intermediate-level listening and speaking class, using Chinese film) and two classes of Chinese 311 (intermediate-level reading and writing class) were observed. Chinese 310 is also referred as "movie class" for the reason that students are required to watch a short video clip (selected from a Chinese film) before the class and be able to perform it in

the classroom. Chinese 311 is a reading and writing course in which students use Chinese to ask questions and discuss about the assigned reading materials. Three intermediate to advanced-level classes were observed, two Chinese 694 classes (advanced-level four-skill class, using a Chinese TV series and its original novel *Chuncao*) and one Chinese 770 class (advanced-level Chinese idioms class). *Chuncao* class is named after the learning materials used in this course, a Chinese TV series and its original novel work both named *Chuncao* (*Spring grass*). Four skills were integrated: listening, speaking, reading and writing. The TV series was used for listening and speaking classes, and the novel was used for reading and writing sessions. In the idiom class students were also required to watch and read unedited materials selected from the media, such as short talk shows or newspapers. The adoption of these authentic learning materials was aimed towards preparing students for higher-level communication with native speakers. To identify advanced-level learners' learning motivation, Flagship students' weekly presentations were observed. One thing to be emphasized is that more than half of these advanced CFL learners were not taking regular courses during the summer, nor receiving grades in any form. The only official performance they had was weekly presentations, which took place in a professional setting. The audience of the presentation included each student's private tutor, professionals from their research fields, peers, and members of the public who were permitted to attend.

2.2 Hypotheses

What happens in a beginning-level Chinese classroom is certainly not the same as an advanced-level Chinese class in the sense that students' language capability is different, class activities are not designed in the same way, and the primary driving forces that make students work hard tend to vary. The ways in which students approach learning are many, but more importantly, they are not always motivated by the same reasons at different stages of learning.

Galal Walker (1989) pointed out that there are two types of instruction models should be included into a Chinese curriculum: Learning model instruction (LMI) and Acquisition model instruction (AMI). The initial stages of beginning courses are usually consist of entirely of LMI teaching grammar, vocabulary and cultural mores, while the AMI focuses on teaching students strategies and skills to solve the problems they will encounter during the language learning process. Furthermore, LMI needs to gradually give its place to AMI with the continual upgrading of students' language levels (see Figure 2.1). And eventually, students are expected to be efficient independent learners.
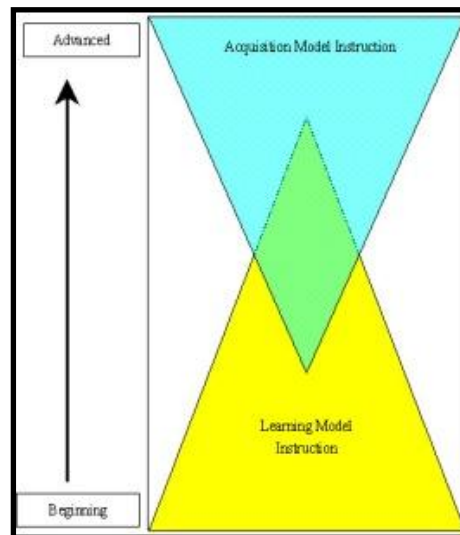
Figure 2.1 Walker (1989): The foreign language learning environment

Walker's two types of instruction are important for us as we consider the

motivation of learning Chinese at different stages. According to him, beginning

students of Chinese have no inventory of cultural knowledge, words, phrases, or even

potential cognates on which to draw for communicative purposes, such an inventory

must be presented, practiced, and refined in a linear arrangement of dialogues, drills,

exercises, simulations and situations that can be followed by the learners. As the

learners accumulate knowledge and skills to the point that they can produce

generalized responses to novel situations, the role of LMI within the curriculum

gradually diminishes in favor of (AMI) acquisition model instruction. This is also the

transition from teaching students language items to imparting the strategies and skills

for them to use the language items. At the beginning level, where the courses are

mostly LMI, students obtain the sense of achievement from learning and using the

target items in a pedagogical setting. However, when a course or self-study is AMI,

the sense of fulfillment mostly comes from successfully applying the learned

strategies to solve problems both inside and outside the classroom. It seems to the

researcher that most of the people have a clear understanding that lower level students are not able to accomplish the tasks designed for students at advanced levels. However, fewer people have realized that AMI has to occur at a certain point in order for students to remain feeling challenged. Also, the higher the level students reach, the more independent and self-motivated they need to be. Students at the beginning level are graded by instructor frequently so that they can know if their performance is better or worse than expected. However, students at advanced level, whose language knowledge is mostly obtained through AMI, no longer consider their classroom grade as the only evaluation of their performance.

Gardner (2006) also examined the different stages of second language acquisition and identified four main stages: elemental, consolidation, conscious expression, and automaticity and thought (see Figure 2.2).
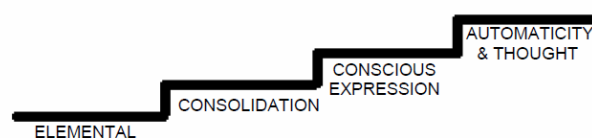
Figure 2.2 Gardner (2006): Stages of Language Acquisition and Development

The elemental stage is about learning the basics of the language, such as pronunciation and grammar; the consolidation stage is where the elements of the language are brought together and some degree of familiarity with the language is achieved; during the conscious expression stage, the individual can use the language but only with a great deal of conscious effort; the fourth stage, automaticity and thought, is to indicate that language and thought are merged and become automatic in most contexts. In other words, the learner no longer thinks about the language, but

thinks *in* the language. Gardner also pointed out that these four stages not only occur in second language learning, but also appear in the development of one's first language. This analysis of learning a second language highlighted what is meant by "learning a language" and emphasized that it has different meanings at different stages of the learning process.

Thus, the researcher hypothesizes that learning motivation needs to be considered under the context of levels. Individual learners aren't necessarily motivated by the same factors, but more importantly, primary motivating factors tend to vary throughout the different stages of language learning.

Second hypothesis is that students who attend the same level class in the same language program will still be very likely motivated by different factors because of their diverse individual experiences. All of the subjects of this study are similar in that they are all currently full-time students at The Ohio State University. However, their backgrounds with regard to Chinese language differ greatly. Some students began learning Chinese in high school because of interest in Chinese achievement culture such as Kungfu; some started in college due to foreign language requirements; others are heritage learners who have been exposed to the Chinese language since they were little. It is clear that the initial reasons these students began learning Chinese differ greatly from one another. However, what about their long-term learning motivations? Are they motivated by the same factors? The researcher assumes that the students who chose to study Chinese out of their own interest or passion for Chinese culture are more easily attracted by the use of authentic materials, such as Chinese novels or

movies. On the other hand, students who take Chinese to fulfill a school requirement would care very much about their grades, at least at the beginning stage of their language learning. All of the heritage subjects mentioned that exploring their cultural roots was a big motivator. Instructors and program designers should always remember these differences among different types of language learners when creating experiences meant to motivate students. Nevertheless, in this study, the common learning motivation shared by students at the same level is the primary focus.

2.3 Methodology

Many studies in the field of language pedagogy have adopted quantitative research as primary methodology, which relies heavily on the collection of numerical data from participant questionnaire that would in turn be used to derive a theory pertaining to the learning phenomena. In contrast, this study aims to obtain an in-depth understanding of Chinese learners' behavior in order to create learning experiences that increase and enhance students' long-term motivations to learn Chinese. Therefore, a qualitative approach is adopted in this study.

The data for this study were collected in the United States and China.[3] A total of eighty-seven Chinese language students, all full-time students at The Ohio State University, signed the consent form to participate. The data collection consists of two steps: performance observation and follow-up one-on-one interview right after the

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[3] IRB Protocol number: 2012E007

observed classes. In addition, a survey with sixteen open-ended questions was administered to advanced-level Chinese Flagship students to further identify the most instrumental factors in motivating these learners throughout the summer program. The survey as well as the follow-up interview was designed so as to encourage students to discuss their learning experiences, both academically and personally. Through observing students' learning behavior in the class, and analyzing their responses in the interview and survey, some archetypical behaviors of motivated Chinese learners were identified.

2.3.1 Class observation

All the performance observation was conducted with as little disturbance as possible. For the classes given at OSU, the researcher sat at the corner of the classroom and took notes of the learning environment, teacher's instructions and students' learning behaviors. In the Qingdao summer program, the researcher attended the weekly presentations, took notes of learners' behaviors and interacted with the nine subjects as a regular member of the audience.

The purpose of observing instructional units was to identify how the purposefully designed instructional setting and activities influence students' learning motivation, such as classroom setting, teaching methods, props, instructional expressions, interaction between teacher and students, interaction among students. The researcher was familiar with all of these courses and had previously taught some of them. She talked to the instructor before the class observation and familiarized

herself with all the focal points of learning. Therefore, she could concentrate on observing students' behaviors in the class, such as students' facial expression, verbal reaction and body language. The following aspects were closely examined by analyzing the discourse within an instructional unit. First, are these students willing to perform, engage and practice under the pedagogical settings? Second, we already discussed that students at different levels are very likely not motivated by the same or similar factors. How is that reflected in the classes? For example, how do students react to instructor's feedback? Do students at different levels handle a negative feedback in the same way? Third, not each individual is motivated by identical factors. Then which detailed features can help instructors to identify students' unique characteristics? Lastly, what kind of experiences have students had from each class? Does it actually help to increase students' motivation in learning Chinese or on the opposite?

2.3.2 One-on-one interviews

Sixteen follow-up one-on-one interviews were conducted right after the observed class to help further understand and analyze what happened during the class.[4] For example, if the student made a mistake and the instructor did not give him a second chance while asking other students to correct him, during the interview, the researcher would ask the student how that strategy made him/her feel as well as what type of strategy they personally prefer. Or, if a student showed a very high willingness to engage in class activities, the researcher would ask him questions about what his

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[4] See Appendix B for interview questions.

favorite section of the class was and how he prepared.

The interview with Flagship students happened both before and after their presentation, and the questions were mostly related to the performance environment and preparation: Were they concerned about their classmates' performance? Did the audience's reaction affect their performance? Were they motivated by the fact most of their presentation audience were native Chinese speakers?

The main purpose of the one-on-one interview was to help the researcher better understand learners' behaviors from their own perspectives. Most of the assumptions raised from observing the classes were confirmed in the interview. However, there were some exceptional cases. For example, by observing Flagship students' weekly presentations, the researcher hypothesized that their tutor's attendance would have an influence of their performance that day. However, only one of nine students confirmed this hypothesis in the interview. Students' answers could be subjective sometimes. Researcher needed to analyze the class situations, students' initial and long-term reaction as well as their answers given in the interview before reaching any conclusion.

2.3.3 A survey among advanced CFL learners

A survey with sixteen open-ended questions[5] was conducted with Chinese Flagship students to further understand which factors were motivating these advanced CFL learners in an untraditional summer program, and help to answer one fundamental question of this study: what learning experiences can be created to

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[5] See Appendix A for survey question.

enhance students' motivation to learn Chinese?

There is no quiz or no traditional form of exam for assessment during the nine weeks. However, based on the researcher's observation, using the method of adopting a weekly presentation to evaluate and trace each student's progress has proven to be an effective and efficient way to encourage learners to participate in new experiences. With this method, students did not need to be worried about making mistakes, which could directly affect their score in a traditional grading system. Learners have to encounter committing language errors and dealing with communicative failures on a daily basis, especially for those who are newly exposed to a second language learning environment. The weekly presentation system functions as a progressive evaluation, which is oriented toward the students' subsequent performances to increase in quality, to promote a sense of achievement rather than pure failure.

Concurrently, an experience with a high sense of agency is created by a community service project emphasizing the student's ability to identify, communicate and promote their idea in a cross-cultural setting. An additional point of importance is that students are not expected to fulfill the community project requirement successfully at the very beginning. Instead, they will have to negotiate with the local Chinese people and adjust their ideas based on the expectations of the local community. Students themselves are in charge of making each decision, adjustment and sometimes compromise. As students increasingly encounter communicative difficulties, the more opportunities they have to consider the problems from the Chinese people's perspective.

The survey was originally designed to find out what students think of the above two important features of the program: weekly presentation and community project. In addition, there were questions addressing their extracurricular activities, which unexpectedly led the researcher to the idea of creating motivating experiences.

2.4 Subjects

2.4.1 Chinese language students at OSU

Aside from the Flagship students who attended the Qingdao summer program in the year 2011, seventy-eight students at the Ohio State University participated in this study. All of them were full-time enrolled college students in various majors. Ninety percent of them were undergraduate students, while the rest were graduate students. About fifteen percent of these participates were heritage Chinese language learners.

All the students entering Ohio State are required to take a foreign language placement test. Those who have no experience in learning a foreign language are required to complete two years of a foreign language. There are more than thirty foreign languages being taught at Ohio State. These students, except for the few who majored in Chinese, chose to take Chinese as their foreign language as an elective.

These students were told before the class that their class performance would be observed for research purpose and they could refuse to participate it if they had any hesitation about it. By the end of the class, students were given a consent form with the basic information of this study. By signing the form, they agreed to let the

researcher use their class learning behaviors as research data for this study and participate in a short one-on-one interview with the researcher to discuss about their class performance. The researcher had personally taught some of the participants, thus was relatively familiar with these students' learning backgrounds and personalities. This greatly helped the researcher to better understand some of their learning behaviors, such as risk-taking or hesitation in answering questions. However, the author chose both students she knew and did not know to conduct one-on-one interview with, depending on their class performance.

2.4.2 Chinese Flagship students at OSU

As mentioned above, Chinese Flagship students' performance during the Qingdao summer program in 2011 was used to examine the factors motivating advanced-level Chinese learners. These nine advanced-level Chinese learners had three to eleven years' experience learning Chinese. All of them are enrolled as full-time Master's degree students at The Ohio State University (Chinese Flagship Program), concentrating on Chinese language.

However, their backgrounds in learning Chinese are not identical. Some of them began learning Chinese by taking classes in high school in the United States, and others started learning while they were working in China. Before attending the summer program in Qingdao, they had all received one year of concentrated training in Chinese language and culture at the Ohio State University. Previous courses studied by the participants included Chinese Mass Media, International Relations &

Professional Networking, Language in China, etc. In addition, each student will be required to compose a Master's thesis in Chinese before graduation. The thesis is usually a combination of their personal interest, domain knowledge, as well as observations of Chinese culture.

Each student attending the summer program had a unique domain of interest and was responsible for determining their thesis topic and developing a generalized plan of research during the nine weeks. Four of the nine students received academic credit for attending the summer program; the others did not. One of these four students reported in his survey response that "enrolling in the school and receiving credits is nothing but a formality which does not really affect his performance."

Each of them was assigned an individual mentor who was a working professional in a field related to the student's research. Students were required to meet with their mentors two hours every day to discuss and collaborate on their domain specific research assignment. Meanwhile, there was a daily advanced-level Chinese grammar course provided by the program, which was optional for students not receiving credit for the summer program. Lastly, each student was expected to design, initiate and conduct a community service project. After the summer program, each of these nine students was assigned to work as an intern in a Chinese company for one year and take regular courses in their domain in a Chinese university before they could graduate from the Flagship program. A further discussion about motivation to learn Chinese under a working context will be conducted with these Flagship students in the near future.

CHAPTER THREE: THE MOTIVATION TO LEARN CHINESE AT VARIOUS LEVELS

3.1 Class learning motivation – Beginning level

In addition to time spent in class, a few of students at the beginning level have chances to use their language skills outside of the classroom by practicing what they have studied with their language partners, participating in Chinese events, or (for heritage learners) speaking Chinese with family or friends. The time they spend studying Chinese after class is aimed at completing class activities and exercises. At this point, classroom experience counts as a very big portion of their language learning. During the class observation performance of both instructors and students were examined, but in this chapter the discussion will be mainly focused on learners' behaviors and perspectives. Students' performance, participation and practice in the classroom, which are highly related to learning motivation, were observed.

In an Act class, the first thing students need to do is to perform. They are usually asked to stand in the front of the classroom and perform a contextualized dialogue they have previously prepared. The context here consists of five elements: time, place, roles, audience, and scripts; these are all familiar to the students who have prepared.

They are supposed to have read the dialogue from their textbook and have a further understanding of the roles through thorough coaching by means of the audio materials. A well-prepared student can memorize the dialogue and speak it fluently with few pronunciation mistakes, understanding the context for the setting and able to act out the role. To be a good actor requires not only a good recollection of the script, but also a good understanding of the story. To attain a good performance in the class, students will need to spend more time on memorizing the scripts so that they will be able to pay better attention to their performance when acting out the dialogue. They will also need to understand why the characters are saying those words so that they can use their bodies and gestures appropriately.

Obviously, students need motivation to do so. Based on the interviews with the students who had good acting skills in the class, it was determined that these students have an interest in understanding the background of the performed dialogues. Furthermore, they seem to have a good understanding for why they are required to perform! One student mentioned in the interview that from his experience, if he is able to perform the dialogue as though it were real before the class, the sequence of body movements and gestures remind him of his lines when he is performing on the stage. Another student pointed out that she believes she will encounter similar situations to those in the dialogues if she goes to China some day, and she wants to be able to react as though she were a native speaker. These two students are not necessarily familiar with performance-based pedagogy; however, their learning experiences and the goals they set for themselves have motivated them to put forth

more effort when performing the dialogues.

More importantly, based on classroom observation, students are often highly motivated during class if they are able to produce a good performance before instruction. They left the stage with a confident smile knowing they have received a good grade for their work, and that what they had prepared before the class was successfully presented. The sense of achievement students feel when they perform accurately and fluently made students believe they are capable of doing this and that what they have learned is useful. Thus, they have shown more positive emotion in learning new knowledge. However, it is important for the instructors to realize that simply praising students and making them feel happy for a short period is different from motivating students by seeing their efforts and leading them into a higher-level performance. In other words, it is much easier to have "happy" students than motivated ones. Students themselves have to make adequate efforts to obtain the sense of achievement, therefore be motivated.

On the other hand, students who failed to deliver a good dialogue performance reacted in two different ways: those who were motivated and those who were dejected. After being disappointed about their unsuccessful performance, some of the students quickly recovered and showed extraordinary attention to other students' performances and correction. They repeated each sentence on their own when teacher was correcting other students, and sometimes volunteered to do the dialogue again if the chance was offered. They showed a strong will to learn and to do it better. Again, however, each individual learns differently. Some of the students who did not do very

well in the dialogue part continued to be frustrated during the whole class. They showed little interest in correcting their pronunciation when the teacher was doing a chorus correction, and they showed little interest in trying the dialogue again. It was obvious that the poor dialogue execution had affected their emotions during the class period. However, it does not mean that these students with poor performance are totally lack of motivation to learn. In fact, some of the students who are good at dealing with stress and failures could come back to the classroom next day with a even higher motivation to perform better. In the next chapter, there will be a further discussion about what teachers can do to motivate different types of learners.

Despite much talk of taking the learning outside of the classroom, higher education still relies largely on the classroom-based instruction, even if the "classroom" may include a student's dorm room. Based on our expanding but still limited knowledge about the human brain, the best way to learn does not have to happen in a classroom. Actually, people sometimes learn much faster and more effectively through concrete experiences and high participation. 21st Century learners are different from their parents' and grandparents' generations because they grew up with access to many different types of knowledge: books, television, plentiful educational activities and the Internet. They are used to being highly involved in the learning process and learn things through hands on practice. In the beginning-level Chinese classes being observed, students' classroom participation score was reflected in three ways: being ready to answer questions at any time, asking questions during class, and paying adequate attention to classmates' questions and answers. An

experienced language teacher does not always call student's names in the same order, so no student should feel as though they can rest for the remainder of the class after answering a question. However, to encourage students to fully participate in this high-stress environment while their language capabilities are under a certain level requires more skill. Feeling as though they are being engaged is a big motivation for students to learn, especially when a successful engagement occurs. What is a successful engagement? It takes place when students answer a challenging question correctly, receive a satisfying answer to their questions, or have learned from their own or their classmates' mistakes. Based on the observation of learners' behaviors, after an effective engagement, students will most likely be more willing to answer and ask questions in order to repeat the sense of achievement. They usually look at the teacher, nod their head, and repeat the instructor's words when they feel engaged with the class activities and are motivated to learn. In a fact class where students are supposed to ask a lot of questions and communicate with the instructor in their native language, the effectual engagement in the classroom was even more obvious.

According to Gardner (2001), motivated students enjoy the activity of striving for the goal. They gain a sense of accomplishment through effective practices. Throughout the observation, two types of class activities served this function: pronunciation correction and drilling exercises. Most students at this level are still struggling with pronunciation, especially tones in Chinese. After performing the dialogue, the instructor either corrected each student's pronunciation individually or they did a chorus correction, which means asking all the students to produce the

correct utterance together. Whichever way the corrections were presented, students were exposed to the right pronunciation several times before asked to pronounce the word or phrase again. The second utterance they produced was usually better than their first. Even though this obvious improvement could be a result of short-term memory (which does not necessarily mean that students will be able to pronounce the word correctly the next time), it is still a big encouragement for the students to see what they are capable of achieving through practice and they will be more willing to practice more after class. For drilling exercises, the practice focuses on encouraging students to apply what they have learned into other contexts. The one-on-one interviews have shown that those well-prepared students who actively raised their hands to answer questions and eagerly participated in the drilling exercises appreciated this practice for two reasons; if they were able to produce the sentences completely and correctly, it proved that they have a good command of what they have learned. They also believe that if they can utilize the newly learned vocabularies and sentence patterns in a new context, they will be able to know when and how to use it in a real life situation. What they mentioned can be only partially true. The point clearly made by the student's behaviors is that students are motivated by these two kinds of practicing exercises.

Last but not least, all of the students who participated in the follow-up interview agreed that their grade played an important role in motivating them, not only because they need a good grade on their transcript, but also because it is a record of their efforts as well. These beginning level students receive a daily grade based on their

class performance, and their daily grade is essentially a big part of their final score in the course. Interestingly, the role in motivating students a grading system plays varies dramatically at different levels, which will be further explained.

3.2 Express ideas – Beginning to intermediate level

In Gardner (2006), he identified the second stage of foreign language acquisition as Consolidation, where the elements of the language are brought together and some degree of familiarity with the language is achieved. Chinese learners at this level are able to handle a limited number of expressive and communicative tasks such as introducing themselves, discussing their personal interests and daily experiences, making purchases, or initiating a conversation by asking appropriate questions. Even though their responses are often filled with hesitancy and inaccuracies, they have an obvious intent of combining what they have learned to express a certain idea. In the case of their reading ability, they are able to understand short and non-complex texts in Chinese characters. The text usually deals with basic personal and social topics that students can relate with.

There are two main findings about students' motivation for learning at the intermediate level. First, as mentioned above, they show a strong desire to express their ideas in Chinese which requires them to speak complete sentences with correct structure, use words and phrases they have newly and previously learned, and have a good understanding of the topic. Second, students combine their experience of

studying and using Chinese with class activities. They actively testify what they have learned to engage into the new class activities. When these two attempts were successfully fulfilled, a greater interest in participating, performing and practicing was obtained.

Similar to what was discussed about beginning level students' dialogue performance, a well-prepared student of Chinese 310 is expected to not only memorize the scripts but also be able to act out the role! A successful performance motivates these intermediate learners as much as it does for the beginning level students, if not more. These students have richer experiences of using Chinese language and communicating with native Chinese speakers than beginning-level students. Those concrete experiences of real life performance are an important step for them to develop hypothesis for further learning. As a result, in an intermediate-level classroom it is noticeable that these students have usually combined what they already knew with what they were actively learning. For example, they frequently asked questions such as "Can I also say it in this way…?" or "Does this word have a similar meaning/usage as…?" When their assumptions were confirmed by the instructor, they showed more willingness to participate by asking more questions and trying to use more linguistic variations. Some of the students who had visited China enjoyed relating what they had learned and seen in China with what they were learning in the classroom. For example, when the instructor talked about *Hangzhou*, a city in China, those students who had been there immediately became excited and started talking about what they knew about that place, such as the weather, food and the local people.

At that moment, students felt they actually had a need of their Chinese skills to express an idea, which is totally different from being asked to use Chinese purely as a class activity. People always learn what they feel they need to learn much faster than what they are told to learn.

Even though the sentences students produced in the class were not always correct or complete, their desire for doing so was distinct from the beginning level students. Instructors need to see, to utilize, and to encourage their intention of expressing ideas, which will be specifically discussed in the next chapter. Based on classroom observation, it was also found that when trying to produce a complete and complex sentence, the students were usually excited and nervous. After they completed the sentence, they would wait to see the instructor's reaction. If the instructor did not give positive feedback immediately, the student would automatically realize there was something wrong with the sentence, and they would try to do self-correction. Sometimes they could successfully correct themselves while most of the time the instructor would need to give the right sentence for them to correct and practice. Whether the students produced the sentence correctly or not, they were especially concentrated when the right sentence was given by the instructor, and they would repeat the sentence several times by themselves. Students pointed out in the interview that being allowed to be creative has a positive effect on motivating them to engage themselves in the class activities. However, it is crucial for instructors to realize the fact that creativity, as well as learning motivation, has to be based on a good amount of effective practices and great learning experiences.

3.3 Interaction with natives - Intermediate to advanced level

Students at an intermediate to advanced level can generally handle a substantial number of tasks in uncomplicated communicative and social situations. They are capable of producing complete and correct sentences to express their feelings, needs and opinions. When the topic is familiar to them, they can also ask a variety of questions about abstract concepts such as people's personalities or cultural values. However, they still lack the capability to sustain their performance and use communicative strategies, such as turn-taking or circumlocution. Students at this level are supposed to be able to immerse themselves in a Chinese community, such as a language club. Also, they need to be adequately exposed to authentic learning materials for both reading and writing tasks to develop a sense of formal Chinese and idiomatic usages.

As we discussed in the first chapter, time is a crucial issue in the learning of Chinese. Forty-eight minutes of classroom instruction every day is not enough time for students to improve their language proficiency efficiently. Preparing them for after-class community and interpersonal relationship with native speakers is just as important as teaching language facts in the classroom. By the same token, students at this level are highly motivated by materials and activities geared toward that purpose because interacting with native speakers and building up a relationship utilizing their language skills gives students a sense of achievement and progress in their learning. This point was proven by students' behaviors in the classroom; every time a teacher said something such as "This expression is frequently used by native speakers" or

"Young people nowadays would prefer to say it in this way", students immediately raised their head, listened closely and took notes of the phrases or expressions. They also often asked questions such as "What does this word mean in this context? Can I use it in an informal/formal situation?" or "My friends told me…is that true?" All of these behaviors showed that they had a clear intention of interacting with native speakers when they were learning the language. When their intention was detected and emphasized, their attention and motivation for learning was notably aroused.

In addition, students at this level encounter many words that they know the literal meaning of, but not the metaphorical meaning, especially with Chinese idioms. For example, a Chinese idiom *yi jin huan xiang* 衣锦还乡 was taught in the *Chuncao* class. Students had a good understanding of each character and its literal meaning: wearing nice clothes and going back to hometown. What they did not understand was why the two characters in the movie were extremely excited about wearing some nice clothes and going back to their hometown. The instructor did not give them the answer directly. Students started guessing; maybe they hadn't visit home for a long time, or maybe people in their hometown could not afford such nice clothes. The instructor suggested that they should think about how these two characters were when they left home. One student quickly got the point: *yi jin huan xiang* has the implication that those people used to live in poverty, and now they are going home proudly with a better life. This is exactly the metaphorical meaning of the idiom! The process of hypothesizing motivated students to think and to compete. The student who guessed it right gained confidence. The students who did not answer correctly this

time were motivated to try harder with the next question. Creating a hypothesizing experience (with a sense of competition) helps to enhance the students' understanding of how to learn Chinese, which at this point takes place both inside and outside the classroom.

3.4 Achieve goals with language skills – Advanced level

3.4.1 Findings of the survey

As mentioned in the last chapter, the data of advanced learners was separately collected from the summer program in Qingdao, China. Performance observations and one-on-one interviews were still the main methods used. In addition, a survey was conducted to further understand the progressive performance system and the experience of a high sense of agency. What other motivating factors are influencing these advanced Chinese learners to devote so much effort?

According to the results of the survey and interviews, it is clearly shown that grade is not a determining factor to motivated learners at an advanced level. Students at the beginning level may or may not realize that the end user of their language skills is neither the teacher in the classroom nor the test evaluator, but native speakers (though the beginning learners should be reminded of this long term goal once in a while). Advanced Chinese learners who have richly experienced interacting with native speakers realize that a good grade is not equivalent to their actual language ability. Three of the nine students discussed in the questionnaire that their short term

goal is related to a good test score and graduating on time, while all of the nine

students agreed that interacting with native speakers is a major factor motivating them

to put forth greater effort towards increasing language proficiency and cultural

knowledge (see Figure 2.3).

Another motivating factor mentioned by all of the students is professionally

oriented activities. Most of the students believe that functioning in a Chinese

professional working environment is a momentous challenge but an eventual goal.

Since all of them were considered as "young professionals" throughout the duration of

the summer program, the second language-learning environment was designed under

a professional context. Students were required to deliver oral presentations to the

public once a week regarding their proposed research topic. These students had

already developed some expertise in their own field before attending the Qingdao

summer program. However, this was the first time for most of the learners to

intensively communicate with their tutors, organize their ideas, structure their

presentations and deliver them professionally. This happened once a week. The topics

of their studies varied greatly from each other, including Chinese farmer's land rights,

Chinese minority music and the application of Chinese philosophy in Sino-Japan

relations. Some students chose their topic with the guidance of their tutor, while

others chose their topic on their own. An impressive finding is that most of the

students considered their future career when choosing their research topic. At the time,

these students were preparing for a one-year internship in an institution related to their

domain directly after the summer program. For these advanced Chinese learners who

are generally clear about their goals, professionally oriented activities and

domain-related development in the target language are regarded as effective

motivators.
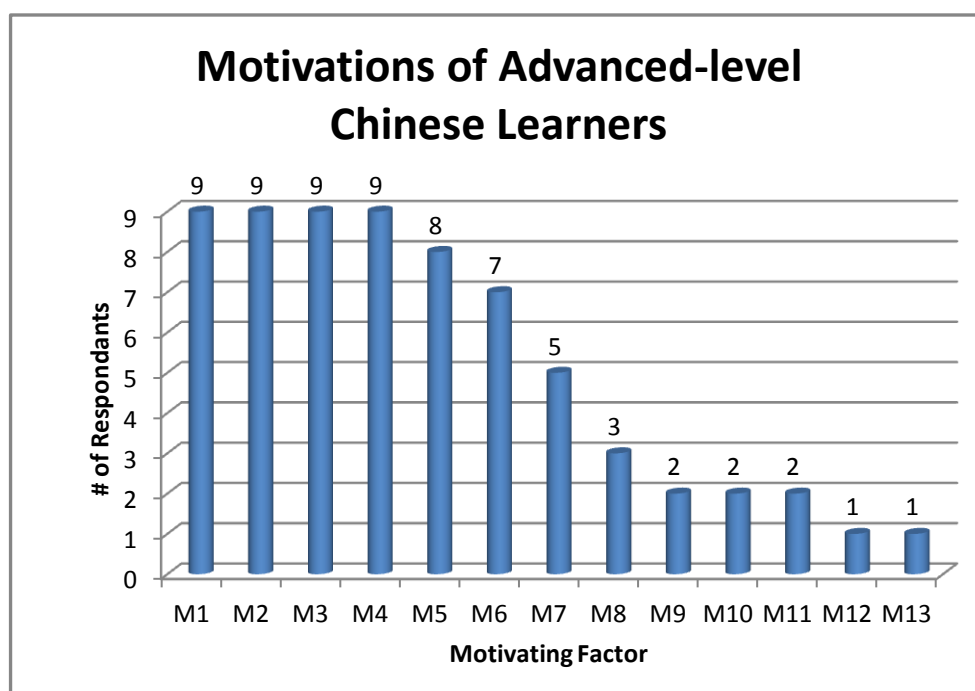
M1	Function in Chinese in a professional working environment
M2	Expertise in Chinese in some domain
M3	Interacting with native speakers
M4	Interacting with authentic reading materials
M5	Personal interest
M6	Competition among peers
M7	Better understanding of the culture
M8	Family
M9	Performance in front of an audience
M10	HSK scores
M11	Master's degree
M12	Personal relationship
M13	Living in China for a long term

Figure 3.1 Results of the survey: Motivations of advanced-level Chinese learners

At this stage, students begin to realize what they know and what they do not

know. It is also the stage that students demonstrate an eagerness to obtain information

from the Internet, TV, newspapers, articles, books or daily conversations. This helps

to explain the students' unanimous agreement that interacting with authentic materials motivates them to further their language learning. Reading a journal in Chinese related to personal domain knowledge is a practical skill-using and skill-acquiring task, which students must do each day. Similar to interacting with native speakers, if a student desires to learn more about Chinese language or culture, interacting with authentic materials is essential. One student revealed in the interview that he now focuses more on the meaning than language when reading the material within his research domain, such as academic articles or newspapers. Reading and understanding articles quickly is a challenge for him even though he learned most of the vocabulary related to the specific topic, and this motivates him to read more and build a better vocabulary.

An additional primary motivating factor cited by most of the subjects is competition among peers. Seven of the nine students admit that their performance of the weekly presentation can be affected by their classmates' performance. Some students stated that they constantly measure themselves in comparison to other classmates, and that encourages them to study harder. It is pertinent to remember that both winning a competition and losing a competition can motivate different types of learners. Some learners will actually be more motivated by losing a competition than winning one. For these learners, giving adequate challenges at different states is of the upmost importance.

Students at this level are highly exposed to various discourses of Chinese culture including achievement culture, hidden culture and sometimes even suppressed culture.

They possess a greater variety of access to Chinese culture than beginner students. Students at the beginning level generally sit in the classroom and study the cultural notes selected by pedagogical materials or instructors. For the students enrolled in the Qingdao program, they are no longer satisfied with being told what culture is. Instead, they go out and discover it by themselves. A number of sensitive learners quickly obtain a keen understanding of cultural issues. The differences or similarities this type of learners discover between their own and the target culture fascinated them and caused them to further pursue and contemplate the fundamental role culture plays in language learning. Additional motivating factors mentioned in the students' responses to the questionnaire include the following: family, relationships, planning to live in China long term, language test scores and graduating on time. All of these short or long term goals echo the same message again: motivation can be very personal whether it is through intrinsic motivation or extrinsic motivation. The same factor that motivates one student might not have any effect on another student. This last aforementioned point is also the reason why the author wants to emphasize the "learning experience", which will be further discussed in the next chapter.

3.4.2 Features of motivated advanced Chinese learners

Based on our definition of motivation, we should be able to tell if students are truly motivated by how they perform tasks and how they act. Even though every student expressed that their career-oriented goal is a big motivation for them to study with dedication, we still cannot jump to the conclusion that these students are

motivated learners. Why? Action speaks louder than words.

Students who treated their weekly presentation as serious professional training, not just a homework assignment, were improving their speech giving ability at a much more rapid pace than those who just wanted to get the task done. Motivated learners were usually active (even passionate if they were well-prepared that day) to talk about what they had learned during the past week. They were nervous but also excited to share their knowledge and convey their ideas. The question and answer session, held after each presentation, was extremely beneficial in observing the learner's motivation. This section was designed for students to communicate and debate with the audience members. The audience members are composed of professors in a related research field, people working in the same area of interest, the students' tutors, friends or strangers. Not each student handled this part identically; some enjoyed it and were comfortable with it, while others treated it as the most difficult segment of the experience. There were certain individuals whom openly crossed their fingers each time in hopes to avoid questions. This section made a clear distinction between motivated and less motivated learners. Students who welcomed the questions and debate were generally the ones who truly thought of their performance as one under a professional context. Challenge and disagreement will be something unavoidable in their future careers and those motivated learners regarded it as a precious opportunity to practice responding in this type of situation. Students not desiring to receive any questions were potentially less prepared or less motivated. At the very least their actions displayed that they were less willing to put forth the effort necessary into

training themselves as professionals.

It is believed by some studies that motivated learners can handle stress and difficulties better. The author wants to make it clear that it does not mean motivated learners cannot feel pain during the learning process. Being asked tough questions, challenged by professionals, sometimes even criticized on the spot is not something people naturally enjoy. The results of this study showed that it is uncommon for motivated learners to enjoy every aspect of the learning process. However, it seemed that students with a clear goal tended to understand the rationale of the performance better. They treated the Q&A session as an efficient way to train themselves much as an athlete endures exertion and pain to improve their physical performances. Therefore, they were willing to overcome the necessary stress in order to reach their goal.

An additional finding is that motivated learners are those who apply their language skills towards other personal interests. One of the subjects, Kye, and I had an informative follow-up interview. Kye's case is a clear illustration of this finding. Kye studied Chinese for three years before attending the summer program. In comparison with his classmates, Kye's Chinese learning experience was relatively short. In the term of language proficiency, Kye was not the best in his class. However, it was quickly noticed by his classmates as well as his instructors that his Chinese, especially tones and vocabulary, improved at a remarkably fast rate during the summer. What did he do besides attending grammar class every day, giving a presentation once a week and participating in community service events like every

other student? By the end of the summer, the answer was literally "shown". During the nine weeks, Kye spent almost all of his spare time on making short movies in Chinese! The theme of the movies was "Chinese people in American's Eyes". To make these movies, Kye had no option except to interact with the Chinese community and deal with Chinese people in the way they prefer. He continually discussed his project with native speakers and asked all of his Chinese friends for help. He went up to a group of complete strangers, who were dancing in a park, and eventually convinced them to let him dance with them. He worked closely with a Chinese instructor to translate the movie scripts into Chinese and was purposeful in paying attention to cultural codes and possible misinterpretations. What made him do all of those things on his own which would usually require the coaxing of a teacher? The answer is simple. For Kye, he was doing something he absolutely loved: making movies, and, as he emphasized by him, making movies in Chinese! This strong connection between using language skills and achieving personal interest is exciting. Kye had accomplished so many language learning "tasks" without any obligatory requirement. The learning process was extremely efficient and pleasing as he was able to apply his language skills into what he enjoys doing. The happiness of learning a language comes from the actual use of it. And most importantly, the experience of doing all of these things will be a life-long memory with a sense of achievement, encouraging students to be motivated in the long term.

In conclusion, these advanced-level learners already are or most likely will become professional players in the global field. They are no longer satisfied with

learning grammar or cultural notes in the classroom. They need to go outside of the classroom and create new chances to learn. They also need to use their language skills to learn, to think and to achieve their personal or career goals, which distinguish their motivation for learning from beginning and intermediate-level learners'.

All the findings in this chapter are the base for the researcher to discuss about what learning experiences can be created to enhance students' learning motivation. For example, since beginning-level students spend most of their language learning hours to prepare for the class activities, the motivating experiences designed for this level should focus on what happens in the classroom. Meanwhile, for advanced-level students who aim at working with Chinese as a professional, the experiences designed to motivate them have to offer opportunities for them to interact with Chinese native speakers outside the classroom.

CHAPTER FOUR: ENHANCING THE MOTIVATING EXPERIENCES OF LEARNERS OF CHINESE AT VARIOUS LEVELS

During the follow-up interviews with the Chinese Flagship students who had attended the summer program in Qingdao, few of them mentioned the details of the Chinese grammar or vocabulary they had learned during the summer. Instead, all of them enthusiastically talked about how they had used the language skills they had developed during the nine-week program, such as developing new vocabulary while reading a Chinese novel and actually using the terms with a Kung Fu master, organizing a large group of American and Chinese people to clean a local beach, , playing Chinese instruments with friends who shared the same interest, or "dancing" with local Qingdao people and making the dance part of a movie. No two students had the same experience even though they all attended the same program. However, the experiences they gained represent an existing but previously unarticulated outcome of a successful language program. To reiterate, the ultimate success of a language program is the long-term motivation of learners who have language skills and also know how to learn.

The findings about learners' motivation discussed in the last chapter as well as the recognition of experiences as a distinct offering provide the key to future program design. This chapter focuses on discussing which motivating experiences can be created at the various levels of both domestic and overseas Chinese language programs.

4.1 Acting experience- Contextual performance

As discussed in the last chapter, students at different levels all show an interest in learning through performing. A good performance helps students to construct the memory of doing things in Chinese language as well as motivating them to engage into the learning activities. To create a memorable acting experience, four crucial elements are being emphasized: stage, roles script and audience.

4.1.1 Stage (time/space/props)

When the teachers are the center of the classroom, the whole classroom experience was a teaching and coaching performance. However, numerous studies and experiments have shown it to be a less effective way of learning a second language. Students being trained with that approach fail to fully utilize the target language and lack a significant portion of the enjoyment of learning it.

The center of the stage has changed. Students are now taking the role of classroom performers. However, instructors preparing a well-designed stage setting have obvious effects for facilitating performances and inspiring students. For example,

if the focal learning point of a lesson is small talk with a fellow traveler on a train in China, the instructor could simply ask the students to recite the dialogues in their own seats one after another until everyone becomes relatively fluent. Or, the instructor could move two chairs next to each other setting in front of the classroom, put a sign on the blackboard indicating "Next stop: Beijing," and play background noise of people's talking in Chinese at a low volume. They can then ask students to come to the front and act. Many new technologies have been used to create learning environments in which students can transfer their textbook-based knowledge to non-school settings, such as a virtual train station or a company office in China. An important reason to use technology to create such a stage in a Chinese class is to provide opportunities to bring real world conversation into the curriculum.

Although it is not possible to replicate a China scene in a classroom, a sense of reality is important for a well-designed stage. It makes the acting more natural. More importantly, the memories students construct in a language class prepare them for future performances in the target culture and increases the possibility of recognizing behavioral culture. Well-designed stages that present salient elements that evoke in-China scenes motivate students to act as though in real life. The more natural and rich the acting experiences are the more usable and reachable the memories are.

The richness of the experience can also be enhanced by engaging the five senses: sight, hearing, touch, smell, and taste. Due to the limitations of a regular language class in a classroom setting, some of the senses are harder to integrate into a performance than others. For example, imagine the focal learning scene happens in a

restaurant, and the two speakers are waiting at the door to be seated while talking to each other. It is not easy to provide the smell of the restaurant, and while visual aids such as pictures of a Chinese restaurant can be provided, they simply remind the students of the context. For American students who do not have too much exposure to Chinese cultures, the classroom acting experiences that have a well-designed contextual setting provides them with a concrete experience that they can use to reach a higher level of reflective behavior.

4.1.2 Roles

Many Chinese learning materials directly or implicitly mention that discussing people's ages or salaries is quite appropriate in Chinese culture. However, does this mean our students should always expect or be encouraged to initiate such a topic when they have a conversation with Chinese speakers? Not necessarily. People talk about certain topics in specific ways with people with whom they have particular relationships. The role they play includes a lot of information that will affect what they say and how they say it. For example, a conversation about income could happen very naturally between two Chinese people from a specified place who know each other well, but in some areas of China it is no longer an appropriate cultural behavior to initiate a conversation about personal financial information with co-workers or new friends. To understand the role means more than merely knowing the title of it; it also means understanding the relationship between the roles as well. And this relationship has to be made clear before the students go perform onstage.

Another decision teachers need to make is which roles to assign the students to play. Based on classroom observation and follow-up interviews with the students, it is clear that students act much more naturally when they play roles closer to their own identity: the same gender, similar age, or a role as a student or intern. It is true that most of the Chinese learners will be regarded as foreign language students or interns when they first go China. However, is that role their eventual or inevitable goal? If not, how can we use classroom acting to prepare them for their other roles? Students who intend to go to China and work there showed a high level of interest in acting in a Chinese business context. On one hand, students should play themselves as much as possible, so teachers should not be assigning them roles with the wrong gender; on the other hand, the roles students play should not be limited to that of foreign students or interns. Some of the students have had a very clear professional goal since beginning their first Chinese class, such as doing business with Chinese companies or being a professional interpreter. Acting in these roles or in related contexts helps them to understand the field and provides them a sense of reaching their goals.

4.1.3 Script

Students functioning at higher levels have a strong desire to test what they have learned. Thus, they will actively use some words and phrases that are not in the performance scripts. However, beginning-level students are not able to do that. Instead, they stick to the prescribed scripts as strictly as possible to make sure they do not make mistakes.

The script is important. Students follow each line of it and actually act on it. There are many pedagogical materials focused on composing scripts based around the grammatical points being introduced. For example, imagine that the focal learning point of the day is to introduce students to expressing past events. All the dialogues the students read and learn are based on a discussion about something that happened last month. The conversation does not sound natural in the sense that native speakers would create and participate in it. Such a pedagogical intention produces a script that is written with the primary intention of introducing and repeating expressions of past events or states. We should always remember that the memories students construct in a language classroom need to be usable when they are interacting with native speakers outside of the classroom. As such, sacrificing the authenticity of the script to introduce a grammatical point is not the most efficient way to teach a language. A good script has to be ready for learning, and ready to be acted upon. Before students spend a tremendous amount of time on learning and memorizing the script, teachers should act it out first to see if the lines are natural and thus worthwhile to learn.

Traditionally, scripts play the central role in the whole learning process. Students spend most of their time understanding and memorizing the scripts' lines. Their job was done as long as they could recite the script fluently. Acting out the characters' roles requires more than that. To play the role as though it is a likely occurring event, memorizing the scripts is just the first step. It is not until students are able to recognize the context of the scripts and utilize the scripts for a communicative purpose that their learning is effective.

4.1.4 Audience

The audience is the group who is not acting but still highly involved with the show. In a language classroom, the instructor and students who are sitting off-stage watch their classmates' performance play the role of audience. They interact with the "performers" by correcting their errors, learning from their errors, and being encouraged or discouraged to give their own performance. Instructors should observe closely and utilize the interaction between the students performing onstage and the students sitting in the audience. Some of the students appreciate correction from the students sitting off-stage while others might find it extremely embarrassing. Some of the "audience" will be highly motivated by a good performance and unable to wait to try it themselves, while others will become even more nervous after they see their classmates' performances. Therefore, students should not always act in the same order. The students who act at the end of class one day should be among the first ones to act on the next day's class. Random ordering helps to engage students in each performance and helps prevent them from feeling too bored or too anxious.

In an individualized class, the instructor is playing the role of "audience." Students know whether their performance is better or worse than others if the instructor takes the role of the audience seriously and responds naturally to what the student says not to what she/he should have said. Feedback is the key. Teachers who teach individualized classes have the responsibility to provide students with adequate feedback so that the students can be clear on what they have done well and what they need to improve. In a classroom with only a one-person or imagined audience,

consistent information feedback is a basic force that motivates the continuation of the learning process.

4.2 Storytelling experience- Telling others' stories and our own

The power of storytelling lies in the fact that the teachers or students who tell the stories are in direct communication with the class. According to the findings in this study, students at a higher level who are able to receive or tell stories in the target language will immediately combine the stories they learn with their other life experiences, such as a trip to China, a conversation they had with their friends about Chinese culture, or several pages they read in a literature book. The learning of the language is no longer done with pedagogical materials alone. Instead, more individualized and more varied experiences are involved. And by telling the right stories at the right time, students learn a very important communicative strategy that allows them to appear intelligent to an audience of native speakers and to build an interpersonal relationship.

4.2.1 Communication structure

Stories are the vehicles of memories and experiences. They are access points that allow strangers to get to know each other and acquaintances to communicate. In addition, they reflect each individual's unique perspective on certain events and happenings. According to Schank, intelligence is the apt use of experience and the creation and telling of stories (Schank 16). Thinking about conversations at all

different levels, from small talk between friends discussing each other's recent experiences, a salesman convincing people to buy his products, or a discussion between a advisor and students on a certain textbook, stories are one of the most frequently used communicative strategies in all different contexts.

Storytelling has been a commonly used tool in a foreign language classroom. For example, telling a story of what happened yesterday helps students to learn to express the past. However, in this study telling stories is the focal learning point. As discussed in last chapter, students show a strong desire to conduct conversations and express their own opinions in the target language as soon as their vocabularies and grammatical knowledge reach a certain level. Reciting the dialogues and drills in the textbook is not challenging enough for them. Instead, motivated learners actively try to use complete sentences to express their own ideas, give their own comments, and tell their own stories. Instructors do not always appreciate these learning behaviors since their stories may or may not perfectly match the focal learning points in the classroom. Indeed, this is exactly why storytelling experiences should be created in a classroom as a key learning point: what stories to tell at which time is a complicated art requiring contextual training.

Finding commonalities is probably the most frequently used strategy to start a conversation. For example, if someone tells you he is from China, the most convenient way to start a conversation with him would be telling him your stories of China (if you have any), your stories involving people from China (if you know someone), or your future plans relating to China (if you have them). The story used to

begin the conversation cannot be too long or too personal, since they serve the primary function of breaking the ice with a total stranger. If the conversation continues for a while, it is the time to make a decision about what stories to tell next. Students at the intermediate or advanced levels should have collected many stories or memories about learning Chinese or dealing with Chinese people. Should they always tell their own stories? Should they always tell the same story about the many difficulties they encountered when they visited China for the first time? However, being able to tell other people's stories is important because every story is based on different experiences and serves a unique function. When we dig into our own database of stories and do not find anything suitable to tell at the moment, we can borrow other people's stories to make our own point. Stories, no matter if we hear them or tell them, shape the meaning and texture of our lives at every stage and juncture. Stories and narrative, whether personal or fictional, provide a sense meaning and belonging to our lives (Witherell & Noddings 1). For example, if a person from China is showing an obvious pretension of knowledge of Chinese cuisine, then it is not a bad idea for the students to tell him a story about trying interesting authentic Chinese food. However, if the person from China is frustrated by some culture shock he is having in America, it would be more appropriate for students to tell their own culture shock stories and share some of their own experiences of dealing with it.

Besides enhancing the students' language proficiency, storytelling experiences created in the classroom serve two more main functions: constructing a story database with the knowledge of the function of each story as well as introducing students to a

useful communication structure. To have an efficient conversation, three crucial elements have to be included simultaneously: reciprocity, relationship, and creativity. A storytelling experience created with these factors provides students a sense of successful communication, which affects long-term learning motivation.

4.2.2 Interpersonal relationships

In many mainstream Chinese language classrooms in the United States, teachers are the ones standing in the middle of the classroom explaining abstract grammar rules in the students' dominant language, which, in many cases, is English. Drills and class activities are designed in a way to ensure that the students can use the linguistic codes in the same way as shown in the textbook. Consequently, the actual communication or exploration in the classroom is very much limited to the base culture. The distances between the teachers and students who seem to be sharing the same activity in the same cultural space seems small, but when we consider what the students will have to do to manage communications with Chinese outside the classroom, the distances are tremendous. As mentioned above, an efficient conversation consists of reciprocity, relationship, and creativity. Learners need to make all different kinds of decisions when they are talking to native speakers who may or may not share the same goal. Only through using the communicative strategies of the target language in the classroom, students can construct their memories of interacting with native speakers in the target culture, and reduce the distances between them and native speakers in a conversation outside the classroom.

Storytelling changes the interpersonal relationship between the teacher and the student. Teachers and learners in conversation about their experiences represents the focus of what Warford (2011) advanced as Narrative Language Pedagogy (NLP). He pointed out that storytelling is "a time-honored context of teaching and learning that has faded with the advent of formal schooling," which demands a fundamental shift in the way teachers and learners view their roles. According to him, students will naturally want to share their own stories when they begin to comprehend the messages they receive from their teacher. As the conversation expands, related topics will present themselves for further exploration in successive contexts.

By the same token, selecting a suitable and usable topic is important. In the observed storytelling activities in the "*Chuncao* class" (introduced in Chapter 2), students showed a much higher level of participation in the teacher's and classmates' stories than in the film story about a couple from rural area in China. Not all the authentic materials are suitable for storytelling activities in the classroom. Only those topics relating to students' personal experiences or complementing the topics that come up in the instructional conversation can serve to develop a meaningful relationship between students and the teacher by arousing their curiosities and willingness to engage.

4.3 Life experience- Before and during a study abroad program

There is a common belief that there is no better and more effective way to learn a

foreign language than to be immersed in the culture of a country that speaks the language. Students are surrounded by the language on a daily basis and are seeing and hearing it in various cultural contexts all the time. However, there two issues that seems to be underemphasized: what can be done before students attend the study abroad program to enhance their interest in authentic learning within a foreign language learning environment? Second, what can be done to increase students' learning autonomy and learning motivation in a study abroad program?

4.3.1 Prior to study abroad

Callison and Lamb (2004) described the term "authentic" as genuine, real, and true. According to them, authentic learning involves exploring the world around us, asking questions, identifying information resources, discovering connections, examining multiple perspectives, discussing ideas, and making informed decisions that have a real impact. Therefore, authentic learning is the style of learning that students express a preference for. Based on the definition of learning motivation in this study, students' willingness to fulfill a learning task can be observed from their learning behaviors. When authentic learning materials are adopted, students are willing to invest more time to learn and become more engaged in the class activities. For example, in the "*Chuncao* class", there is no traditional "textbook" used in this class. Instead, students read and learn from an original Chinese novel and its corresponding TV series. Reading this book required a large vocabulary; the book also uses a wide range Chinese dialects. However, students did not hesitate to invest a

large amount of time to learn the vocabulary so that they could talk about the book

and TV series in the class. Reading and discussing a Chinese novel is a big challenge

for most students at the intermediate to advanced levels. Meanwhile, doing so serves

as a big motivator. One of the students who participated in this study mentioned this

fact:

> "While I am certainly eager to use Chinese in a professional context,
> it is not the only reason I have studied the language. The rewarding feeling
> of reading a newspaper or a book —even if it is a children's one — in
> Chinese is truly incomparable. It is that sense of fulfillment that has always
> driven my study, and which I am certain will drive me to continue it in the
> future."

This student has been quite successful in learning Chinese. He is always well

prepared for his class, and he actively expands his readings and writings in Chinese

into different genres. He also mentioned that when the learning tasks were based on

"real life" situations, he felt more excited about solving them and became more

engaged in the work, including activities such as posting a reading note on a blog or

having a discussion on some heated topic.

Of course, creating real-life learning experiences in a domestic language learning

program is not as easy as in a study abroad program. However, considering the

authenticity of learning materials and learning activities is the first step towards

achieving such experiences. Also, in the case of reading tasks, it is, according to Noda,

useful to identify the potential motivation for reading a given text instead of just

asking students to read it (Nara & Noda 240). People do not read a novel just because they are given one to read. They usually read one because their friends recommend it or because they have an interest in the topic of the book. There is a social motivation behind the reading of this novel. In fact, social motivation is behind all different types of learning. When considering the creation of "real life" experiences in a foreign language learning environment, we should focus on applying social meanings to the learning materials and activities.

4.3.2 Study abroad program

4.3.2.1 Assessment

As mentioned in the last chapter, each student attending the summer program in Qingdao has their own domain of interest and needs to make progress in researching for their master's thesis throughout the nine weeks. Each of them is assigned an individual mentor who is a working professional in a field related to the student's research. Students are required to meet with their mentors two hours every day to discuss and collaborate on their domain-specific research assignment. Meanwhile, there is a daily advanced-level Chinese grammar course provided by the program, which is optional for students not receiving credit for the summer program. Lastly, each student is expected to design, initiate, and conduct a community service project highlighting the student's ability to identify, communicate, and promote their ideas in a cross-cultural setting.

There are no quizzes or tests during the nine weeks; no traditional grading

system was adopted. However, based on the researcher's observations, using a weekly presentation to evaluate and trace each student's progress has proven to be an effective and efficient way to encourage learners to participate in new experiences. With this method, students did not need to be worried about making mistakes that could directly affect their score in a traditional grading system. In daily life learners make language errors and have to deal with communicative failures on a daily basis, especially for those who are newly exposed to a second language learning environment. The weekly presentation system functions as a method of progressive evaluation, the goal of which is for students' subsequent performances to increase in quality. This method aims to promote a sense of constant achievement by overcoming their failures.

4.3.2.2 Community service

Concurrently, the community service project is an experience that provides students with a high sense of agency. An additional point of importance is that students are not expected to successfully fulfill the project requirement at the very beginning. Instead, they will have to negotiate with the local Chinese people and adjust their ideas to better fit with the expectations of the local community. Students themselves are in charge of each decision, change, and compromise. As students encounter increasing communicative difficulties, they have more opportunities to consider the problems from the Chinese people's perspective. Gardner (2006) clearly indicated that more attention should be paid to the intensity of the learning motivation

in its broadest sense, incorporating the behavioral, cognitive, and affective components. Moreover, one cannot achieve mastery of a foreign language without having integrative motives. In Gardner's studies, the concept "integrative" is also referred as "openness" or "openness to cultural identification,"—more specifically, it is an individual's interest in learning the language in order to interact with other cultural communities or members in that community.

Most importantly, allowing students to feel in control of the adjustment and adaptation creates an authentic task similar to the situations the students will consistently encounter when immersed full time in a Chinese working environment. Program manger and instructors' job at this level is relatively invisible. They shelter the students by monitoring what they do and with whom they are involved, but keep in the shadows and only intervene when something might go wrong. Although observing students' multiple failures can be painful for the instructors, most of the students emphasized in the interviews that they highly appreciated being offered an extracurricular opportunity that allowed them to experience the learning process on their own and through the process learn from their own failures.

4.3.2.3 Personal interest-oriented project

As noted at the beginning of this chapter, when the Flagship students were asked about what they had achieved during the summer program, they all talked about what they did with their Chinese language skills instead of the process of learning Chinese itself. Indeed, instead of learning the language, they were learning *in* the language. As

a matter of fact, what they learned most efficiently is always strongly connected with their personal interest.

It is important to create a space in the study abroad program for students to develop their vocabulary and communicative strategies in a field about which they are passionate, regardless of the students' language levels. Most of the students who participated in this study described the important role their personal interest plays in the process of learning of Chinese. Kye, the learner we mentioned in the last chapter, is a very good example for this phenomenon. He had encountered many difficulties in the process of making his movie. However, for him solving all those problems with his language skills was an enjoyable experience. He convinced one of the instructors working in the program to work closely with him and translate some of his writings. The director of the program was also intimately involved with the movie production. The movie was eventually shown in the program's center with a large audience composed of Kye's advisor, tutor, peers, friends, and local media. In the questionnaire, almost all the students mentioned and appreciated the opportunities offered by the program's method of combining language learning with the students' personal interest.

4.4 Profession experience- Domain or career-related goals

According to Noda, advanced language learners usually have a reason for reading in their second language, and they select the texts for themselves with specific

goals in mind (Nara & Noda 241). Indeed, the advanced-level Chinese learners who

participated in this study showed much higher levels of learning autonomy than

beginning-level learners. This learning autonomy is reflected not only in selection of

materials but also in the learning behaviors they sustain long term. This study has

shown that Chinese language learners, regardless of their levels, are more motivated

to learn when they have a domain or career-related goal in mind.

Steven (pseudonym) was a second-year Chinese Flagship student working on his

research of Chinese farmers' land-use rights when he participated in this study. He

spent a tremendous amount of time reading legal documents in Chinese, which would

be regarded as a tedious and challenging reading activity by most native speakers. He

talked about what motivated his language learning in the questionnaire:

"I think it is also important to look at what kinds of interests are

motivating factors. I feel like the high level of Chinese learning that I am doing

now in Flagship is very different from my first four years of Chinese learning.

In Flagship, class-work is more like doing real college classes but in Chinese,

where as the first four years that I studied Chinese I studied the language itself.

The focus is no longer how many words I can memorize, but whether or not I

can write a persuasive essay or give a good presentation in Chinese. When I

studied Chinese as a language I was very passionate about learning new words

and characters because I had a strong interest in language learning, but now my

motivation for studying Chinese is more closely related to the topic that I am

using Chinese to study. If I am studying something boring, no matter how

interested I am in Chinese language learning, I will not find it interesting."

Steven clearly distinguished between "studying the language itself" and "using

Chinese to study." The learning activities in the latter category were, for him, highly

related to his research topic.

When students' have gone through the process of shifting their attention from the

language knowledge they have learned to what they have learned through the

language, they show a strong inclination to interact with people with related domain

knowledge. This is the important role their tutors play. As mentioned above, each of

the Flagship students has been assigned a personal tutor since their first year in the

program. Students work closely with their tutor, mainly discussing their own research.

Instead of "helping" these students do research, these mentors are supposed to

cultivate the learners' abilities to discover problems and solve them step by step so as

to leave the students with feelings of being in charge. For examples, students are

required to find most of the research sources by themselves and to raise questions

about the content every time they meet with their tutor. Also, instead of giving direct

answers, tutors could assign students a related reading assignment with the answers in

it so as to develop the hypothesizing process.

After students reach a certain level of expertise in a field, what has proven to be

an effective learning trigger is an opportunity to demonstrate their knowledge and be

critiqued: giving a presentation under a professional context. Being able to give an

impressive presentation requires the students to be very familiar with their research

content, understand audience's questions, use communicative strategies, and most

importantly, perform as a professional. This, of course, is closely related to the performing experiences discussed above. The Chinese learners who are students in the classroom today are hoping they will be able to use their language skills to achieve their professional goals in the near future. Thus, to have a good idea is not enough; to be able to convince people it is a good idea and to react to different opinions is an authentic task-based and higher-level practice. After all, all of the advanced-level students who participated in this study have listed "being able to function in Chinese in a professional working environment" as one of the biggest motivations for their language learning.

Based on the researcher's observation, there is a trend that more and more students have chosen to study Chinese with a clear goal in their mind: being more competitive in the job market, doing business with China or conducting academic research relating to China or Chinese culture. Therefore, this concern of creating professional experience could also be expanded into the beginning-level Chinese learning as a motivating factor, for example, in the form of a long-term continuous project paralleling to the classroom learning. As Kolb pointed out, learning is a continuous process grounded in experience whose outcomes represent only historical record, not knowledge of the future (Kolb 26). What our students gain along the journey from the beginning-level to the advanced are nothing but their accumulative learning experiences. The more motivational these experiences could be, the more possible their journey would efficiently continue.

CHAPTER FIVE: THE EXPERIENCE PROGRAM

5.1 Goal: "Enjoy the experience, and make it your own."

There have been many previous studies about language learning motivation and even more about learner motivation under differing contexts. One crucial step this study takes is to use the results of identifying Chinese learners' motivation at different levels (see Chapter 3), and further discuss what learning experiences can be staged in a language program to motivate students (see Chapter 4). Experience, a core concept emphasized in this study, deserves a more central role in a 21st Century language program. Educators are probably more aware of the fact now than ever that no single approach can meet the needs of all different types of learners. Therefore, creating experiences, through which each individual can build their own personalized stories, is as important as teaching knowledge.

The idea of designing an Experience Program comes largely from the concepts offered in the book, *The Experience Economy*. The authors clearly distinguish staging experiences from manufacturing goods or delivering services. According to the authors, recognizing experiences as a distinct economic product provides the key to economic growth, for example, the success of Disney World and Las Vegas.

In the field of foreign language learning, there are also programs focusing on "goods" or "services" instead of "experiences". A "Goods Program" invests most of the time and energy into considering what is taught instead of what is learned. In this kind of program, students are invisible in the classroom while teachers are always at the center of the stage. It is assumed that students should always be ready to receive the offered knowledge, no matter how it is taught. By the end of the course, students are put into a test to see how many "goods" they have successfully received during that period of time. Students who are able to score high on the test are regarded as successful learners, and the converse is also thought to be true. The actual usage of the foreign language is beyond what a "Goods Program" is concerned about. Instead of simply considering what to teach, a "Service Program" concentrates on how to teach. Meeting students' needs is the eventual goal of a program focusing on services, with the central question being what can teachers and the program offer to make students learn better. The creators in a "Service Program", as well as in a "Goods Program", are always the teachers. There is little space for the learners to make their own decisions, weave their own stories or find their own way of learning. The only way for anyone to speak a foreign language is to have the experience of speaking it. Furthermore, the experience will not be as rich and memorable if learners' feelings and performances were not involved.

That is where an "Experience Program" begins. An Experience Program does not only value how many effective instructional opportunities have been offered, but also, which is more important, values what experiences learners have been exposed to

inside and outside of the classroom. Furthermore, what will they be able to do when the program finishes? Are they able to use their language skills to engage into a target culture community? Will they leave the program with a positive learning attitude and be able to overcome different kinds of obstacles in future learning? Or, as this study focuses on, are they becoming life-long motivated language learners?

The goal of an Experience Program is to first make the language learning experiences memorable and enjoyable; then next encourage the learners to recreate enjoyable learning experiences on their own. To reach this goal, each class activity and extracurricular activity needs to be designed with the consideration of what will these experiences feel like from the learner's perspective. In addition, each learner is unique. Our job is not to please all of them, but rather to help them be better prepared for whatever they want to do in the future. Each student should receive adequate individualized attention, but the regular curriculum should be firmly based on the goal of the program.

5.2 Program design: A language and culture training program in Shanghai

5.2.1 Program background

Shanghai is a metropolitan city in southern China, a place where foreign language ability has always been highly valued. Even though children start learning their foreign language, usually English, at a relatively young age, they will still need to adapt themselves to the national education system as soon as they start attending

elementary school.

Unfortunately, English, one of the most important subjects for students in China, is still being taught in the way of what we call "Goods Program". Students are supposed to receive whatever is offered, and the main task of teachers is to decide what to say in the classroom. However, people very soon realized that their many needs cannot be met under this system. Some of them need to take the TOEFL test to apply to schools in the United States, while others may need to learn how to communicate with their foreign business partners. From the 1990s onward, foreign language training market has been ever expanding. People now can easily find language training institutes offering all different kinds of courses both in the classroom and with individualized tracks. These institutes, which focus on offering services to customers in need, hardly catch the opportunity to teach a foreign language with consideration of the target culture. For students who are still in school, from age 7 to 22, learning English is an obligatory requirement, which is the key to pursuing higher education. For young professionals in different business and fields, it has recently become fashionable to learn English regardless of the reason. People are willing to pay high tuition for classes given by those language institutes simply hoping their English will improve. However, in most of these cases, neither do these customers themselves nor the programs actually know what exactly "better English" means and what they need it for.

The author believes that there is still a big market in Shanghai for language and culture training programs focusing on helping customers to discover the joy of

learning a foreign language, and how to use their foreign language skills to become

the person they want to be. The author also believes that a sound pedagogy theory

should be practical for learning across different fields. Therefore, this training

program is designed for two groups of customers: local adult learners who are

interested in learning English and American culture to accomplish their career goals,

and native English speakers living in Shanghai who want to learn Chinese language

and culture.

The objectives of the training program are to:

1) Provide learners with an opportunity to perform a list of communicative tasks
   in the target culture by using designed contexts in the classroom.

2) Provide learners with opportunities to apply what they learn in the classroom
   into real-life situations outside of the classroom.

3) Promote an enjoyable learning process that motivates language learner to
   sustain long-term learning.

4) Promote the idea that educational experiences change people. The experiences
   learners have in the program can affect how they learn, who they are, and
   what they can accomplish.

5.2.2 Staging experiences

To reach the above objectives, different experiences, which are the most

important aspect of what this training program offers, need to be carefully designed.

The rationale of identifying motivations at different levels before discussing how to

create motivating experiences is also because in this case, educators will have a better idea about how those experiences will feel like from the learner's perspective. Besides creating motivating experiences, which is the focal point of this study, there are two other types of experiences that the author believes are crucial to an Experience Program: edutainment experience and edusthetic experience.

5.2.2.1 Edutainment experience- creating failures and ways out

According to Pine and Gilmore, there are four realms of an experience (see Figure 5.1): entertainment, educational, escapist and esthetic (Pine and Gilmore 47). Incorporating these four elements together helps to form a more distinguished experience and memory. Edutainment experiences aim at achieving a certain experiential goal: education and entertainment. Education has always been treated seriously, especially in a competitive city such as Shanghai. As a matter of fact, Shanghainese beginning in kindergarten are now required to learn English seriously. Some commercial educational companies, such as Kid Castle, who began to realize that there is a big market for English learning combined with entertaining elements targeting young English language learners. All different kinds of games, fun events and rewards have been adopted into Kid Castle's curriculum to increase children's willingness to learn.
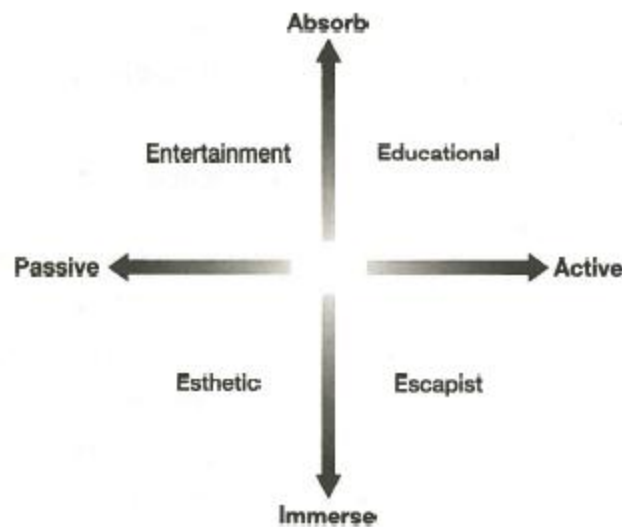
Experience realms

Figure 5.1 Pine & Gilmore: Experience realms (Pine & Gilmore 46)

However, there are many edutainment products that do not have an experiential

outcome, mainly because they do not have a performance component. Much of the

"science" on television is edutainment, but the level of retained knowledge is quite

low because the consumer just sits there watching and listening without being

otherwise engaged. The edutainment experience discussed in this study is designed to

engage the adult foreign language learners to do things in the target language both in a

pedagogical setting and in the daily life. First, think about video games, why do so

many adults enjoy playing them? What is the driving force behind the games that

compels people to keep playing them? Angry Birds, a very popular video gaming app

released by Apple, can make an adult player sit quietly and repeat the simple action of

moving one or two fingers for hours. The secret is to not let the player win, but rather

constantly fail on a higher level. Games are delicately designed so that players are not

able to win directly without thinking and trying their new strategies. Meanwhile, after

trying for a certain amount of time, players are eventually able to reach the next level.

Creating failures and, at the same time, offering a way out for players to sense the hope of winning is an art. One of the Flagship students mentioned in the interview that the workload of the first year was "painful". Meanwhile, through actual communication with native speakers, he recognized that those painful experiences indeed made him a better learner. Thus, he was happy and thankful. People are sometimes willing to go through "painful" experiences simply because they believe they will be transformed into someone they themselves want to be after that. This transformation as an economic offering, claimed to be the future of the Experience Economy in Pine and Gilmore's book (Pine and Gilmore 255), is an important inspiration for people in education business. Educators' job is to have the wisdom to see what learners want to be and guide them with reasonable obstacles that they can devise ways through--with or without guidance. For example, the heavy workload is one of the obstacles the Flagship program creates for its students, while many opportunities to use the language with native speakers are also provided so that the students can realize their progress and efforts are worthwhile.

Most young professionals living in Shanghai work more than sixty hours every week and face various pressures from different realms of their life. A language and culture training course during the weekend needs to be educational and entertaining at the same time in order to attract customers. What a "Service Program" would do to attract and sustain its customers is pleasing them by more interesting learning materials or tasks requiring less effort. An Experience Program focuses on entertaining learners by showing how many obstacles they have overcame and how

closer they are to reaching their goal. This also means that the individual buyer of the experiences is essentially paying for a transformation. For example, in a traditional reading class, teacher and students read aloud and go through the selected articles line by line while having some discussion about the words, grammar or the content. Some hard working students will take notes of what the teacher says and will review it after the class or before the test. They will usually earn good grade on the test and feel that they have learned something from the class. Did effective learning actually happen in that class? Maybe it did for some students. Was it a great and memorable learning experience? Not really. Instead, teachers could ask the students to read the article and raise questions before the class. Ask questions about vocabulary, content, the author's background or writing style. In the class, the teacher shows students all of the collected questions as well as the questions prepared by the teacher, and asks students to divide into groups to answer the questions. Getting answers and assumptions from peers is always more motivating and exciting than taking notes from the teacher's explanation. The team who can answer the most questions correctly will be the temporary winner. However, that is not the end of the game. For the questions no one could answer correctly, their value is raised. For example, if each question was one point before, then these questions will be worth two points each. Students will then be encouraged to read the article again, this time using websites or other tools to find answers for these questions. If by the end of class, there are still some questions unanswered, students will need to bring them home to solve them and then can earn extra points. The designation of winner of this game goes to whomever raises the

most difficult questions and the team that earns the most points. To make this entertaining learning experience happen, teachers need to be confident about at least two things: Firstly, there must be some challenging questions that students will not be able to answer immediately, otherwise there would be no "failure"; Secondly, the questions have to be properly challenging so that students are able to answer most of them after making some extra effort, otherwise there would be no "way out". How well the teacher/experience designer knows the students' language ability usually directly determines how effective this experience will be. The biggest difference this approach makes is what students will be willing to do for the next class and for future learning. To win the "game", students will have to work harder on raising questions and using different tools and methods to find answers. By the end, these learning skills along with an interest in learning more are what students gain from this experience and what they will need to achieve their transformation.

For advanced-level learners, who are usually accustomed to their own language learning habits and routines, edutainment experiences would help them to explore new strategies of learning and to enjoy the process more. Most learners at this level have had some interaction with native speakers. For example, in an advanced-level speaking and listening class, instead of giving students a list of communicative tasks to learn, the teacher could ask each student to recall their unsuccessful interactions with native speakers at the beginning of the course. Such experiences can include ordering the wrong food in a restaurant, feeling uncomfortable dealing with certain topics, failing to make a strong point in a presentation. By recalling these unpleasant

experiences, learners would have a stronger desire to master these tasks and perform better in the future. The teacher will need to collect, select and categorize students' stories, and merge them into the syllabus as focal learning points. By the end of the course, students will be encouraged to go back to their "failure scene" and recreate their stories. By including student's failure experiences into the class and guiding them to overcome it with new strategies, a joy of learning would be created.

5.2.2.2 Edusthetic experience- appreciating cultural diversity

Educators in the United States are often challenged to work with students from all over the world, which is not the typical case in China. However, in today's modern China, especially in cities like Shanghai, appreciation of cultural diversity is essential. Young professionals who can overcome their ethnocentric worldview can break down the social barriers to potential collaborators and become more successful. The educational setting is one of the most important places where multicultural exchanges and understanding can occur. What experiences can be created in an educational setting to enhance learner's appreciation and awareness of cultural diversity? The esthetic realm of an experience is the key.

Managers and instructors of language and cultural programs never miss an opportunity to introduce foreign festivals to their students, such as Halloween or Chinese Spring Festival. These events are one of the easiest ways to positively expose the students to some joyful, exotic and meaningful experiences. By celebrating those festivals, learners are able to discover some interesting cultural customs and certainly

have more topics to discuss with native speakers in the future. Their appreciation of the target culture would be increased in some circumstances. One result shown in the data of this study is that appreciation of some aspect of the target culture has a big influence on students' language learning attitude and motivation. One of the nine Flagship students in this study is a devoted to Chinese Kungfu. Whichever city he goes in China, his appreciation of Kungfu always influences him to join a local Kungfu community and look for Chinese friends who share the same interest. Even though he encounters communication difficulties all the time and does not appreciate every aspect of Chinese culture, his strong enthusiasm for Chinese Kungfu has always been a positive influence in his language and culture learning.

Such edusthetic experiences also include organizing reading clubs, movie clubs, sports clubs or art exhibitions, all of which are effective in introducing achievement culture and are not very challenging to create. However, this study intends to offer is more than activities and events. Based on the author's observation, one of the main reasons for people to resist cultural diversity is their fear of dealing with other cultures, and this fear is not always caused by language proficiency. People sometimes can feel uncomfortable about certain rules even in their native culture. Not knowing how to behave in a foreign culture would certainly make people feel nervous and reluctant. Therefore, actually appreciating the culture differences becomes even more difficult.

To know what to do in the target culture is the first step for language learners to appreciate cultural diversity. Teachers could start staging experiences by asking students to discuss some cultural differences they have discovered. It could be their

own story, some lines they have read from a novel, or some scene from a movie. The next step is to lead students to think about three questions: What is the reason for people to deal with the situation differently? Am I able to behave or react appropriately towards that difference? Finally, is there anything I can learn from it? For example, some sensitive Chinese language learners would very soon notice that Chinese students always walk behind their teachers when entering a room or elevator. This very small cultural behavior shows Chinese people's respect for elders or people with a higher social status. It is a different rule for people from Western countries, where "gentlemen" let the "ladies" go first. To truly "appreciate" this difference in cultural behavior, learners need to be capable of doing three things. First is to understand the rationale for people's behaviors. Second is for learners to be able to act as naturally as natives under that context. Third is to apply the rule into a new situation. To truly develop people's skills or knowledge, both the mind and body needs to be engaged. Contextual performances and application exercises will be essential in creating edusthetic experiences. As previously stated, experiences should not be limited as fun activities of achievement culture. Edusthetic experiences are the key to lead learners into a deeper understanding and a higher appreciation of cultural diversity.

In conclusion, all the learning experiences created and discussed in this study, including motivational, edutainment and edusthetic experiences, are not mutually exclusive. In fact any of them can be used in combination to provide learners with an even richer experience. These experiences aim at offering more meaningful practice

from the learner's perspective. Instead of focusing on what is being taught and how it is taught in the classroom, the Experience Program focuses on what kind of learners are being produced. In this study, discovering which learning experiences can be created to produce a long-term motivated Chinese language learner is the focus. Our job, as educators working in the field of pedagogy, is noble in the sense that each experience we provide the students will greatly influences what they can do and who they will be.

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Appendix: Interview Guide

Appendix A-Survey with the Chinese Flagship students:

1. How long have you studied Chinese?

2. What is your short-term goal for studying Chinese?

3. What is your long-term goal for studying Chinese?

4. Are you receiving credits for the Qingdao summer program?

5. Besides studying Chinese, what else have you been doing during the summer?

6. Did you choose the research topic by yourself?

7. Will it affect your performance if your tutor attends your presentation?

8. Will it affect your performance if you know your peers are well prepared for their presentation?

9. Will it affect your performance if you know that your friends will see a video of your presentation?

10. Will it affect your performance if you know that your family will see a video of your presentation?

11. Do you like being asked a lot of questions after your presentation?

12. Do you believe what you are doing during this summer might be good for your future career?

13. During last year's study at OSU what will you say motivated you the most? Ex. Grade, Competition, Interest, Family, Friends, or Other?

14. Does interacting with native speakers motivate you to learn more about your target language and culture?

15. Does interaction with authentic reading materials (newspapers, website, books, research articles, etc.) motivate you to learn more about the language?

16. When it comes to studying Chinese are you primarily motivated by your own interests or other external factors?

Appendix B- Questions for one-one-one interview:

1. How do you evaluate your performance in this unit?

2. What do you think of the feedback given by your instructor? Does it have an effect or your later performance?

3. What do you think of the design of class activities?

4. Does your peers' performance affect yours? Please give me some detailed examples.

5. Which part of the class do you find most engaging?

6. Which part of the class do you find most challenging?

7. Some other questions concerning some specific discourse used by student will be asked for a further explanation.