

# Study on the Influence of Chinese Learners' Learning Motivation on Chinese Acquisition and its Strategies

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**Abstract:** Learning motivation is an extremely important factor in the process of second language acquisition. At the same time, the learning motivation of Chinese learners is influenced by many factors such as learners' learning environment, their own growth background, cognitive structure and Chinese teaching methods. The learning motivation of Chinese as a second language learners will also have a certain impact on their Chinese acquisition ability. By analyzing the learning motivation of Chinese learners and its influence on Chinese acquisition, this paper discusses the teaching strategies that can effectively stimulate Chinese learners' learning motivation in Chinese teaching. Based on the understanding of Chinese learners' learning motivation, effective teaching methods are adopted to better stimulate their interest in learning, improve their Chinese level and achieve good teaching results.

**Keywords:** Chinese; Learning Motivation; Second Language Acquisition.

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## 1. The Research Significance of Learning Motivation and its Influence on Second Language Acquisition

Learning motivation refers to the internal psychological process or internal motivation that individuals are guided by a learning goal or object to stimulate and maintain learning activities. The motivation of second language acquisition is a strong desire to promote learners to learn and master the second language, including the purpose, the desire to achieve the purpose, the attitude towards learning and hard work. Research shows that successful learners have strong learning motivation, they are proactive in learning a language, they will voluntarily spend more time and energy, and actively seize various opportunities to learn a foreign language. Therefore, for Chinese as a foreign language educator, we can improve the learning efficiency of Chinese learners by stimulating their motivation, so as to achieve better learning results. Harter (1981) divided motivation into internal motivation and external motivation. Intrinsic motivation refers to the individual's interest and hobby in learning activities, in order to get pleasure and satisfaction from participating in the activities themselves, which depends on the individual's internal needs of Chinese learners. The external motivation comes from external influence, which is a way to achieve a certain external goal, such as getting praise, prizes and other external rewards. Comparatively speaking, internal motivation is more persistent, while external motivation is easily influenced by academic performance and other factors, which is short-term. There is an optimal level of intensity, at which the learning efficiency is the highest; If the intensity of motivation is weak, the learning efficiency will not be high, but if the level of motivation is too strong, it will hinder the learning efficiency. The reason why the level of motivation is too strong is unfavorable to study is that too strong exercise opportunities make people have negative psychological emotions such as anxiety and tension, and they cannot maintain a good psychological state.

Learning motivation is the internal motivation that directly

promotes second language learning. Without sufficient motivation, no matter how capable a person is, he can't achieve his long-term goal, and no matter how suitable the curriculum and the best teachers are, they can't guarantee the learning effect of students. On the contrary, strong motivation can make up for the huge deficiency of learners' learning attitude and learning status. [1] Therefore, how to effectively stimulate and maintain learners' learning motivation is of great significance to the realization of language learning goals.

## 2. Analysis of Foreigners' Motivation to Learn Chinese

Through a large number of data consulting, teaching Chinese as a foreign language and social investigation and research, it is found that most Chinese learners who come to China to study Chinese have a very clear purpose. However, their learning purposes are different, and different learning purposes are due to different learning motives.

Foreign students of the same age have a strong motivation to learn Chinese. Integration, instrumental motivation and internal and external motivation have high intensity, and integration is the strongest motivation. With the growth of age, the integrative motivation is the biggest, while the external motivation is not strong, and the instrumental motivation appears different forms with the change of age. [2] Some Chinese learners think that China's long history and profound cultural background have great charm, which urges them to learn Chinese to master more China culture. Chinese is a tool for China culture to communicate with the outside world and a necessary skill to better master China culture, so these Chinese learners hope that they can learn Chinese well. Because Chinese has great historical and cultural connotations, it is difficult to master this language. If you can learn this language well, it is also a proof of your ability. People who have the above ideas have a spontaneous learning purpose and belong to internal motivation.

There are also some students who have obvious motives for learning Chinese, just to apply for a job. They learn Chinese in order to engage in Chinese-related careers or get a degree for further study. The learning purpose of these people

belongs to external motivation.

However, most people's learning Chinese usually has multiple purposes at the same time and may change, and their motivation is no single and unchangeable. Some of them started with external motivation, and were attracted by China culture in their continuous learning of Chinese, and then turned into internal motivation. Others started with internal motivation, but because of the difficulty of Chinese, they turned into external motivation to meet the requirements and expectations of their parents and friends, forcing them to continue learning or give up learning. The cultivation and stimulation of learning motivation should start with individual internal factors, so as to stimulate students' learning motivation more efficiently, transform the learning requirements given to Chinese learners by society and education into their own internal learning needs, and gradually transform students from passive acceptance to their own learning interests, thus further stimulating students' potential learning motivation and implementing it in students' Chinese learning activities.

### **3. Strategies to Stimulate Chinese Learners' Learning Motivation**

According to different learning motivations, Chinese teachers should adopt different teaching methods to stimulate students' learning motivation, instead of treating each student with a single method of "one spoonful of stew", otherwise only a few students in a class can make progress, and other students' interest in learning Chinese will be reduced or even given up. According to students' different learning purposes, different methods can be adopted in Chinese teaching to stimulate students' learning motivation.

#### **3.1. Use the Classroom Environment to Stimulate Students' Learning Motivation**

Classroom teaching can make full use of people's long-term accumulated research results on language itself and language teaching, and carry out centralized, purposeful and planned teaching activities through careful arrangement of teaching syllabus and teaching materials. [3] This is a favorable environment to stimulate learning motivation.

First, pay attention to the diversification of classroom forms. If you keep the same classroom form all the time, students will inevitably feel bored and lose the motivation to learn Chinese. Therefore, Chinese teachers should adopt a variety of teaching methods in teaching, so as to stimulate students and bring freshness to the classroom, which can better mobilize students' enthusiasm and achieve better teaching results. From the psychological point of view, people have the nature of liking the new and hating the old, so we should pay attention to the change of stimulation in teaching, and often change the form of classroom to bring freshness to students and arouse their enthusiasm. In teaching practice, teachers should make full use of teaching resources and tools to diversify teaching. This strategy can achieve a good effect of active atmosphere in the classroom. For example, let the students act out a dialogue in a text in different roles or have a dictation competition for new words in groups; For example, some topic-based discussion activities can be arranged for adult oral Chinese teaching, so that students can get a good training in language while their minds are running rapidly. Various classroom forms can strengthen the training of Chinese learners in thinking with the thinking mode of China

people.

Second, cultivate students' interest in Chinese. Interest is a psychological tendency to explore something with strong emotional color, and it is the most realistic and active factor in learning motivation. In the process of learning Chinese, interest is an emotional intentional activity in which foreign language learners strive to know the world and are eager to acquire foreign language knowledge. This is the core factor of foreign students' interest, consciousness and enthusiasm in learning Chinese. Therefore, Chinese teachers should pay attention to cultivating students' interest in Chinese in the teaching process.

In addition, Chinese teachers should pay attention to the diversification of teaching methods in classroom Chinese teaching, and strive for vivid and humorous language to attract students' attention. Make students feel interesting, curious and suspicious, and thus have a strong motivation to understand and learn. In Chinese teaching, we should strengthen the stimulus of interest. In the process of learning Chinese, Chinese students can only make their interest stable and lasting if they are clear and can realize their learning goals, strengthen their good interests and get feedback as a result. Chinese teachers should set up corresponding reinforcement conditions to strengthen and stabilize the interest of foreign students in learning Chinese. For example, when learning a new lesson in the classroom, don't set difficult exercises at once, but change from easy to difficult, so as to avoid making students feel afraid of difficulties and lose interest in learning Chinese; In Chinese conversation, we should slow down the speech properly and pronounce every word clearly so that students can understand it and learn better. In such a classroom teaching environment, it is more conducive to improving the interest of Chinese scholars in learning Chinese.

#### **3.2. Strategies of Stimulating Learning Motivation by Extracurricular Activities**

In teaching Chinese as a foreign language, most of them are based on traditional classroom teaching mode, and long-term "closed" teaching will inevitably make students feel boring. Therefore, Chinese teachers can properly arrange students to "go out of the classroom", which can better stimulate students' learning motivation. A variety of extracurricular activities can also fill the shortcomings of traditional classroom teaching.

First, international students can be organized to visit historical museums, cultural centers and other places. Let foreign students know more about China's culture and history, arouse their interest in China culture and stimulate their learning motivation. China has 5,000 years of excellent culture and history with distinctive features. Understanding the process of history is also a good opportunity to stimulate learning motivation.

Second, we can organize special activities on Chinese traditional culture. There are many traditional cultures and skills with a long history in China, such as calligraphy, paper-cutting and opera. Integrating these contents into extracurricular activities can not only enrich the teaching content, but also allow students to show their talents to the fullest. In order to stimulate students' learning motivation in the activities, we can also set up a reward mechanism to encourage students to participate in the activities better, and at the same time, we can also stimulate learning motivation. Infiltrating Chinese culture into learners' daily study can help learners learn more about China and become interested in Chinese. And communicate with China students more, which

is more conducive to enhancing learners' oral English and enhancing their self-confidence in learning Chinese. [4]

### 3.3. From Other Ways to Stimulate Learning Motivation

First, strengthen the teaching of cultural knowledge and strengthen the role of internal motivation on students. China's culture is profound, with a long history and profound philosophy, which is amazing. China is a multi-ethnic family, and different ethnic minorities have different cultural backgrounds and customs. Teachers can introduce these different styles of China traditional culture into their own classes to increase students' interest in China culture, motivate students' internal motivation, improve students' learning efficiency and enhance teaching effect.

Second, create a Chinese context, formulate a series of incentive policies, and strengthen the role of external motivation on students. The process of mother tongue acquisition is a process of learning and using, and making progress while learning. Learning and application promote each other and create a good Chinese learning environment, which can make students increase their interest in Chinese learning in a subtle way, weaken external motivation and gradually transform it into internal motivation. The incentive policy strengthens students' external motivation and is suitable for teaching in the early stage of learning to motivate students to learn Chinese. After the external motivation is weakened and gradually transformed into internal motivation, the reward policy can be changed accordingly.

Third, choose appropriate teaching materials to improve learning efficiency. For Chinese learners with stronger external motivation, if teachers want them to master Chinese in a short time, they should start from reality and cultivate their communicative competence. This requires choosing practical teaching materials, starting with dialogue, paying attention to the teaching and arrangement of oral class, and using standard and standardized Mandarin to communicate

with students.

## 4. Conclusion

Motivation factors in individual differences greatly affect Chinese learners' acquisition of Chinese. By expounding the influence of learning motivation on second language acquisition, this paper analyzes learners' learning motivation, and puts forward to use classroom environment, extracurricular activities and other different learning strategies to stimulate learning motivation for students with different motivations, hoping that learning motivation can be effectively used in teaching Chinese as a foreign language, so as to achieve better teaching results and let Chinese learners better accept the beneficial influence brought by learning motivation.

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