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**A BRIEF DISCUSSION ON MOTIVATION OF CHINESE LANGUAGE
LEARNING FOR STUDENTS MAJORING IN TRANSLATION STUDIES AT
CONFUCIUS INSTITUTE OF SOUTH UKRAINIAN NATIONAL
PEDAGOGICAL UNIVERSITY NAMED AFTER K. D. USHYNSKY**

***Abstract:** As the object and subject of teaching activities, the learners' subjective motivation in learning has a crucial influence on the final learning effect. Therefore, the exploration of learners' motivation and its influencing factors is of great practical significance to the development of teaching activities and the final achievement of teaching results. In this paper, we take the second-year translation class 2 of the Confucius Institute as the object of teaching observation and motivation of Chinese language learning. By finding and analysing the relationship between students' problems in Chinese learning and their motivation in the new Chinese learning cycle, we try to select a targeted method from the perspective of maintaining and further motivating students' Chinese learning motivation, and make adjustments according to the actual application effect of the method. The aim is to find out a set of strategies for motivating students' Chinese language learning in three different stages: before, during and after class, so that students can gradually move from being able to learn to learning well and enjoying learning.*

***Keyword:** Overseas learners, Chinese translation majors, Learning motivation*

Research Background

As China's comprehensive national strength and international status continues to grow, "Chinese language fever" is sweeping across the world, and more and more Chinese language learners and enthusiasts are joining the ranks of Chinese language learning. Unlike Chinese language learners studying in China, overseas Chinese language learners need to be more motivated, spend more time and make more efforts to improve their language skills, due to the lack of a socio-linguistic environment appropriate to the language they are learning and the limitations of the place where the target language is used. In addition, due to the war, teachers and students are unable to conduct offline teaching activities, and students can only learn Chinese through live webcast classes. In this extremely special and difficult situation, how to maintain and motivate students' learning through online teaching and other platforms, tools, and means that complement online teaching, so that as many students as possible will continue to persist in learning Chinese, is a crucial and urgent issue to be addressed.

In the fall semester of this academic year, I will be in charge of the Chinese language course for the second year Translation group-2 in the Confucius Institute, and I will also teach the HSK exam practice course for the second year Literature group-2 and Translation group-3. Since I am responsible for the core curriculum of the Translation group-2 (the comprehensive Chinese class accounts for 72% of the total Chinese class hours of the class), I have more time to contact, observe and understand the students than other Chinese class teachers and other classes I teach, and the difference between the number of students in the class and the actual number of students in the class is less than 10%, i.e. the actual attendance rate of the class is over 90%. Therefore, the fall semester of this academic year is the first cycle of the observation and motivation strategy, and the sophomore translation group-2 of the Confucius Institute is the target of the teaching observation and motivation of Chinese language learning. I also tried to adjust the methods according to the actual effect of using them, to keep and upgrade the effective methods, and to modify the less effective or ineffective methods in time, so as to sort out a set of strategies for motivating students to learn Chinese before,

during and after class, and to promote the internalization of the students' external motivation to learn Chinese, so that the students can gradually move from being able to learn to learning well and enjoying learning.

I. The problem of learning motivation in learning

For a new class, teachers need to have a preliminary understanding of students' existing knowledge level, learning motivation, learning needs, learning styles, etc., in order to make a teaching plan suitable for the new class, pre-determine the pace of the teaching progress in advance, and analyze the situation of the teaching object to have a good idea before carrying out formal teaching activities. Thus, after receiving the teaching task, I promptly checked the teaching progress of the class in the previous semester and confirmed the teaching objectives of the class. Through the students' brief introduction, the teacher's introduction of the semester Chinese learning plan, and the students' personal learning plan, as well as the observation of students' classroom behavior, review and homework during the first week of school, we found that the students in this class mainly had common problems such as the lack of specific learning goals, lack of self-confidence in their own ability level, and lack of active interaction in class.

Stages of learning are not specific enough

"What kind of work do you plan to do?" In their answers to this simple question, the majority of students in Group-2 hoped that they could independently undertake the job of language translator after graduation from university. The Q & A survey found that students in this group had a clear positioning of their professional development and career choice, but they had two concerns about how to achieve this goal: on the one hand, how to improve their listening, speaking, reading, writing and speaking skills in the overseas environment. On the other hand, the distance between their limited language knowledge and the desired goal is still too far, so their career choice has not become a concrete, step-by-step career plan. In short, students are not quite sure what specific learning goals they should achieve within a relatively short period of time, and what efforts they need to make to achieve this specific goal.

Not confident in their own ability level

Most of the students in Group-2 should be at the HSK2 level at the beginning of the fall semester, and there is a fluctuation (unstable). Students considered it a difficult and complicated task to complete the entire HSK3 standard curriculum with 20 lessons of vocabulary and grammar in 3 months, because they were not confident in their own learning ability and Chinese proficiency, and therefore made a wrong judgment about the completeness of the task, which made them feel intimidated. At the beginning of the semester, students asked to review the courses they had already learned in HSK2 and to finish the remaining courses they had not completed in HSK2 before starting HSK3.

Lack of active classroom interaction

Due to the limitation of not being able to teach offline, students can only practice language skills through live webinars, and teacher-student interaction is more in the form of questions, answers and communicative tasks set by teachers and completed by students. At the beginning of the semester, the atmosphere in the classroom was less active, probably due to the fact that students had been separated from the Chinese course for more than two months, teachers and students were not familiar with each other, and students needed time to adapt to the teaching style of a new teacher. Some students actively try to answer the teacher's questions and complete the communicative tasks, but the speed and frequency of students' responses to classroom interactions were low because the teacher and students were still in the teacher-student bonding period at the beginning of the semester or because of network delays.

II. Introduction and analysis of motivation methods at different stages of teaching

With reference to the theory of learning motivation, it is easy to find that at the beginning of the semester, the students in Group-2 have different degrees of inactivity in class performance, after-class review and homework completion. The teachers took different countermeasures to solve the common and specific problems of students in Chinese learning, and gradually formed a strategy of motivation before, during and after classes. At the middle and end of the semester, some students were able to participate in the online classes despite the severe external constraints. Whether they participated in the live online classes on time or studied the content of the recorded

classes on their own after class, the combined effect of the students' internal motivation and the external stimulation given by the teachers played a good role in maintaining their learning motivation. In the following, we will briefly describe our personal ideas and approaches to improve the integrated teaching methods of the Chinese language to stimulate students' learning motivation from the perspective of teaching session design in three time dimensions: before, during, and after teaching.

Before the lesson: clarifying learning needs

In order to stimulate students' motivation for learning before class, I mainly focus on the problem that students in this group do not have clear and specific learning goals and are intimidated by the language knowledge they have not yet encountered due to the large gap between their knowledge level and the expected goals of the course. At the beginning of the semester, students are invited to work together to develop a semester study plan. In the first class, the teacher introduces to the students the teaching tasks and the weekly schedule of the integrated Chinese class, so that the students could have an overall understanding of the whole semester's Chinese class. By briefly introducing the teacher's teaching style, the teacher minimizes the unfamiliarity of the first meeting between the teacher and the students. At the same time, by breaking down the semester's teaching objectives into weeks, the teacher told the students that the teacher's plan would help them to finish all the vocabulary and grammars in an orderly manner despite the tight schedule, and reduces the students' intimidation due to the heavy workload caused by the compressed time. Before asking students to tailor their semester Chinese learning plan to their actual situation, and considering their limited existing Chinese vocabulary and grammar, the teacher chose to combine in-class lectures and demonstrations with the presentation of concrete examples in documents to give students enough time to understand, accept and digest this new thing. On the other hand, by explicitly informing students of the grading criteria in the first class, teachers in effect gave students a yardstick to work towards. For example, if a student wants to achieve an A grade (90-100), the grade consists of attendance and classroom performance (20%), homework (30%), and final exam grade (50%), which corresponds to an effort of: working very hard, need to attend every class and write homework every

time, and prepare very carefully for exams. The other levels had varying degrees of reduction in effort and task completion. The organic combination of the student's development of a semester study plan and the teacher's clarification of the assessment criteria give both the teacher and the student the opportunity to get to know each other before the beginning of the teaching activity, so that mutual understanding could not be limited to a simple self-introduction at the first meeting; on the contrary, so that it could give the student time to take a serious look at his or her motivation to study as well as give the student the grip to put the goal into concrete stages.

During the lesson: a rich format

The measures to stimulate students' learning motivation in the classroom mainly address the problem of poor classroom interaction during the teacher-student bonding period, and are designed based on the general principle of "change" and "maintenance". In addition, the students can feel that there are new changes in each lesson to increase their interest in learning. For example, in the innovative review lesson, when reviewing the new word "公园", we expand the vocabulary of "X 园", such as "动物园", "花园". "公园里有什么?" This discussion topic helps students review the vocabulary of related topics, the quantitative collocation of specific nouns such as "[棵]树" and "[条]河", and the simple sentence "什么地方有什么?". The students can start from one word to associate with related vocabulary and sentence patterns. The new stuff not only means enriching the form of review, but also means reviewing and adding small but new knowledge, so that the review lesson, which used to simply repeat what has been learned, has more forms and contains new tasks. It includes new tasks. On the other hand, by using relatively fixed teaching sessions and the "constant" of previewing each lesson before it begins, students can clearly understand and even anticipate the next teaching session without asking a teacher to explain each time what next is going to take place. For example, after following a lesson completely, students will have a general understanding of the teacher's style and a vague impression of the sequence of words, grammar drills, and text explanation. Instead, they only need to give a brief preview of what will be presented in the next 40 or 80 minutes before the beginning of

each lesson, and then try to make the sequence of their teaching sessions relatively fixed as much as possible, so that the design of each session could not need to be fixed. The harmonious unity of "change" and "maintenance" allows students to de-familiarize themselves while continuously attracting students' attention through new forms of drills in each lesson to achieve the purpose of invariably motivating students to learn.

After the lesson: timely feedback

Feedback on learning results allows students to see their progress and increase their motivation to learn, or to recognize their misconceptions at the first sign of bias and correct their misunderstandings in time to prevent stereotyping. In the teaching, feedback should adhere to the principle of timely, specific and regular, basing on students' fresh distinctive memory of what is going on, so that students get the maximum, positive learning results, enhance their learning information; feedback is also not just to write an "A", it concerns specific reality of each student's work, pointing out strengths and weaknesses in easy-to-understand terms and giving encouragement in warm words in order the students to be motivated and have a clear direction for improvement. The teacher's pointing out the shortcomings is also an opportunity for students to review their knowledge again. By fixing the targeted feedback and normalizing the feedback mechanism, it becomes obvious after a while that students pay more attention to the details of writing Chinese characters and punctuation when they write their homework, and they check their homework carefully again before handing it in. The memory of a certain word or grammars is formed in this tangible and intangible review over and over again.

Discussion & Conclusion

The motivation of students' learning cannot be achieved by just one or two words of encouragement from the teacher or one or two interesting games. In particular, the current Chinese teaching activities in Ukraine are still subject to the complex international situation, and the characteristics of online teaching include weak interaction and untimely feedback among the advantages of connecting the world and spanning time and space. Instead of asking students what they want, we should start improving our own teaching to make the online classroom come alive and make

students active. It is a must for every teacher to prepare students carefully, try more new forms of teaching, improve teaching methods, and summarize and reflect in time. Exploring methods and strategies to motivate students to learn is also a kind of motivation for instructors, inspiring us to always be on the way of exploring and moving forward.

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摘 要

学习者作为教学活动的对象和主体,其主观能动性在学习中的体现对最终呈现的学习效果有至关重要的影响,因而对学习者的学习动机及其影响因素的探讨对教学活动的开展以及教学成果的最终获得都具有重要的现实意义。国外对于第二语言的学习动机的研究有较长时间的发展及较为完备的体系,绝大多数是关于以英语或法语为第二语言的学习动机的研究,国内在第二语言习得的学习者学习动机上的探讨主要集中在分析和研究中国学生的英语学习动机,以汉语为第二语言习得的学习者学习动机的研究较少,尤其是对身处海外的汉语学习者的汉语学习动机的分析和研究更是少之又少。本文以孔子学院本部大二年级翻译专业2班为教学观察及汉语学习动机激励的对象,以本学年秋季学期为观察和激发策略尝试的第一个周期,通过发现和分析该班学生在汉语学习中存在及新的汉语学习周期内出现的新问题与学生学习动机的关系,尝试从维持和进一步激发学生汉语学习动机的角度选择有针对性的方法,并根据方法的实际运用效果进行调整,梳理出一套涉及课前、课中、课后三个不同时间阶段的