

# **A Study on Factors Influencing Chinese Language Learning in Tanzania**

**Mohamed Mariam Bakari**

*Dang Landing . master. professor.*

*Department: School of international Education*

*Degree. Masters of International Education in Chinese language*

---

## **Abstract**

*This study investigated the factors influencing Chinese language learning in Tanzania through quantitative approach. Study correlates the factors with learning capacity of Tanzanian student in Dar es Salaam. Study examined the four factors that may influence Chinese language learning which are Motivation and Drive, Experience, Teaching Strategy, Learning Capacity and various efforts that have been made to promote and improve Chinese language learning and teaching. Study will help the readers understand how to improve Chinese language learning as a second or foreign language. Research adopts the quantitative approach of investigation, using self-made 5 likert scale questionnaire putting all factors in different sections. Online surveys was conducted from the sample deduced through Slovin's Formulae in research area of Dar es Salaam, Tanzania.-For the statistics, descriptive approach was used for qualitative expression and ratings. Regression and Pearson Correlation was applied to authenticate the factors influencing Chinese language learning in Tanzania. T-Test, Z-Test and P-test were used for the hypotheses testing and significant level. Reliability analysis was used for 70% above result of the validation of the questionnaire and approach. Study uses both primary and secondary data to conclude results and apply original idea with self made questionnaire not been tested before with this sample and population, so provides the originality to the study. Study found the correlation of factors and Chinese language learning program in Tanzania as second language and enhance understanding that the predictors influence significantly to Chinese language learning.*

**Key Words:** *Teaching Strategies, Motivation and Drive, Learning Capacity*

---

Date of Submission: 05-02-2022

Date of Acceptance: 18-02-2022

---

## **I. Introduction**

Asian languages such as Chinese and Japanese are still noticeably underrepresented in these major journal indexes even though these languages, in particular Chinese, have been attracting increasing attention. To facilitate interaction with other countries and promote participation in globalization since its opening up in the late 1970s, China has made tireless efforts to improve indigenous individuals' English competence (GAO, Liao, & Li 2014). In the last decade, however, the domination of the English language has been increasingly challenged by the growing importance of Chinese, which is increasingly being taught as an important second or foreign language in and outside China (Moloney & Xu 2015). This study mainly focuses on the analysis of the factors influencing Chinese as a second language outside China, in Tanzanian secondary schools. Study discusses how motivation and drive, teaching strategies, past experience and Learning Capacity influence learning Chinese language as a second language in Tanzania. Many factors influence the learning process of Chinese language as the second language.

Dai (2000), believes that the factors that affect the process of Chinese as a second language acquisition are mainly divided into external factors, internal factors, language ontology factors, etc. external factors include learners' learning environment, language environment and teachers' teaching strategies, while internal factors mainly refer to learners' own factors, such as learners' mother tongue background knowledge, learning motivation and learning strategies, Morpheme, context and pragmatics, as the ontological factors of language, have a certain impact on the efficiency of language acquisition. Predictors in the study are previously explored by many philosophers amongst which motivation to learn secondary language is important. Motivation is a major factor in the successful study of language acquisition. It is considered goal directed and defined as "the amalgamation of effort plus desire to achieve the goal of learning the language plus auspicious postures toward learning the language" (Gardner, 1985, p. 10 cited in Xu 2008). Motivation has been broadly recognized by scholars, researchers, and teachers as one of the major variables that determine the level and success of second language learning (SLA). As emphasized by Dornyei (2001), "teacher skills in motivating learners should be seen as central to teaching effectiveness". Zhang, (2019) argues that there is scientific backing to

show that people who already know two or more languages are better language learners. The use of language learning strategies has been the focus of researchers of second and foreign language learning. Research in the past decades show that the focus has shifted from the teachers to the learners themselves. It is believed that if learners are empowered to manage their own learning and are made autonomous, it would result in marked improvement in their learning capabilities. The students may not even be aware of how to use different strategies, and may need guidance. It is asserted by Nambiar-Gopal (2002) that learners are not passive recipients, but are asked to participate and learn how to learn. “Strategy specialists believe that learners with strategic knowledge of language learning, compared with those without, become more efficient, resourceful, and flexible, thus acquiring a language more easily” (Tseng, Dornyei & Schmitt, 2006).

Givetius Sabato (2020), a researcher of curriculum reform at Tanzania National Institute of education, pointed out that the pilot promotion of Tanzanian Chinese education in middle schools has been successful and is very popular with the public. The rapid promotion of Chinese education in Tanzania's junior high schools has objectively and effectively promoted the reform of Tanzania's basic education curriculum system. Students generally hope to continue to study Chinese, which makes the government have to consider further reform of the curriculum, offering Chinese courses in high schools. In August 2015, the Sino foreign language exchange and cooperation center of the Ministry of education of China (formerly the headquarters of Hanban / Confucius Institute), the Ministry of education and technology of Tanzania, and the provincial administration and local government affairs department of the president's office of Tanzania jointly implemented the basic Chinese language teaching project in Tanzania, offering Chinese courses in local junior high schools, In order to train more Tanzanian Chinese talents and serve the social and economic development of Tanzania and the friendly cooperation between China and Tanzania. With the joint efforts of China and Tanzania, the Chinese teaching project of basic education in Tanzania has developed rapidly.

Study focuses on 4 key factors influencing Chinese language learning in Tanzania such as: Motivation and drive, teaching strategies, Learning Capacity and past experience of teachers and students. The study will make readers realize that motivation and drive is internal thrust that can lead student to become expert in Chinese language. This study will be beneficial as teaching strategies will base on the capacity of absorbing the language rather than higher level of language. This study will help them appropriately measure the environment and have solid evidences based on literature that can improve learning efficiency of Chinese language. The results of this study will make teachers extra efficient in teaching Chinese as a second language.

“Chinese language is specifically chosen as China is a global economic superpower and to keep abreast of the leader of economy is to speak the language,” said Deputy Minister for Education, Science and Technology, William Ole Nasha during a farewell ceremony to Chinese teachers at Zanaki Secondary School recently. Handing over certificates to 10 Chinese teachers, who were returning to China, he added that Tanzanians needed to utilize opportunities offered in the market today and not be prevented by a language barrier. “In order for the country to be an industrial economy and middle income economy, we need competent and skilled people conversant with foreign languages as the world is becoming less than a village,” he noted. “This endeavour is not set to confuse Tanzanians as there are challenges even in Kiswahili, which is our national language, but this will not stop us from introducing things that will help us. He explained that Chinese language was chosen because apart from China being an economic superpower, which had invested a lot in the country, China had been a good friend to Tanzania for a long time and the Chinese language exchange programs are establish in every corner. Further study provides the background of Chinese language learning in Tanzania in next session.

**Table 1: Teaching Strategies in Language**

<i>Parameters</i>	<i>Strategies</i>
<i>Cognitive Approach</i>	<i>Cognitive approach to inherent information as first hand copy to the language learners</i>
<i>Behavioral Approach</i>	<i>Actions are repeated by the words, A strategy to teach students depend upon how easy a teacher is with language and with level of fluency it is been delivered</i>
<i>Attitudinal Approach</i>	<i>Attitude of a teacher with the student is important trait to teach language as action based strategy. Relationship and ease in it is the way of deliverance</i>
<i>Proactive Approach</i>	<i>Predetermined parameters and problem solving in learning language is the artistic approach a teacher can apply in modeling the students' mind</i>
<i>Game Approach</i>	<i>Teaching becomes easier when strategy is based on the playing not teaching only. Play and teach language becomes more fun to audience and adopted easily</i>

## **Background**

As the world is becoming a global village, in terms of interactions brought by technological advancement Tanzanians have come to realize the importance of knowing more than one language. May be the question is, why Chinese language? Chinese language was chosen because apart from China being an economic superpower, which had invested a lot in the country, China had been a good friend to Tanzania for a long time. China is also the second largest economy in the world. Currently, Mandarin Chinese is spoken by over one billion people around the world about one fifth of the global population. Therefore, the study of the Chinese language opens the way to different important field such as economy, culture, friendship and various education and employment opportunities. In recognizing the importance to export Chinese language to other countries; the Chinese government introduced and teaches Chinese language to Tanzanian secondary students. Benjamin Mkapa and Zanaki secondary schools are among sixteen schools in Tanzania which have been selected as pilot schools teaching Chinese language. Dr Akwilapo commended China through its embassy in the country for introducing Chinese language programme in some secondary schools in Tanzania. (Tungaraza, 2017) "Soon children will be learning this language from primary school level because we have already set the new syllabus which will include Chinese language programme," he said. Mr Gebo Lugano, the headmaster of Benjamin Mkapa High School on behalf of the school management, expressed his appreciation for the introduction of the programme. Speaking during the launching of a Chinese language and culture pilot program in Dar es Salaam Deputy Permanent Secretary at Ministry of Education, Science and Technology, Leonard Akwilapo (2015 said, the program which is supported by the Chinese government is another important milestone in the good and strong bilateral relations between the two nations which dates back to the days of Tanzania's founding father Mwalimu Julius Nyerere. "Our bilateral relations have grown from strength to strength and in all fields of life, the Chinese have been our best friends supporting our development efforts since 1970s when they built Uhuru railway," he noted. The Deputy Chinese Ambassador Gou Haudong said the introduction of the Chinese language programme in various schools in the country cements the good friendship that exists for decades between Tanzania and China. "We need an environment for promoting multilingual learning," he said, urging students to work and study hard for the country to achieve the desired development. "Culture and education is the channel in which people communicate to have mutual understanding. I believe Chinese language programme for secondary schools in Tanzania will be the bridge to closely bring nationals of the two countries together," added the deputy Chinese ambassador. Nasra Manyanya, a Form Two student (2017) at Benjamin Mkapa Secondary School, said learning foreign languages like Chinese will help them to communicate fluently in multiple languages, something that can offer them a wide range of opportunities. "Apart from communication, it helps us understand other people's culture. We can interact with other foreign nationals more freely and of course meeting new people and making new friends give us more fun, and enjoyment," she noted. Another student Boniface Michael said that he learns the language to get knowledge and he believes the language can enhance one's opportunities in government or in other sectors. "Foreign language will enable me to communicate and serve people better. If you know more than two foreign languages, you get confidence. In our class, everybody has different reasons for learning this language but on my side the language will open up employment opportunities" noted the boy whose dream is to be a businessman. During its introduction to Tanzania, Chinese language has been taught by native Chinese Teachers. Six secondary schools and three universities are taking part in the pilot program which is currently being backed by 12 Chinese language expatriates. University of Dodoma's Confucius Institute is the coordinating centre of the program which also includes University of Dar es Salaam and Muslim University of Morogoro. "The government is prepared to ensure that this program is sustainable, so we are training teachers at the three universities so that they can take over from the Chinese volunteers," the official noted. From the year 2018 Zhengzhou University of Aeronautics under the international cooperation and exchange, the Department of education, Henan Province had begun to offer Chinese language program to local teachers in Tanzania in order to develop the teaching and learning of Chinese language in Tanzania. From this one year project, five Tanzanian local teachers were given chance to join master education in two university North china university of water resource and electric power ( 2 teachers) and xinyang normal university (3 teachers) taking International education in Chinese language. Therefore, this project helped Chinese local teachers to work together with the native Chinese language teachers in making sure that the Chinese language teaching in Tanzania prospers. In Tanzania, students who are learning Chinese language encountered various difficulties in their learning process. This study aims to examine the factors that influence Chinese language learning in secondary Schools of Tanzania. Many of the Tanzanian students in different universities of China like in North China University of Water Resources and electric power are studying and facing language issues.

This study signifies their effort to learn Chinese prior coming to China for higher education. This way they can focus more on their major subjects rather focusing more on Chinese language. This Study highlights the extent to what these factors influence learning Chinese and how students can improve their learning capacities towards Chinese language. For the purpose of high understanding the secondary school offering

Chinese language courses, the early stage learners, are more suitable as population of the study. Chinese language is being taught as an optional subject at secondary schools in the country. The programs of Chinese language cover Basic Chinese language, Chinese listening skills, oral Chinese skills, Chinese songs, Taiji course, Chinese calligraphy and traditional Chinese painting. In Dar es Salaam Tanzania, there are two famous schools offering Chinese language in their curriculum as the optional subject. These schools are Benjamin Mkapa secondary school and Zanaki secondary school. Study selected these schools as the population of the investigation.

### **Theoretical Framework And Literature Basis**

Learning a language is not a skill that children either have or don't. There are actually many internal and external factors that influence how fast a child learn a new language. Different specialists name different factors. Yigter(1988) distinguishes three factors which influence on second language learning. These factors include the role of the teacher, the learner, and the learning method, Collier (1988) named the learners cognitive style and social and economic as the most influencing factors. This study consider four factors that may influence Chinese language learning in Tanzania which are motivation and Drive, Teaching strategies, Experience and the age of the language learner.

### **Second Language Acquisition/learning**

There are various definitions of Second Language Acquisition. The definitions stem from many cross-disciplinary fields: applied linguistics, social psychology, educational philosophy, behavior psychology, and so on. The terminology for second language acquisition stems from the field of applied linguistics, the rationalist way of describing language learning (Brecht, 2000). Acquisition of a second language requires an individual to process subconsciously the sounds and utterances of the target language (Krashen, 1985). In language acquisition, the learner concentrates on the communicative act and not on the form or correctness of the language (Krashen, 1985). According to Krashen, acquisition of a language is very similar to the way children learn their first language and constitutes a simple but natural way of language acquisition. According to Chomsky (1986) and Krashen (1985), people are born with the ability to learn their first language. The first language learned as a child or your primary or "mother tongue," is considered Language one (L1). In Universal Grammar, children are born with an inborn code to learn L1 from birth, which is called the innate Language Acquisition Device (LAD). This device is believed to play a significant role in adult acquisition of L2 (Chomsky, 1986; Krashen, 1985).

There is a general consensus that under natural and healthy circumstances, all children learn their native language (L1) as long as they have adequate exposure to the language (Berko- Gleason, 1985; Lightbown & Spada, 2006) though there are different approaches the way one can learn second language. Here exposure to learn Chinese as secondary language is given in form of different classical and non-classical theories. Krashen believes that language acquisition and language learning are two very distinct, separate things. According to Herrell and Jordan (2016), Krashen believes that the distinction between the two are "vital in supporting students' gradual acquisition of fluency in a new language." . Language acquisition is an unconscious process where language is naturally acquired and when language is used meaningfully. It follows a similar pattern to the development and understands of the first language. A child born in an American home to English-speaking parents subconsciously learns the English language through language acquisition. It develops through meaningful interactions with native speakers. In a school setting, this would include a native English-speaking student and a native Spanish-speaking student (learning English as a second language) engaging in conversation on the playground during recess. Grammar rules are not a main focus in language acquisition. Language learning on the other hand, is consciously learning about a language through formal instruction. Language learning also includes learning about the rules of a language. Grammar rules, vocabulary and language functions are taught explicitly through formal language learning. (Richards & Rodgers, 2001). Motivation is widely seen as a critical component in successful second/foreign language learning specially with Chinese language as to have complex structure (Yang, J.S, 2011). According to Deci and Ryan (2018), intrinsic motivation is learning a Chinese language for the inherent enjoyment and personal satisfaction of doing so. Extrinsic motivation has three sub-categories, including external regulation, interjected regulation, and identified regulation. Early understandings of SL/FL (second/foreign language learning) motivation have been largely influenced by a social-psychological perspective, especially Gardner and Lambert's (Gardner, R.; Lambert,W, 2015) conceptualizations of integrative and instrumental motivation. integrative and instrumental motivation play different dynamic roles in the process of second language acquisition. Yu (2004) refers that in the process of learning Chinese as a second language, Integration motivation includes integration tendency, attitude towards Chinese people, linking of Chinese culture and Chinese teachers, interest in learning Chinese or desire to get along well with Chinese people and so on. Instrumental motivation refers to the practical or utilitarian purpose of learning Chinese, such as to graduate successfully, or to find a job with higher salary, or to

satisfy the desire to communicate with Chinese people in Chinese, etc. Combining the two can achieve much more ideal effects than a single motivation. Learners who have purely "integrative motivation" may have unclear goals, blindly learn, and ignore practical knowledge; while learners who have purely "instrumental motivation" are prone to greatly reduce their efficiency or even give up due to diminished interest or encounter difficulties. Therefore, there are huge obstacles to learning under the control of pure motivation. On the contrary, learners with both motivations have both strong interest and clear goals, so the learning effect is usually more significant.

## **Motivation And Drive Theories For Second Language Learning**

### **Behavioral views:**

Behavioral views of motivation concentrate on extrinsic factors (external rewards or punishments) and reinforcement of desired behaviors (based on John Watson's mechanistic concept that behaviors could be totally described in terms of observable responses to certain stimuli). An extrinsically motivated student performs "in order to obtain some reward (good grades, teacher approval, etc.) or avoid some punishment external to the activity itself," as opposed to a student who is intrinsically motivated and undertakes an activity "for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes" (Lepper, 1988 as cited in Shirkey, 2003).

### **Cognitive views:**

On motivation propose that behavior is influenced by the environment and self-perception. Compared to the behavioral view of external stimulus/response, cognitive views tend to be more internal and information processing based. Based on Jean Piaget's equilibration, assimilation, accommodation, and schema formation, cognitive views stress an innate desire on the part of people to keep balance and organization in their perceptions of the world around them. When imbalance occurs, schema is modified to regain desired balance and organization. In terms of motivation, students may become motivated to learn in order to achieve desired equilibrium, and obtain a feeling of mastery over their environment. Cognitive dissonance theory, developed by Leon Festinger, and based on Piaget's views on disequilibrium, states that people will act in such a way as to resolve discrepancies between different beliefs or actions.

## **The Learning experiences**

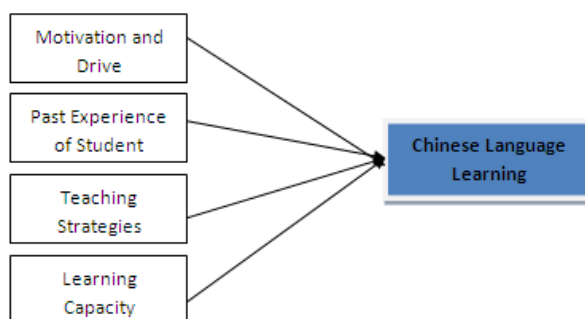
A great deal of importance is given to the abundance of variables in the phenomenon of foreign language acquisition in a school setting. Nevertheless, the factors that lead to a more favorable additional language acquisition and positive attitudes toward the target language include the quality of the lesson and the learning experience, as well as the relationship with the teacher. Gardner (2010) stressed how a positive attitude toward the learning situation facilitates learning. Likewise, Krashen's (1985) model of second language acquisition postulates that, in as much as the learning experience is associated with negative emotions (e.g., anxiety, embarrassment), a learner's affective filter is raised and acquisition is hindered. Additionally, teachers play a meaningful role in assisting students to cope when difficulties arise in the language learning process. In fact, Komorowska (2016) discusses how teachers' careful intervention might help a learner process and channel negative emotions into positive action targeting language learning. Studies reveal that teaching skills, along with students' positive class experiences, have a strong impact on foreign language learning. Clearly, there is a positive relationship between enjoyment from the learning experience, the materials, and the teacher and the student's motivation to learn the target language (Abu- Rabia, 1995; Agawa & Takeuchi, 2016). In addition, teaching quality often plays a key role in helping shape students' stances regarding the language and the language learning experience. Teachers that are caring, charismatic, assertive, and skilled trigger more positive student attitudes than teachers whose personality is less captivating and teaching style and teaching skills less efficient. Learning strategies depend on teaching strategies in schooling, which is the conclusion of Wilson and Fowler's (2015) research that the teaching-learning environment affects the learning strategy of students.

Based on behaviorist and cognitive learning theory, the author will analyze the data collected from the questionnaire to explore the influence of internal and external motivations on students' Chinese learning. Behaviorist theory can inform teachers of how learning occurs; the purpose of teaching can be used as a guide for teaching methods. Under the guidance of behaviorist theory, the author can pay more attention to external stimulation in the teaching courseware prepared for Chinese teachers. Taking classroom teaching as an example, a large number of exercises can be carried out according to the law of learning, so that students can learn by doing, and through continuous repetition and Practice to complete the learning task. If students are more inclined to learn Chinese with self-perception and personal needs, teachers can pay more attention to the guidance of the conversion of children's new and old knowledge; so that children can deepen their understanding of new knowledge by drawing on the knowledge they have learned in the process of learning new

knowledge. And can appropriately ask encouraging questions, let the children build their own knowledge system and so on.

### **Framework And Paradigm**

This study uses Motivation and Drive, Experience, Teaching Strategy and Learning Capacity as independent variables and Chinese language learning as dependent variable to verify the extent to what independent factors influence the dependent factors. The cognitive theories of motivation include the Expectancy Theory and the Goal-Setting Theory. The Expectancy Theory of Motivation explains why and how an individual chooses one behavioral option over others. On the other hand, the Goal-Setting Theory states the importance of creating goals in motivation a person. Study uses Gardner's motivation theory which has been profoundly influential in the L2 motivation field for decades. According to Gardner (2001), motivation includes three elements effort (the effort to learn the language), desire (wanting to achieve a goal) and positive affect (enjoy the task of learning the language). The role of orientations, which Gardner refers to as a "goal" aims to arouse motivation and direct it to reach the goals (Gardner, 1985). Two orientations in particular integrative orientation and instrumental orientation were introduced by Gardner and his associates and have been discussed and explored in L2 motivation research extensively. According to Gardner (1985), integrative orientation refers to a positive attitude towards the L2 community and the desire to get close to the community and even become a member of that community. In order to avoid any ambiguity and confusion, Gardner (2005) has tried to clarify some of the confusion and proposed an amended version of the socio-educational model. In this model, he claims that two major variables (Motivation and Ability, which includes intelligence and language aptitude) are strongly linked to an individual's achievement in the language learning context and that an individual's motivation to learn an L2 is related to two variables, Integrativeness and Attitudes to Learning Situation. Attitudes to learning situation include elements, such as teachers, instructions, curriculum, lesson plans, and evaluation processes.



*Figure 1: Conceptual Framework based on Socio-education Model, 2005*

Conceptualization of the investigation depends on the variability of the capacity of learning Chinese language in Tanzania especially in secondary schools where memory of the learner is fresh and adoptable to new experiences. Motivation is widely seen as a critical component in successful second/foreign language learning specially with Chinese language as to have complex structure (Yang, J.S, 2011). According to Deci and Ryan (2018), intrinsic motivation is learning a Chinese language for the inherent enjoyment and personal satisfaction of doing so. Extrinsic motivation has three sub-categories, including external regulation, interjected regulation, and identified regulation. Other aspect of factorization is the teaching strategy in delivering the Chinese language that depends upon the strategies mentioned in table 1. Shrum & Glisan (2010) explained the importance of teaching strategies in delivering the Chinese language in secondary schools as the part of curriculum in early age can enhance capacity of adopting the new culture and experience in secondary schools' students. Research Paradigm will provide transformation of input variables into output and feedback of the implementations of the results. Preferably Learning Capacity of second language, motivation, experience and teaching strategies are the factors influencing in this research paradigm as the independent variables deduced from Gardner 2005, model of socio-education and its impact on Chinese language learning as the secondary factors can be analyzed on linear equation.

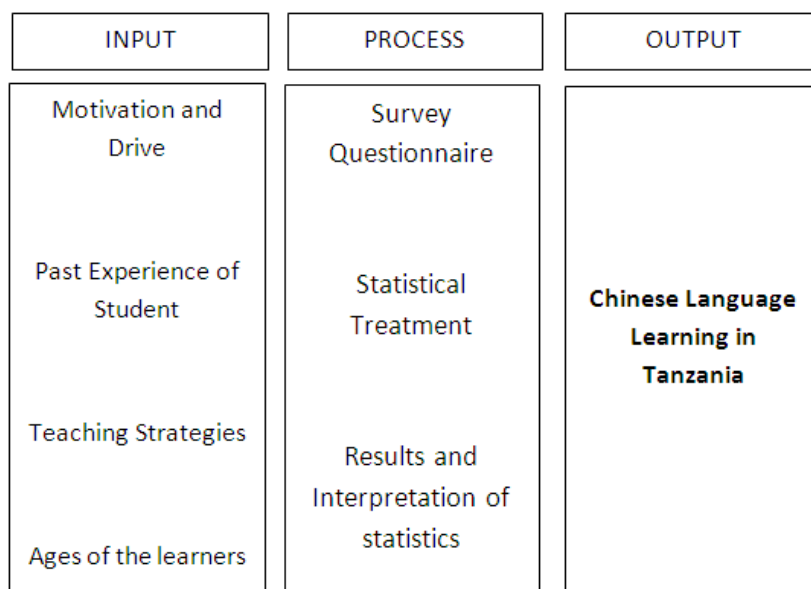


Figure 2: Research Model

**Hypotheses**

Based on the conceptual framework of the investigation study formulated the null hypotheses and seek the acceptance of the study hypotheses.

**H<sub>0</sub>1:** There is no significant relationship between motivation and drive of the learning and Chinese Language Learning

**H<sub>0</sub>2:** There is no significant relationship between past experience of the student and Chinese Language Learning

**H<sub>0</sub>3:** There is no significant relationship between teaching strategies and Chinese language Learning

**H<sub>0</sub>4:** There is no significant relationship between Ages of Learners and Chinese Language Learning

**Research Design And Methodology**

Study uses quantitative design, online survey based, through self made 5 likert scale questionnaire to investigate the affects of said factors (Independent variable) on the learning capacities of Chinese language (dependent variable). For the purpose of the survey, 2 secondary schools in Tanzania were selected, based on running and operational capacity of teaching Chinese languages and adopting training based sessions. Online clouding procedure was adopted to conduct survey from participants (Teachers and Students of sample size 139) of the study. Study followed ethical consideration of inform consent and secrecy of participants to ensure unbiased primary data collection. Literature basis provided the initial instigation of investigation and paradigm supported the critical econometric analysis. Regression and correlation analysis are used to understand impact of predictors on learning Chinese as optional subjects in these two schools. Data was collected through questionnaire from sample size of students from Dar es Salaam. Sample size will be acquired using Slovin’s formula as the population is unknown. Respondents will be approached via email for inform consent and data collection. Researcher will administer 20 questionnaires to gather information from 20 participants to conduct a reliability test for pretest so that the questionnaire reliability and validation could be confirmed and data adequacy is assured. The survey will be conducted via email (online).

Table 2 Composition of Sample

S/No.	Categories	Numbers	Percentage
1	Teachers	04	1.32%
2	Students	147	98.6%
<b>Total</b>		<b>151</b>	<b>100%</b>

Source: Survey Data @ 2021 Dar es salaam

**Slovin’s Formula  $n = N / (1+Ne^2)$**

Slovin’s Formula  $n = 579 / (1+579 *.07^2)$

$= 579 / (1+579 *.07 *.07)$

$$=579 / (1+2.83) = 579 / 3.83 = 151$$

Slovin's formula was applied to sample the participant size from the population (known) size, producing 151 sampled participant of the study (see table 2). Participants were randomly selected once the sample size was established from schools of the Dar es Salaam. Participants were briefed about the study objectives and given orientation regarding questionnaire. 5 likert scale questionnaire from strongly disagree to strongly agree (from 5 to 1) were presented to participants.

*Table 3 Impact Ratings of questionnaire*

<i>S/No.</i>	<i>Scale</i>	<i>Categories</i>
1	1 to 1.49	Strongly Disagree
2	1.50 to 2.49	Disagree
3	2.50 to 3.49	Neutral
4	3.50 to 4.49	Agree
5	4.49 to 5.0	Strongly Agree

### **Analysis And Interpretations**

This study is based on the quantitative design using questionnaire to collect primary data and provide the ratings to SPSS for analysis. Study applied parametric and non parametric tests to analyze and interpret the data. First reliability analysis is conducted to approve and pilot test the questionnaire after that analysis move to descriptiveness of the data through weighted means and standard deviation. Study then followed the hypotheses testing through two tailed tests (t-test) and Significant tests (p-values). This study also applies the kurtosis to inference the hypotheses testing to next level. Once the null hypotheses are rejected and study hypotheses is accepted study intends to find the relationship of the variables with Chinese language learning with correlation analysis and extent to the factors impact on the Chinese language learning as the second language in Tanzania.

### **Reliability Analysis:**

Before collecting complete data from (139) participants', reliability test was conducted to authenticate the questionnaire. 20 recipients were selected from the sample and distributed the questionnaire for initial test, "Cronbach's Alpha" value for all 4 categories of the questionnaire surpassed .70 or 70% required percentage. Table 4 exhibits the values of Cronbach Alpha for predictors which implies that categorically all the values of reliability test surpassed required results, hence questionnaire proved reliable for further process.

*Table 4 Reliability Analysis Test*

<i>S/No.</i>	<i>Variables</i>	<i>No.</i>	<i>Cronbach's Alpha</i>	<i>%</i>
1	Motivation and Drive	20	.843	84.3%
2	Teaching Strategies	20	.789	78.9%
3	Past experience	20	.913	91.3%
4	Learning Capacity	20	.904	90.4%
6	Overall	20	.901	90.1%

### **Hypotheses Testing**

Null hypotheses were testes for *t*-values and *p*-values, in order to nullify the null hypotheses and accept study hypotheses. Independent sample test (2 tailed) applied for rejection of null hypotheses exhibited in table 5. Further Kurtosis test was applied for more confirmation of nullifying the null hypotheses in the study. Table 5 exhibits *t*-values and *p*-values of independent sample 2 tailed tests,  $t_M = 3.4081$ ,  $t_T = 2.39$ ,  $t_P = 2.67$  and  $t_A = 1.99$ , all the values are greater than *t*-table values for degree of freedom @ 138. Values exhibited in table 5 imply that all null hypotheses of the study are rejected and study hypotheses are accepted. *P*-values exhibited in table 5 are less than .50 which implies model is significant different and fit for prediction. Table 6 exhibits values of skewness-Kurtosis, all values are greater than +1.96 as exhibited in table, which implies that data is normally distributed and null hypotheses are reject. Skewness is 0 for data normalization.

*Table 5 Hypotheses Testing (Independent Sample Test)*

<i>S/No.</i>	<i>Factors</i>	<i>numbers</i>	<i>t-test statistic</i>	<i>P Value</i>	<i>t-table value</i>
1	Motivation and Drive	6	3.4081	.012	> T table value
2	Teaching Strategies	7	2.3932	.000	> T table value



3	Past experience	7	2.6723	.013	> T table value
4	Learning Capacity	5	1.9987	.023	> T table value

*Table 6 Kurtosis (Normality Test) for Hypotheses Testing*

<i>S/No.</i>	<i>Factors</i>	<i>Z value</i>	<i>Error</i>	<i>Z value/Error</i>	<i>Kurtosis Range</i>
1	Motivation and Drive	2.567	.387	6.6330	Greater than +1.96
2	Teaching Strategies	1.897	.387	4.9018	Greater than +1.96
3	Past experience	12.786	.387	33.038	Greater than +1.96
4	Learning Capacity	2.431	.387	6.2816	Greater than +1.96

### Descriptive Analysis

Interpretation of mean ratings of the summary from the participant covered in descriptive statistics section of the paper. Study used 5 likert scale ratings to record the ratings of the participant, sharing experienced based knowledge. Chinese Language learning is difficult and not easy to come up with easy strategies but feeling the call of new age and global change it is mandatory to learn it. China and Tanzania all weather friendship started this program very recently as Chinese have invested huge amount in Tanzanian manufacturing and service industry and in future inter exchange programs and cultural intervention will be for sure. To learn Chinese for secondary school project, many steps are taken. This section provides the qualitative expression of ratings in table 7. Table 7 exhibits value of mean ratings of participants on motivation and drive of learning Chinese language, Teaching strategies of teaching Chinese as secondary language, Past experience of learners students of the language and Learning Capacity and influence of these predictors on the Chinese language learning programs. Values of table 7 imply that all the participants are either agreed or strongly agreed with the statements of the questionnaire. Qualitatively expressed their opinion, that Chinese language learning are influenced with the specified factors in the study positively.

*Table 7 comparison of mean ratings and classification*

<b>Factors</b>	<b>Teachers</b>		<b>Students</b>	
	Mean	Classification	Mean	Classification
Motivation and Drive	3.9	A	3.2	A
Teaching Strategies	4.4	S.A	4.1	S.A
Past experience	4.2	S.A	3.9	A
Learning Capacity	3.3	A	3.5	A

### Regression Analysis

The linear regression was developed to investigate how one or more independent variables influence a dependent variable (Hutchinson, 2011). More specifically, in a linear regression analysis, the result produces one intercept and one slope, based on the mean, which represents the best fit for variable X to predict variable Y. The regression line can be calculated by using the equation (Noon, 2003): This study uses motivation and drive of learning Chinese language, teaching strategies of teaching Chinese as secondary language, past experience of learners' students of the language and Learning Capacity and impact of these predictors on the Chinese language learning programs. Linear function of the study enumerates the challenges in learning Chinese language and extent to what predictors' effect capacity of Chinese learning in secondary schools.

Adjusted R square of the model is .998 that means  $.998 * 100 = 99.8\%$ . It implies that one unit of change in predictors will bring 99 % change in Chinese language learning capacities in both the schools of Tanzania. It also implies that model is highly predictable to dependent variable. Predictor is constant with R-square 99 %. Language capacity is subject to more effective with teaching strategies and classical approach of play and teaches language. Though Learning Capacity is fresh and less than 10 with initial reviews and past experience of language for these fresh minds are not related with confusion and disguise of behaviors to learn language and motivation is high to enhance the capacities. Table 9 explains R-Change is the same in change statistics as was in the summary model, with  $f(2, 149) = 27779.207, p = .000$  model is significant and will bring change for sure as  $P < .05$ , it can be predict that model is significant and will bring changes in

Chinese language learning in secondary schools of Tanzania for sure with the changes in all the independent variables.

Finding implies the analysis of variance in model.  $\sum (Y_1 - Y)^2 = 60.750$  for the mean difference square of predicted value of D.V and I.V and  $f(2, 137) = 27779.207, p = .012$ , implies that model 1 of ANOVA is significantly fit to predict values and explain variation in factors. Qualitative expression for this variance implies that it can be predicted that predictors of the study with mean square and significant values will positively effects the learning programs and capacity building programs in Chinese learning for the Dar es Salaam secondary school education. @  $p = .013, .000, .000$  and  $.012$ , and  $.234$  all the values are less than  $.005$  model is fit and significant to predict the effect of independent variable on dependent variable. With coefficients @  $1.362, .430, 2.341$  and  $1.123$  motivation and drive of learning Chinese language, Teaching strategies of teaching Chinese as a second language, Past experience of learners students of the language and Learning Capacity , linear model of regression predicts the degree change in independent variable with coefficients will change the learning efficiency of Chinese language learning in Tanzania. Linear model exhibits the values that imply research hypotheses are true and predictors are traits to learn and enhance capacities of Chinese language learning.

*Table 8 Regression analysis*

<i>MODEL</i>	<i>Unstandardized Coefficient</i>		<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
	<i>B</i>	<i>Std. Error</i>			
(Constant)	.111	.044		2.536	.013
<b>1</b> Motivation and Drive	1.362	.006	1.037	233.516	.000
Teaching Strategies	1.403	.010	.172	38.731	.000
Past experience	2.341	.013	.232	56.345	.012
Learning Capacity	1.123	.002	1.234	32.124	.000

Constant: Chinese language learning

$$\begin{aligned}
 CLL &= \alpha + \beta (M) + \beta (T) + \beta (P) + \beta (A) + e \\
 CLL &= .111 + 1.36 (M) + 1.403 (T) + 2.341 (P) + 1.12(A) + .07
 \end{aligned}$$

Chinese language learning function is linear in nature, with a constant change unit of  $.111$  in learning capacity and efficiency of the students. Change can be positive and negative subject to coefficient of motivation and drive of learning Chinese language, teaching strategies of teaching Chinese as a second language, past experience of learners' students of the language and Learning Capacity. Level of transformation of knowledge and language in students of secondary education depends upon positive change in the predictors and teaching efficiency as the students mind still young and fresh. Linear equation implies the extent to what motivation and drive of learning Chinese language, teaching strategies of teaching Chinese as second language, past experience of learners 'and the learning capacity of Chinese language students in Tanzania.

### **Correlation Analysis**

A correlation coefficient is a numerical measure of some type of correlation, meaning a statistical relationship between two variables. The variables may be two columns of a given data set of observations, often called a sample, or two components of a multivariate random variable with a known distribution. Linear function of Chinese language learning is directly related to motivation and drive of learning Chinese language, teaching strategies of teaching Chinese as a second language, past experience of learners' students of the language and Learning Capacity. Information gathered from digital sources and literature review supports this paradigm and equation that all the predictors are equally important as teaching tools of Chinese language program in secondary schools of Tanzania. This section gives correlation of factors which is strong and positive as exhibited in table 12

*Table 8 Pearson Correlation*

<i>Items</i>	<i>Description</i>	<i>Predictors of the study</i>	<i>Chinese Language Learning</i>
<i>Predictors of the study</i>	Correlation Coefficient	1	.986**
	Sig. (2-tailed)		.000
	N	151	100
<i>Chinese Language Learning</i>	Correlation Coefficient	.986**	1
	Sig. (2-tailed)	.000	
	N	151	100

**Thematic Analysis**

Chinese language is different in many aspects and learning scope of Chinese language as secondary language for international students has many exponential effects. There are many factors in consideration for learning the Chinese language as the secondary one for students such as: Motivation and drive, Teaching strategies and learners’ past experience. All these factors are different in nature, following internal and external motivational attitude towards learning Chinese language. The participants of the study are students of secondary schools in Tanzania who are able to understand the general aspects and benefits of both primary and secondary language. For the purpose of identifying factors and extent to these factors affect the Chinese language learning in schools, the study selected three major factors which are motivation and drive, teaching strategies and learners’ past experience. Students are motivated for learning Chinese language for better career opportunities and better sociocultural mix with Chinese people. Motivational tendency that triggers Chinese language learning as secondary language are rated with different weighted means of the participants. Conclusively all the participants agreed that teaching strategies influence students to learn Chinese language specially with friendly nature of teachers and cognitive approach of teachers. Following is the conclusion of thematic analysis:

**Methods and Approaches of Teachers:** Past experience of learning and teaching other languages can enhance the understanding of learning Chinese as secondary language because of the improved teaching methods and approaches. An experienced teacher knows the creative ways of teaching and adopt new approaches to create lesson plans and deliver lectures effectively and efficiently. Learning is not a one-dimensional process, and learners’ personal traits influence this process in positive or negative ways. “Personality can be conceived as stable traits or qualities in a person, as more dynamic moods that are related to the cognitive processing of emotions, or even as dispositions that have been learned through social experience” (Ortega, 2013) As Marland and Edwards (2017) suggest, student thinking provides an insight into how teaching process influences the learning process students get through. Therefore, “examining cognitive factors that are predictive of L2 learning success can help to illuminate the mechanisms that underlie the learning process.” (Kempe and Brooks, 2011, p.15). Participants thematically concluded that past experience helps in learning Chinese language and provided insights of language methodology. Wang (2014) argued the statement that past experience provides method and approaches that helps in learning and teaching other languages as secondary. Yin (2012) explained the same with new paradigm that methods and approaches of teachers are groomed over the period of previous experience and helps in contribution of learning Chinese for non Chinese students. Innovative approaches are idealized when past experiences are mended in teaching Chinese (Kemp, 2011)

**Communication and group discussion:** Experience in past has taught that communication in Chinese language is best way of learning it as secondary language though initially schools of Tanzania and their students faced some hard time in communication but in group discussion many irrational linguistic issue are resolved which one can not ask to teacher or discuss in class room. Wechat groups and other physical groups for language learning is one of the efficient way of learning the systematic models of language (Kemp, 2012). Past experience has shown that communication groups of students are more efficient learning styles than any other as in these groups there are no restrictions and it is fun to learn Chinese in groups. Learning through communication and group discussion is oldest and fastest way of absorbing any secondary language (Williams, 2017). Yin (2011) supplied the concept of communication within the learning culture and perception of group discussion is higher when past experience of learning language arrives. De-agma (2017) explains the reality of communicating Chinese in group discussion and mixing with Chinese people are higher expectancy of learning Chinese language

**Motivation in learning new languages:** Motivation is the key to learn more things and create individual instigation to trigger the inner sense, past experience of learning secondary language motivates the students to learn more languages as it will create more proactive sense of learning. Motivation of learning secondary language will enable students to see more and new aspects of the language and students will themselves try and find new ways of learning the Chinese language which is more efficient way. In a meta-analysis of attitudes and motivation in L2 learning, Masgoret and Gardner (2003) concluded that sustained effort, or “motivational intensity,” is critical in L2 achievement. Studies have shown that learning behaviors such as efforts and strategies are mediated through motivational factors and contribute to students’ language

attainment (e.g., Csizér & Dörnyei, 2005; Dörnyei & Ottó, 1998; Wen, 1997, 1999). After reviewing the role of L2 learning motivation in language learning processes, Csizér and Dörnyei (2005) argued that research may run the risk of ignoring these mediating effects if the only factors examined are the impact of motivation on language proficiency or L2 achievement. The theoretical models developed by Dörnyei (1994) and Csizér and Dörnyei (2005) provide a framework for research on HL learning motivation. For example, the three motivational levels discussed above and the socio-cultural dimension at the learning environment level (known as “milieu” in the studies by Dörnyei and his associates) suggest that HL learners may receive support and encouragement from their family members, relatives, and friends. This type of support has been identified as a motivational source in the Chinese HL learning context (He & Xiao, 2008; Peyton, Ranard, & McGinnis, 2001). Another factor in the socio-cultural dimension and at the learner level is “cultural interest,” which HL learners are likely to gain through exposure to the target community and culture through films, TV programs, and pop music. As Clément and Kruidenier’s (1983) study suggests, familiarizing learners with the L2 community and the culture helps them shape their attitudes toward L2 learning. At the learning situation level, positive learning attitudes are derived from self-confidence and promote constructive interaction with learning experience from the classroom.

**Creative Teaching Styles:** Teaching style makes it easy for the students to learn language especially language like Chinese which is unique and different than other languages. Creativity is making new ways of teaching styles that enables students to learn and adopt more easily the language modules. Further evidence for the impact of social and cultural context on creativity comes from an examination of differences in norms and values between eastern and western cultures (Niu & Sternberg, 2002, 2006; Wonder & Blake, 1992). For example, a study by Ho, Peng, and Chan (2002a) suggests that countries from east Asia which are deeply rooted in Confucian ideology tend to prioritize collectivism and social conformity, whereas western cultures prioritize individualism and originality. Interviews thematically concluded that creative teaching style such as: playing game, making educational games and singing songs makes is more effective for teachers to teach and students to learn. Teaching styles with innovative approaches rather boring themes of language make students comfortable to learn Chinese as secondary language. In many countries, the development of creativity has become an important educational goal. In the U.K., for example, a series of governmental and educational initiatives is focusing on ways of developing learner creativity at all levels (e.g., Creativity in Education, 2003; National Curriculum, 2001; The Traveling Case, [Baillie, 2003]). Reflecting the significance of “cultural domains” to this endeavor (Csikszentmihalyi, 1999) there is an appreciation that art education, in the broadest sense of the term, has an important role to play. In the U.S., for example, the recent “Creative Campus” initiative at the University of Alabama foregrounds the relationship between the arts and creativity in education. A similar relationship is posited in the U.K. by reports from bodies such as the National Advisory Committee on Creative and Cultural Education (1999), and the Design and Technology Association (2004). Art and design disciplines, by their very nature, focus on learner creativity and tend to view knowledge as contingent a starting point for speculation and reinterpretation rather than a conclusion. These factors have encouraged pedagogic approaches which emphasize the ‘emancipatory and transformative’ nature of education (Danvers, 2003, p. 47). In a survey study of 113 students and semi structured interviews with 21 lecturers from two U.K. art and design colleges, Dineen, Samuel, and Livesey (2005) identified eight factors that influence student creativity. These were: (1) physical environment, (2) timing and scheduling, (3) teaching style and approach, (4) teaching methods, (5) project or task, (6) assessment and feedback, (7) learner motivation and attitudes to learning, (7) prior relevant skills, and (8) prior relevant knowledge. More specifically, both students and lecturers believe that creativity will flourish within well-organized but flexible environments which allow for group and individual work. Creativity is also assisted when students are, or are helped to become, intrinsically motivated, confident, independent, playful, flexible and open-minded. Nonhierarchical and enthusiastic teaching approaches and discursive teaching methods also support creativity for both learners and teachers. Tasks need to be challenging and to allow for student-input. A focus on process rather than outcome is important, and, as part of this focus, assessment should be designed as a positive, diagnostic aid to learning. These results are consistent with other creativity literature (e.g., Amabile, 1996; Balchin, 2006; Cowan, 2006; Gale, 2001; Patrick, Hisley, & Kempler, 2000; Ramsden, 2004; Sternberg & Lubart, 1995).

**Lesson Planning and Designs:** Thematically interview concluded that lesson planning with past experience make planning easier to understand and in small version of class room activities. Planning lessons and designing lessons is an art when teaching Chinese speaking and listening classes. More smoother the planning is more easy it becomes to learn Chinese as secondary language. Lesson planning enables students to understand the path of learning and how to achieve objectives of the activities.

**Regular, Attentive and Impressive personality:** Teachers personality and gestures are the important components of teaching behavior and attitude. Students are attracted to more agile and smiling personalities, making jokes in classes and creating interest of the student in learning Chinese. Teacher must be regular and attentive to students mind status and what it takes to teach Chinese as secondary language. It was concluded in

the interview result that personality and attentiveness affects the learning methods which is learnt by the past experience of teachers in learning secondary language.

## II. Conclusion And Contribution

### Conclusion

Study collected data from these 2 schools via email and provided with 5 likert scale questions with parameters motivation and drive of learning Chinese language, teaching strategies of teaching Chinese as a foreign language, past experience of learners' students of the language and Learning Capacity to understand the influence of these predictors on the Chinese language learning. Conclusively it is found that these four factors are important in designing the language capacity development programs in Tanzania. IBM SPSS was used to analyze the questionnaire and its ratings by participants of the study. All the null hypotheses of the study are rejected and study hypotheses are accepted that brings the analysis to position of qualitative expression of participant table 7 presented positive qualitative expression of the participant. All were agreed to the questions asked about the predictors of the study. Regression and correlation analysis of the study heavily influenced the predictors' effect on the Chinese learning programs in two schools. Study formulated a model that correlated and was significantly different to predict the nature of linear function. So its concluded that Chinese language learning influenced by the factors such as: motivation and drive of learning Chinese language, teaching strategies of teaching Chinese as a foreign language, past experience of learners' students of the language and Learning Capacity.

### Contribution

Study provided theoretical contribution in Tanzanian educational systems especially with perspective of the Chinese language learning. Study approached the investigation on the originality basis explored different paradigms and predictors that may influence the Chinese language learning in secondary schools of Tanzania. Study adopted a self made questionnaire on the basis of which contributed different theoretical aspects and characteristics of the factors influencing the Chinese language theoretically and empirically.

## References

- [1]. Chen, M., & Li, Y. (2016). 韓語母語者漢語口語複雜度研究 [The complexity of Chinese oral speeches by Korean native speakers]. *語言文字應用 [Applied Linguistics]*, 4, 61–70. Google Scholar
- [2]. Chen, Y. (2016). “拼打”識字偏誤分析及教學策略——基於智慧電子產品的零起點漢字教學 [Error analysis of typing and teaching strategies in reading Chinese characters: Teaching of Chinese characters based on the intelligent-electronic products on zero phase]. *漢語學習 [Chinese Language Learning]*, 1, 84–94. Google Scholar
- [3]. Deci, E.L.; Ryan, R.M. Self-determination theory: A macrotheory of human motivation, development, and health. *Can. Psychol. Psychol. Can.* **2008**, 49, 182–185. [CrossRef]
- [4]. Ding, X., & Cao, L. (2014). 東南亞留學生對“著”使用條件的認知及其習得過程 [A study on Southeast Asian students' cognition of conditions of using zhe (著) and its acquisition process]. *華文教學與研究 [TCSOL Studies]*, 55(3), 17–26. Google Scholar
- [5]. Dörnyei, Z. *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*; Lawrence Erlbaum Associates: Mahwah, NJ, USA, 2005.
- [6]. Dörnyei, Z. The L2 motivational self system. In *Motivation, Language Identity and the L2 Self*; Dörnyei, Z., Ushioda, E., Eds.; Multilingual Matters: Bristol, UK, 2009; pp. 9–42.
- [7]. Dörnyei, Z.; Schmidt, R. *Motivation and Second Language Acquisition*; Second Language Teaching and Curriculum Center, University of Hawai'i: Honolulu, HI, USA, 2001.
- [8]. Dörnyei, Z. Motivation in second and foreign language learning. *Lang. Teach.* **1998**, 31, 117–135. [CrossRef]
- [9]. Dörnyei, Z. New themes and approaches in second language motivation research. *Annu Rev App Linguist* **2001**, 21, 43–59. [CrossRef]
- [10]. Eckerth, J., & Tschirner, E. (2010). Review of recent research (2002–2009) on applied linguistics and language teaching with specific reference to L2 German (part 2). *Language Teaching*, 43(1), 38–65. doi:10.1017/S0261444809990255. CrossRef Google Scholar
- [11]. Gao, X. A., Liao, Y., & Li, Y. (2014). Empirical studies on foreign language learning and teaching in China (2008–2011): A review of selected research. *Language Teaching*, 47(1), 56–79. doi:10.1017/S0261444813000414. CrossRef Google Scholar
- [12]. Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold. Google Scholar
- [13]. Gardner, R.; Lambert, W. *Attitudes and Motivation in Second Language Learning*; Newbury House: Rowley, MA, USA, 1972.
- [14]. Goldberg, E.; Noels, K. Motivation, ethnic identity, and post-secondary education language choices of graduates of intensive French language programs. *Can Mod Lang. Rev.* **2006**, 62, 423–447. [CrossRef]
- [15]. Hao, M. (2018). 高級漢語水準留學生漢字認讀影響因素研究 [Predictors of Chinese character reading: Evidence from proficient L2 learners]. *語言教學與研究 [Language Teaching and Linguistic Studies]*, 5, 1–12. Google Scholar
- [16]. Jiang, X. (2015). 美國大學生漢語口語交際難點與應對策略研究 [American university students' difficulties in speaking Chinese as a foreign language and their coping strategies]. *世界漢語教學 [Chinese Teaching in The World]*, 29(2), 250–264. Google Scholar
- [17]. Lamb, M. The motivational dimension of language teaching. *Lang Teach* **2017**, 50, 301–346 [CrossRef]
- [18]. Macaro, E. (2010). Review of recent research (2000–2008) on applied linguistics and language teaching with specific reference to L2 Italian. *Language Teaching*, 43(2), 127–153. doi:10.1017/S0261444809990358. CrossRef Google Scholar

- [19]. Mitsui, A. (2018). 日本留學生漢語自主學習能力調查分析 [An investigation and analysis of the autonomous Chinese language learning ability of Japanese]. *漢語學習 [Chinese Language Learning]*, 4, 88–95. Google Scholar
- [20]. Oxford, R.; Shearin, J. Language learning motivation: Expanding the theoretical framework. *Mod. Lang. J.* **1994**, 78, 12–28. [CrossRef]
- [21]. Ushioda, E. Language learning motivation, self and identity: Current theoretical perspectives. *Comput Assist Lang. Learn.* **2011**, 24, 199–210. [CrossRef]
- [22]. Zhang, H. Wu, J.; Zhu, Y: Why do you choose to teach Chinese as a second language? A study of preservice CSL teachers' motivations System **2020**, 91 [CrossRef]
- [23]. Papi, M.; Teimouri, Y. Language learner motivational types: A cluster analysis study. *Lang. Learn.* **2014**, 64, 493–525. [CrossRef]
- [24]. Gao, X.; Lv, L. Motivations of Chinese learners of Japanese in mainland China. *J. Lang. Identity Educ.* **2018**, 17, 222–235. [CrossRef]
- [25]. Higgins, E.T. Self-discrepancy: A theory relating self and a\_ect. *Psychol. Rev.* **1987**, 94, 319–340. [CrossRef][PubMed]

Mohamed Mariam Bakari. "A Study on Factors Influencing Chinese Language Learning in Tanzania." *IOSR Journal of Business and Management (IOSR-JBM)*, 24(02), 2022, pp. 65-78.