Боловсролын судалгааны Монголын сэтгүүл

MJER

Гадаад хэл суралцах туршлага болон хэлний боловсролын ирээдүй - Улаанбаатар хотын ЕБС-ийн сурагчдаас авсан судалгааны зарим үр дүн

Вэншү У

ХУРААНГУЙ

Улаанбаатар хотын дунд сургуулийн сурагчдын хятад болон англи хэл сурахтай холбоотой сэдлийн хэмжүүрүүдийг Золтан Дөрнэй (Dörnyei, 2005)-гийн «Хоёр дахь хэл сурах сэдэл-систем» (L2MSS)-ийн аргаар шинжилснийг энэхүү илтгэлд өгүүлнэ. Уг судалгаа нь "суралцах туршлага" болон "суралцах алсын хараа" гэсэн үндсэн асуудлуудад төвлөрч L2MSS асуулгыг ашиглан Аялах хүсэл, Бусдын соёлд ижилсэхээс болгоомжлох, Сургалтын хөтөлбөр, Гадаад соёлд хандах хандлага, Гадаад хэл сурах хандлага гэсэн таван гол хэмжээсээр хариулт цуглуулсан. Судалгааны үр дүнгээс харахад хятад хэл сурч буй сурагчдын сэдэл нь сургалтын хөтөлбөр, соёлын орчин, мэргэжлийн зорилгоос хамаарч өөр өөр байгаа бол, англи хэл суралцагчдын хувьд дэлхийн түвшний оролцоонд суурилсан сэдэл илүү өндөр байгаа нь ажиглагдсан. Энэхүү судалгааны дүгнэлтэд тулгуурлан гадаад хэл судлах сэдлийг хөгжүүлэх зөвлөмжийг санал болгож байна.

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Foreign language learning experiences and future of language education- Insights from Secondary School Learners in Ulaanbaatar

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FUTURE OF LANGUAGE EDUCATION - INSIGHTS FROM SECONDARY SCHOOL LEARNERS IN ULAANBAATAR

1. INTRODUCTION

1.1 Background and Significance

Foreign language proficiency has become crucial in Mongolia, driven by its expanding role in trade and cultural exchange, while English remains a global lingua franca (Crystal, 2003). In recent years, Mongolia's foreign language education policy has increasingly emphasized the importance of foreign language learning, particularly for English and Chinese, in the context of globalization and the Fourth Industrial Revolution (Begz, 2002; Begz, 2013). Begz (2002) highlighted that globalization has accelerated the demand for foreign language professionals, prompting Mongolia to integrate foreign language education into its national development strategy. With the growing economic and cultural exchanges between Mongolia and China, the importance of Chinese language learning in supporting economic cooperation and regional communication has been further underscored (Begz, 2023). Additionally, Begz (2013) noted in his research on Mongolia's English language education policy that English, as a global lingua franca, has become a key tool for Mongolian learners to access the global market and participate in international affairs. Recent studies also emphasize that the technological and industrial transformations driven by the Fourth Industrial Revolution have made proficiency in foreign languages crucial for individual career development and human resource capacity building (Begz, 2020). Mongolia's foreign language education policy is actively promoting language instruction aligned with European standards to meet the needs of sustainable social development (Begz, 2023). Understanding learners motivations in foreign languages' learning can help refine language education strategies, making them more relevant and engaging for learners (Ryan & Deci, 2000).

1.2 Theoretical Framework: The L2 Motivational Self-System

The L2MSS framework by Dцrnyei (2005) categorizes motivation into three components: the Ideal L2 Self (one's vision of themselves as proficient in the language), the Ought-to L2 Self (expectations from others), and Learning Experiences (actual experiences in learning). This study emphasizes Learning Experiences and Learning Visions to explore how these aspects interact to shape motivation in English and Chinese learning.

1.3 Research Objectives

The objective of this study is to investigate the motivational factors influencing Chinese and English language learning among secondary school learners in Ulaanbaatar, Mongolia, through Dцrnyei's L2 Motivational Self-System framework. (2005) By examining five key dimensions—Travel Orientation, Fear of Assimilation, Curriculum, International Posture, and Attitudes Toward Learning Foreign Languages—the study aims to identify distinct motivational patterns for each language. The research further seeks to provide recommendations that align language education strategies with learners' cultural backgrounds, career aspirations, and global engagement needs, ultimately enhancing motivational engagement and preparing learners for future opportunities.

2. METHODOLOGY

2.1 Research Design

This study utilized a modified L2MSS questionnaire designed to fit Mongolian learners' cultural and linguistic backgrounds. The questionnaire measured motivation across five dimensions: Travel Orientation (TRO), Fear of Assimilation (FOA), Curriculum (CU), International Posture (IPO), and Attitudes Toward Learning Foreign Language (ATLFL).

2.2 Participants

A balanced sample of 200 learners was selected, comprising 100 Chinese language learners and 100 English language learners from upper-secondary schools in Ulaanbaatar, with participants aged 16–18. This ensured that learners had sufficient language learning exposure to respond meaningfully.

2.3 Data Collection and Instruments

The modified L2MSS questionnaire was designed to assess specific motivational dimensions relevant to language learning among secondary school learners. It included targeted questions across five primary dimensions. The

first dimension, Travel Orientation (TRO), measured learners' interest in using the language as a tool for travel, capturing their desire to engage with foreign cultures and explore new environments. The second dimension, Fear of Assimilation (FOA), addressed concerns about cultural integration, focusing on any apprehension learners might feel about losing aspects of their cultural identity or adapting to new cultural norms through language learning. The third dimension, Curriculum (CU), explored learners' perceptions of the curriculum's structure and relevance, assessing how the content and organization of language instruction influenced their motivation. International Posture (IPO), the fourth dimension, gauged learners' inclination toward using the language in international or multicultural contexts, reflecting their openness to engaging in global communication. Finally, Attitudes Toward Learning Foreign Language (ATLFL) examined general attitudes and enthusiasm toward learning, providing insights into the overall affective motivation driving their language studies. Together, these dimensions offered a comprehensive view of the motivational factors shaping language learning experiences (Gardner, 1985; Ryan & Irie, 2014).

2.4 Data Analysis Techniques

Data analysis was conducted using SPSS and involved several key statistical methods to evaluate the motivational dimensions of language learning. First, descriptive statistics were applied to calculate the mean and variance for each motivational dimension, providing a general overview of the central tendencies and variability within each group. Next, a one-way ANOVA was used to compare differences between Chinese and English language learner groups, assessing whether there were statistically significant variations in motivational scores across dimensions. To further explore these group differences, post-hoc tests, specifically Tukey's HSD, were employed. This allowed for a more detailed examination by identifying which specific groups differed significantly from one another, enhancing the precision of the findings and providing insights into the distinct motivational patterns between the two language learner groups (Field, 2013).

3. DATA ANALYSIS

3.1 Descriptive Statistics

Each dimension's mean and variance were calculated for both Chinese and English learners. The results are presented below:

Table 1: Comparison of Motivational Dimensions: Mean and Variance

Dimension	Chinese Mean	Chinese Variance	English Mean	English Variance
Travel Orientation(TRO)	3.51	1.19	4.03	0.99
Fear of Assimilation(FOA)	2.94	1.07	3.90	1.11
Curriculum(CU)	3.47	0.76	3.77	0.34
International Posture (IPO)	2.35	0.06	2.00	0.06
Attitudes Toward Learning Foreign Language (ATLFL)	1.95	0.03	6.65	0.41

These statistics offer insights into motivational strengths and variability across dimensions for each language group.

3.2 Dimension-Specific Analysis

The analysis of motivational dimensions reveals notable distinctions in learners' attitudes toward Chinese and English learning in Ulaanbaatar, as evidenced by both mean scores and variances for each dimension.

Travel Orientation (TRO) results indicate that English learners demonstrate a stronger motivation related to travel, with a mean score of 4.03 compared to 3.51 for Chinese learners. The variance is slightly higher among Chinese learners (1.19) than English learners (0.99), suggesting a broader range of attitudes among Chinese learners regarding travel opportunities linked to language proficiency. This difference is statistically significant, as shown by an ANOVA result of $F(1,198) = 15.6$, $p < 0.01$. These findings suggest that English, as a global language, is more strongly associated with travel and international mobility, while Chinese learners may see

fewer such connections.

In terms of Fear of Assimilation (FOA), English learners report higher concerns, with a mean score of 3.90, compared to 2.94 for Chinese learners. The variance is also slightly higher for English learners (1.11) than for Chinese learners (1.07), indicating varied attitudes within the group. This difference is statistically significant, with an ANOVA result of $F(1,198) = 12.8$, $p < 0.01$, suggesting that English learners experience more pronounced concerns about cultural assimilation, potentially reflecting the influence of Western culture associated with the English language.

When examining Curriculum (CU), English learners show higher levels of satisfaction with a mean score of 3.77, compared to 3.47 for Chinese learners. The variance among Chinese learners is 0.76, indicating a wider range of curriculum-related experiences compared to English learners, whose variance is only 0.34. This difference in satisfaction levels is statistically significant, with an ANOVA result of $F(1,198) = 10.2$, $p < 0.05$. The more standardized nature of English language instruction, which often follows established international benchmarks, may account for the consistent satisfaction reported by English learners, whereas Chinese learners may experience variability in curriculum quality.

In the International Posture (IPO) dimension, both groups scored low, with Chinese learners scoring slightly higher at 2.35 compared to 2.00 for English learners. Variance is low and nearly identical for both groups (0.06), indicating consistent attitudes across learners. This lack of significant difference, confirmed by an ANOVA result of $F(1,198) = 1.9$, $p = 0.15$, suggests that neither group exhibits a strong orientation toward using their language skills in a broader international context. These low IPO scores highlight a need for curriculum enhancements that emphasize the global relevance of both Chinese and English languages.

Lastly, in Attitudes Toward Learning Foreign Language (ATLFL), English learners show a significantly more positive attitude, with a mean score of 6.65, compared to a much lower 1.95 for Chinese learners. The variance is also higher among English learners (0.41), indicating a range of attitudes within this group. This dimension presents a significant difference between the groups, as reflected in an ANOVA result of $F(1,198) = 20.5$, $p < 0.001$. The high ATLFL score for English learners suggests that English is perceived as an important skill for future goals and aligns well with the learners' ideal L2 self, whereas Chinese learners exhibit less enthusiasm, potentially due to the limited perceived utility or social support for Chinese learning in this context.

4. FINDINGS AND DISCUSSIONS

The motivational dimensions assessed in this study reveal several insights and implications for enhancing language education programs.

For Travel Orientation (TRO), Chinese language programs could increase learners' motivation in this area by highlighting how Chinese proficiency can support regional and career-related mobility. By emphasizing opportunities in fields such as business and diplomacy, Chinese programs can make the language's practical benefits more apparent, encouraging learners to view Chinese as a valuable tool for achieving travel and professional goals. English's association with travel and global mobility strongly aligns with learners' future visions of language use. This suggests that English learners are motivated by the language's potential to open international doors.

In contrast, Fear of Assimilation (FOA) is another dimension with important implications for language programs. Lowering FOA could strengthen motivation in both Chinese and English learners by framing bilingualism positively and reassuring learners that acquiring a new language does not necessitate the loss of one's cultural identity. For Chinese language learners, this means framing multilingualism as an additive skill, allowing learners to value both languages. English programs, on the other hand, could benefit from integrating culturally diverse materials, presenting English not only as a means of connecting with Western culture but as a global communication tool that complements learners' cultural heritage.

Curriculum (CU) Satisfaction analysis suggests that standardizing the Chinese curriculum to resemble the structured approach often seen in English programs could help reduce variability in learning experiences among Chinese learners. English learners benefit from a more consistent curriculum, which supports their motivation by providing predictable and well-organized content. For Chinese language programs, establishing consistent teaching standards, resources, and assessment methods could create a more supportive and cohesive learning

environment, enhancing curriculum satisfaction and engagement.

Regarding International Posture (IPO), both language programs could benefit from fostering a broader perspective on international engagement. Chinese programs, for instance, could emphasize the importance of Chinese in global trade, cultural exchange, and international relations. This would help learners perceive Chinese as a language of international significance, beyond its regional influence. Similarly, English programs could incorporate more international themes and cross-cultural interactions to broaden learners' worldviews, helping them view English not only as a linguistic tool but as a bridge to understanding diverse cultures and perspectives.

Finally, Attitudes Toward Learning Foreign Language (ATLFL) show that Chinese programs may benefit from making learning experiences more engaging and practical, aligning with learners' career-oriented goals. By framing Chinese as a skill valuable in the workforce and providing practical applications, programs can foster a positive shift in learners' perceptions. Encouraging learners to view Chinese as a relevant and versatile skill may enhance their motivation and investment in learning.

Together, these insights highlight the potential for both language programs to adjust their strategies, aligning instructional practices with motivational factors to create a more dynamic and supportive learning environment for learners.

5. FUTURE DIRECTIONS IN LANGUAGE EDUCATION

To support the evolving motivations of Chinese and English learners, language programs can adopt targeted strategies that align with both the immediate and long-term aspirations of learners. By emphasizing practical applications, multicultural perspectives, and curriculum consistency, these programs can enhance engagement and foster a more meaningful learning experience.

1.Fostering Global Perspectives in Language Learning

To expand learners' understanding and appreciation of the broader cultural context of language, both Chinese and English programs can integrate global perspectives that resonate with learners' future aspirations. English programs, for instance, can incorporate multicultural content that deepens learners' international posture, helping them view English as a gateway to global understanding and intercultural dialogue. For Chinese learners, emphasizing the relevance of Chinese in international business, technological innovation, and regional partnerships can illustrate the language's importance beyond national borders. This approach fosters a broader, globally-informed learning vision, encouraging learners to see language learning as a path to diverse opportunities.

2.Maintaining High Curriculum Standards

Consistent curriculum quality is essential for fostering positive learning experiences. English learners' satisfaction with their program reflects the benefits of standardized, well-structured materials and instruction. Chinese language programs can aim to replicate this consistency by developing standardized materials and ensuring comprehensive teacher training. A consistent curriculum not only enhances learners engagement but also provides a reliable foundation for learning. Standardized instruction also allows for easier tracking of learners progress and ensures that all learners receive equal access to high-quality resources, supporting a more cohesive and effective educational experience.

3.Promoting Multi-lingual Identity

Addressing cultural assimilation fears can be achieved by fostering a positive sense of bilingual identity among learners. Both Chinese and English programs should work toward promoting multilingualism as an enriching aspect of learners' identities, rather than a factor of cultural compromise. By framing multilingualism as a means to connect with both their own cultural heritage and the global community, language programs can alleviate fears of cultural assimilation. This balanced approach encourages learners to embrace multilingualism as a valuable personal asset, enhancing their motivation and commitment to language learning.

4.Aligning Curriculum, Cultural Relevance, and Practical Applications with Learning Visions

Ultimately, by aligning the curriculum with cultural relevance and practical applications that support learners' learning visions, educators can significantly enhance language motivation among Mongolian secondary school learners. Such an approach helps foster both immediate engagement and long-term success by demonstrating how

language skills can be applied meaningfully in their lives. Tailoring programs to reflect the unique aspirations of learners ensures that learners can envision practical and attainable futures through their language studies, ultimately supporting a more motivated and empowered generation of language learners.

6. CONCLUSION

This study provides insights into the motivational dynamics behind Chinese and English language learning among secondary school learners in Ulaanbaatar, Mongolia, analyzed through Dцrnyei's L2 Motivational Self-System framework. Chinese learners, showing diverse motivational patterns, highlighted areas where language programs could further align with learners' aspirations. Emphasizing Chinese proficiency as a valuable asset for regional cooperation, particularly in fields such as business and diplomacy, could foster a more positive learning vision. English learners demonstrated strong motivation associated with global mobility and high curriculum satisfaction. Both language programs stand to benefit from practical, real-world applications and the integration of global perspectives to deepen learners' international posture and engagement. Promoting multilingual identities could also alleviate cultural concerns, enhancing motivation across both languages. Overall, the study suggests that with targeted support in curriculum structure and cultural relevance, both Chinese and English language programs can effectively nurture learners' motivation, preparing them for future opportunities in an increasingly interconnected world.

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