

Learning Mandarin Online: Is There A Relationship between Social Support with Expectancy and Value?

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Abstract

One of the main challenges of online learning is the lack of motivation. Factors that influence motivation to learn online include social support, expectancy and values (Fowler, 2018). This quantitative study aims to examine learners' perceptions of these three factors, and the relationship between social support and expectancy and values for learning Mandarin online. A purposive sample of 156 participants from a public university in Malaysia responded to the questionnaire. The 5 Likert-scale questionnaire has 4 sections. Section A has 3 items on demographic profile. Section B has 12 items on expectancy, section C has 14 items on value and section D has 12 items on social support. The findings indicate that learners felt engaged in the online class when instructors provided them with responses and guidance. Learners also had high expectations and confidence in instructors to teach concepts and materials. Respondents were sometimes intrinsically motivated to learn and understand the material. Achieving good grades was an extrinsic motivator that drove them to improve their learning. This study showed a strong positive relationship between social support and expectancy and between social support and values. These 3 factors have been shown to interact and motivate learners, ultimately leading to successful online language learning. This study provides useful guidance to course designers, curriculum developers, course instructors and academic advisors to build and teach in an online educational environment.

Keywords: Mandarin, Online Learning, Social Support, Expectancy, Value

Introduction

Background of Study

Over the past decade, almost all universities and higher education institutions around the world have adopted online learning due to the general increase in digitisation in global society (Zulherman & Sailin, 2023; Pikhart et al., 2023). The rapid development of information technology offers new educational opportunities (Dong et al., 2023), therefore the use of

technology in the classroom is not new by any stretch of the imagination (Meisner & McKenzie, 2023). This trend has recently been reinforced by the advent of COVID-19 and the mandatory implementation of various forms of e-learning, including all forms of second language (L2) acquisition in university curricula (Pikhart et al., 2023).

There is no doubt that there are challenges to online learning. One of the main challenges is the lack of student communication. Social constructivist philosophical theories, such as Vygotsky (1962) and social cognitive learning theories, such as Bandura (1989), emphasise the role of social participation and interpersonal interaction in learning. Failure to consider participation and interaction in online courses can be detrimental to teaching and learning. This argument is supported by Sim & Rahmat (2022), who demonstrated that group interactions are crucial in the era of the COVID-19 online classroom because they are beneficial in many ways. Conversely, communication barriers lead to a lack of motivation to learn (Salarvand, 2023). Motivation has been widely recognised by teachers and researchers as one of the factors affecting the speed and success of learning a second language (Mohamed & Zhao, 2017). As suggested by Fowler (2018), factors that influence motivation for online learning include social support, expectations and values. Therefore, this study is based on the notion that social support influences learners' expectations and values in order to motivate them to learn online.

The research on the motivation for Mandarin language learning has been carried out in Malaysia, such as Ku et al (2021) who aimed to develop a model illuminating the relationship between student personality traits and motivation towards learning Mandarin as a foreign language. Veloo et al (2019) used a perceptual measure approach to investigate the association between the nature of Mandarin Classroom Environments and the motivation of Malaysian Chinese Independent High school students to learn Mandarin. The results showed that students' motivation to learn Mandarin was positively correlated with all the learning environment dimensions. In the context of online learning, Siok et al (2023) had examined the motivation to learn Mandarin online through the lens of McClelland's Theory of Needs in a public university in Malaysia. The findings revealed most students believed in their online learning abilities in terms of self-efficacy and desired motivation, control belief factors also led them to achieve desired outcomes. The study of Sim et al (2023) investigated how motivation beliefs and self-regulation learning strategies affect online learning, and the relationships between motivation beliefs and self-regulation learning strategies. The results indicated that students sometimes had a sense of self-efficacy and often had intrinsic value in the online language learning environment, but they often had test anxiety. In addition, they often used cognitive strategies to facilitate their learning, but sometimes self-regulated in online language learning environments. Both studies show that students are motivated to learn online to some extent. However, interaction still plays an important role in achieving a successful online learning environment.

In this direction, this study examines the relationship between social support with expectations and values, and explores the relevance of learning Mandarin online in a public university in Malaysia. This study is important in broadening the approach to overcoming the challenges of learning Mandarin online. It is important to investigate the relationship between social support and expectations and values, as it plays a crucial role in motivating learners to interact with each other and subsequently making online language learning successful.

Statement of Problem

Previous studies have shown that students face challenges in online learning. Issues such as ineffective tutorial, lack of learning devices, difficulty in accessing online platforms or poor internet connection, inappropriate learning environment, socio-cultural practices (Hu, et. al., 2022; Khanna, & Prasad, 2020; Mahyoob, 2020; Okyere et. al., 2022) and insufficient interaction between students-instructors and peers are the factors that cause students to feel loneliness, anxiety and stress in the online learning environment (Mahyoob, 2020). Moreover, as for online language learning, especially Mandarin, is a complex process in which motivation plays a crucial role. An individual who is motivated is one who is energised or activated a goal (Ryan and Deci, 2000). As such, a motivated online Mandarin learner could be able to overcome the challenges of online learning and the complex language learning process. The two primary types of motivation are extrinsic and intrinsic motivation. Extrinsic motivation relates to doing something because it results in a separable outcome, whereas intrinsic motivation refers to doing something because it is fundamentally fascinating or enjoyable (Ryan and Deci, 2000). Gardner (2001) stated that intrinsic motivation is more impactful in sustaining effort than extrinsic motivation in second language learning. Besides, intrinsic motivation and online self-efficacy were positively correlated in Chinese learning (Hong, et al., 2017).

Studied on the motivation of language learning have been done in face-to-face and online learning environment. Dong et al (2022) examined the correlations between classroom anxiety, enjoyment, expectancy-value motivation, and their effects on the ability of Chinese high school students to speak English as a foreign language. The findings showed that the students' enjoyment of learning a foreign language was significantly positively correlated with all dimensions of expectancy-value motivation, while their anxiety in the foreign language classroom and expectancy-value motivation displayed a complex pattern of correlation. In addition, the students were more value-motivated than expectancy-motivated towards learning a foreign language. The students' expectation beliefs, intrinsic value, achievement value, and utility value all fell as their level of concern in foreign language classes rose, but their cost value increased. Moreover, as their level of enjoyment of the foreign language increased, their expectations, intrinsic value, attainment value, and utility value all increased, while their cost value initially increased and then slightly decreased. Expectations, intrinsic value, private enjoyment of learning the foreign language, and anxiety brought on by the fear of receiving a poor grade all significantly predicted the students' self-rated foreign language proficiency. Ruan, et al (2015) investigated the motivation factors from the perspective of task-based teaching and learning (TBTL) of Chinese as a foreign language beginner learners at Aalborg University, Denmark. The findings revealed that learners' affective factors (enjoyment, satisfaction, increased self-efficacy, sense of autonomy etc) and learning situation factors (interaction among group members, learning by teaching others etc), can boost learners' intrinsic motivation. The study concluded that motivating learners to continue learning the language and encouraging active engagement are more crucial than developing their linguistic accuracy and fluency in the given context. Chen (2022) studied on the motivation of Chinese as a foreign language in online environment found that online learning was significantly influenced by students' learning expectancy confirmation, which was strongly correlated with academic integration, social integration, and technological factors. Chen also revealed that social integration to be a primary cause of learning stickiness or a determinant of sustainable motivation. Additionally, interaction between peers and between

teachers and students may help to create a welcoming and comfortable environment for language practice.

The influence of motivation on the development of foreign language competency has been widely recognised in the context of conventional classroom settings. However, this issue has not received much attention regarding online language learning, which has become the predominant form of learning nowadays. The expectancy-value theory is frequently applied to explain and anticipate students' learning performance, perseverance, and goals (Loh, 2019). It has been utilised extensively to forecast and explain students' task preferences, learning persistence, and academic success (Wigfield & Eccles, 2000). However, the relationship between social support with expectancy and value in learning Mandarin online has not been investigated. Hence, this study is done to address the following questions:

- How do learners perceive social support in learning Mandarin online?
- How do learners perceive expectancy in learning Mandarin online?
- How do learners perceive value in learning Mandarin online?
- Is there a relationship between social support with expectancy and value for learning Mandarin online?

Literature Review

Connectedness in Online learning

The influx of online learning brings concerns regarding connectedness in learning. Bandura (1977) states in his social learning theory that learning takes place because people observe the behaviour of others. The problem is- does online learning allows interaction? Siemens (2005) presents in his principles of connectivism that the success of online learning depends on three conditions. Firstly, learning may reside in non-human appliances and this is possible non-traditional face-to-face classrooms via online modes. Next, learning is a process of connecting specialized nodes or information sources. This multi-mode of learning is a motivation for learners to want to stay in the learning mode. Finally, learning and knowledge rests in diversity of opinions and this requires interaction. Interaction is possible through learning activities designed for the learners (Rahmat et al., 2021). Learners need communication whether it is through face-to-face classes or even online classes. Communication helps learners cope with the learning activities.

Motivation for Learning Online

According to Bomia et al (1997), motivation is defined as a student's need, desire, obligation, and aspiration to engage in the learning process and succeed. What, how, and when we learn is influenced by motivation (Schunk & Usher, 2012). Motivation affects a student's ability to complete a course, their degree of involvement, the calibre of their work, and their performance (Hartnett, 2016). Ryan & Deci (2000) stated that being motivated is having a strong desire to take action and make progress towards a specific goal. Students who are motivated see learning as a way to satisfy their own curiosity and desire to learn (Rose, 2011), and are more likely to take on challenging tasks, actively participate, prefer a deep approach to learning, and exhibit higher achievement, persistence, and creativity (Ryan & Deci, 2000).

From the standpoint of online learning, students find it difficult to acclimatise to online learning due to external, social, and individual aspects Pham et al (2022), and they are only

motivated to participate if they are aware of their own learning and take responsibility for it (Ryan & Deci, 2000). Therefore, motivation is crucial for keeping students engaged and persistent in online learning. From the perspective of language learning, learning a language requires consistent commitment, resiliency, and tenacity, especially when learning a foreign language (Lou and Noels, 2020). Motivation has long been regarded as an essential element of behavioural maintenance in foreign language learning, regardless of learners' aptitude, native languages, and the foreign language being studied (Loh, 2019). As a result, motivating students to persist in learning the language and encouraging active participation are more important than enhancing their linguistic accuracy and fluency in the context (Ruan, et al., 2015). Gustiani, et al (2022) stated that prior research has shown that internal factors, such as feelings of isolation, technological incompetence, and poor time management, have the greatest impact on student motivation in online learning. However, some studies have shown that both internal and external motivational factors have an impact on student motivation in online courses during the Covid 19 pandemic. Nevertheless, when learning online during the Covid 19 pandemic, students were more likely to be driven by extrinsic motivations than intrinsic motivation. Knowles & Kerkman (2007) claimed that the success of students' online learning is related to their motivation to gain new knowledge while interacting digitally with other students and teachers.

Past Studies on Motivation for Learning Language

Many studies have been done to investigate the motivation to learn language. Noprival et al (2021) conducted a study on the motivation of multilingual speakers to learn a foreign language. In terms of linguistic ability, people who are multilingual are extraordinary people. It is therefore interesting to explore their motivations for learning multilingualism academically. This study is novel compared to previous research, as there is little extant research on the motivation of multilingual people to learn multiple languages. To this end, the researchers collected data from semi-structured interviews obtained from five informants. The method used was a descriptive case study. The findings suggest that multilinguals are motivated to learn multiple foreign languages for (a) pleasure, (b) social, (c) professional purposes, and (d) academic purposes. For the most part, previous research has shown that people are motivated to learn a foreign language for social, professional reasons and academic purposes. At the same time, in addition to these three motivations, multilingual speakers are motivated to learn multiple languages for pleasure. This is a key point in their commitment to sustainable multilingual learning.

The study of Geng & Jin (2023) investigates the motivation of older Chinese university students to learn English as a L2 using elicitation metaphor analysis and semi-structured interviews. Key cognitive, affective and behavioural features of L2 motivation later in life are outlined based on the analysis of seven key conceptual metaphors generated from 412 elicited language metaphors and 34 follow-up interviews. It is argued that the quality of the learning experience in later life is more important than the learning outcomes. Learners here acknowledge the need to have fun and pleasure and to enjoy positive interactions in the classroom. They derive satisfaction from completing moderately challenging tasks. Significantly, the learning process enables older learners to develop a close relationship with L2 and to set more specific goals. Despite learning fatigue, older Chinese tend to show a high level of resilience and perseverance; they remain patient with their progress and achievements, believing that a positive aspect will always emerge after any negative

experience. A better understanding of older people's L2 motivation will allow teachers to help these learners to fully enjoy the obvious benefits of L2 learning later in life.

In fact, intercultural communication competence (ICC) has been widely recognised as a core element of foreign language education today. However, while the importance of intercultural language teaching is widely recognised at the adult learner and post-secondary levels, teachers of adolescent English learners often find it difficult to integrate culture effectively into English language learning because of a lack of teaching model that facilitate their students' intercultural development and English learning experiences. Therefore, the study by Lee et al (2023) aimed to investigate whether integrating intercultural learning into an online EFL course could improve adolescent EFL students' second language motivation, intercultural communicative competence and English language proficiency. Using a quasi-experimental design, the researchers randomly selected two Year 8 classes in a secondary school in northern Thailand, with one class designated as the experimental group (N=31) and the other class designated as the control group (N=28). The effects of this teaching experiment were then examined using both quantitative and qualitative data. The results of the study showed that after 8 weeks of cross-culturally embedded English lessons, the students in the experimental group showed greater improvement compared to those in the control group. The results suggest that ICC is beneficial to the intercultural development of adolescent EFL students and their motivation and outcomes in English language learning. The application of the ICC-based EFL instruction in similar contexts is discussed.

Conceptual Framework

Figure 1 shows the conceptual framework of the study. This study resides under the theory of social learning by Bandura (1977) that learning requires interaction. This is done through social support and social support can be done even via online mode. According to Fowler (2018), what motivates learners for online learning are expectancy, value and also social support. This study is also done based on the concept that social support has an influence on expectancy and value of learners to motivate them to learn online. In addition to that, Fowler (2018) states that social support can be categorized as (a) social engagement and (b) instructor support.

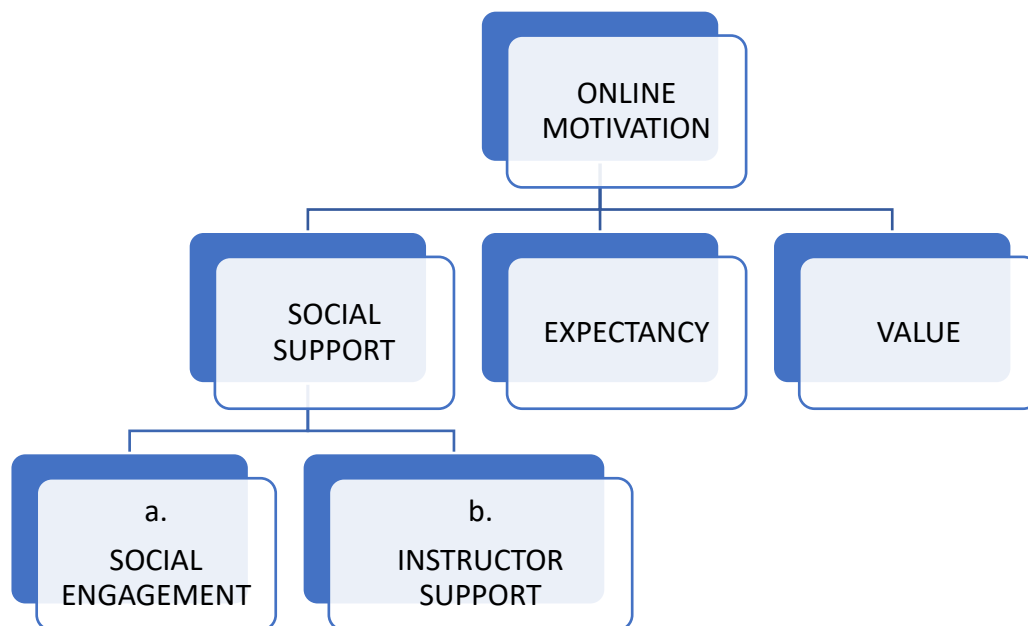


Figure 1- Conceptual Framework of the Study- The Influence of Social Support on Expectancy and Value in Online Learning

Methodology

This quantitative study aims to explore the relationship between social support with the expectancy and value of learning Mandarin online. A purposive sample of 156 participants responded to the survey. The 5 Likert-scale instruments (refer to table 1) used is a survey with 4 sections. Section A has 3 items on demographic profile. Section B has 12 items on expectancy, section C has 14 items on value and section D has 12 items on social support.

Table 1

Distribution of Items in the Survey

SECTION	MOTIVATION (Fowler, 2018)	SUB-SCALES	NO OF ITEMS
B	EXPECTANCY	Self-Efficacy	8
		Control of Learning Beliefs	4
C	VALUE	Intrinsic Goal Orientation	4
		Extrinsic Goal Orientation	4
		Task Value	6
D	SOCIAL SUPPORT	Social Engagement	5
		Instructor Support	7
			38

Table 2

*Reliability of Survey***Reliability Statistics**

Cronbach's Alpha	N of Items
.961	38

Table 2 shows the reliability of the survey. The analysis shows a Cronbach alpha of .961; thus, revealing a good reliability of the instrument used. Further analysis using SPSS is done to present findings to answer the research questions for this study.

Findings

Findings for Demographic Profile

Q1. Gender

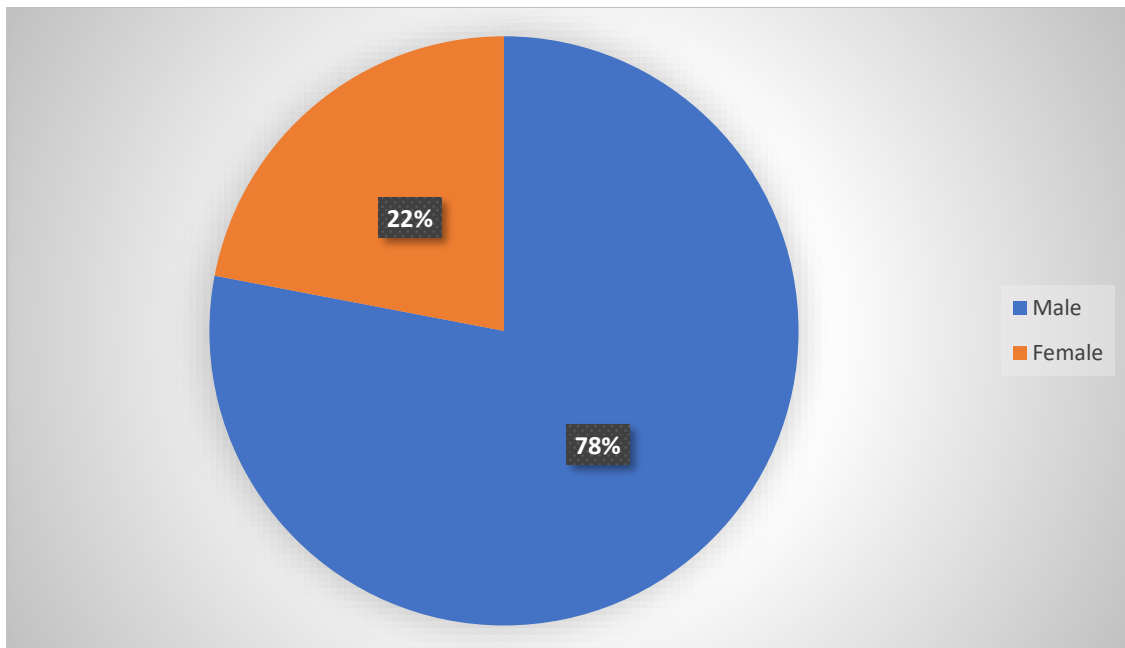


Figure 2-Percentage for Gender

With reference to figure 2 above, 78% of the respondents are male while 22 % are female.

Q2. Mandarin Course

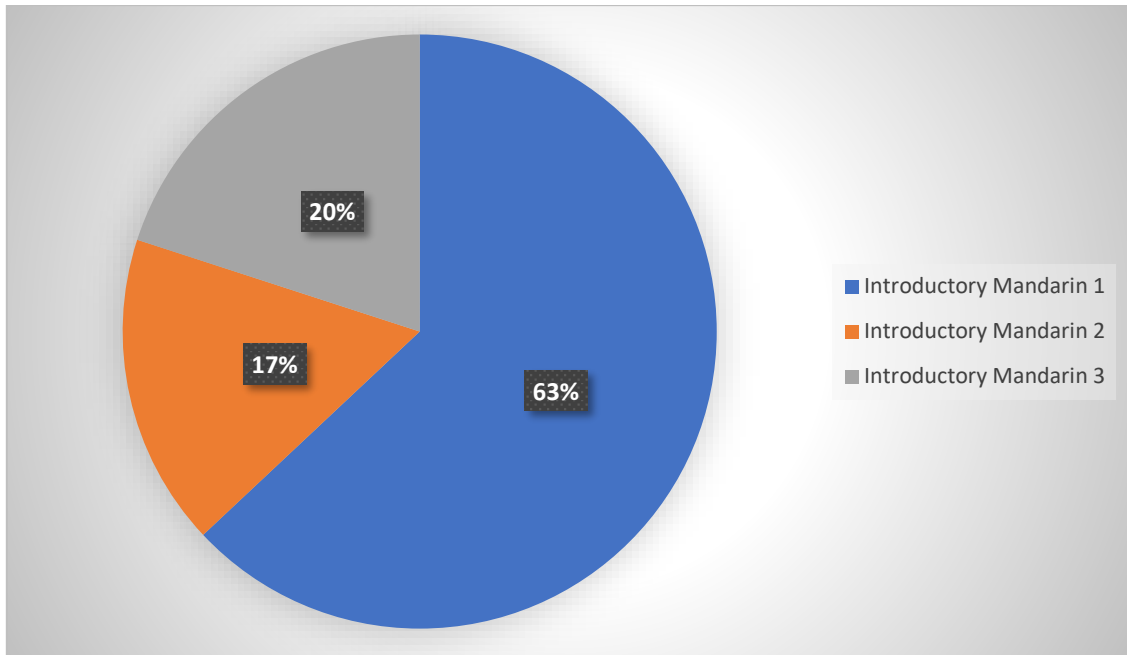


Figure 3-Percentage for Mandarin course

Figure 3 shows the demographics for participants who took the Mandarin course. 63% are doing Introductory Mandarin 1, 17 % are doing Introductory Mandarin 2 and 20 % are doing Introductory Mandarin 3.

Q3. Discipline

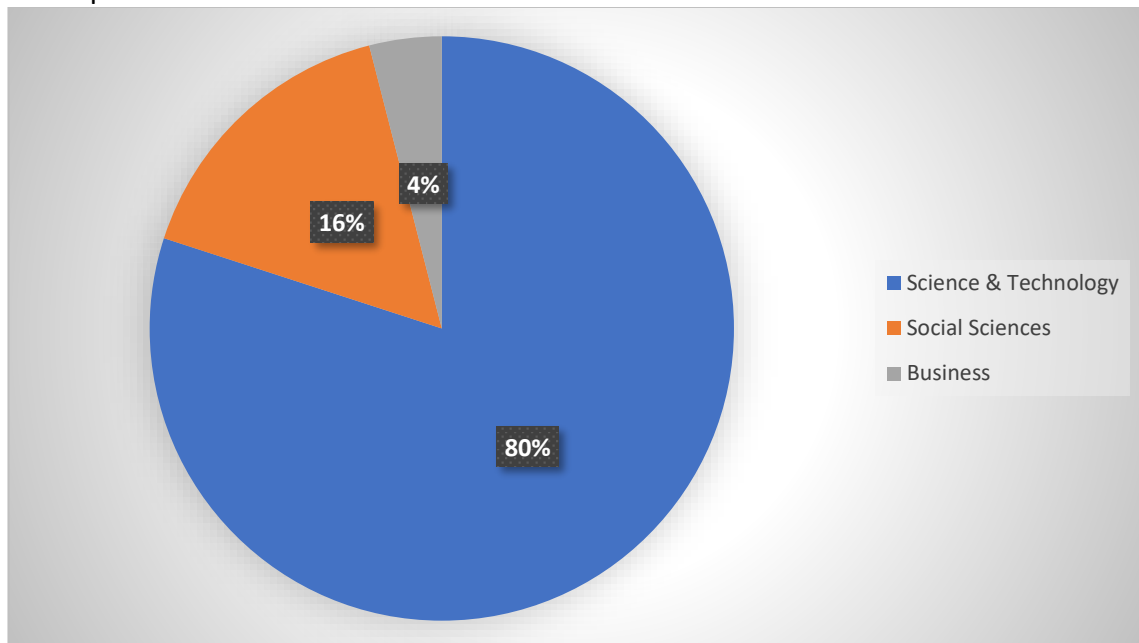


Figure 4-Percentage for Discipline

With reference to figure 3, 80% of the respondents are from science & technology course, 16% are from social sciences while 4% are from business.

Findings for Social Support

This section presents data to answer research question 1- How do learners perceive social support in learning Mandarin online?

In the context of this study, social support is measured by (i) social engagement, and (ii) instructor support.

Social Engagemnt (SSE)

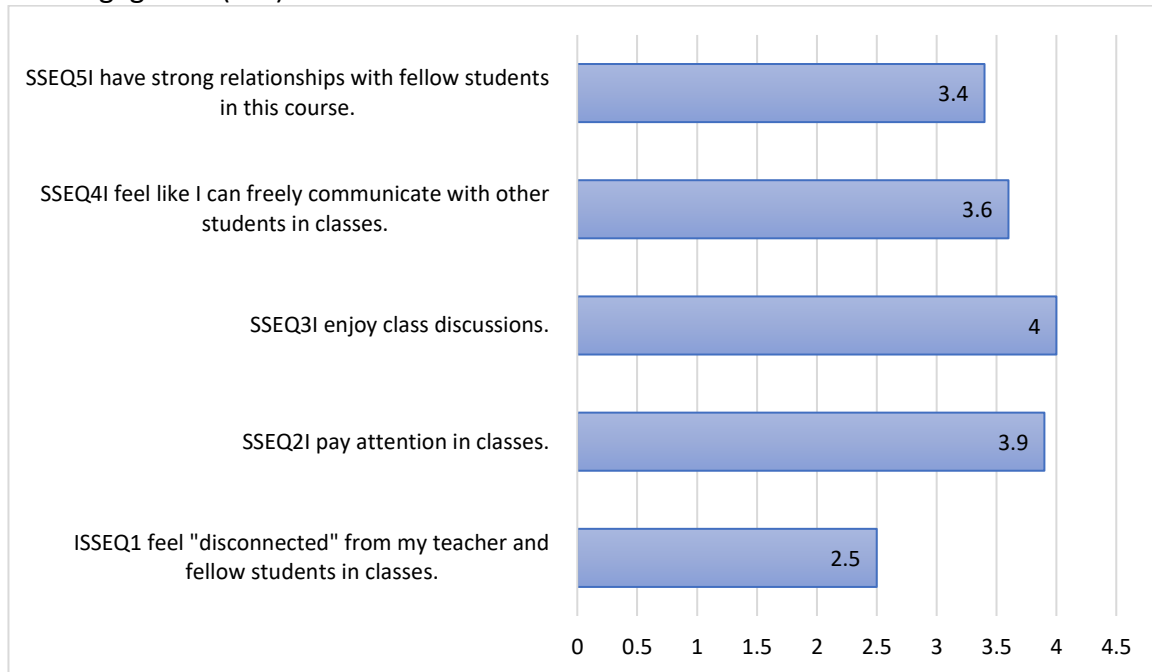


Figure 5- Mean for Social Engagement

Figure 5 shows the mean for social engagement. The highest mean is 4 for the item “enjoy class discussions”. This is followed by the mean of 3.9 for the item “pay attention in classes”. The lowest mean is 2.5 for the item “feel "disconnected" from my teacher and fellow students in classes”.

Instructor Support (SIS)

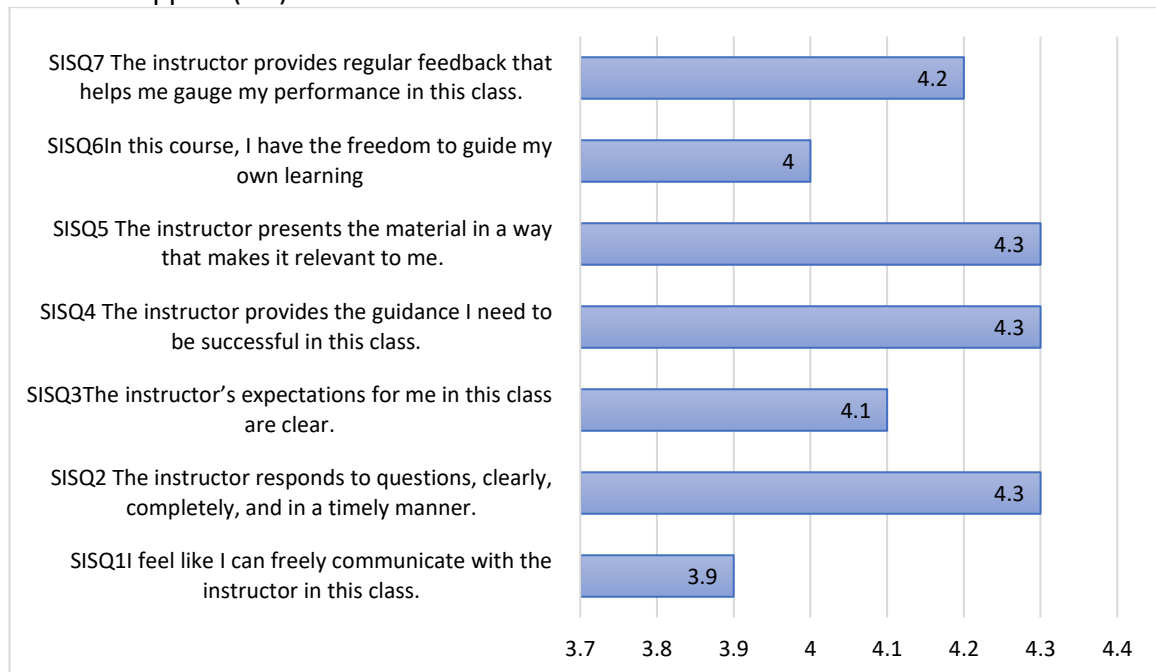


Figure 6- Mean for Instructor Support

Figure 6 shows the mean for instructor support. Three items share the highest mean of 4.3 for items “The instructor responds to questions, clearly, completely, and in a timely manner”, “The instructor provides the guidance I need to be successful in this class.”, and “The instructor presents the material in a way that makes it relevant”. This is followed by the mean of 4.2 for the items “The instructor provides regular feedback that helps me gauge my performance in this class”. The lowest mean is 3.9 for “feel like I can freely communicate with the instructor in this class”.

Findings for Expectancy

This section presents data to answer research question 2- How do learners perceive expectancy in learning Mandarin online? In the context of this study, expectancy is measured by (i) self-efficacy and (ii) control of learning beliefs.

Self- Efficacy (ESE)

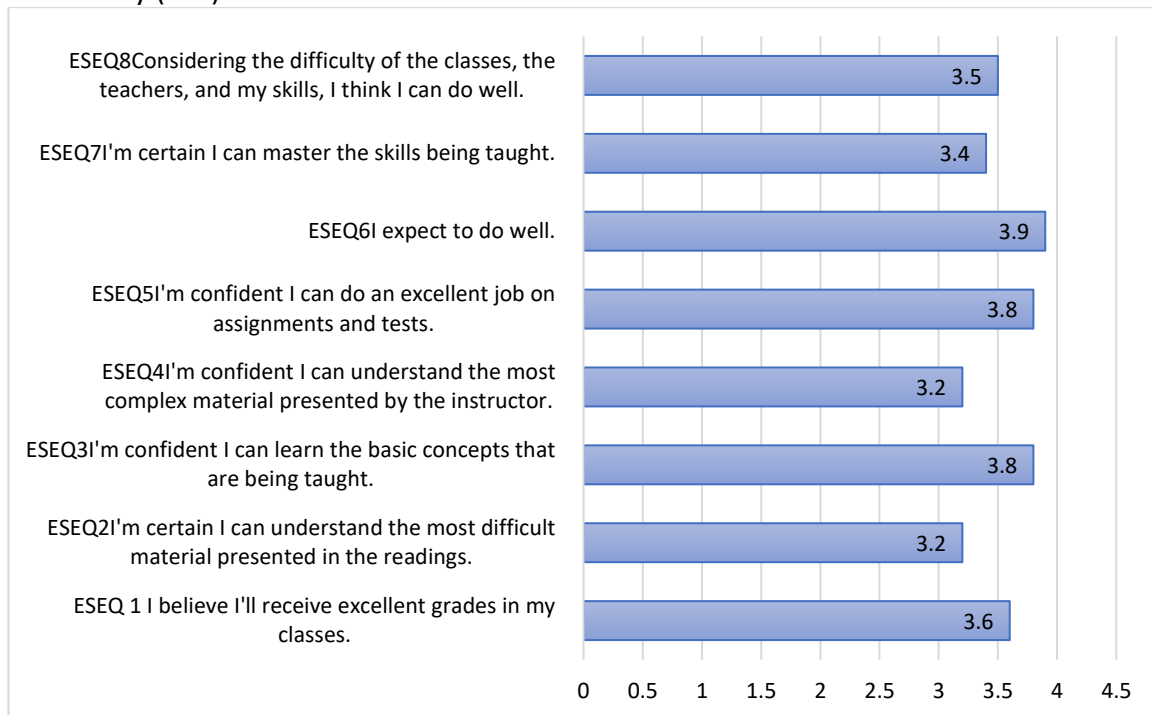


Figure 7- Mean for Self-Efficacy

Figure 7 presents the mean for self-efficacy. The highest mean is 3.9 for the item “expect to do well”. Next, two items share the mean of 3.8 and they are “confident I can learn the basic concepts that are being taught” and “confident I can do an excellent job on assignments and tests”. Two items share the lowest mean of 3.2 and they are “am certain I can understand the most difficult material presented in the readings” and also “confident I can understand the most complex material presented by the instructor”.

(ii) Control of Learning Beliefs (ECB)

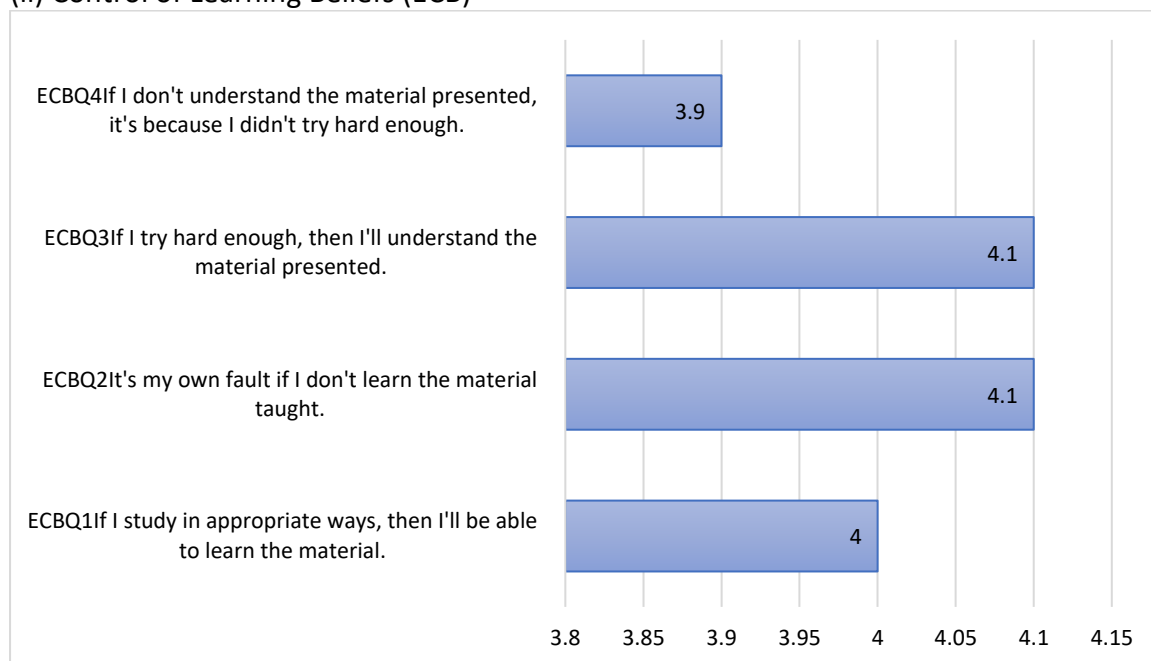


Figure 8- Mean for Control of Learning Beliefs

Figure 8 show sthe mean for control of learning beliefs. Two items share the highets mean of 4.1 and they are “my own fault if I don't learn the material taught” and “try hard enough, then I'll understand the material presented”. The item “study in appropriate ways, then I'll be able to learn the material” has a mean of 4. Finally, the item “don't understand the material presented, it's because I didn't try hard enough” has a mean of 3.9.

Findings for Value

This section presents data to answer research question 3- How do learners perceive value in learning Mandarin online? In the context of this study, value motivation is measured by (i) intrinsic goal orientation, (ii) extrinsic goal orientation and (iii) task value.

Intrinsic Goal Orientation (VI)

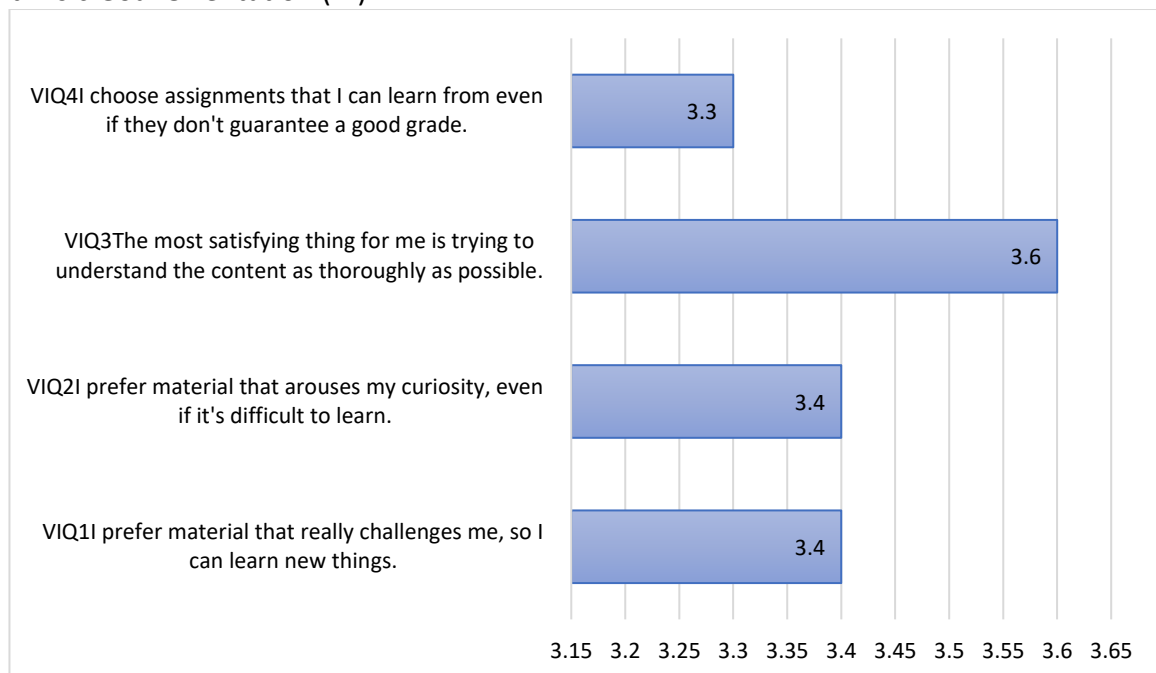


Figure 9- Mean for Intrinsic Goal Orientation

Figure 9 shows the mean for intrinsic goal orientation. The highest mean is 3.6 for the item “most satisfying thing for me is trying to understand the content as thoroughly as possible”. Next, two items share the mean of 3.4 and they are “prefer material that really challenges me, so I can learn new things” and “prefer material that arouses my curiosity, even if it's difficult to learn”.

Extrinsic Goal Orientation(VE)

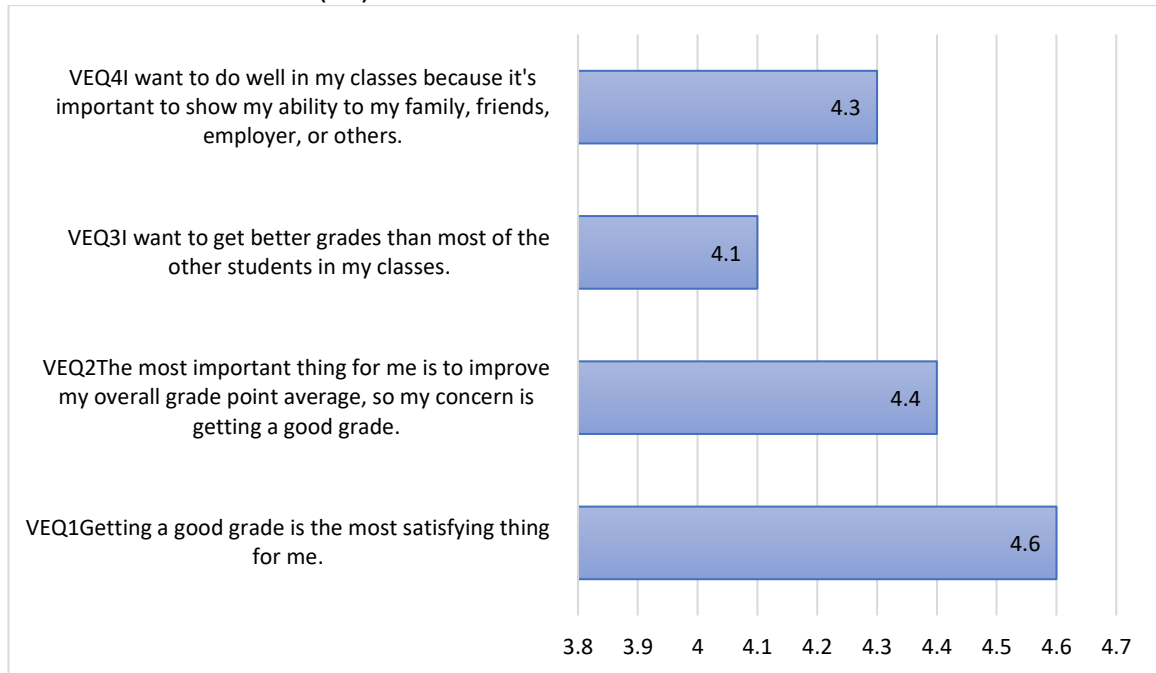


Figure 10- Mean for Extrinsic Goal Orientation

Figure 10 shows the mean for extrinsic goal orientation. The highest mean is 4.6 for the item “getting a good grade is the most satisfying thing for me”, This is followed by the mean of 4.4 for the item “most important thing for me is to improve my overall grade point average, so my concern is getting a good grade”.

Task Value (VT)

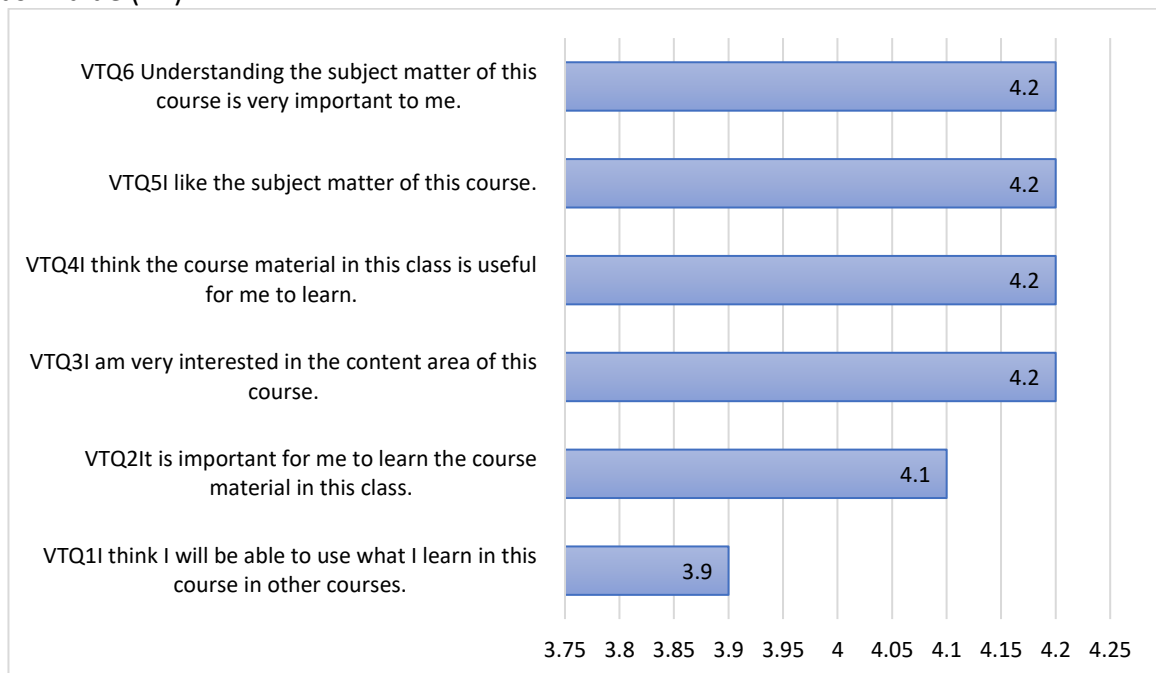


Figure 11- Mean for Task Value

Figure 11 shows the mean for task value. Four items share the same highest mean of 4.2 and they are “very interested in the content area of this course”, “think the course

material in this class is useful for me to learn”, “like the subject matter of this course” and “understanding the subject matter of this course is very important to me”. The lowest mean is 3.9 for the item “think I will be able to use what I learn in this course in other courses”.

Findings for Relationship between Social Support with Expectancy and Value

This section presents data to answer research question 4- Is there a relationship between social support with expectancy and value for learning Mandarin online? Since Fowler (2018) states that Social Support is categorised into Social Engagement and Instructor Support, this section presents separate data for correlation for (a) social support with expectancy and value as a whole, (b) social engagement with expectancy and value and also (c) instructor support with expectancy and value. To determine if there is a significant association in the mean scores between social support, expectancy and value, data is analysed using SPSS for correlations. Results are presented separately in table 3, 4 and 5 below.

Findings for Correlation between Social Support in general with Expectancy and Value

Table 3

Correlation between Social Support and Expectancy

		TOTALSOCIALSUPPORT	TOTALEXPECTANCY
TOTALSOCIALSUPPORT	Pearson Correlation	1	.690**
	Sig. (2-tailed)		.000
	N	156	156
TOTALEXPECTANCY	Pearson Correlation	.690**	1
	Sig. (2-tailed)	.000	
	N	156	156

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3 shows there is an association between social support and expectancy. Correlation analysis shows that there is a high significant association between social support and expectancy ($r=.690^{**}$) and ($p=.000$). According to Jackson (2015), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a strong positive relationship between social support and expectancy.

Table 4
Correlation between Social Support and Value

Correlations

		TOTALSOCIALSUPPORT	TOTALVALUE
TOTALSOCIALSUPPORT	Pearson Correlation	1	.781**
	Sig. (2-tailed)		.000
	N	156	156
TOTALVALUE	Pearson Correlation	.781**	1
	Sig. (2-tailed)	.000	
	N	156	156

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4 shows there is an association between social support and value. Correlation analysis shows that there is a high significant association between social support and value ($r=.781^{**}$) and ($p=.000$). According to Jackson (2015), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a strong positive relationship between social support and value.

Findings for Correlation between Social Engagement with Expectancy and Value.

This section reports correlation analysis for social engagement with expectancy and value (refer to figure 12)

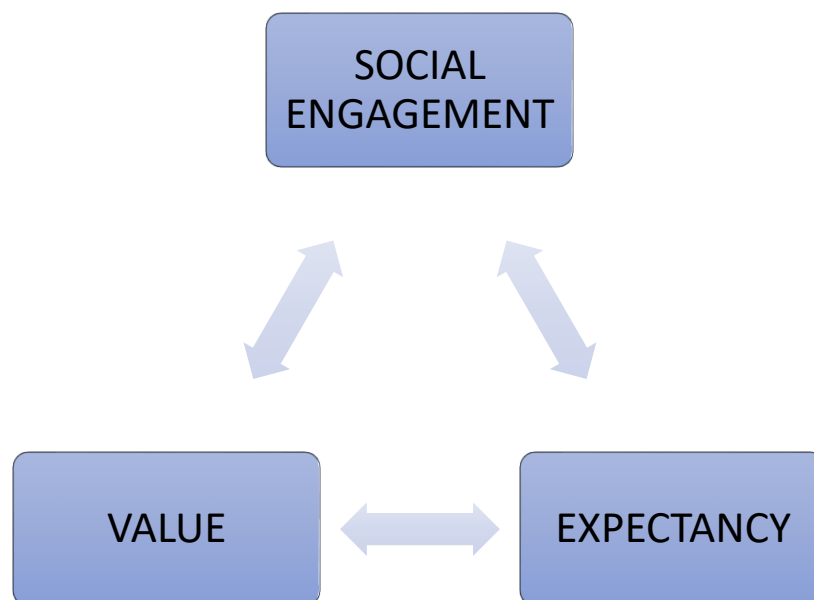


Figure 12- Correlation between Social Engagement with Expectancy and Value

Table 5
Correlation between Social Engagement and Expectancy

		TOTALSOCIA LENGAGEME NT	TOTALEXPEC TANCY
TOTALSOCIALENGAGEM ENT	Pearson Correlation	1	.524**
	Sig. (2-tailed)		.000
	N	156	156
TOTALEXPECTANCY	Pearson Correlation	.524**	1
	Sig. (2-tailed)	.000	
	N	156	156

** . Correlation is significant at the 0.01 level (2-tailed).

Table 5 shows there is an association between social engagement and expectancy. Correlation analysis shows that there is a high significant association between social engagement and expectancy ($r=.524^{**}$) and ($p=.000$). According to Jackson (2015), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a strong positive relationship between social engagement and expectancy.

Table 6
Correlation between Social Engagement and Value

		TOTALSOCIA LENGAGEME NT	TOTALVALUE
TOTALSOCIALENGAGEM ENT	Pearson Correlation	1	.591**
	Sig. (2-tailed)		.000
	N	156	156
TOTALVALUE	Pearson Correlation	.591**	1
	Sig. (2-tailed)	.000	
	N	156	156

** . Correlation is significant at the 0.01 level (2-tailed).

Table 6 shows there is an association between social engagement and value. Correlation analysis shows that there is a high significant association between social engagement and value ($r=.591^{**}$) and ($p=.000$). According to Jackson (2015), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a strong positive relationship between social engagement and value.

Findings for Correlation between Instructor Support with Expectancy and Value

This section reports correlation analysis for instructor support with expectancy and value (refer to figure 13)

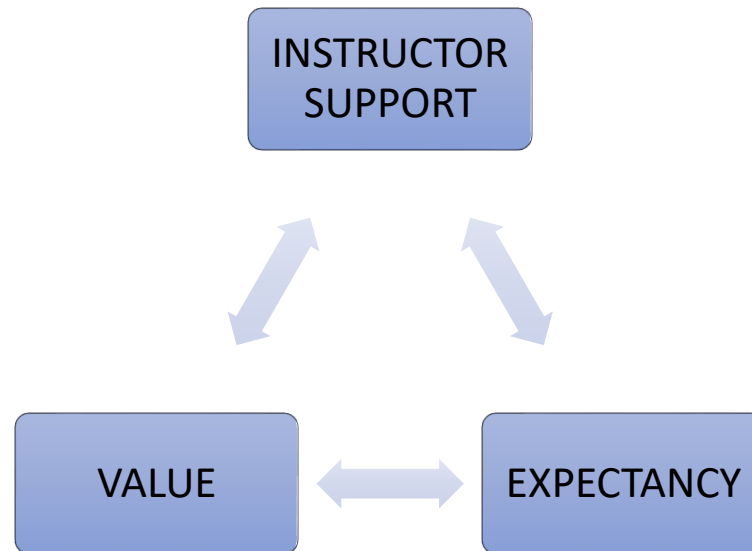


Figure 13- Correlation between Instructor Support with Expectancy and Value

Table 7

Correlation between Instructor Support and Expectancy

Correlations

		TOTALINSTR UCTORSUP PORT	TOTALEXPEC TANCY
TOTALINSTRUC TORSUP PORT	Pearson Correlation	1	.669**
	Sig. (2-tailed)		.000
	N	156	156
TOTALEXPEC TANCY	Pearson Correlation	.669**	1
	Sig. (2-tailed)	.000	
	N	156	156

** . Correlation is significant at the 0.01 level (2-tailed).

Table 7 shows there is an association between instructor support and expectancy. Correlation analysis shows that there is a high significant association between instructor support and expectancy ($r=.669^{**}$) and ($p=.000$). According to Jackson (2015), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a strong positive relationship between instructor support and expectancy.

Table 8
Correlation between Instructor Support and Value

		TOTALINSTR UCTORSUP PORT	TOTALVALUE
TOTALINSTRUCTORSUP PORT	Pearson Correlation	1	.759**
	Sig. (2-tailed)		.000
	N	156	156
TOTALVALUE	Pearson Correlation	.759**	1
	Sig. (2-tailed)	.000	
	N	156	156

** . Correlation is significant at the 0.01 level (2-tailed).

Table 8 shows there is an association between instructor support and value. Correlation analysis shows that there is a high significant association between instructor support and value ($r=.759^{**}$) and ($p=.000$). According to Jackson (2015), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a strong positive relationship between instructor support and value.

Conclusion

Summary of Findings and Discussion

This study investigated learners' perceptions of the social support, expectancy and value of learning Mandarin online. It also examined the relationship between social support with expectancy and value of learning Mandarin online. In terms of social support, the findings indicated that learners felt engaged in the online class when instructors provided them with responses, feedback and guidance. In other words, interaction between learners and instructors is important as highlighted by Rahmat et al (2021) to achieve success in online learning.

Next, learners' perceptions of expectancy were assessed through self-efficacy and control over learning beliefs. In general, learners had high expectations and confidence in instructors to teach concepts and materials. They believed that if they tried hard enough or learned the material in an appropriate way, they would be able to understand it well. The findings are consistent with the study conducted by Siok et al (2023) which found that most students believed in their online learning abilities in terms of self-efficacy. In addition, controlling for the belief factor also enabled them to achieve the desired outcomes.

The findings for value motivation were evaluated through intrinsic goal orientation, extrinsic goal orientation and task value. Respondents were sometimes intrinsically motivated to learn and understand the material, even if they were challenging and difficult. Achieving good grades was an extrinsic motivation that drove them to improve their learning. In addition,

respondents enjoyed the course so much because it was useful and important that they felt they were also capable of applying what they had learned in the course to another course. The results were similar to the findings of Sim et al (2023) who noted that students usually have intrinsic value in an online language learning environment.

This study showed a strong positive relationship between instructor support and expectancy and between instructor support and value. Thus, the 3 factors proposed by Fowler (2018) - expectancy, values and social support - have been shown to interact with each other and to motivate learners, ultimately enabling online language learning to be as successful as Mohamed & Zhao (2017) suggested.

Pedagogical Implications and Suggestions for Future Research

Interaction has been shown to play an important role in the motivation to learn a foreign language online, providing useful guidance to course designers, curriculum developers, course instructors and academic advisors to help them build and teach in an online educational environment. The present study investigated the relationship between motivational factors for online learning of foreign language but did not reflect possible cross-disciplinary differences in other disciplines. Therefore, future researchers may consider interdisciplinary studies. In addition, future research may broaden the horizon by exploring alternative theories in educational psychology.

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