

Learning Chinese as a Foreign Language in an Era of Globalization: A Case Study of Sargodha University Students' Perceptions on the Role of L2 (English) for Instructional Strategies to Learn Chinese

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Abstract

The study Learning Chinese as a Foreign Language in an Era of Globalization: A Case Study of Sargodha University Students' Perceptions on the Role of L2 (English) for Instructional Strategies to Learn Chinese A quantitative and survey-based study evaluates the results of University students' views on their differences while learning a foreign language as the Chinese language in communication, proficiency, and development in the foreign language learning environment in Pakistani students of the University of Sargodha. The results and outcomes were discussed and analyzed with the responses of quantitative study manners in SPSS, tables, and graphical charts against each statement of the research tool.

Keywords: The University of Sargodha Students, Individual Differences in Learning and Communication Skills, Instructional Strategies to Learn Chinese

Introduction

Language seems necessary to permit thought for anything other than the most basic mental functions and emotional responses. The primary means of communication for each given

people's cultural traditions, history, and traditional beliefs is its language. The many methods one discovers these disparities are typically comparable, including self-regulation, interpersonal contact, reading, and watching television, films, or other media. However, having rigorous tools and a scientific approach to generating reliable and valid results to study individual differences is essential. Language instructors need to be aware of these consequences. These nonlinguistic aspects are not given as much weight in SLA research as linguistic factors are. Nevertheless, much research has been done to examine these aspects' roles. We will discuss their function in the acquisition of second languages in turn.

Chinese as a second or foreign language (CSL/CFL) learning has increased dramatically over the past two decades, both inside and outside China (Gong et al., 2018, 2020a). By the end of 2020, more than 20 million individuals from more than 180 different nations and regions will have acquired fluency in Chinese (Sun, 2021). According to data from the Chinese Ministry of Education (MOE), almost a quarter million international students were studying Chinese on the mainland in 2019. Even though many more people are learning CSL than ever before, nothing is known about how they learn (Luo & Sun, 2018). Numerous pertinent topics need to be further investigated, such as analyzing and enhancing strategic competency when learning Chinese (Bruen, 2020 and Yang et al., 2021) and profiling the repertoire of strategies used (Bao & Jiang, 2020).

Although there are many semantic and grammatical parallels between the comparison phrases in English and Chinese, there are also significant variances. The analysis of the variations between and explanations for the reasons for comparison phrases in Chinese and English will be the main subject. According to (Yanhong, 2003), the visualized thinking mode, or empirically synthesized thinking pattern, emphasizes the significant distinction between the Chinese and the English countryside, favouring the logical and analytical thinking modes. Even though English and other Western countries may have developed their logical and analytical thinking techniques, Chinese reasoning is discerning.

Chinese philosophy's "yin and yang" idea emphasizes the notion of unification while acknowledging the conflict. Without explicitly denying the relationship, the negative aspect of the English and Western understanding of God and humanity's separation is underlined. It is telling that there is such a contrast between the two schools of thought. Chinese people value broad concepts and abstract ideas more than Westerners, who place more value on details and specifics. Chinese people also prefer synthesis to analysis. For instance, when talking about time, the Chinese usually begin with the largest units first before moving on to smaller ones, but the English do the opposite. They are also precise in their location-related communication. The English would list tasks in ascending order after stating the specific name first (individually).

Intuition thinking, which emphasizes totality and entails analyzing items, is at the heart of the mentality of the Chinese people. When expressing their feelings, they are more focused on their physical appearance. Naturalism is a formal philosophy in China (2002), Ronggui Mao Individuality is fiercely valued in the English mindset. The English value analytical thinking because they relate their emotions to planetary forces and the elements. When examining a target, it is common practice to cut it into smaller pieces, which naturally can cause individuals to value the individual components more highly than the overall. Because of this, sense has

always been a significant aspect of Chinese, with expressive forms also being considered. Westerners, mainly the British, have traditionally prioritized analysis and reasoned thought. Their dualistic ideology is based on their belief that individuality is the primary issue and is constantly dependent.

It is critical to consider how learners' traits affect their language learning and transfer processes. Since much research in second language acquisition and foreign language instruction has focused on analyzing general principles and establishing useful pedagogical ideas, there has been a tendency to conceptualize in terms of the group rather than the individual. The impact of these individual differences on the process of second language writing has largely been ignored (Kormos, 2012), even though (Dörnyei & Skehan, 2003) and (Dörnyei & Ryan, 2015) highlighted the need to take into account the wide range of learners' differences in the field of second language acquisition more generally. This paper aims to critically evaluate the trajectory of a variety of different students through a strategy-based instruction intervention to explore the role of significant factors, such as their proficiency level, attitude towards writing, and knowledge of other languages, in negotiating their process of strategy development and their ability to transfer strategies from one language context to another.

Research has already looked at how learners in diverse Chinese as a Foreign Language (CFL) contexts coordinate learning techniques (Bruen, 2020 and Chen et al., 2021 and Yang et al., 2021). These studies primarily described how CFL trainees used learning tactics back home. Although many Chinese second language (CSL) learners have recently moved to Chinese-speaking situations like mainland China, very few studies have focused on endorsing learning practices (Chu et al., 2015 and Luo & Sun, 2018). Prior research on learning strategies has primarily focused on cognitive issues (Macaro, 2006 and Gao, 2010). According to Macaro (2006), the cognitive viewpoint views learning strategies as a static construct and ignores the impact of sociocultural influences on students' strategic efforts.

In addition, many people believe that learning techniques should be seen as socially situated constructs (Gao, 2006), and a changing educational environment would alter how situated strategies are used (Gong et al., 2021a). In the study of learning strategies, the sociocultural approach has been put out as a substitute (Donato & McCormick, 1994). However, sociocultural orientation has drawn attention in the research of learning strategies for English as second/foreign language learners (ESL/EFL) (Donato & McCormick, 1994). Still, little effort has been made to uncover the underlying factors that shape ESL/EFL learning strategies. This sociocultural lens to strategy use could present a holistic picture of how the learners develop their linguistic knowledge and adapt to the target language context. More precisely, it suggests investigating how using Chinese language learning techniques might serve as a mediator.

Objectives of the Study

To investigate the perceptions of L2 (English)'s role in instructional strategies for students of the University of Sargodha on learning Chinese as a foreign language.

Research Question

What are the perceptions of L2 (English)'s role in instructional strategies for students of the University of Sargodha to learn Chinese as a foreign language?

Statement of the Problem

The researcher intends to investigate perceptions of L2 (English) 's role and strategies for learning Chinese as a foreign language in the Pakistani context by using English as an instructional language. The individual interest level varies according to the different learning modes of the students of Pakistani culture, and English is used as a helping mode of instruction at the University of Sargodha.

Significance of the Study

This study shows its significance;

1. The study will benefit the students and teachers learning the Chinese language in the Pakistani context. Through this research, we may purposefully discover the individual differences and learning modes of the Chinese language through effective learning outcomes and reading with fluency at university levels.

2. The study will help us gain insight into how knowledge of the Chinese language as a foreign language will help to improve the student's educational career through different learning modes and the development of Chinese language skills in Pakistan.

3. This study's conceptual framework for instructors and language learners to consider the potential for effective proper learning modes for the Chinese language makes it of utmost importance. In addition, no research has been done on the University of Sargodha learners for Chinese language development. This study will help Chinese language students and teachers learn how to deal with the language, which teaching methods are most effective, and learning modes according to different backgrounds and interest levels of the Chinese language, such as in Pakistan.

Literature Review

A literature review studies academic articles, books, dissertations, conference proceedings, and other materials relevant to a topic, study area, or theory. It provides context for a dissertation by outlining prior research. Because research tells a story, the body of existing literature aids in identifying where we are in the story at this particular time, and dissertation writers are responsible for continuing the narrative with new information and novel perspectives. Still, they must first comprehend the original record to do so. This chapter will review the role of Chinese as foreign language learners' differences in their communication strategies. The chapter's goal is to examine the theoretical foundation of research.

People frequently communicate their thoughts, feelings, and goals to others (Boudreau et al., 2018 and Derakhshan et al., 2019). Expressing our wants and wishes is the key to attaining what we want (Cao, 2011 and Elahi Shirvan et al., 2019). We often think about or interact with people in today's environment. Although it may seem straightforward, communication calls for ineffective strategies if not applied correctly and on schedule (Yashima, 2002 and Fathi et al., 2021). We can succeed in life if we can communicate more effectively. We can attain our

objectives and desires and significantly improve and accomplish our daily plans and activities through effective communication with others. In fact, according to Khajavy et al (2016), Yashima et al (2018), and Mellati et al (2022), our communication abilities both show our aptitude and confidence and increase our regard for the value of other people.

These abilities directly affect our development, obligations, job path, and the assistance and support we receive from others. They also enable us to influence other people's actions. Since communication can take many different forms, according to Bernales (2016), and Greenier et al (2017), students' verbal or nonverbal interactions affect their performance whether or not they are in a classroom setting (Boudreau et al., 2018 and Alavi et al., 2021). Communication in foreign language classes is one of the most divisive issues in language instruction. Due to its significance, it not only presents challenges for language learners but also continually piques the interest of academics.

Finding a model that fulfills the needs of the learners is a common study goal in this field (Cao & Philp, 2006 and Dewaele & Dewaele, 2018 and Derakhshan, 2021). The majority of learning settings struggle with learners' unwillingness to talk in a foreign language (Di Silvio et al., 2016 and Khajavy et al., 2017 and Fathi & Derakhshan, 2019 and Pishghadam et al., 2020). It shows that students either reject or believe communication is not important, according to Liu and Jackson (2008). There is always a chance that other students in the class will react negatively to what students say, which makes them scared to speak up for fear of losing their credibility and being treated with contempt (Mellati et al., 2013). They still do not want to express themselves years later. Their unwillingness to communicate may cause poor speaking abilities (Peng, 2012 and Reid & Trofimovich, 2018 and Pishghadam et al., 2021).

Creating motivation is one of the key elements in learning a second or foreign language. Students are more motivated to learn if they are devoted to the difficult process of learning a language and enjoy it (Denies et al., 2015 and Mellati & Khademi, 2015 and Tavakoli & Zarrinabadi, 2016). Many academics who study English as a foreign language have stressed motivation's critical role in language learning throughout the past few decades.

Motivation encourages students to start and complete their studies, according to Lu and Hsu (2008). The motivation of a person to acquire a second or foreign language can be affected by several elements, according to several academics of the present day (Nematizadeh & Wood, 2019 and Wang et al., 2021). However, many others think motivation is just a catch-all term to describe whether or not language acquisition is successful. According to Denies et al (2015), Silvio et al (2016), and Derakhshan et al (2020), the willingness to communicate (WTC) is an important motivating factor that emphasizes the importance of interpersonal communication. Language learners can actively choose what to say, when, how, and to whom in various situations. Although WTC differs across language learners, some prefer participating in class discussions and expressing their ideas and opinions freely. On the other hand, others would choose to keep quiet and refrain from doing so (Joe et al., 2017).

While some students are eager for opportunities to speak and use a second or foreign language in class, others are reluctant or afraid to do so (MacIntyre & Legatto, 2011). One of the most important fundamental elements in the growth of language education is the capacity for effective communication (Peng, 2013 and Derakhshan et al., 2020). In the

conversational class for language learners, this skill is cultivated. According to the teaching strategy and feedback style, the teacher thus encourages the student to speak up in class and take part in the conversation (Peng & Woodrow, 2010). Language learners may also experience difficulties if they respond to it differently, whether as a result of individual and personality variations or the context in which they are learning a foreign language. Similar to other societal groups, students may lack social skills and assertive behaviors, but because they will be involved in more interactions in the future, they will require greater communication skills (Mellati et al., 2015b and Bernales, 2016 and Vongsila & Reinders, 2016). Yashima et al (2018), found that many students found it difficult to engage with people in socially acceptable ways and with practical communication skills.

Many people grew up in situations where it was difficult to gain social skills. The evidence suggests that many Chinese students struggle with managing situations, expressing their emotions appropriately, being afraid to speak in front of others, feeling shy and embarrassed, and being unable to exercise their rights, even though these issues have not been thoroughly studied in Chinese society. Furthermore, research has shown that key variables like gender, age, ability level, context, and culture have an impact on learners' WTC. As a result, the current study examined the WTC of Chinese foreign language learners and focused on several features of WTC in the Chinese context.

By taking conversation classes in a foreign language, students are encouraged to talk in front of others, participate in class activities, learn the language, and increase their motivation to communicate. Bandura's social learning theory served as the study's main theoretical framework. Another viewpoint on behaviorism is provided by the social learning theory (Zhong, 2013). According to this theory, kids pick up knowledge from other people through imitation, rewards, conditioning, and observation. It goes into detail on how Bandura stressed the significance of cognitive elements in observational learning. He contends that learning is more than trial-and-error or behavior conditioning (Joe et al., 2017).

Strategy Use in Second/Foreign Language Learning

Griffiths (2020), states that a learning strategy is crucial to second language acquisition. The cognitive approach dominated early attempts at learning strategy. The six-category taxonomy of learning strategies (Oxford, 1990), meta-cognitive, cognitive and social-affective strategies (O'Malley & Chamot, 1990), and learning, communication, and social strategies (Rubin, 1975) are some of the categories into which learning strategies are conceptualized in this approach. The far-reaching classic for later learning strategy research is Oxford's (1990), taxonomy, one of these cognition-focused theoretical ideas. Researchers have thoroughly investigated the usage of learning techniques among English as a second/foreign language (ESL/EFL) learners of varied sociocultural backgrounds, following the cognitive approach and Oxford's (1990), taxonomy (Rao, 2016 and Griffiths, 2020). For instance, it has been noted that Chinese English learners apply learning methods to a considerable extent (Li, 2014). Students studying non-English disciplines in EFL also regularly employ memory and cognitive methods but less typically employ emotive and social ones (Rao, 2016). This result, however, conflicts with the finding that ESL students most frequently employ metacognitive and social tactics (Zhong, 2015).

Not to mention, employing learning techniques is linked to other learner characteristics, including motivation and beliefs (Zhong, 2015). For instance, the learners' frequent use of social learning strategies rather than rote learning procedures appears to be shaped by a belief in the priority of using language for communication (Zhong, 2015). It has also been suggested that learners' use of social tactics is influenced by their ideal L2 selves (Hajar, 2018). In conclusion, the studies discussed above have advanced our knowledge of the characteristics of learning strategies in different sociocultural contexts and the connection between strategy adoption and other learner variables. However, these earlier studies focused primarily on ESL/EFL students. It is still uncertain if the characteristics noted in earlier studies apply to learners of languages other than English, such as Chinese.

Strategy Use in Chinese Language Learning

The employment of strategies by Chinese as a Foreign Language (CFL) learners has received attention recently (Chu et al., 2015). Existing research mostly uses Oxford's (1990) Strategy Inventory for Language Learning (SILL) and her criteria. In a variety of settings, including Australia (Jiang & Wu, 2016), Spain (Wang & Cáceres-Lorenzo, 2019), and Brazil (Yang et al., 2021), social methods were discovered to be regularly adopted by CFL learners. Beginning CFL students in Brazil demonstrated a high metacognitive strategy use, second only to social strategy use (Yang et al., 2021). Irish CFL students often used cognitive techniques (Bruen, 2020) but less frequently by Spanish CFL students (Wang and Cáceres-Lorenzo, 2019). Affective methods were also said to be preferred by British CFL learners (Qian et al., 2018), but they were used the least by their Australian counterparts (Jiang & Wu, 2016). Though few, earlier studies have begun to look into how CSL learners use learning tactics. When learning Chinese characters, CSL students primarily employ cognitive and metacognitive techniques (Luo & Sun, 2018 and Sheu, 2018). Chinese heritage speakers also prefer these two categories of learning methodologies when studying Chinese characters (Bao & Jiang, 2020). Prior studies mostly focused on CFL learners, while CSL learners received insufficient attention.

Given the rising number of CSL students in mainland China, it is crucial to investigate how they adjust to this new environment, which differs from their native environments regarding linguistics, pedagogy, and social dynamics (Ma et al., 2017). According to prior research, learning methods appear to differ in the CFL and CSL contexts, highlighting the contextually placed nature of learning strategies (Li, 2014). However, the cognitive orientation, mostly adopted in these studies, is coming under fire for relying excessively on normative methodologies to assess learners' usage of strategies and failing to recognize the sociocultural diversity of learning strategies (Lei, 2012). In light of this, it has been argued that learning strategies should be evaluated according to their sociocultural inclination (Gao, 2006).

Learning is frequently impacted by how we observe others, including parents, peers, teachers, and fictitious characters in cartoons and movies. If learning is restricted to trial and error, it cannot be justified to master complicated skills like driving, swimming, or surgery (Wood, 2016). These habits can be learned by observing others, reading literature, or following directions to avoid trial and error. According to Mellati and Khademi (2014), Bernales (2016), Tavakoli and Zarrinabadi (2016), and others, this sort of learning, which entails the learner symbolically substituting himself for the model while also learning from his experience, is referred to as replacement learning. Bandura emphasizes, like Skinner, that human behaviour

and personality are learned or developed through time. When it comes to the way that people learn, he is different from traditional behaviorists.

He contends that human learning is not always governed by the same mechanisms as animal learning. Since humans are social creatures, it is essential to consider interpersonal relationships while analyzing behaviour. Man has a wide range of cognitive abilities, including the ability to anticipate, assess, and take into account the connection between activity and its results. Reid and Trofimovich (2018); Peng and Woodrow (2010), Observational learning is facilitated by the four cognitive learning processes of attention, maintenance (retention), production (motor reconstruction), and reinforcement (motivation), according to Bandura. The student's linguistic skills make up the first dimension and progress with their reading rate over time (Nematizadeh & Wood, 2019). As a result, persons who learn to speak a foreign language will have access to a variety of practical communication tools.

In addition to an individual's effort, a person's willingness to communicate is influenced by a number of external factors (Mellati et al., 2015a and Di Silvio et al., 2016 and Fathi & Derakhshan, 2019). Shyness and poor communication, particularly during conversation sessions, may affect a learner's success. To correctly comprehend one another's communications, two audiences must use communication tactics (Peng, 2013 and Mellati and Khademi, 2018). Communication will be fruitful when both parties feel accountable for comprehending one another's aims. When they observe that this is not taking place, they attempt to remedy the situation and alter the language by using clearer and simpler patterns. They make an effort to comprehend what is being said (Jamalifar & Salehi, 2020).

Willingness to Communicate

In today's increasingly interconnected world, communication drives language learning. Burgoon (1976) originally mentioned WTC under "unwillingness to communicate." Following that, Baer and McCroskey (1985) expanded on this idea in their study of the teaching and learning of second or foreign languages. Using the WTC in a second or foreign language requires taking advantage of the chance to communicate with those there. Given that the primary goal of language instruction is to prepare students to express their intended meanings and concepts in the target language, the importance of the desire to communicate stems from the fact that learners who lack this desire are less likely to be successful in learning a foreign language.

The importance of interaction and communication in learning second languages is also emphasized by other linguistic theories and hypotheses, including the Sociocultural Hypothesis, the Output Hypothesis, and the Interaction Hypothesis (Mystkowska Wiertelak & Pawlak, 2014). The desire to communicate is a crucial motivator for both the acquisition of communication skills and group language learning. Student collaboration and communicating with others in a second or foreign language are important components of these programs. Baer and McCroskey (1985), first proposed the desire to communicate as a justification for learning one's mother tongue; however, Cetinkaya (2005), noted that this propensity is not a fixed characteristic and can be altered based on several conditions. An exploratory model was then developed to show the impacting factors. The exploratory model frequently includes the following two variables (Cao & Philp, 2006 and Aubrey, 2011): Things in the surroundings, such as coworkers, instructors, and the classroom itself, are examples of transient variables.

Anxiety and motivation are among the constant factors. Since the development of this model, researchers have worked to understand how the need for communication interacts with other environmental and psychological factors to assist teachers in influencing these factors' levels in their students and, ultimately, aid in the learning of their second or foreign language (Denies et al., 2015). A thorough and varied study on similarly teaching English found a strong relationship between shyness and inversion and the inclination to talk. How anxious kids are has a significant impact on how well they study and how well they function as a group.

High degrees of introversion also harm language learners' performance in foreign language lessons by making them feel more apprehensive and unsure of themselves, according to research by Dewaele and Dewaele (2018), Mellati and Khademi (2020), and Wang and Guan (2020), among others. The anxiety in the language class can be decreased by various characteristics, such as having high emotional intelligence, which increases the drive for advancement (Jamalifar & Salehi, 2020). The study includes non-language learners as well. The motivating task orientation and the teacher's function in the learning-teaching evaluation process are considered, elevating him above other tasks in necessity and significance (Kang, 2014). The teacher's and student's empathy has been a research topic in the learning-teaching process since it enhances it by creating a favorable atmosphere (Khajavy et al., 2016).

The level of student participation is used to assess how effective a foreign language program is. According to Khajavy et al (2017), there are disparities between how students use language inside and outside the classroom. Some people, even those who may not speak it well, choose to speak out and take advantage of every communication opportunity when given the chance to use a second language. Since some people only talk when spoken to, they are unlikely to communicate at other times (Lee and Mellati et al., 2018). Numerous studies have looked at the WTC from various angles.

Dewaele (2019), investigated the relationship between emotions and WTC and discovered that whereas pleasure and language use frequency were effective predictors of WTC, concern was a poor predictor. Wang et al (2021), found in another study that several variables, including age, gender, and personality features, affect learners' WTC. Khany and Nejad (2017), investigated how psychological characteristics and WTC relate. Extraversion and openness to novel experiences were the main WTC variables. Fernández-García and Fonseca-Mora examined language competence and emotional comprehension for WTC in 2022. They discovered that emotional understanding significantly changed WTC, although communication tendency was the same among learners with varied skill levels.

When Zare et al (2020), looked at learners' WTC across competence levels, they discovered one even though they did not uncover a statistically significant difference in WTC among proficiency levels. The effect of spatial context on language learners' WTC was examined by Lee et al. in 2019. They concluded that there were no appreciable variations between Korean and Taiwanese language learners' WTC. They discovered that while Korean language learners scored well on WTC outside of the classroom, Taiwanese learners outperformed Korean learners in ICT settings. On the other hand, Yashima et al. (2018) looked into the effects of context and distinctiveness on learners' WTC. Their study demonstrated how learner traits, such as linguistic prowess, psychological traits and environmental circumstances, affect their WTC.

Language and Humanity

The term "gender difference" describes the personality and social behavior variations between humans and are influenced by biological and psychological causes. Language is a crucial communication instrument and essential to human life and activity. However, the outcomes of their language acquisition may fluctuate significantly due to the variances across language learners.

Oral English Learning

The options for engaging with foreigners and learning foreign languages have increased due to the accelerating speed of globalization, providing greater access to expanding perspectives and promoting economic development. Developing oral English expression ability is a complicated topic with numerous facets.

Variation in Pronunciation

Women have calmer, more reserved, and more conventional pronunciations because of their introverted and tranquil personalities. Men tend to have non-standard pronunciation because of the extreme and cheery moods that come with their socioeconomic standing. Men's pronunciation is also more casual and driven primarily by their will.

Difference in Voice and Tone

Women also use varying intonation, pace, and volume to convey their emotional ups and downs, adjusting their lack of confidence in their social standing. Men frequently utilize flat or flat intonations to convey their confidence and authority.

There are discrepancies in sound quality between males and females, but when those gaps close, females will eventually be on par with or surpassing males in this area.

Differences in Spoken Language's Grammatical Structure

Men have a rough way of speaking because of the effect of social, psychological, and other variables. As a result, their oral expressions are casual, they pay less attention to the accuracy of language expressions, and they frequently employ sentences that do not adhere to grammatical expression patterns.

Differences in the Use of Vocabulary

Different people and genders have different vocabulary preferences and word selections.

Various Learning Capabilities

According to their skills and learning goals, students' language learning techniques, levels of interest, and proficiency also differ.

Social Position and Cultural Origin

The social and cultural backgrounds of students have an impact on how they learn and use languages. The importance of social dialects and background cannot be discounted at any time in learning vocabulary for a second language.

In a different study, Pawlak et al (2016), looked at classroom characteristics and how they affected students' WTC. In line with the findings of Yashima et al (2018), they discovered contextual and individual factors that affected learners' WTC. Shyness was one of the key

predictors of WTC among language learners, and Lan et al. (2021) recommended considering many characteristics when determining language learners' WTC. Many studies have been conducted on the WTC of language learners. The impacts of age, gender, skill level, emotional factors, and environmental factors on WTC are still largely unknown, according to Zhang et al. (2018). To further understand Chinese language learners' WTC, the current study also looked at their gender, age, and level of English competence.

Research Design of the Study

The study is on Learning Chinese as a Foreign Language in an Era of Globalization: A Case Study of Sargodha University Students' Perceptions on the Role of L2 (English) for Instructional Strategies to Learn Chinese. According to individual differences in interest and motivational tools among Pakistani students at the University of Sargodha foreign language Chinese, using the latest learning tools of the Chinese language internet and online approaches for University learners' learning process would be analyzed and explored by systematic research protocols.

The learning skills of the Chinese language are the most significant component that the student learn Chinese as a foreign language with a significant level of interest will help in successful learning with the help of practical language-developing tools like effective and attractive sources used during the learning process. For this, an investigation was intended to collect learners' perceptions for extracting effective language practice with the help of interest level using tools and Chinese language skills for university students to develop their skills. Students' participation in developing language skills and development tools for university learners is related to the positive effects of the learning interest and motivation according to the availability of resources at the university-level Chinese language classrooms. So, it will be explored to encourage and facilitate the best educational practices for learners to develop strategies like Chinese as a foreign language.

Research Methodology

For the present quantitative study, the data was collected from the students of Sargodha University, Pakistan.

Population of the Study

The study population was Chinese language students of the University of Sargodha, students' perceptions and views on interest and motivation for learning Chinese as a foreign language for communication purposes by using English as an instructional tool. Chinese as a foreign language is an effective source to develop learning skills for communication to accomplish their learning goals in a foreign language.

Sample Size of the Study

The study's sample size was 62 University students of Sargodha.

Sampling Technique

The convenient sampling technique was used to collect data from the University of Sargodha students of Pakistan.

Research Tool

Two activities were performed while greeting and teaching method in the CFL classroom, and the student's perceptions in the shape of a close-ended 5-point Likert scale of 20 questions were asked from the University of Sargodha students learning Chinese as a foreign language—close-ended questionnaire to survey the university students of the study. The survey questionnaire included 20 closed-ended items, ranging from strongly disagree to agree strongly.

Reliability and Validity of Tool

The questionnaire was reviewed to obtain accurate findings and then completed by university students. The study's results section will provide a detailed interpretation of the findings portion of the study. The reliability and validity of the questionnaire ensured providing a copy of the closed-ended questions to the course instructor and supervisor to review. Then, a modified and approved questionnaire was applied to the study survey.

Reliability Statistics

Cronbach's Alpha	No of Items
.852	20

Results

Descriptive Statistics showing the total numbers of the respondents with mean and standard deviation

Statements	N	Mean	Std. Deviation
I learn Chinese effectively using the English dictionary.	62	3.8226	1.01665
My Chinese speaking ability differs from my other CFL fellows.	62	4.3548	.92500
Learning Chinese is difficult through Chinese as an instructional language.	62	4.3871	.83675
Learning the Chinese language is a difficult structure for the words to understand.	62	4.3226	.84493
I feel difficulty during conversations with the Chinese instructor.	62	4.2742	.87158
The Chinese language learning process demands highly practice activities.	62	4.2258	.83802
Due to my L1 background, my Chinese as a foreign language learning process is prolonged.	62	4.2419	1.05092
Usually, complicated structures of the Chinese language interrupt my learning process.	62	4.2097	1.01039
Learning Chinese as a foreign language demands many group activities in classrooms at the university level.	62	4.3387	.74534
I take much interest while learning Chinese through English as a medium of instructional language.	62	4.1613	.96145
I feel that the Chinese language has a unique word structure.	62	4.3387	.72301
My proficiency in L1 is better than the Chinese language.	62	4.2581	.78793
My fluency differs in both languages of L1 and Chinese.	62	4.0323	.99124
I feel Chinese has more complicated structures than L1.	62	4.4194	.61533

Online English vocabulary applications on my mobile phone enhance my learning competency in Chinese.	62	4.2097	.77114
Games, puzzles, and smart devices are helpful tools for improving my Chinese language.	62	4.2419	.98656
My Chinese communication and speaking speed are less proficient than my English.	62	4.3387	.59900
Instructions in English are helpful for me to elaborate on my Chinese language skills.	62	4.2097	.74958
I participate passively in my University's Chinese debates and dialogue competitions.	62	4.3871	.73227
The Chinese language requires many practice sessions for effective learning outcomes.	62	4.3387	.67614
Valid N (listwise)	62		

From all the above analysis and results through pie charts and SPSS tabular calculation of students' responses, it could discuss the students' differences while learning Chinese as a foreign language at the University of Sargodha. The relationship of Chinese learning in the context of Pakistani students and individual differences varies according to the needs, trends, curriculum, and level of students or study. It could be found that different learning scenarios and situations demand variation in the learning process of the Chinese language, learning skills, and availability of resources with the differences of the students while learning the language. However, overall, responses from learners considered that the Chinese and English cooperation and promotions aspects bring favorable results against all learning outcomes and interests of learners while learning the Chinese language.

There are many different points of the Chinese learning process. For successful learning objectives like translating, pronunciation, and many other practice activities of the Chinese language, we need to adopt a favorable learning environment according to students' interest level for the smooth conduction of English and Chinese relation of their concept of learning outcomes about differences factors L2 classes at the university level students of Sargodha.

Conclusion

The information acquired through the questionnaire shows that most students have common differences about the structures and accents or fluency issues while communicating in the Chinese language for the students of the Pakistani context. Every student has faced problems like complicated structures of the words and sentences of the Chinese language. These differences must be overcome and controlled to achieve the successful learning objectives of the Chinese language. It creates a strong bond between instructors and students and supports the instructors' and students' new and diverse roles while learning the Chinese language. Now, the following conclusions from the students' questionnaires are discussed:

In the role of the practical learning approach in the learning process at the university level, students' position as students' behavior revealed that students take up this duty effectively to control the challenges and individual differences which obstruct their learning of L2. The statistics showed that students have issues with L1 backgrounds, cultural and social differences, complicated structures, communication errors, and disfluency manners. These are mostly challenges and differences in the Chinese language learning process by the

University of Sargodha students. The teachers must play an influential and advantageous role, with the most efficient learning themes at the university level, to control their problems and ensure the successful learning of the Chinese language. Without an effective knowledge approach, the student could feel disturbed and not improve the learning outcomes about the differential concepts of the learning process of the Chinese languages.

The present study revealed that the differential points opposite changes, like variation in the written and speaking context of both languages like L1 and L2 at the University of Sargodha. Students' trends in the learning process of the English-Chinese language discussed the complex sentences and understanding level of the Chinese language for the students. However, the communication, speaking, accent, and written context are very different according to the student's interest level in the learning process of L2.

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