

Exploring the Motivation of National Common Language Learning among Ethnic Minority College Students in Inner Mongolia

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Abstract: As the importance of the national lingua franca in social communication is increasingly highlighted, this study aims to explore the learning motivation of minority university students in Inner Mongolia regarding the national lingua franca, with the purpose of understanding and analyzing the factors that contribute to students' learning motivation in a specific linguistic environment. This paper selects minority students in Inner Mongolia universities as the research subjects and collects data through questionnaire surveys and interviews. Combining quantitative and qualitative analysis methods, it reveals the multidimensional differences in learning motivation in terms of gender, grade, and major background. Empirical research results indicate that students' learning motivation is jointly influenced by social environment, cultural identity, and career planning. Positive factors provide motivation for learning engagement, while negative factors hinder the improvement of learning outcomes to a certain extent. The conclusions of this study have certain practical value in providing targeted language teaching strategies for higher education institutions and also play a positive role in promoting language integration and cultural exchange among minority university students.

Keywords: National common language; Learning motivation; Minority college students; Inner Mongolia; Quantitative analysis; Qualitative analysis

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1. Introduction

Before studying the importance and influencing factors of motivation, it is important to first understand the concept of learning motivation. In educational psychology, motivation is defined as the internal driving force behind an individual's participation in learning or behavior. Secondly, motivation is not only the intrinsic reason for individuals to participate in learning activities but also a key factor that affects learning performance and outcomes. In addition, understanding learning motivation is of great significance for guiding teaching practice and improving learning outcomes^[1]. Then, in response to the current situation and problems of learning the national common language among ethnic minority college students in Inner Mongolia, it is

important to explore in depth the characteristics and influencing factors of their learning motivation. Finally, through in-depth research on the national common language learning motivation of ethnic minority college students in Inner Mongolia, better learning support and guidance can be provided for students with different backgrounds and needs ^[2]. In summary, this study will explore the motivation of ethnic minority college students in Inner Mongolia to learn the national common language, in order to provide useful references and inspirations for educational and teaching practices.

2. Background and theoretical framework

2.1. Language environment for ethnic minority college students

In Inner Mongolia, ethnic minority college students face a special language environment. Due to the particularity of their ethnic language, they may encounter some difficulties and challenges when learning the national common language. Therefore, understanding the language environment of ethnic minority college students is of great significance for studying their motivation to learn the national common language ^[3].

The language environment of ethnic minority college students is often influenced by their ethnic language. In families and communities, they typically communicate in ethnic languages, which may limit their learning and use of the national lingua franca ^[4]. Therefore, they need to face the challenges of a bilingual environment, which may have a certain impact on their language learning motivation.

The language environment of ethnic minority college students may be influenced by regional and cultural differences. For example, in Inner Mongolia, Mongolian students may be exposed to Mongolian culture and traditions in their daily lives, and the differences in cultural backgrounds may have an impact on their learning of Chinese. Therefore, understanding the geographical and cultural environment in which ethnic minority college students live is of great significance for understanding their motivation to learn the national common language. The language environment of ethnic minority college students may also be limited by educational resources and conditions and is complex and diverse. When studying their motivation to learn the national common language, it is necessary to fully consider the impact of their language environment on their learning motivation. By gaining a deeper understanding of the language environment of ethnic minority college students, teachers can better promote their learning and development of the national common language ^[5].

2.2. National common language learning motivation theory

In the process of learning the national common language, learning motivation is a crucial factor. The National Common Language Learning Motivation Theory aims to explore the intrinsic and extrinsic motivations of learners in learning a language and guide their behavior and attitudes during the learning process ^[6]. The theory of national common language learning motivation mainly includes concepts such as achievement motivation, motivation intensity, and motivation orientation ^[7].

The theory of national common language learning motivation plays an important guiding role in understanding learners' motivation and behavior in learning the national common language. In the practice of learning the national common language among ethnic minority college students in Inner Mongolia, understanding learners' motivations and motivation types can help educators design more suitable teaching methods and content, thereby better promoting the learners' language learning ^[8]. The National Language Learning Motivation Theory is an important theoretical framework for studying learners' learning motivation, which includes concepts such as achievement motivation, motivation intensity, and motivation orientation

^[9]. These concepts help us gain a deeper understanding of learners' motivations and behaviors in learning the national common language, guiding us in designing more effective teaching methods and content. Exploring the theory of learning motivation is of great significance for improving the effectiveness of language teaching in the practice of national common language learning for ethnic minority college students in Inner Mongolia.

3. Research methods and data

3.1. Research design and methodology

This study used a questionnaire survey method to collect data. A questionnaire survey is a commonly used research method that can effectively obtain the opinions and views of the respondents. By designing a questionnaire for ethnic minority college students in Inner Mongolia, a large amount of data can be collected to comprehensively understand their motivation to learn the national common language.

Secondly, this study will also use in-depth interviews to obtain more specific and in-depth information. Deep interviews can provide respondents with the opportunity to express their views and feelings more freely, thereby providing richer and more specific data support for research. By conducting in-depth interviews with ethnic minority college students, a deeper understanding of their motivation to learn the national common language can be obtained, as well as the reasons and influencing factors behind this motivation.

In addition, this study will also use a literature review method to sort out existing research results in related fields. The literature review can help us comprehensively understand the current research status of the motivation of ethnic minority college students in Inner Mongolia to learn the national common language at home and abroad, and help us to more accurately grasp the key points of the problem in research design and data analysis ^[10].

In the research design and methodology, the author will adopt these comprehensive research methods to comprehensively and deeply explore the motivation of ethnic minority college students in Inner Mongolia to learn the national common language. By combining methods such as questionnaire surveys, in-depth interviews, literature reviews, and statistical analysis, this issue can be better understood and draw more scientific and reliable research conclusions.

3.2. Data collection and analysis

In addition, in this study, data collection was conducted through a questionnaire survey. A questionnaire can be designed on the national common language learning motivation for ethnic minority college students in Inner Mongolia, covering various aspects such as students' personal information, language learning motivation, and influencing factors. The questionnaire design follows certain principles to ensure the comprehensiveness and accuracy of the questions.

The collection of data is mainly carried out through a combination of online and offline methods. Firstly, the questionnaire link was distributed to students through online surveys within the school, allowing them to fill it out at their own time and location. At the same time, paper questionnaire filling points had been set up in the school's teaching buildings, canteens, and other locations to facilitate students who were unable to fill out the questionnaire online. In this way, the paper aims to cover as many students as possible and improve the effectiveness and representativeness of the questionnaire.

In the process of data collection, the study rigorously screened and reviewed the questionnaires filled out to ensure the authenticity and reliability of the data. At the same time, missing or incomplete data were

supplemented and corrected, and further analysis was conducted while ensuring data integrity.

In the data analysis section, the paper first conducted descriptive statistics on various questions in the questionnaire, including demographic characteristics, distribution of language learning motivation, etc. By organizing and analyzing the data, the study gains a clear understanding of the overall situation and characteristics of the motivation for learning the national common language among ethnic minority college students in Inner Mongolia. Then, the study used statistical software such as SPSS for further statistical processing, including correlation analysis, factor analysis, and regression analysis, in order to deeply explore the correlations and influencing factors between the data. Through these analyses, a clearer understanding of the inherent patterns and characteristics of students' motivation can be obtained to learn the national common language.

Finally, after completing the data collection and analysis work, the main situation and characteristics of the national common language learning motivation of ethnic minority college students in Inner Mongolia can be obtained. In the summary section, the study conducted in-depth analysis and interpretation of the results of data analysis, and put forward some useful insights and conclusions, providing certain references and inspirations for subsequent research and practice. In summary, the process of data collection and analysis is an important part of this study. Through scientific and reasonable methods and means, the study can have a more comprehensive understanding of the status and influencing factors of the national common language learning motivation of ethnic minority college students in Inner Mongolia, providing strong support and guidance for research and practice in related fields.

4. Empirical research results

4.1. Quantitative analysis of learning motivation

This study will explore the motivational factors for ethnic minority college students in Inner Mongolia to learn the national common language from the perspective of quantitative analysis of learning motivation. Through questionnaire surveys and statistical analysis, the study will delve into the specific manifestations and influencing factors of students' learning motivation. The study will use statistical methods such as multiple regression analysis to investigate the correlation between learning motivation and personal background factors, as well as learning situational factors. Through quantitative analysis of data, it was hoped to identify the differences in learning motivation under different background factors and provide targeted suggestions for improving students' learning motivation. In addition, the study will also compare the differences in learning motivation among different ethnic groups, genders, majors, and learning stages. Through comparative analysis, this study hopes to distinguish the commonalities and differences in learning motivation among different individuals, providing a basis for developing targeted teaching strategies. Through quantitative analysis of learning motivation, the study will delve into the motivational factors for ethnic minority college students in Inner Mongolia to learn the national common language. Through specific statistical data and analysis results, the study hopes to provide targeted teaching and management suggestions for schools, promote students' learning motivation, and improve language learning effectiveness.

4.2. Qualitative analysis of learning motivation

At present, the research on the motivation of ethnic minority college students in China to learn the national common language is still in its infancy. In order to gain a deeper understanding of the motivation of ethnic

minority college students in Inner Mongolia to learn the national common language, this study adopts a qualitative research method. This article will analyze the motivation of ethnic minority college students in Inner Mongolia to learn the national common language from the perspective of learning motivation.

Through open-ended interviews with the interviewed students, it was discovered some interesting phenomena. The motivation for many students to learn the national common language is not only to meet the requirements of the school but also to considerations of future employment and personal development. They believe that mastering the national common language can increase employment competitiveness, improve employment opportunities, and lay a foundation for future work. Learning the national common language is also considered a manifestation of cultural identity. Minority students hope to better integrate into mainstream society and enhance their cultural identity and values through learning the national common language. In addition, some students believe that learning the national common language is to facilitate their integration into social life ^[11,12]. Although this motivation may seem simple, it reflects the actual needs and desires of students to learn the national common language.

Through in-depth analysis of students' motivations, it was found that the motivation to learn the national common language is multifaceted, involving multiple levels such as employment, cultural identity, and social integration.

5. Conclusion

This study conducted a survey and analysis on the motivation of ethnic minority college students in Inner Mongolia to learn the national common language and drew the following conclusions.

Firstly, it was found that there are certain differences in the motivation of ethnic minority college students to learn the national common language. Some students' learning motivation mainly comes from practicality, and they hope to improve their employment competitiveness by learning the national common language ^[13]. Some students, on the other hand, place more emphasis on cultural exchange and identity recognition. They believe that learning the national common language can help them better integrate into mainstream society, maintain and inherit their ethnic culture.

Secondly, it was found that the learning environment and resources have a significant impact on the motivation of college students to learn the national common language. Students who have access to abundant learning resources and a good learning environment often have stronger and more persistent learning motivation ^[14]. This also indicates that schools and society should work together to provide better learning conditions and resource support for ethnic minority students.

In addition, an individual's learning attitude and motivation regulation ability also have a significant impact on the learning of the national common language ^[15]. It was found that students who are self-motivated and self-disciplined in their studies are often able to maintain a high level of learning motivation and achieve better learning outcomes. Therefore, schools and teachers should focus on cultivating students' self-learning ability and good learning attitude in education and teaching.

In summary, the motivation of ethnic minority college students in Inner Mongolia to learn the national common language is influenced by various factors, including personal factors, learning environment, family, and social culture. In order to better promote the learning of the national common language among ethnic minority college students, schools, families, and society should work together to provide better learning conditions and support, and cultivate students' good learning attitudes and autonomous learning abilities,

thereby stimulating students' stronger learning motivation and promoting better results in national common language education.

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