

Difficulties Faced by Bangladeshi Tertiary Level Students in Learning Chinese as A Foreign language

By

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A thesis submitted to the Department of English and Humanities in partial fulfillment of
the requirements for the degree of
Bachelor of Arts in English

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It is hereby declared that

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2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
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Abstract

This study investigates the problems faced by Bangladeshi tertiary level students in learning Chinese as a foreign language and what the students did to mitigate them and suggest for future learners inside Bangladesh. Moreover, the researcher collected data from 10 undergraduate students at BRAC university in Dhaka, Bangladesh. Again, for evaluating the findings, the researcher used a thematic approach. Now, throughout the Chinese language course, the majority of the students had to face some level of difficulties when it comes to Pinyin, tones and Chinese characters etc. as the Bangladeshi students are from a non-tonal language background. Moreover, the students also had a positive classroom environment facilitated by their teachers and classmates. However, even in such a lower anxiety environment while the majority of the students were able to keep themselves motivated from time to time, some students gave in to emotional vulnerability and were unable to acquire more language skills like the rest. Therefore, with the help of a detailed analysis of the Chinese language learning scenario in a Bangladeshi private university, this paper tries to demonstrate that only having a positive classroom environment is never enough to ensure the maximum acquisition of the Chinese language among the beginner level Bangladeshi university CFL learners as language background, personality traits etc. can contribute to the increased level of anxiety among many students where the implementation of certain actions from the part of the students are vital to mitigate the affective factors faced by Bangladeshi CFL learners.

Dedication

Firstly, I am greatly indebted to my parents for all the support, love and encouragement they have provided me throughout my life. I would also like to thank all my friends, classmates and faculties who guided, encouraged and helped me throughout my undergraduate life.

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Table of contents

Abstract.....	6
Chapter 1: Introduction.....	2
1.1. Problem Statement.....	3
1.2. Purpose of the Study.....	4
1.3. Central Research Questions.....	5
1.4. Significance of the Study.....	5
1.5. Limitations of the Study.....	6
Chapter 2: Literature Review.....	6
2.1. Introduction.....	6
2.2. Language Learning Scenarios in Bangladesh.....	7
2.2.1. Chinese Language Learning Scenario in Bangladesh.....	9
2.2.2. Chinese Language Teaching at BRAC University.....	10
2.3. Typology of the Chinese Language.....	12
2.3.1. Major Difference Between Bangla and Chinese Language.....	13
2.4. Speech Learning Model.....	14
2.5. Acquisition-Learning Hypothesis.....	15
2.6. Krashen's Affective Filter Hypothesis.....	16
2.6.1. Motivation.....	17
2.6.2. Self-Confidence.....	18
2.6.3. Attitude.....	19

2.6.4. Anxiety.....	21
2.6.4.1. Communication Apprehension.....	23
2.6.4.2. Test Anxiety.....	24
2.6.4.3. Fear of Negative Evaluation.....	25
2.6.5. Other Factors.....	26
2.6.5.1. Class Environment.....	26
2.6.5.2. Age.....	27
2.6.5.3. Personality.....	27
2.7. Previous Researches on Bangladeshi CFL learners and in Other Countries:.....	28
2.8. Conclusion.....	31
Chapter 3: Research Methodology.....	31
3.1. Participants.....	31
3.2. Nature of the Research.....	32
3.2.1 Qualitative Research.....	33
3.3. Research Design.....	33
3.3.1. Data Collection Procedure.....	34
3.3.2. Research Instruments.....	34
3.3.2.1 Interview and Questionnaires.....	34
3.3.3. Data Analysis Procedure.....	35
3.4. Obstacle Encountered.....	35
Chapter 4: Findings and Discussion.....	36

4.1. Findings.....	36
4.2. Discussion.....	63
4.2.1. Discussion on Research Question 1.....	63
4.2.1.1. Chinese is a Difficult Language.....	63
4.2.1.2. Suffering from Demotivation.....	67
4.2.1.3. Suffering from Anxiety and Lack of Self-Confidence.....	69
4.2.2. Discussion on Research Question 2.....	72
4.2.2.1. Fostered a Positive Language Attitude.....	72
4.2.2.2. Learned the Language Not Just for Grades.....	73
4.2.2.3. Stayed Motivated in a Positive Classroom Environment.....	76
4.2.2.4. Increased Exposure to the Chinese Language.....	78
4.2.3. Discussion on Research Question 3.....	82
Chapter 5: Conclusion.....	84
5.1. Summary of the Findings.....	84
5.2. Implications of the Research.....	87
5.3. Scopes for further research.....	88
5.4. Recommendations.....	88
References.....	90
Appendix.....	95

List of Acronyms

SLA	Second Language Acquisition
FLA	Foreign Language Acquisition
CFL	Chinese as a Foreign Language
LAD	Language Acquisition Device
CHN	Chinese
HSK	Hanyu Shuiping Kaoshi

**Difficulties Faced by Bangladeshi Tertiary Level Students in Learning Chinese as A
Foreign Language**

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Chapter 1: Introduction

‘Nose to the grindstone’ is a gospel truth for the students learning Chinese at the university level in Bangladesh. Now, English language being the ‘lingua franca’ has always occupied an important position in the Bangladeshi educational system as the emergence of social network, most popular commercial platforms, activities in the global marketplace has solidified its position as the most common language that people know, use and understand all over the world including Bangladesh (Awal, 2023, p.72; Hristodoulakis & Papakonstantinidis, 2008, p.35). As a result, English is the most common second language Bangladeshi students learn from childhood. In contrast, Chinese is a language that is neither very familiar to the Bangladeshi people nor the culture it represents. However, in recent times, in learning foreign languages the tide is shifting. With the advent and availability of various popular online media platforms there are many young people in the country who are now learning Chinese and consuming content created using the same language. Again, another reason for the surge of interest in learning Chinese is the rise of China as a global power both in the world of economics and technology and therefore, the escalating demand for Chinese language proficiency in the job market is prompting the young Bangladeshi Chinese language learners to secure promising career opportunities in future (Awal, 2023, p. 79). Moreover, different scholarship programs offered by various Chinese universities is another aspect why learning the language is lucrative for the young learners (Li, 2021, p.23). Consequently, there are so many Bangladeshi students learning Chinese for the hope of a better future. However, that language journey is not an easy one as considering the unique characteristics such as tone and writing system, the language Chinese can be considered as one of the most ambiguous and hardest languages to learn in the world (Akter, 2021, p.7). Moreover, since Chinese language learning among the Bangladeshi youth is a very

recent phenomenon, the problems faced by Bangladeshi learners in that territory is by and large unknown.

In this regard, it is important to discover the Chinese language learning scenarios in Bangladesh. Therefore, this research will attempt to unfold the obstacles faced by the Bangladeshi students learning Chinese as a foreign language from Bangladesh perspective and provide detailed discussion on what the students did to mitigate them and suggest for future learners.

1.1. Problem Statement

Chinese is a very difficult language to master. “In particular, unlike English, Chinese is a tonal language. The need of paying attention to tones while speaking a foreign language may cause extra anxious feelings” (Luo, 2014, p. 102). Again, while most of the FLA studies focuses primarily on English as a foreign/second language, very little literature can be found on learners of other languages and the number is even less when it comes to learners of Chinese as second/foreign language (Luo, 2014, 2018; Sung and Li, 2019). Moreover, with the rapid growth of CFL learners around the world, there is a rise in the sum of studies conducted on CFL learning. However, in a country like Bangladesh the growth of FLA studies on Chinese as foreign language is quite flimsy. Additionally, the majority of the existing studies have focused on Chinese language learners in mainland China while the Chinese language learners in other countries received relatively little attention and particularly in less developed countries (Gong et al., 2018). Furthermore, a variety of reasons such as the lack of CFL researchers or professional CFL research networks including journals and researcher associations is why the CFL learners from less developed countries are overlooked by researchers (Xu et al., 2022, p. 6). Therefore, a shortage of literature written on Bangladeshi CFL learners is quite apparent. Again, while

various quantitative studies have been conducted on the effect of different variables in the acquisition of Chinese as a second/foreign language, little has been done in terms of qualitative study. Consequently, detailed qualitative studies on issues such as the sources of Chinese language learning anxiety or the relationships between anxiety and language skills, learning activities and learning contexts is altogether desirable and meaningful (Luo, 2014, 2018; Xu et al., 2022). Again, in Bangladeshi universities the introductory Chinese language courses are elective for the students. So, “more studies on the effect of the elective-required status on foreign language anxiety are needed” (Luo, 2014, p.110). Moreover, owing to the insufficient amount of studies on the Chinese language learning anxiety, future research should be administered “in relation to the students' motivation and perceptions of the teachers' behavior in teaching Chinese” (Basith et al., 2019, p.1198). Therefore, in the context of Bangladesh, the amount of work done on the role of affective filters in the acquisition of CFL among tertiary level Bangladeshi learners is almost non-existent which makes it an interesting topic for research. Finally, in order to bridge the research gap, the current study focuses on the university level Chinese learners of Bangladesh and attempts to discover the affective factors influencing the acquisition of Chinese as foreign language and what the beginner level CFL learners did to mitigate them and suggest that can be implemented further both inside and outside the beginner-level CFL classroom in Bangladesh.

1.2. Purpose of the Study

The present study has attempted to unfold the difficulties faced by the tertiary level Bangladeshi students in learning Chinese as a foreign language and what the students did to mitigate them from Bangladeshi perspective. Moreover, it also intended to provide the students'

suggestions that can be implemented further both inside and outside the beginner-level CFL classroom to mitigate those problems.

1.3. Central Research Questions

In this research study an attempt has been made to find out the answers to these questions:

1. Why are the tertiary level students of Bangladesh facing difficulties in learning Chinese as a foreign language?
2. What did the students do to mitigate the affective factors?
3. What were the students' suggestions that can be implemented further both inside and outside the beginner-level CFL classroom?

1.4. Significance of the Study

This study will elucidate the problems faced by the Bangladeshi students in learning Chinese as a foreign language at the university level as beginners. Again, it will find out various affective filters and how the role of classmates, teachers, students' personality and environment etc. influence the new language learning. Furthermore, it will provide detailed discussion on what the beginner-level CFL learners of Bangladesh did and suggest to alleviate the various affective factors. Consequently, the researcher hopes that this study can be a guiding tool for further research studies that include CFL in the context of Bangladesh. Furthermore, the study also anticipates the attention of the CFL teachers in Bangladesh so that they can teach efficiently and evolve based on the needs of the students.

1.5. Limitations of the Study

One of the major limitations of the study is that the researcher has conducted this study on the ten undergraduate students of a private university in Dhaka. So, the number of participants could be increased. Since the researcher used a qualitative method for collecting and analyzing data, measuring exact anxiety level, identifying the participants exact vocabulary range, checking the correct pronunciation etc. was not possible. Therefore, the researcher had to base this study on the subjective semi-structured interview questions. Moreover, conducting the interviews was very time-consuming as the students were busy with their lives most of the time and many of them were sick and took time to recover. Moreover, due to time constraints, the researcher only conducted interviews on the beginner level learners of CFL from one private university. Therefore, future studies must include more students from different universities and different levels around Bangladesh and implement a mixed method of research for more new findings.

Chapter 2: Literature Review

2.1. Introduction

This study aims to find out the affective factors creating difficulties to learn Chinese as a foreign language among Bangladeshi tertiary level students. Therefore, this chapter presents a detailed discussion of the language learning scenarios in Bangladesh, Characteristics of Chinese language, speech learning model, Krashen's acquisition-learning hypothesis, affective filter hypothesis and different possible affective variables.

2.2. Language Learning Scenarios in Bangladesh

Since independence in 1971, Bengali language has been used as the only official and national language of Bangladesh, making it a monolingual country of approximately 150 million people (Faquire, 2010, p.1). Nevertheless, all over its political and social development over the centuries, this region, called Bangladesh, held its identity as a multilingual country. Now, geographically, Bangladesh is surrounded by the Indian states (Assam, West Bengal, Mizoram, Meghalaya) and Myanmar to one side and the Bay of Bengal on the other side (Awal, 2023, p.69). Again, thanks to its exuberant attractions, this region has been the topic of countless invasions throughout history. Therefore, as a result of the influx of settlers, Bangla language has been influenced with languages like Dutch, Chinese, Arabic, English, German, Gujarati, French Hindi, Malayalam, Japanese, Persian, Sindhi, Portuguese, Turkish, Telugu, Urdu, Tamil and many more (Awal, 2023, p.69). Again, “Such languages have indelibly influenced the Bengali language, affecting its syntax, grammar, vocabulary, and even pronunciation” (Awal, 2023, p.69). Moreover, a significant number of Bangladeshis are also integrating foreign languages in Bangla. As foreign universities are offering online education, the number of participants is also increasing and therefore, in recent years, contact with English and other foreign languages in Bangladesh has also increased (Awal, 2023, p.69).

According to Chatterjee (2015), around 1640, with the permission of Shuuja Khan in Ballasore (Orrissa), the first Englishman with a few ships came to the Bengal region and set up factories here. Then in 1717, they got permission from the tenth Mughal ruler Farrukhsiyar for doing tax free business in Bangal. Later, the English businessmen imported Muslin cloth made in Dhaka, the capital of Bangladesh, to Europe. As many Bengali people worked at the trading centres as servants, clerks or soldiers and used English-based tools, the language contact between

locals and English took place there (Chatterjee, 2015). However, English language learning of the locals did not stop there. In the next century in 1784, when Britain and East India Company gained political control over Bengal, the educational and administrative policy makers from Britain took initiatives for establishing institutions in Bengal where English language was taught with many other languages (Chatterjee, 2015). Moreover, in 1835, English was introduced as the official language of this region as people from different speech communities (Marwari, Bhojpuri, Kashmiri, Uriya, Telugu, Nepali, Punjabi etc.) from different parts of South Asia began to settle here (Faquire, 2010, p.2). Learning English became necessary as commuting with different speech communities using only Bengali became ineffective. According to Awal (2023), due to the introduction of English in schools, the number of Bilingualism increased in Bengal where more people were learning English alongside Bengali. Additionally, as the contact situation intensified, various English words were acquired as loan words in Bangla language.

Again, in Bangladesh, people use Bangla along with many other languages in different situations. English or Arabic is used by some people in the educational setting whereas many of the elite community find it preferable to receive western education in English language in the English medium institutions (Faquire, 2010, p.9). Again, there are multiple reasons why English has always been more popular than the Chinese language in Bangladesh. For example, “the emergence of social networks, leveraging English as the global lingua franca, has enabled seamless communication across the globe” (Awal, 2023, p.72). Additionally, not only in the World Wide Web but also in the most popular commercial platforms a significant portion of the contents are available in English language (Hristodoulakis & Papakonstantinidis, 2008, p.35). Therefore, English is the most common language that people know, use and understand all over the world including Bangladesh.

2.2.1. Chinese Language Learning Scenario in Bangladesh

On the contrary, While the people of Bengal had the opportunity to learn English under British rule, Chinese is not a language that is quite familiar to them historically. According to Ferdous (2022), very few Chinese words can be found in Bengali vocabulary where many of the words from Chinese origin entered Bengali language through English (p.2, 106). Even though the incorporation of Chinese words in Bengali language is historically minimal, the landscape is rapidly shifting in recent times. According to Awal (2023), “An increasing number of young individuals in Bangladesh are showing proficiency in Chinese and actively learning the language” (p. 79). Since China is rising as a global power both in the world of economics and technology, the escalating demand for Chinese language proficiency in the job market is prompting the young Bangladeshi Chinese language learners to secure promising career opportunities in future (Awal, 2023, p. 79).

According to Li (2021), the colleges and universities in Mainland China are rapidly internationalizing themselves in order to attract more international students and various types of scholarship programmes have been already launched by the Chinese government since 2013 to attract international students from South-Asian countries such as India, Bhutan, Maldives, Nepal, Sri Lanka, Pakistan, Bangladesh to support its national strategic plan of “One belt One Road” (p.23). As a result, many Bangladeshi students are learning Chinese so that they can stick out in the race to get a scholarship for higher education and secure finer jobs both at home and abroad (Karmaker, 2020). Additionally, due to the growing presence of China in the business world, Chinese is considered as an essential language throughout the world. Moreover, people from China are also vigorously involved in a variety of businesses worldwide. Again, Bangladesh occupies an active membership In China's Belt and Road Initiative while China predominantly

remains as one of the largest donors and trading partners of Bangladesh. Moreover, various types of businesses are established, and long-term investments are made here in Bangladesh by many Chinese companies whereas Bilateral trade with China is also surging. Furthermore, in a Bangladeshi news article by Karmaker (2020) says, “There has been an increasing tendency to learn Chinese because of China's global development. China is also looking for more people who can converse in the language. As a result, there has been a growing attraction towards learning Chinese”. Since companies all over the world are competing against each other to access the Chinese marketplace, having Chinese language skills can be greatly favourable in getting jobs in these companies. Again, in terms of travelling to a foreign country, it can be very beneficial and convenient if we know the local language. Therefore, learning about Chinese culture and their language beforehand can always come in handy if anyone wants to travel in China.

However, since many Bangladeshis are learning Chinese nowadays, an influx of Chinese terms, within the domains of culinary arts and technology, has been experienced by the Bengali language. Moreover, popular genres of Chinese media such as ‘C-pop’, ‘C-drama’ are also contributing greatly to this integration which reflects the significant cultural and socio-economic interchanges between these two countries directed by the recent socio-economic trends and the thriving mutual interaction and exchange (Awal, 2023, p.79). All in all, these recent phenomena are indicative of the fact that a large number of Bangladeshi youths are learning Chinese regularly and their number is only growing.

2.2.2. Chinese Language Teaching at BRAC University

Three levels of Chinese language courses such as Beginners, Intermediate and Advanced are offered by BRAC Institute of language at BRAC university. Moreover, these courses mainly aim at teaching both the Chinese language and culture. Again, the Beginner level and the

Intermediate level span for two months whereas the duration of the Advanced level course is three months. Moreover, during the courses, students have to participate in a two-hour long class twice a week in the evening. Again, according to the BRAC university website, the course content includes introduction of Chinese language and its culture, Chinese Vocabulary, Chinese Phonetics, initials and finals, Chinese sounds, common Chinese grammar, Chinese Character (han zi) writing system and practice, basic Chinese for daily usages. Furthermore, the students participating in these Chinese language courses are also entitled to apply for the Chinese Government scholarship. Additionally, the China Scholarship Council (CSC), is accountable for the enrollment and administration of these Chinese Government Scholarship programs offering 252 designated Chinese universities to the scholarship winners. Moreover, the university also provides Chinese language course for the undergraduate students such as Chinese/CHN 101 which the students mainly take as electives or as a course outside the department.

Levels for the Chinese language course:

Level	Duration
Beginner Level	2 months
Intermediate Level	2 months
Advanced Level	3 months

Fig 1. Levels for the Chinese language course

2.3. Typology of the Chinese Language

Considering the unique characteristics such as tone and writing system, the language Chinese can be considered as one of the most ambiguous and hardest languages in the world (Akter, 2021, p.7). Again, Chinese language phonology is mainly characterized by tones, initials (consonant sounds) and finals (vowel sounds). Moreover, when it comes to Chinese characters, they are neither phonetic nor alphabetic but are mostly ideographic or logographic where the representation of the characters are made by using pictures or symbols which makes the presentation of the correct phonology of the Chinese language very difficult (Akter, 2021, p.37). Again, 'Pinyin' (spell out the sound) is used in the Chinese language for presenting the sounds of Chinese characters. Additionally, when it comes to learning Chinese pronunciations, it is the most basic and easiest way for foreigners to learn. Furthermore, for representing the sounds of the Chinese language, Roman alphabets are used in pinyin. Moreover, according to Akter (2021), in the pinyin system consonant "V" is not used whereas all the letters of the English alphabet are used (p.37). Again, the pinyin system has two vital elements, and they are initials and finals. Since pinyin shares many similarities with the English alphabet, it can get very confusing with the pronunciation of Chinese initials and finals for the non-native speakers of Chinese (Akter, 2021, p.37). Therefore, it is a must for the non-native speakers of Chinese to understand that even though pinyin is written using Roman alphabets (not English), it only represents the sound of the Chinese language and not English (Akter, 2021, p.37).

According to Akter and Song (2021), tones are considered important factors when it comes to learning a tonal language (p. 154). Since Chinese or Mandarin is a tonal language, focusing on the tone level is mandatory if anyone is willing to learn this language [Cite]. Moreover, each of the single Chinese characters has one tone whereas Chinese language has four

types of tones as well as a neutral tone where the same syllable with different tone can convey different meaning (Akter, 2021, p.37). Therefore, it is important to pronounce tones accurately and has become the basic requirement of standard Chinese pronunciation as without doing so one will not be able to produce the Chinese language properly. Since tone has the power to change word meaning depending on which tone has been used, the same word has the capacity to have different meaning with different tones (Akter, 2021, p.38). Now the four tones in Chinese language are,

- A. The first tone is flat, so it is the level tone - Ā
 - B. The second tone is a rise from the middle to high, so it is called the rising tone- Á
 - C. The third tone is from low to lower and then rises, so it is called the falling-rising tone- ǎ
 - D. The fourth tone is a fall from the top to the bottom, so it is called the falling tone- à
- (Akter & Song, 2021, p.154).

2.3.1. Major Difference Between Bangla and Chinese Language

Akter and Song (2021) mentions that there is a static tone for each of the syllables of Mandarin and the frequency of the vibrancy of the vocal cord determines the falling and rising, high and low pitches (p. 154). “Mandarin tone formation is indeterminate; one can pass not only the tone level, but also the transition mode. There are levels, going up, going down going up and going down” (Akter & Song, 2021, p. 154). Now, in the language of the world, two types of accents can be found where the first one is ‘Stress accent’ (for differentiating various lexical items uses the intensity of the sounds) and the other one is ‘Pitch accent’ (for distinguishing one word from another uses the pitch of sounds) (Hiroshi, 2003, as cited in Akter & Song, 2021, p. 154). Even though Bengali is not a tonal language like Chinese, both underlying tones (a low utterance or accompanying sound) and intonational tunes (the rise and fall of pitch or the

melodic pattern) can still exist in it but tones are never used as contrastive feature in the Bengali language (Hasan, 2015, p.71). Again, he adds, “Bangla does not show any overtly realized bitonal pitch accents. The notion of boundary tone implies that the pitch object is aligned with the original edge of a phrase rather than a certain syllable” (Hasan, 2015, p.73). So, in Bengali language, identical tones occurring in sequence never happens and like English, it does not display any ‘rise+flat+rise’ sequence (Hasan, 2015, p.74).

2.4. Speech Learning Model

In this research paper ‘Speech learning model’ has been applied. According to Gass and Selinker (2008), Fledge (1992, 1995) claims that when learners are unable to perceive or classify L2 sounds that are equivalent or similar to L1 sounds as different sounds usually does not set up a new phonetic category for each L2 sounds which makes the acquisition of L2 sounds more difficult (p.183). On the contrary, “A new phonetic category can be established for an L2 sound that differs phonetically from the closest L1 sound if bilinguals discern at least some of the phonetic differences between the L1 and L2 sounds” (Flege, 1995, p.239; as cited in Gass & Selinker, 2008, p.183). Therefore, the formation of a new phonetic category for an L2 sound can get blocked if a learner is unable to identify the difference between L2 and L1 sounds which can be called the ‘mechanism of equivalence classification’. As a result of this process, the learner only uses a single phonetic category for processing the L1 and L2 which then becomes diaphones and will be eventually resembled by one another during sound production (Flege, 1995, p.239; as cited in Gass & Selinker, 2008, p.183). Therefore, the ‘Speech learning model’ hypothesizes that whether a new phonetic category for an L2 sound will be established or not is determined by the learner’s perception of the phonetic dissimilarity of the L2 sound from the closest L1 sound and the “more distant from the closest L1 speech sound an L2 speech sound is

judged to be, the more likely it is that L2 learners—regardless of age—will establish a new category for the L2 sound” (Flege, 2007, p.367; as cited in Gass & Selinker, 2008, p.183). However, “constructs are not always clear cut in SLA research. For example, how does one define similar?” (Gass & Selinker, 2008, p.183).

2.5. Acquisition-Learning Hypothesis

In this research paper “Acquisition-Learning Hypothesis” has also been applied. According to the acquisition learning hypothesis in two distinct and independent ways, an adult can develop competence in a second language. The first one is called language acquisition. According to the language acquisition theory,

Language acquisition is a subconscious process; language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication (Krashen, 1982, p.10).

It is a process that is almost similar or identical to a children’s ability to develop their first language. Moreover, according to this theory, acquired competence is also subconscious for the learners. Now, the second one is called “learning” where developing competence in the second language is done by language learning.

the term "learning" henceforth to refer to conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them. In non-technical terms, learning is "knowing about" a language, known to most people as "grammar", or "rules". Some synonyms include formal knowledge of a language, or explicit learning (Krashe, 1982, p.10).

Again, the acquisition-learning theory hypothesizes that ‘adults also acquire, that the ability to "pick-up" languages does not disappear at puberty. This does not mean that adults will always be able to achieve native-like levels in a second language’ (Krashen, 1982, p.10).

2.6. Krashen’s Affective Filter Hypothesis

Of the Five hypotheses by Stephen Krashen, the affective filter hypothesis has also been implemented in this research. According to Krashen (1982), the concept of an affective filter was first proposed by Dulay and Burt in 1977. Later in 1985, Stephen Krashen incorporated it as one of his five input hypotheses (Du, 2009, P. 162). Moreover, Krashen (1982) mentions, “The Affective Filter hypothesis captures the relationship between affective variables and the process of second language acquisition” (p. 31). Again, over the decades a variety of affective variables such as self-esteem, anxiety, willingness to communicate, inhibition etc. has been identified but Krashen (1982) states that most of these variables can be placed into one of these three categories such as motivation, anxiety, self-confidence (p. 31). Again, these affective variables are directly related to the acquisition and not to language learning (Krashen, 1982, p.31). Furthermore, he adds that affective variables can act as filters which facilitate or inhibit the distribution of input to the Language Acquisition Device (LAD) in the brain (Krashen, 1982, p. 32). “Krashen views the emotional state or attitude of learners as an adjustable filter that freely allows, impedes, or blocks the input needed for acquisition” (Pauzan, 2024, p.20885). Additionally, according to Du (2009), people with optimal attitudes or low affective filters can deliver more input into their language acquisition device (LAD) for language acquisition than people with high affective filters (p.162). Therefore, “Students who are motivated, confident, and relaxed about learning the target language are much more successful in acquiring a second

language than those who attempt to learn with existing affective filters” (Krüger, 2023, as cited in Pauzan, 2024, p.20885).

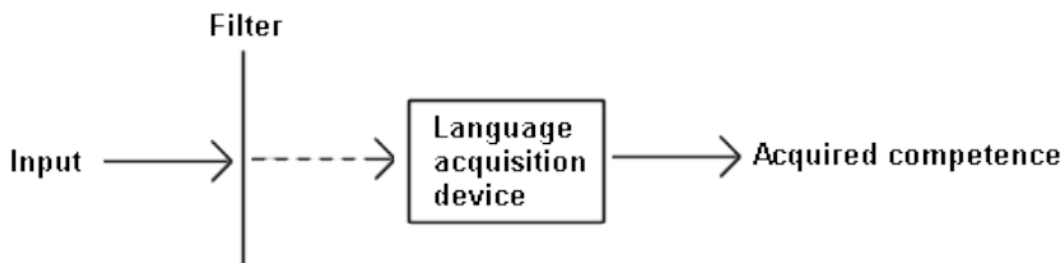


Fig 2. Function of the “Affective filter”.

2.6.1. Motivation

In terms of learning a language, motivation has been identified as the most important factor by most educators and researchers and in its absence, even the brightest individual will be unable to achieve long term goals no matter whatever the curriculum is and whoever teaches (Du, 2009, p.162). Moreover, in terms of definition, Gardner (1985) defines motivation as “the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity” (as cited in Du, 2009, p.162). Therefore, in second/foreign language acquisition, the language acquirer’s enthusiasm and desire can be considered as motivation. Again, “In looking at motivation for learning a second language, Gardner and his associates (Gardner & Lambert, 1972; Gardner, 1985) proposed two motivational orientations that indicate students’ main reasons for learning a language” (Wen, 2011, p.333). The first one is called ‘integrative motivation’ where the learner of a foreign or second language learns language for experiencing personal growth and cultural enrichment by making contact (participating in that social life) with the speakers of that target language to the

point of being accepted as one of their own (Lightbown & Spada, 2013, p.87). Again, on the other hand, the second one is called ‘instrumental motivation’ where the foreign or second language learner learns a language for practical or immediate goals such as going overseas to study, making friends, passing an exam, understanding foreign media, travelling, to get promotion or a better job etc. (Du, 2009, p.162; Wen, 2011, p.334). Now, in terms of successful learning, ‘integrative motivation’ used to be considered as a stronger predictor for a longer period of time but however, in some contexts, ‘instrumental motivation’ outperformed as the better predictor (Lightbown & Spada, 2013, p.87). Therefore, both of these motivations are related to successful language learning.

Now, when it comes to learning Chinese, everyone has their own purposes and motivations. Moreover, the Chinese pronunciation of the Bangladeshi students are mainly influenced by their learning strategies and learning motivation. According to Akter (2021) on heritage language learner from Bangladesh, “some students learn Chinese for getting a good job in the future while some students learn Chinese for getting a scholarship in China” (p.52). Furthermore, only for communication purposes, most of the students learn Chinese and as a result, when it comes to the standard pronunciation of the Chinese phonetics, they do not pay much attention as they are easily satisfied with their proficiency level if they are only able to communicate in Chinese language with other people (Akter, 2021, p.52).

2.6.2. Self-Confidence

Self-confidence has been identified as one of the factors affecting the affective filters by Krashen. According to Krashen (1982), when it comes to second or foreign language learning, learners with self-confidence and a good image have a tendency to perform well (p.31). Again, “Self-confident people dare to adventure, to communicate in foreign language and can gain

more. While those who lack self-confidence will lose the chances to practice their target language, for they are afraid of losing face and making mistakes” (Du, 2009, p.164). Furthermore, there could be a variety of factors that can affect self-confidence (from family through educational institutions to peers). Additionally, learners with poor self-image can result in poor performance whereas poor performance can also result in poor self-image (Urme, 2011, p.318).

2.6.3. Attitude

As stated by Du (2009), based on Collins Cobuild Student's Dictionary, one's attitude toward something is the individual's way of thinking and feeling about it (p. 163). Therefore, regarding a psychological object, attitude can all the time shape a person's emotions, thoughts and behaviour. As a result, a student's attitude comprises three components such as a cognitive component, an effective component, and a behavioral component (Du, 2009, p. 163). The learners perception of the situation is called the 'cognitive component' whereas the 'effective component' is the learner's manifested feeling resulting from the cognitive aspect and finally after the assessments of the feelings to determine if they are good or bad, the feeling are then evaluated and exhibited into the behavioral component which results in the manifestation of the attitude (Wenden, 1991, as cited in Bulolo et al., 2022, p. 261). Since attitude can affect a learner's actions, inner moods, the students' feelings about learning the target language can consequently influence how much they are willing to speak, read and write the target language on their own. Moreover, the influence of attitude on one's success in learning a language is more than the influence of success on attitude (Weinburgh, 2000, p. 3). Even though whether an individual is going to succeed or not in learning a second/foreign language is highly credited to

individual differences, in acquisition, a student's attitude still plays an important role (Gardner & Lambert, 1972; Skehan, 1989; Kang, 2012, as cited in Bulolo et al., 2022, p. 261).

According to Nkrumah and Darko (2020), in "the Dictionary of Language Teaching and Applied Linguistics, language attitudes are the attitudes which speakers of different languages or language varieties have towards each other's languages or to their own language." (p. 9). As stated by Yusri et al. (2012), two types of attitudes can be found in a language where the first one is the learners' attitude toward language learning and the second one is their attitude towards the language community.

Additionally, language attitude can be positive or negative and in some cases it can also be neutral. Again, based on our knowledge of the social connotations a particular language possesses, language attitude helps us to expose the prestige and quality of a particular language before us (Nkrumah & Darko, 2020, p.9). Moreover, attitude towards a particular language can also indicate how people feel about the speakers of that particular language and can have an impact in learning a foreign or second language. Therefore, if someone feels attraction towards a particular language community, their enthusiasm would be definitely much higher than those with a negative feeling towards the language of that particular community. As a result, the learners who maintain a positive attitude toward the target language, its speakers and culture can have more success in learning than those maintaining a negative attitude (Bulolo et al., 2022, p. 261). Furthermore, if a learner keeps a positive attitude toward the target language's culture and native speakers, it can help develop a positive attitude not only about the language but also about the acquisition process (Rokeach, 1968, as cited in Bulolo et al., 2022, p. 261).

According to Nkrumah and Darko (2020), an important distinction between ‘subtractive’ and ‘additive’ bilingualism was made by Lambert (1981, 1990) (p. 9). When it comes to additive bilingualism, the learners get the feeling that by learning a new language they are including something novel to their experience and skills without eliminating anything they have already learned whereas in subtractive bilingualism, the learners are always concerned that learning a new language can threaten what has been already attained by the learners (Nkrumah & Darko, 2020, p. 9). Furthermore, it is in additive situations when successful foreign/second language learning takes place as learners who think of the second/ foreign language as something that diminishes themselves, they will never succeed in learning it (Cook, 2000, as cited in Nkrumah & Darko, 2020, p. 9). Additionally, while positive attitude is quite beneficial for new language learners, negative attitude may result in decreased motivation which can lead to decreased interaction and input and eventually causing a failure to achieve proficiency in the target language (Brown, 2000, as cited in Nkrumah & Darko, 2020, p. 9). Again, gender also plays an important role in language attitude. According to Bulolo et al. (2022) girls are able to maintain a good attitude more than boys in learning a second/foreign language (p. 261).

2.6.4. Anxiety

According to Luo (2014), in foreign language learning classrooms, anxiety has been recognized as a common emotional reaction (p.99). Moreover, researchers throughout the world have found that at least a moderate level of foreign language anxiety is being experienced by one-third learners of foreign language ((Horwitz, 2001, as cited in Luo, 2014). As a result, finding out the factors causing foreign language anxiety has picked the interest of many foreign language scholars and teachers around the world. Furthermore, speaking among the four language skills has been identified as the most anxiety provoking and since Chinese language has

its tonal nature and character based writing system, for most learners it might be a relatively difficult foreign language to learn which can lead to a higher level of anxiety (Luo, 2014, p.99,100).

Now, in the literature on anxiety, three types of anxiety have been distinguished and they are trait, state and situation-specific anxiety (Cattell & Scheier, 1963; MacIntyre & Gardner, 1989, 1991; Spielberger, 1966, as cited in Luo, 2014, p. 100). When in a wide range of situations, an individual has a general tendency toward becoming nervous it is referred to as trait anxiety (Spielberger, 1983, as cited in Luo, 2014, p. 100). Under many circumstances, people who have trait anxiety may feel anxious about many things. Moreover, the gestures of ‘trait anxiety’ remain stable over time as this particular type of anxiety is a part of an individual’s personality. Consequently, interference with memory and cognitive performance may result from this ‘trait anxiety’(Eysenck, 1979, as cited in Barua, 2022, p. 401). Again, under a particular circumstance at a particular moment, when the feeling of stress or worry takes place in a person’s mind, it is called ‘state anxiety’ (Spielberger, 1983, as cited in Luo, 2014, p. 100). Moreover, according to Luo (2014). Again, state anxiety “often accompanies physical signs such as perspiration, sweaty palms, dry mouth, muscle contractions and tension, and increased heart rate” (Luo, 2014, p. 100). Moreover, whereas ‘trait anxiety’ is stable over time, ‘state anxiety’ is not that stable as it fluctuates from one moment to another and from one circumstance to another. Therefore, a person’s thoughts, behaviour and emotions are generally influenced by ‘state anxiety’ (Barua, 2022, p. 401). Furthermore, ‘situation-specific anxiety is the type of anxiety that is stable over time and is inconsistent from situation to situation (Spielberger, 1983, as cited in Barua, 2022, p. 401). An example of situation-specific anxiety could be ‘public speaking anxiety’ (Luo, 2014, p.100). Moreover according to Barua (2022), language anxiety is one of the

prime examples of situation-specific anxiety (p.401). “MacIntyre and Gardner (1991) argued a situation-specific perspective is the most effective research strategy for speaking anxiety due to the fact that learners undergo anxiety in a wide range of educational contexts” (Barua, 2022, p. 401).

Moreover, in earlier studies on language learning and anxiety, foreign language anxiety as a transfer of other types of anxiety such as test anxiety, public speaking anxiety or trait anxiety etc. was conceptualized in the language learning context which in result produced mixed and in some cases contradictory results (Luo, 2014, p.100). As a result, “researchers (e.g. Foreign Language Speaking Anxiety 101 Gardner, 1985; Horwitz, Horwitz, and Cope, 1986) suggested that foreign language anxiety should be viewed as a situation-specific anxiety unique to foreign language learning and independent of other types of anxieties” (Luo, 2014, p.101). Since, foreign language learning anxiety arises from the uniqueness of the language learning process, it comprises a distinct complex set of feelings, self-perceptions, behaviors and beliefs associated with classroom language learning (Horwitz, Horwitz, and Cope, 1986, p.128, as cited in Luo, 2014, p.101). Again, correlation between anxiety and performance is possible (Du, 2009, P.163; Sanchez-Herrero & Sanchez, 1992, as cited in Basith et al., 2019, p.1194). Furthermore, Horwitz, Horwitz, and Cope (1986) also identified three types of anxieties related to foreign language anxiety and they are communication apprehension, test anxiety and fear of negative evaluation (Luo, 2014, p.101).

2.6.4.1. Communication Apprehension

Communication apprehension is the individual level of anxiety or fear that is associated with not only real or anticipated communication but also with another person or persons (Du, 2009, p.163). Asserted by Horwitz et al. (1986), communication is one of the situation where

anxiety is triggered for most students as various language learning processes such as word recognition, grammar rules, meaning, pronunciation of words are included in it and might get difficult for some students to master it (Fielding, 2007, as cited in Basith et al., 2019, p.1194). “General personality traits such as quietness, shyness, and reticence frequently precipitate CA” (Du, 2009, p.163). When an individual has the desire and ability to participate in a discussion but experiencing reticence and shyness, then the process of verbalizing is inhibited. Moreover, how the degree of shyness or other ranges of situation will affect ‘communication apprehension’ varies greatly from person to person (Du, 2009, p. 163). Moreover, there are situations when students attend the foreign language classroom with anxiety (Yoshida, 2010 as cited in Basith et al., 2019, p.1194). Furthermore, according to Basith et al. (2019), Tsiplakides and Keramida (2009) found in their study that the students suffering from anxiety in classroom are prone to not participate in speaking activities as they are ruled by the idea that they are pretty bad at it and fear the negative evaluation of their classmates (p.1194). Therefore, a relationship exists between communication apprehension and fear of negative evaluation.

2.6.4.2. Test Anxiety

Before, during or after an exam or assessment when an individual feels distressed so much so that this feeling of anxiety results in poor performance or obstructs normal learning, this psychological condition is known as ‘Test anxiety’ (Du, 2009, p.163). Now, test anxiety can develop due to a number of reasons. Firstly, “Students who have experienced, or have a fear of, blanking out on tests or the inability to perform in testing situations can develop anticipatory anxiety” (Duo, 2009, p.163). Again, worrying too much about how one would be affected by anxiety can also be draining as the anxiety itself. Moreover, when the testing situation arrives, this kind of anxiety arises causing interference with the student’s ability of adequate preparation.

Additionally, Lack of preparation can be counted as another factor contributing to test anxiety (Du, 2009, p.163). A student can feel overwhelmed due to lack of organization, poor study habits and time management. Therefore, students who have not been able to follow a structured plan for studying and have no choice but to cram at the last minute will be less confident about the material covered in class than the students who have already followed a structured plan (Du, 2009). The ability to anticipate what the exam will cover and the affirmation that during the study sessions all the syllabus has been covered can help students foster a positive attitude while entering the testing situation. Again, according to Du (2009), “Test anxiety can also develop genetically. Lack of confidence, fear of failure, and other negative thought processes may also contribute to test anxiety” (p.163). Again, the pressure to do well on exams can work as a great motivator but with excessive pressure, it can become irrational. Moreover, unreasonable goals may arise from an individual’s feeling of unworthiness and perfectionism through testing situations. However, when the outcome of one academic task is closely linked with a student’s self-esteem, the outcome can be very catastrophic (Du, 2009, p.163). Consequently, in such a situation, rather than preparing to succeed, students may be prompted to waste more time concentrating on the negative outcomes of failure.

2.6.4.3. Fear of Negative Evaluation

When an individual is excessively anxious about others’ opinions, hides oneself from the negative emotions derived from others’ unfavorable impressions, expects others to have low opinion on them and steer clear of situations for potential evaluation is basically known as the feeling of negative evaluation (Du, 2009, p.163). Again, high or low self-esteem can also cause the fear of negative judgement (Krashen, 2003, as cited in Basith et al., 2019, p.1194). Moreover, someone suffering from low self-esteem is always concerned about what others think of him/her

rather than what he/she thinks of his/her own language learning. Furthermore, “Fear of negative evaluation itself was found to be a strong source of language anxiety” (Du, 2009, p.163).

2.6.5. Other Factors

Besides, motivation, anxiety, attitude, other factors in learning Chinese as a foreign language could be class environments, age and students’ personality type. Again, “Research has demonstrated that affective factors do not act independently; rather, the causal link between them is complex and requires additional study” (Gardner, Tremblay, & Masgoret, 1997, as cited in Barua, 2022, p.402).

2.6.5.1. Class Environment

According to Barua (2022), in order to cause anxiety in foreign or second language learning, the atmosphere of the classroom and the role of the teacher can contribute greatly. For example, learners may suffer from anxiety if they are called on in foreign or second language (p.401). Moreover, the learner's perspective may differ from the impressions that teachers’ have on the learner’s language anxiety (Levine, 2003, as cited in Barua, 2022, p.401). Furthermore, negative effects of language anxiety can develop in learners due to unnatural classroom procedures, namely how teachers interact with the learners and correct errors (Young, 1994, as cited in Barua, 2022, p.401). On the other hand, if a learning environment is suitable, it can help in enhancing the learner’s acquisition of the foreign or second language (Bulolo et al., 2022, p. 260). Therefore, learners through constructive interaction with teachers can develop a better understanding of the target language than the students who have less interaction with their teachers. Moreover, the students’ physical learning environment such as classroom setting, noise level, school surroundings, and crowding are also very important as, for example, noisy

environments can affect the learners' motivational tasks, reading abilities and cognitive development. Therefore, "providing and maintaining an appropriate physical learning environment is essential in promoting and motivating learners" (Spolsky, 1969, as cited in Bulolo et al., 2022, p. 260).

2.6.5.2. Age

In Foreign or second language learning, age can also be a significant contributor. For example, "whereas young learners are better at language acquisition, adults are superior at learning language rules and systems because of their more advanced cognitive abilities." (Bulolo et al., 2022, p. 260). Again, children are good at improving their pronunciation and standard accent and as a result, in terms of learning and using a foreign language, they are more likely to succeed. So, suitable strategies based on each age group's needs should be employed by the language instructors (Cazden, 1988; Lightbown, 2000, as cited in Bulolo et al., 2022, p. 260). Again, "Studies on age and test anxiety have generally reported a positive relationship between age and test anxiety" (Crook, 1979; Hunt, 1989, as cited in Luo, 2018, p.6) which indicates that older learners of foreign or second language feel more anxious over taking tests.

2.6.5.3. Personality

"introversion and extroversion are associated with the arousal of anxiety" (MacIntyre & Charos, 1996, as cited in Barua, 2022, p.402). According to Gass (2008), the stereotype of an 'introvert' is an individual who feels much happier with a book than spending time with other people and on the contrary, an 'extrovert' is someone who feels much happier interacting with people rather than reading books (p.443). Again, working in groups can be too much for introverts and consequently, they prefer working alone. On the other hand, since extroverts like

to interact with people, they may find it uncomfortable if they are made to work alone all the time. Again, “It is usually assumed that introverted people are more likely to experience anxiety than extroverts (Brown, Robson, & Rosenkjar, 2001, as cited in Barua, 2022, p.402). However, similar personality traits can produce different results. For instance, in terms of language learning, it is often argued that extroverted individuals are more suitable than the introverted but this conclusion is not always supported by research (Lightbown & Spada, 2013, p.84). According to Jung Ku et al. (2021), the extant studies have identified ‘extraversion/extroversion’ as an inconsistent predictor with regard to academic performance and motivation (p.108). Furthermore, “Research also shows that extraversion has often produced a negative correlation with motivation and performance” (Furnham & Monsen, 2009; O'Connor & Paunonen, 2007, as cited in Jung Ku et al., 2021, p.108). Since extroverts love interacting with people, they might easily lose concentration which in result can make maintaining motivation extremely unimaginable.

2.7. Previous Researches on Bangladeshi CFL learners and in Other Countries:

Now the research on affective factors on the Bangladeshi CFL learners is almost non-existent. However, the researcher found few research articles on Bangladeshi students learning Chinese in mainland China. Again, The researcher also found a few research works on CFL learners in other countries who are also learning Chinese for the socio-economic impact of China around the world.

Akter (2021) studied the pronunciation errors of Chinese initials made by Bangladeshi learners. She found that the majority of the students find it difficult to realize the difference between the pronunciation of English and Chinese Pinyin. “Students confuse the Chinese pinyin

and English consonants and read the Chinese pinyin directly according to the pronunciation of the English letters, such as [baba] and [dai] instead of [papa] and [tai]” (Akter, 2021, p.50). She also found that for motivation, some students learn Chinese for getting a scholarship in China while others learn it for getting a good job in the near future. However, most of them learn Chinese only for communication purposes and don’t give importance to the standard pronunciation of Chinese phonetics and are easily satisfied if they are able to communicate in Chinese with others (Akter, 2021, p.50).

Again, Akter and Song (2021) investigated the problems faced by Bangladeshi undergraduate students in pronunciation and perception of Mandarin tone in China. Their study has found that Bangladeshi students are quite unmindful about the importance of tones in language (160). The beginner level students find the Mandarin tones to be complicated to learn and it's also very confusing to them. Again, they are able to perceive and pronounce the tones of familiar words through memorizing some vocabularies. However, in case of random unknown words, they find it difficult to pronounce and perceive. They also found that since Bangla is a non-tonal language and the students typically start learning Mandarin through memorizing vocabulary, they are unmindful of the importance of tones (Akter & Song, 2021, p.160). However, even after realizing that the same word can have different meaning based on tones, they still find it difficult to maintain tones while speaking as they are simply not familiar with tonal language.

Moreover, Nkruamah (2020) examined the attitudes of CFL learners in Ghanaian universities. Her study has found that “there are several factors that affect the Chinese language learning such as feeling reluctant, gender, peer pressure, social class, age, anxiety, encouragement and motivation” (Nkruamah, 2020). The study has found that the students were

required to have a lot of attention, dedication and constant practice in learning the language which sends a positive signal towards the language (14). The students also found the Characters difficult to write and speaking and listening was more difficult for them as they felt they had a very limited time to learn the language. However, an individual learner's motivation determines how fast a learner will learn a new language (Ellis 1994, p.207-210, as cited in Nkruamah, 2020, p.14). Again, students who studied the new language on their own had a more positive attitude than the others (Lin, 2013, as cited in Nkruamah, 2020, p.14). The study also found that

to have effective learning of chinese language, there were certain skills needed to facilitate the learning. These includes but not limited to communication exchange is essential for students as well as active reading and listening were the key skills obtained from the findings (Nkruamah, 2020, p.14).

Furthermore, Bulolo et al. (2022) examined the CFL learners at the Confucius Institute, Makerere University, and Luyanzi College to explore “the factors affecting attitude toward learning Chinese as a second language as well as their goals for learning Chinese”. The study found that in learning Chinese, the females were more motivated and had better pronunciation of Chinese language vocabulary than the males. “When a learner enjoys learning a new language and is open to new experiences, his or her level of language learning achievement can be higher” (Bulolo et al., 2022, 266). Again, the study found that “Respondents viewed the classroom environment (34.1%) as the most influential factor in influencing their attitude toward learning Chinese” (Bulolo et al., 2022 p.267). However, in this particular study “women made up 72.6% of all respondents, while men made up 27.4%” and so more studies are needed where the gender ratio is almost or nearly equal (Bulolo et al., 2022, p.265).

2.8. Conclusion

Now, all the sections discussed in this chapter will be quite helpful for evaluating the role of various affective variables in learning Chinese as a foreign language from Bangladeshi context.

Chapter 3: Research Methodology

This chapter details this study's research methodology to identify the problems faced by the CFL learners in language classrooms and what the students did and suggest to mitigate them. Now the items that are included in this chapter are the participants, setting of research, nature of research, design of research, research instruments for data collection, methods of analysis and obstacles encountered.

3.1. Participants

A group of participants who are examined by the researcher for determining the result of any particular study is called a sample (Dörnyei, 2007, p.96). Therefore, to conduct this research, the researcher has collected responses of 10 tertiary level students from various departments of BRAC university. Again, since this research is based on the beginner level CFL (Chinese as a foreign language) learners, a 'purposive sampling' has been implemented. As a result, undergraduate students who have completed the CHN101, a beginner-level course in learning Chinese as a foreign language, offered by BRAC Institute of Language (BIL) have been selected as the target group for this study. Now the details of the sampling has been given below:

Student's name	Gender	Age	Department	Programme
Farabi	Male	23	CSE	Undergraduate
Abir	Male	24	CSE	Undergraduate
Sumaya	Female	22	CS	Undergraduate
Prithi	Male	24	ENG	Undergraduate
Mugdho	Male	23	LLB	Undergraduate
Tasfia	Female	24	CSE	Undergraduate
Mushfa	Female	22	ENG	Undergraduate
Aboni	Female	22	BBA	Undergraduate
Samia	Female	22	ENG	Undergraduate
Imtiaz	Male	25	ENG	Undergraduate

3.2. Nature of the Research

A qualitative method has been followed by the researcher for conducting this research. According to Creswell and Guetterman (2019), “Qualitative research is best suited to address a research problem in which you do not know the variables and need to explore”(p. 16).

3.2.1 Qualitative Research

A qualitative research methodology has been used in this study for developing a detailed understanding of this particular problem. Creswell and Guetterman (2019) mention that in qualitative research, data are collected based on words or images from a limited number of individuals in order to obtain the participant's views to develop a deeper understanding of a central phenomenon(p. 16). Again, according to Duffy and Chenail (2008), quantitative research has its root in empiricist or positivist paradigm and therefore quite often lacks transparency regarding its subjective cultural, philosophical and personal underpinnings. On the other hand, Davis (1998) claims that even though qualitative research has been criticized the most for its natural subjectivity, it is actually its greatest strength. Furthermore, she claims that it can be utilized, "to develop theory, describe complex social situations, gain entry into research areas that are not available to quantitative researchers, uncover rival hypotheses and unanticipated outcomes, and extend previous quantitative research" (Davis, 1998). Additionally, "In qualitative research, you ask open-ended questions so that the participants can best voice their experiences unconstrained by any perspectives of the researcher or past research findings" (Creswell and Guetterman, 2019, p. 218). Therefore, in this paper, the subjective opinions of the students were included by the researcher as this research seeks to understand the difficulties faced by university students learning Chinese as a foreign language and what the students did and suggest to mitigate them.

3.3. Research Design

Several steps have been taken in the actualization of this research that extends from data collection to data analysis and also for the necessary research instruments as well which have been elaborately explained in the following subsection.

3.3.1. Data Collection Procedure

This research was conducted in BRAC University, a reputed private university situated in Dhaka, in Bangladesh. For this study, one-on-one semi-structured interviews were conducted with each of the participants. According to Creswell and Guetterman (2019), “A popular approach in educational research, the one-on-one interview is a data collection process in which the researcher asks questions to and records answers from only one participant in the study at a time” (p. 218). Again, the location and duration of these interviews depended on the participants’ schedule and location. Moreover, each interview was conducted under thirty minutes considering the fact that the participants might be quite busy in their lives and would be spending their precious time solely for the benefit of this study. Additionally, for collecting data rich in details, a semi-structured interview was executed for each participant. Again, each of the interviews was audio recorded using the audio recorder app from the mobile phone on the participants’ consents.

3.3.2. Research Instruments

According to Gill et al. (2008), in qualitative research visual or textual analysis, observation and interviews are used as common measures of data collection. Furthermore, for this study, the researcher conducted interviews using questionnaires as research instruments for collecting data.

3.3.2.1 Interview and Questionnaires

According to Creswell and Guetterman (2019), “A qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answers” (p. 217). Again, they mention, “In qualitative research, you ask open-ended questions so that the participants can best voice their experiences unconstrained by any perspectives of the researcher

or past research findings” (Creswell and Guetterman, 2019, p. 218). Again, according to Vanstone (2017), “In terms of interviews, there are three commonly used types: structured, semi-structured, and unstructured” (p. 20). He also mentions that structured interview involves predetermined questions where little to no thought is given to immediate follow up questions whereas a semi-structured interview includes pre-established questions which provide enough window of opportunity to ask follow-up questions when regarded as necessary (Vanstone, 2017, p.20). Therefore, in this research, the researcher conducted semi-structured interviews using open-ended questionnaires as research instruments for collecting data.

3.3.3. Data Analysis Procedure

After the completion of data collection, transcripts were created using the microsoft 365 software from the audio recordings of the interviews. Again, the speeches of the participants who were comfortable in giving the interviews in Bangla were translated into the transcripts. According to Creswell and Guetterman (2019), “Transcription is the process of converting audio recordings or field notes into text data” (p.239). Once all the interviews were transcribed, both ‘descriptive’ and ‘in vivo coding’ was used for coding the transcripts to identify themes at the general as well as specific level. Again, based on their similarity to one another, the themes were then grouped into categories. Hence, once their categorization was completed, in regard to their relation to the study’s research questions, the most relevant themes were identified for having a closer examination.

3.4. Obstacle Encountered

Transcribing took a significant amount of time as many participants were comfortable speaking only in Bangla. Again, completing the whole interview process also took a long time

for the researcher as the participants were all busy with their lives and many of them were sick and took time to recover.

Chapter 4: Findings and Discussion

This chapter includes the qualitative data that the researcher has collected from the interviews of the participants. Moreover, the discussion of the results from the collected data in response to the central research questions will also be completed in this chapter.

4.1. Findings

In terms of knowledge of Chinese culture and language, only one participant had no idea before taking the CHN 101 beginner level course. Other than that, the rest of the participants had some ideas from the people of their own country, friends or relatives visiting or staying in China, tour in China, watching C-drama, C-pop, interest in Chinese History etc. There were few participants who got interested in Chinese culture and language because of their interest in Chinese history. According to Farabi,

Actually, I have an interest in history like the Empire types where many nations have been destroyed and built. Chinese also occupies an important place in such human history as it has many empires and dynasties built and destroyed. Moreover, their history also attracted me and always does like Qing, Tang and Ming dynasty. Even though I had interest in history, the language was still unknown to me except for a few words and that's why I did the course.

Again, as mentioned by another participant called Sumaya,

Yes, I definitely knew. I used to read history books. I had some ideas about Chinese history. Besides, I knew about Chinese music. Moreover, I have an account in

‘Xiaohongshu’ (A social media platform in China) and I have a reputation there. I often interact with Chinese people using this platform.

It seems that Sumaya must have maintained a positive outlook towards Chinese Culture and language otherwise, she would not listen to Chinese music, read history books or open an account in a Chinese social media app called ‘Xiaohongshu’ so that she can often interact with the Chinese people by using this platform. The same can be said for Farabi as his interest in Chinese history has fueled him to the point that he could not help but feel motivated to learn a new language despite having little knowledge about the Chinese language. Moreover, the data also show that some participants were quite positive about the Chinese language and culture even though their society fostered a negative image about the Chinese language and culture. According to Abir,

Actually, I did not really have that much of an idea about Chinese culture or the language itself. All I knew was the words what the people spoke around me, they would speak in random, you know, mispronunciation of Chinese considering I know what Chinese sounds like and they'll say that that's Chinese and they would also have some misconception for the culture and the food they eat and you know, in a way there was some sort of disgust towards their habit and their way of life because it was so different from ours.

Abir says that the people around him had misconceptions about the language, culture and food which can be identified as him defending Chinese culture and can be a significant indicator of his positive attitude toward Chinese culture and language. Moreover, there are participants who have had the opportunity to experience the Chinese culture and language firsthand. According to Mushfa,

So, I have gone to China once, so I had some idea about Chinese culture, and I probably visited China during the Chinese New Year festival. Therefore, I have some ideas about their culture, and it could be another reason why I was influenced to learn Chinese language.

Besides going to China, the data show that some participants such as Prithi and Imtiaz have learned and became interested in Chinese culture and language from watching various TV programs and gathering information from their friends living in China. For example, as mentioned by Imtiaz,

I had little idea about the culture because there were many Chinese movies. My favorite, one of the favorite actor is Jackie Chan, and there are so many, you know, I had this stereotype thinking that they all know this kung fu and have this interesting food. Also, the COVID-19 pandemic, you know, let me know about a lot of things about China, their Food style lifestyle but also few of my friends actually, they're studying in China right now. So we got to know about China little more from them. But about the language, it's, I didn't know much. So, after getting into the course, I learned new things.

Moreover, according to one participant, Samia, she actually thought that by learning a new language such as Chinese, she would actually be adding something new to her experience, She says,

I knew a few words in Chinese like 'NI Hao', which means 'hello' and 'Xie xie' means 'thank you', which was the basics. But other than that, I had no idea about China or the Chinese language. So. And. After uh...After taking it, it was...it was good. I would say I learned a lot and I would say that I have a new language.

Now, when learners of a new language think that by learning a new language they are adding something novel to their experience, this is definitely an indication of a positive attitude maintained by the students. Additionally, even though most of the students had some idea about Chinese culture, they did not know much about the Chinese language. The most common phrases that the participants knew were ‘Nǐ hǎo’ and ‘xiè xie’ and they have learned it from different media platforms. So, for most of the participants, the positive attitude mainly came from the introduction of Chinese culture and since language is also a part of any culture, even though they did not know much about it, they were still motivated to enroll themselves in the introductory Chinese language course. So it seems, the participants have fostered a positive language attitude for the Chinese language even though they did not know much about it before doing the beginner level CHN 101 course. Furthermore, the data show that there was one participant who knew a little more about the Chinese language than the rest of the participants. According to Sumaya,

So, after reading the history I found that I am really attracted to this language. Therefore, I started to watch C drama and tried to learn the language slowly. After getting into the university, I eventually found that the varsity provided Chinese courses so I took the course to learn more about the Chinese language. I think I have learned more from the outside like YouTube, Netflix etc. than what I have learned from the course.

Sumaya’s experience proves that new language learners with a positive language attitude are always motivated to learn the new language whether they have the opportunity to enroll themselves in a language course or not. They will learn the new language and practice a lot on their own, for the love they had for the language.

Again, in terms of language difficulty, the majority of the participants have admitted that learning Chinese is difficult but their attitude was very positive in learning the language.

However, Only two of the male participants, Prithi and Mugdho, did not find it easy to learn the language and their attitude was mostly negative. The participants also compared the Chinese language with their mother tongue and other languages that they have learned and have some ideas to demonstrate why Chinese is a difficult language to learn. According to Farabi,

To tell the truth, it would be wrong to call it difficult as it's a tricky language as it has many things that other languages don't have. We think of Bangla and English easy as we can use the language properly which makes us feel good. However, when we look at the grammar of these languages, we find it very difficult. We can't say everything properly even though we know the grammar. Chinese is also like that. The good side is that it has no grammar. The difficult side is that it has many signs (Characters). We have words (alphabets) in Bangla and English but they have signs. Since the number of signs is huge, it is difficult to memorize them and not everything can be remembered.

Agaon, Aboni says, “there is no use of grammar among words. So, if one knows the words, they can write the sentences easily. So, I did not face any problem for that”. Now, Fararbi and Aboni are saying that the Chinese language has no grammar. Maybe, since they were attending a beginner level course, the teacher might not have emphasized on the grammar rule but Chinese language definitely has grammar rules. To prove this point, another participant, Sumaya, who found Chinese grammar easier than French says,

Like I have done French, and I had to write in the English alphabet like English. Still I think Chinese is easier than French because in French everything has a gender like table has a gender, chair has gender, male, female and many many rules in present, past, future. Male and female have different rules. Even though writing in French is considerably easy, I found it difficult to understand the present, past, future tense rules of French, sentence

structures etc. That's why the French language is difficult for me, but the Chinese language is easy. For example, if we add 'le' (了) at the end of the sentence it becomes past tense. Then if we add 'hui' (会) it becomes the future tense. So, it's very easy.

So, in Chinese language, grammar definitely exists. Moreover, Chinese character writing is also an intricate process. According to Abir,

I would say because of so many characters and the way China, Chinese language is written like every alphabet has a stroke order. So, if you do not know the strokes, you'll get the character wrong. And that's like the biggest hassle in this language compared to my other languages.

Therefore, to the participants who have previously learned Bangla and English, the Chinese characters “just looks really messy” (Abir). Again, according to Mugdho,

Each character tells a story. So, it felt like primitive people drew something on the cave wall and gave them meaning. That's why it is really difficult to write in this language compared to Bangla, English. English has 26 letters, in Bangla vowels and consonants in total 50. So, if anyone knows them, they can make words easily but in terms of Chinese for each word, we have to know each character and also have to know the pinyin. So, overall, the language is very difficult.

The participants also found that “the same character (pinyin) can have different meanings based on how they are pronounced (tones) which is absent in Bangla and English” (Farabi). Moreover, many participants did not find Chinese difficult because they were taught using the mother tongue. According to Tasfia,

I don't think of it as a difficult language. The reason behind this is that I used to listen to C-pop songs and as a result, I had knowledge about songs. Then when I started the

course, we were taught in our mother tongue, I mean, the course was conducted using Bangla language. That's why it was easy for me to catch the language and even now I don't find it as a difficult language. If I was under practice now it would have been even better. If I had to give an example, the pinyin or alphabet that was taught to us, their pronunciation was taught to us by writing in Bangla but if I had to compare with other language like English it is taught to us in English. So, it gets difficult to grab and this difficulty I have not faced in learning Chinese and that's why I find Chinese language easy.

Moreover, some participants found the Chinese language difficult as it has no similarities with their mother tongue. As mentioned by Prithi,

The Chinese language is difficult for me because I didn't know its alphabets (characters) previously. I was not familiar with it as my mother tongue is Bangla. It is very different from the Bangla alphabet. Even when it comes to speaking it has no similarities with the Bangla language.(...) I learned Hindi from YouTube or televisions and it has some similarities with the Bangla language. English and Spanish are also kind of similar as they use English alphabets. We also learned English from Childhood. So, if we compare like this, we never learned Chinese in Childhood and did not put any effort or dedication to it.

Moreover, in learning the complex Chinese characters, some participants believed that "if someone gives it time it might be easier to learn and as it depicts pictures, so it is easy to learn" (Mushfa) Chinese characters. Again, sometimes, the characters often got mixed up in the participant's mind. Aboni says,

In terms of writing character, we had to memorize a lot like how the strokes would be and it was often mixed up in my mind. (...) Comparatively, it was a little harder to remember but since I was practicing, it felt easy.

Therefore, the act of practicing shows a positive attitude and self-confidence. Again, another participant found the Chinese language challenging compared to Japanese due to its fast pace.

According to Samia,

I thought Chinese and Japanese would be quite similar in terms of hard and in terms of learning, and I thought both of them would be difficult or easy. However, I found that Japanese is much easier to understand than Chinese because of the quick pace of the Chinese language. They speak quite fast and their words are quite similar to each other, which makes it quite difficult, like your tone and the way that your tongue touches the roof of your mouth. That's how. Like there's a lot of exercise at the back of your throat where you speak Chinese. So that made it quite difficult, especially the words being quite similar to each other. And when you speak you won't. it's just, It's not very coherent. It goes really fast, so it feels like one line, however, they have said many things.

Additionally, another participant, Mughdho found 'Pinyin' difficult as he "was learning it for the first time". This participant faced another problem like Farabi, as the same 'Pinyin' can have multiple meanings. Mugdho says,

Another problem is that the same pinyin has multiple meanings. Now, many languages have the same word with different meanings like Bangla and English. However, in the Chinese language, this phenomenon is on a very broad level. So, it was painful.

Moreover, the majority of the participants also found Chinese pronunciation or tones difficult.

According to Imtiaz,

I also know the pronunciation, it's difficult to distinguish the different pronunciations. So, for a beginner I think it's very difficult to actually write or read the language.

So, it seems that writing or reading the correct pronunciation in pinyin requires knowing and remembering the correct tones and the participants were having difficulties distinguishing between the tones. Again, according to Farabi, “the tones in Chinese are also tough. If the tones are changed, the word’s meaning also gets changed. It was a very difficult thing for me to remember and understand”. Again, Prithi mentions, “Now for the Chinese, pinyin, tones or Chinese characters, I found them difficult to memorize. That’s why the Chinese language is difficult for me”.

Again, in terms of learning tones, some participants “used to get stuck in these types of things” (Tasfia). According to Tasfia,

Sometimes I saw that in terms of writing the pronunciation is one type but in terms of listening or speaking the tones get changed. I found it difficult very often and still find it confusing since I have no practice.

So, Tasfia had difficulties distinguishing between the tones while listening and speaking. Additionally, Mushfa also had a similar type of problem. She says, “it was difficult to maintain tones as they have many words with similar sounds, so only proficient people can differentiate which tone is which but we as normal students or beginners can't differentiate”.

Moreover, the participants also had problems pronouncing the tones correctly. According to Aboni, “In terms of tones, I had to face difficulties since we obviously do not speak in that language and then they pronounce one word in four ways. So, for us it is not possible to pronounce beautifully”. Furthermore, Abir and Sumaya agree that tone must be spoken to remember. According to Abir,

that's also difficult part about Chinese, like, there are different tones and some singles can have the same word but different tones. So how do you recognize them? You do not. You cannot. You have to be. You have to speak it and learn it.

Again, as mentioned by Sumaya,

By memorizing the pinyin and tones, it is impossible to learn the Chinese language. When we talk to native Chinese people, they don't know that tones exist. So, if we mimic them, the flow they use for uttering a line, by hearing and then trying to learn, I think learning tones can become easier. It will come automatically in the brain.

However, despite having so many difficulties within the Chinese language, the majority of the participants found it easy to learn the language as beginners. According to Abir,

In a course it was, yeah, easier to learn because of how basic the words we were taught and the amount of words were taught. But yeah, considering that when compared to what English is like, it's much more difficult. Like the system itself is made difficult.

Additionally, in terms of motivation, some participants believed that “it is easy to get good grades in Chinese courses” (Farabi) which was a motivation for them to take the course. Again, some participants took it as their friends told them to take the course. According to Abir,

My friend suggested it to me that Chinese is an easier subject compared to French. So, I took it Out of that curiosity that why is it so easy? Because Chinese we know as many characters, many symbols and at least over 30,000 more characters and symbols which Is very tough to know and memorize. How do we learn it so easily?

Again, some participants were motivated to take the beginner level course as they could not understand the language in C-dramas. Farabi says, “I watch C-dramas a lot but couldn't understand the language. Had to use English subtitles. That's why I'm interested in Chinese”.

Moreover, all the participants were doing this course as a free elective regardless of their interest in learning the language. According to Tasfia, “Since I had to do a language course according to my course grid, that’s why I took this Chinese course. (...) I found Chinese considerably easier than other languages to take it as a course”. Additionally, the data also shows participants who did this language course just for fun. For example, Imtiaz says, “I’ve done the French 101 course and I really enjoyed doing the French course, so I thought maybe it would be fun to learn Chinese language as well, as it was offered in my university. So I took Chinese”. Moreover, some participants took this course so that just in case they settle in China in near future or can communicate easily with the Chinese native. Like Abir says,

I think in the future China might do something that might cause me to move over there.

Also, I have A Little Dream of traveling abroad, so I want to go to China at least once and you know, speak to them in their own tongue and with Chinese.

Therefore, In terms of instrumental motivation, the participants mainly did this beginner level Chinese course because they wanted to get good grades in exams, understand what their favourite characters are saying in Chinese in C-dramas, have curiosity, make a tour or seek a job in China and finally, just for the fun of learning a new language.

Moreover, the collected data shows that the teachers created a friendly environment for the participants. According to Tasfia, “We had a listening and speaking part. So, what happened was that, after entering the classroom, sir created an ambiance where he played Chinese music or songs in the background”. Moreover, the teachers also promoted communication in Chinese inside the classroom as Mushfa mentions,

sir always used to say that students today do not communicate much. So, when sir entered the classroom, we would say 'Ni hao' and tried to speak with other students in

Chinese and ask sir what is the meaning of ‘this’ in Chinese, sir told us then. Again, if it was someone's birthday, sir obviously played the birthday songs in Chinese and to me..what can i say, it was really fascinating for me to communicate in a different language like Chinese in the classroom and have fun”.

The teachers were also accepting of the students making mistakes. According to Abir “He actually supported us in making those mistakes after we made them, we actually learned a lot about the system, about the language or the word order”. Moreover, they also made arrangements so that the students do not feel intimidated by exams as Farabi says, “sir, helped us and used to say “Answer how much you can. No problem. There will be arrangements for make-up exams”. Additionally, for some participants like Abir, the teacher’s support was enough to learn the language as he mentions, “The entire support he gave me throughout the course Duration was really Enough to actually make me learn the entire language”. Furthermore, they were also supportive during the consultation hour as Sumaya says, “I had a few friends who had to struggle a lot as Chinese language is difficult for many students. It may not be difficult for me. So, whenever they met the teacher for consultation, he was very helpful”. Moreover, in correcting mistakes, the teachers were as indirect as possible as according to Prithi, “He never tells any students directly in front of everyone that you have made a mistake here or do something aggressive. He, indirectly, tried to talk about why this kind of mistake happens and then fixed it later”. That’s why Prithi says, “This method really worked for me, and I didn’t feel low even after a bad performance”. Additionally, they gave prizes for good performance as Mugdho comments, “sir used to give gifts if someone did well in the exams, and also gave bonus marks in class participation”. However, he sometimes felt demotivated as he mentions “when I gave effort in class participation but could not get any gift, I felt demotivated at that moment”. Again, the

teachers graded the exam papers fairly as Mugdho says, “He was also fair when It came to marking. Never did any biased markings”. Again, the teachers also emphasized on self study as Mugdho comments, “He also suggested apps and told us to practice a lot by ourselves”. However, according to one participant called Tasfia, she felt like her teacher showed favouritism as she mentions,

most of my classmates were from senior semesters, so it was seen that they were responding well and therefore the sir was also paying more attention to them. Therefore, when I sat in for the reading exam, he was not very cooperative. (...) he did not let me participate in reading the difficult part as I have already taken up much time in the easier part, (...) I thought that maybe I did not respond in class and that’s why he didn’t know me (...) the sir patiently listened to them while they read out the easier part or saying this, “please try, you can do it”. (...) I cannot deny that he did not give me some sort of encouragement (...) but in terms of bonus marking or extra support, I think there was sometimes partiality.

Again, nine out of ten participants have completed their Chinese 101 under Bangladeshi teachers. Now, in terms of the teacher's nationality, the participants felt most confident under the Bangladeshi teacher as under a Chinese native teacher a communication barrier may exist. According to Prithi,

There were times when I was unable to pronounce a few words and as he was a Bangladeshi, he showed us techniques or cheat codes to pronounce them. So, from this point of view, the way a Bangladeshi would help a Bangladeshi, I might not get that advantage if my teacher was a Chinese Native.

Moreover, the researcher also found that participants who had a Chinese native teacher had to experience miscommunication quite often. Mugdho mentions.

The problem was that there was a gap between what he was pronouncing and what we were hearing. For example, the word ‘hěn hǎo’ which means very good. So, whether he was pronouncing “Khan Khao” or “Han Hao”, we found it very difficult to capture. (...) . So, it happened that he was saying something and I was thinking about something else. So, there was a miscommunication happening which I didn’t expect.

Again, Tasfia whose teacher was a Bangladeshi says, “every time I had a problem, I was able to question him in Bangla. (...) he was able to deliver the language very nicely to me”. Additionally, she also had the opportunity to attend a few classes under a Chinese faculty as she mentions, “language was a huge barrier as the common language used was (...) English and he was communicating in it. Again, his English was sounding like Chinese, and he was taking time to grasp whatever I was saying in English”. The collected data also demonstrate that the majority of the students also feel the same. However, to some participants whether the teacher was Bangladeshi or Chinese native would not have made any difference as Abir mentions, “I think the nationality matters less other than the effort behind teaching a student. So yeah, the nationality part helped to put up a positive attitude, but I think it's not the biggest factor. It's the teacher’s attitude”. However, for some participants, the teacher’s actions did not have any effect on their motivation. For example,

Yes, his voice was clear. I had few problems understanding in the beginning but after that had no problem. The teacher explained each word elaborately and even used video and played songs in the classroom. However, regardless of the effort, it didn’t benefit me at all (Prithi).

Additionally, In terms of getting motivation from the classmates, all of the participants have agreed that they had friendly classmates and friends who helped them occasionally. For example, Farabi says,

Everyone was helpful, talked with each other in Chinese. If anyone made a mistake, they fixed it. Those who could speak well, they told one who wasn't pronouncing the correct tone. (...) Overall, my classmates were good. They have tried their best to improve themselves and helped others in the same cause. In the classroom, whenever there was a competition or events, everyone helped each other.

Moreover, participants like Abir believe that “where you have some support, actually helps you learn the language faster considering instead of being alone”. However, Abir has seen some students who “were alone. They were unable to actually learn the language and it had greatly affected their skills and the exam situation actually made it worse and they felt demotivated” but it did not affect him as he says, “my performance influenced me the most Instead of others”.

Again, According to Prithi, “there were like 5 or 6 people who had studied this language before the course or were familiar with it. I also found out classmates who went to China before and have some basic knowledge of the language” but he says, “They never created a negative environment in the classroom which tells us that only they can do and we can't. From their side, they have tried their best so that I feel motivated and confident”.

However, for some participants, they felt that they could not keep up with the seniors and it was often demotivating for them for a short period of time. For example, Tasfia says,

When I did the Chinese course then my classmates were from 9th, 10th semester like it was their last course or graduating soon. So, about responding in class, I am a very extroverted and responsive student, then I was not able to cope with them and felt bad.

For example, before midterm they used to make a lot of responses, I used to feel bad as I could not respond. Then I thought I am not learning as I might not be as studious as them. However, she was able to recover her motivation after midterm as she performed well. Again, participants often took this course with their friends. For example, Mushfa says, “I took that course with some of my classmates, and it made the course very interesting”. Again, Abir says, “I would say my friends became the most important part of staying motivated, but my inner motivation actually played much better part than them (...) that I am capable of learning something new”.

Moreover, the urge to speak fluently also kept some of the participants motivated as Tasfia says, “I have so many friends who are Chinese. So, most often I talk to them. Therefore, it worked as a motivation for me as If I could speak more fluently, I would feel better”. Moreover, based on the collected data, the majority of the participants and their classmates were extroverts. They were inquisitive in nature and did not hesitate to ask their friends or teachers while facing any problems. According to Farabi, “There were times when we couldn’t understand and would ask him”. Again, Samia says,

I didn't know most of my classmates, but I knew that they were very inquisitive people. They would ask a lot of questions if they didn't understand it, and there was no shame. It was a new language for everybody, and everyone was there to learn, and everyone was equally motivated to learn that language .

However, participants like Mushfa found the language difficult in the beginning because of her personality as she mentions,

when I took the course for the first time and participated in 1 or two classes, I was afraid that whether would I be able to do it. new language, (...) Then one day sir told us so many

things and told us it's easy and we would not face much trouble, and teachers are always there to help the students. Then thought okay let's give it a try. So, this situation demotivated me actually in the beginning because of the new language I got afraid.

However, some participants even found it demotivating for a short period of time when their classmates were trying to motivate them. for example, Mugdho says,

An example of slight impact would be, we had a speaking test and sir told us to participate voluntarily but no one was following. So, I thought I should go first as I will be able to finish earlier. So, when I stood in the front, everyone started clapping. They did it to motivate me but I was caught under anxiety instead. However, it did not have any long impact.

Furthermore, as mentioned by Farabi, “But every time I gave an exam, I always felt that I could have done better. I would say that for learning Chinese, tests actually helped us a lot”. Again, good performance in the test gave the participants some assurance that they were learning the language. Abir mentions,

it made me feel more confident, but it assured me that I was learning Chinese and I had actually learned it and the exam situation actually made me use words and remember words that I had learned in the classroom but Never got to use And this exam situation actually helped me bring them out for you know.

Abir says, “when I got good grades, it actually made me feel even better about myself (...) I could even write 30 lines sentences which was the best part about that you know exam”. The data collected from Prithi also agrees with Abir. However, poor performance in tests did not demotivate them. Prithi says, “On the other hand, when I couldn’t secure good grades, I wasn’t demotivated but I increased my effort”. Abir mentions,

the most important part of the test mane (Bengali) exam that that I would Like to say, Built up by inner motivation to keep learning the language, although I'm not learning it right now, but I am I occasionally look at what the Chinese characters mean and how the characters are shaped.

Again, the tests also motivated the students as they were able to learn new things. For example, Sumaya says, “in Chinese language every word has a history or a story. So, before the exam I learned every word separately then learned about their story. So, it was a unique experience for me”. However, one participant, Mugdho, was demotivated after the finals. According to him,

In the beginning it motivated me but after giving the final exam it has badly demotivated me. (...) I was very motivated then as I thought I would give more tests and slowly learn the language. The assignments also motivated me as they were easy. The problem started during the final. It included dialogues. I find these final exam questions so hard even though I completed my syllabus and could not understand what the questions were saying. That's why I got demotivated at the end. It was frustrating that I did this course for 3 months and can't understand what the questions are saying and answering them is out of the question.

Again, Tasfia who was previously intimidated by her seniors also felt motivated when she did well in midterm. She says, “in midterm, when I got a good mark, my confidence began to grow slowly” and “always tried my best to help my friends because to me if I teach them something, I will also learn it in return. So, it was balanced out for me even though I could not respond in the classroom”. Moreover, the will to get good grades also worked as an external motivator for four participants. Additionally, the participants also did not feel any pressure while they were doing Chinese 101 with other undergraduate courses as Mushfa says,

I was doing 4 courses, I never faced any problems. Never felt any kind of pressure for one extra course like Chinese which is a new language and I have taken this course, it has not much pressure and was very easy going, was fun and that's why there wasn't much pressure.

Again, some participants were motivated to do this course as they wanted to get away from the difficulties of other undergraduate courses. For example, according to Abir, “the most external part that motivated me that me trying to run away from another course. Me wanting to stay in this course and putting more effort here rather than in her classes”.

Moreover, according to the data, some participants experienced anxiety while communicating in the Chinese language. Farabi says, “The bad thing for me was that from pronunciation everything was tough. So, when I made mistakes, I felt ashamed as I was making mistakes. Sometimes it would become tough to communicate with the teacher”. However, some participants like Abir were not hesitant to communicate. He says,

as a beginner and at first it was very intimidating considering how Chinese is a new language and stuff (...) I was able to communicate without hesitating. And even if I was wrong, the sir would correct me and he would teach me and I will get to learn.

Again, there were participants who were able to communicate in Chinese better than other students in the classroom. For example, Sumaya says, “My experience was quite good as I had some prior knowledge of the language and was able to speak fluently in the classroom. Was able to pronounce it nicely. When I spoke in the classroom in Chinese”, She was able to do that because according to her she “use ‘wechat’, Xiaohongshu” and “know many Chinese people from this platform and now have many Chinese friends”. She also mentions, “I have few Chinese friends who treat me well because I speak in Chinese. However, I communicate with them both

in English and Chinese most of the time”. Again, of all the participants she is the only one who has the privilege of directly communicating with the Chinese people using both Chinese and English. Again, another participant, Prithi, could not communicate properly due to his memorization and pronunciation problem. He says,

I had problems with memorization and pronunciation. (...) We also had many language games in the classrooms but most of the time I was able to catch some words in Chinese and often forgot something. So my experience was not that good.

Again, about participating in games, Abir says, “I didn't really hesitate to participate in any games as my sir would actually try to integrate the languages into the game”. Moreover, Aboni says, “Well speaking in front of everyone in a different language someone might feel uncomfortable. I was able to overcome this since I believed that saying something in foreign language would not make it weird in a language classroom”.

However, some participants were less confident in participating due to their personality traits. For example, Tasfia says, “I used to be afraid when sir would ask us to do a lesson by pairwork’ and she also mentions, “If it was not mandatory, I almost always avoided participating. I thought maybe I would be embarrassed if I could not answer correctly as it's a new language. So, participation was not comfortable for me”. Additionally, the participants often faced difficulties while communicating with each other as they did not know who was pronouncing correctly. For example, Mugdho mentions,

I also faced this problem while communicating with my friends. So, before the exam when we were discussing what may come in the exam and supposedly said, The word “hěn” may come in the exam. So, then they were often confused as our pronunciation did not match and they thought, where did this new word come from.

Moreover, according to Tasfia, ‘this fear and for the environment I didn’t participate most of the time’. However, she was able to overcome this fear at the end, she adds, “reading test basically then sir was taking a one-to-one test then due to practice I was able to overcome my fear. After midterm, I started responding a little bit”. However, her fears now have come back once again. She says, “At first, I had hesitation but with time it was gone and now I am out of practice and maybe that’s why my hesitation is working again”. However, some participants found it interesting to communicate in the Chinese language. According to Mushfa, “it was really fascinating for me to communicate in a different language like Chinese in the classroom and have fun. Some Chinese words are pronounced very weirdly so yes, I really liked it”. Again, Aboni mentions, “Never felt afraid during the presentation”. Furthermore, another participant Samia found communicating difficult but didn’t hesitate to answer. She says,

it would be difficult, like to understand when the question comes at you in a different language because Once you're not fluent completely, it will be like in your brain. It will be like how to match that one word to the meaning of that word which you have learned and you're not completely fluent. So that is quite difficult, right in the classroom because you are in the current space.

Again, for the majority of the participants it was difficult to comprehend what the teacher was saying in Chinese at the beginning of the course. However, most of the time the participants understood what the teacher was saying in Chinese. According to Mugdho,

The problem was that there was a gap between what he was pronouncing and what we were hearing. For example, the word ‘hěn hǎo’ which means very good. So, whether he was pronouncing “Khan Khao” or “Han Hao”, we found it very difficult to capture.

Again Abir agrees and says, “when I spoke the language, I was a beginner and so was everyone in the class. Nobody knew what the 'teacher' was saying and it was very difficult to understand”. Again, Prithi mentions, “his voice was clear. I had a few problems understanding in the beginning but after that had no problem”. Moreover, the researcher found that with time the participants were able to understand what the teacher was saying in Chinese. According to Farabi, “There were times when we couldn’t understand and would ask him. When someone didn’t understand he made us understand using English (pinyin) but most of the time we did understand what he was saying in Chinese”. However, the participants were not able to produce the same pronunciation. According to Aboni, “In our class when sir taught reading, he would speak in one tone then we would speak in different tones. The tones did not always match and the meaning would change. We had that problem”. Finally, of all the participants, the researcher found only one participant, Sumaya, who could understand what the teacher was saying in Chinese from the beginning of the course. She says, “Yes, I understood what they were saying in Chinese”.

Moreover, at the beginning of the course, the participants suffered from anxiety in preparation for the tests. According to Farabi, “Before the exam it felt like so much to study, so difficult. How would I remember so many words?”. Again, the data from Mugdho also agrees with Farabi. He says “So, in the beginning Chinese language seemed too difficult for me. I was confused about what the sir is saying, how do I memorize this or read or write. It was very confusing”. Again, another participant, Tasfia, had anxiety regarding tests. She mentions,

before midterm or final, the syllabus had a paragraph writing. So when I was practicing it at home, I was able to answer correctly in class but at home found out that I am mixing

up the verb, subject, predicate etc. Then I had to google to know the meaning in order to write. Maybe it was due to panic”.

Furthermore, despite having issues in the beginning of the course, the majority of the participants did not find tests as anxiety provoking as they thought it would be. According to Aboni,

at the beginning of the course, when sir gave the assignment, my fear with the exam was gone. So based on the assignment when we started studying, we did not have any fear for the midterm, quiz or final because sir has already shown us how we should learn everything from the syllabus. Therefore, maximum students were not troubled by the exam .

Now, in terms of fear of negative evaluation, only one participant had to suffer from such anxiety. According to Tasfia, “Then in my classroom some people were very extroverted, and they responded a lot. So, I thought they can respond, instead of making a mistake, it is better not to response”. Even with her extroverted personality, she had to suffer from such anxiety. Otherwise, the rest of the participants did not fear making mistakes and other’s evaluation of them. From the data, Abir says,

as a beginner and at first it was very intimidating considering how Chinese is a new language and stuff, and the way it sounds is odd and other people would laugh around you but that was not the case actually, when I spoke the language, I was a beginner and so was everyone in the class. Nobody knew what the 'teacher' was saying and it was very difficult to understand. So I think that was the best part of being in the classroom, that everyone was a beginner. Everyone was less proficient.

Furthermore, according to the collected data, the majority of the participants were self-confident. Class environment had played a significant role in building up their self-confidence. As a result,

even when they did poorly in the tests, they never gave up as they were self confident. Moreover, learning about what they are required to learn for the course also made them self-confident. As reported by Abir, “In a course it was, yeah, easier to learn because of how basic the words we were taught and the amount of words were taught”. Moreover, about lack of self-confidence, Aboni says, “but my fear was that If I take a Chinese course I cannot do it as it is Mandarin and it is a tough language. So that fear made me drop the course and then I took it again”. However, when she realized that the teacher understood that the students were not familiar with the language, he started teaching the language with fun and then she finally “realized that, it is not that difficult if we keep practicing then we can carry on”. Again, some participants were capable of communicating in Chinese in the classroom as they had self-confidence. For example, Abir mentions, “I was able to communicate without hesitating”. Additionally, Chinese is not an easy language to learn and the participants had to memorize a lot and it was not easy as they quite often forgot them. However, they were able to overcome this issue as they believed in their capabilities. According to Samia, “most of it was memorizing and to remember all of that was I would not say easy, but it was not that difficult either”. Furthermore, another reason why the participants did not suffer from any lack of self-confidence during the course is that there were benefits for failure. According to the collected data, Farabi says, “sir helped us and used to say “Answer how much you can. No problem. There will be arrangements for make-up exams”.

Again, based on the data, the researcher found that language exposure is also a factor for the beginner level Bangladeshi Chinese language learners. Firstly, most participants did not follow any particular strategy but they practiced a lot at home and classroom as guided by their teachers. According to Farabi, “Whatever we were taught in the classroom, I practiced at home, studied them. Otherwise, I didn’t use any strategy”. Again, Tasfia mentions, “I practiced a lot.

(...) I was familiar with Chinese sounds due to my background as I watched C drama, C pop regularly and still watch them. (...) Mainly, my dependency on the google translator was the most”. However, few participants thought it would be even more effective if they learned the language at class instead of at home. According to Abir,

sometimes maybe watch Chinese cartoons or just Chinese anime or animation or and Chinese drama sometimes and when I was learning the language and watching this drama, I would try to actually, unconsciously and consciously try to understand what was being said because Chinese people speak Chinese so fast. You have no idea. Like you can't grasp what they're saying compared to the classroom and It was very tough. So what I do is just learn it, learn what I could in the classroom and not learn it at home.

Moreover, according to him ‘it worked’ as he says, “once I just learn it after a few recitations, I can, I do not really forget. That's part of the language experience that I'd say that I have very positive influence behind each learned languages, I have taken up”. Again, Samia says, “continuously writing one word, one sentence or anything for that matter, would help you with your brain to like memorize it to keep it stored”. On the other hand, participant like Sumaya talked with Chinese local people and interact with them for language learning as she says,

I only listen to the native people and try to communicate with them. The way they speak, I try to mimic them. I Believe that the main purpose of a language is to establish communication and if I follow structure from a book, I don't think I will be able to use the language in real life. (...) So, my main objective was to talk with the local people and interact with them.

She also adds, “I watch C-dramas on Netflix where there are subtitles and I try to learn the meaning of words and mimic the Chinese sentences”. Moreover, According to Tasfia,

If I have to compare it with French, we are not provided with any audio, I mean, we are told to practice ourselves but in Chinese, the audio was provided and by listening to it through repetition we could catch it easily. Then, in YouTube reading materials on Chinese can be found easily but in terms of French I did not find that much. Therefore, it is easy to consume in Chinese. Now I have learned long ago, don't remember much.

Additionally, the researcher has found that many participants do not believe that learning Chinese at an earlier age would have made any difference in language acquisition. According to Farabi, "Umm. No. Since I started watching Chinese drama after getting into university, my interest in the Chinese language is very recent". Some even said that it would have demotivated them as Abir mentions, "I think I wouldn't enjoy learning Chinese because I had already known about it or just learned it early on, so it will actually take the joy away that I had enjoyed during my time in the class". Some participants even think that it would have been better for their memorization as Prithi says, "If I did this course in school life it would have been better as my memorization skill was better back then. As I grew older, my memorization skill has declined". Again, according to Mugdho,

Suppose If I had learned it 10 years ago, there would have been no influence of external factors. Moreover, in childhood it is easy to grab something. For example, this is when I learned Hindi by exposure and not in the classroom. However, in terms of Chinese language, there is no exposure.

Again, Mugdho also believes that learning a new language is very effective in childhood and says, "due to the lack of exposure, I can't improve my Chinese vocabulary. So, if I learned it 10 years ago, the issues I have with Chinese tones now might not have existed". Additionally, the

data shows that Mushfa had a similar experience like Mugdho and believes that she “would have more language skills right now” if she learned Chinese earlier. Moreover, according to Tasfia,

as I watched C pop, C drama (...) Chinese language has always felt close to me and I can learn it no matter how difficult it is. I have a positive mindset like that. So, if I was taught Chinese in school or had a basic idea then I think I might have easily learned the language.

Furthermore, there are some participants who believed that the early language contact would have a negative effect on their language learning. According to Samia, “my focus would be completely different, I would not be as enthusiastic. It would be quite draining for me, and I wouldn't understand most of it as I did as an adult”.

Again, some students suggested that “there should be an arrangement made by the university to organize Chinese cultural events so that students can interact with the Chinese culture” (Prithi) and “each semester. These events should be at least 2 or 3 days lengthy” (Mugdho). Some participants even talked about introducing film screening in the course curriculum. According to Prithi, “The course can also include Chinese film screening day or include mandatory film watching in the course curriculum”. Again, some participants suggested that they would prefer a Chinese native teacher in the classroom “only if the teacher can speak English and Bengali fluently” (Sumaya). Additionally, some students suggested decreasing the number of students in each classroom and including more language activities. Imtiaz says,

increasing more sections for this course so that the students are not overcrowded in the class. So maybe it's like a 40-student classroom. Becomes really (...) difficult for the students to learn and interact (...) in the short period of time, the teacher can not focus on everyone. The second one is maybe including more activities in Chinese in the native

language, in the target language. (...) the students are, you know, not in a higher number you know, so they can arrange more activities or interactions, you know, games maybe

4.2. Discussion

This study aims to find out the problems faced by Bangladeshi tertiary level students in learning Chinese as foreign language at Brac university. So, this study was structured in such a way to find out the potential problems faced by the university students and what they did and suggest to alleviate the affective factors. Again, multiple semi-structured interviews were conducted as mode of data collection and the analysis of the study was accomplished using a qualitative method.

4.2.1. Discussion on Research Question 1

4.2.1.1. Chinese is a Difficult Language

Almost every student had some difficulties in learning the Chinese language considering the unique characteristics such as tone and writing system (Akter, 2021, p.7). Despite difficulties, the students believed “it would be wrong to call it difficult as it's a tricky language as it has many things that other languages don't have” (Farabi). So, many students found the language difficult as it has no similarities with their mother tongue Bangla. Now, the first difficulty they faced is that the Chinese characters are neither phonetic nor alphabetic unlike Bangla or English and the students called it “the biggest hassle in this language” (Abir) as representation of the characters are done using pictures or symbols which makes Chinese language pretty difficult (Akter, 2021, p.37). This finding also supports Nkrumah (2020) since Chinese language characters are difficult to write. Again, some participants even had the misconception that Chinese language has no grammar which can be the result of the teacher having not emphasized on the grammar rule as

CHN 101 is a beginner level course. Furthermore, another difficulty the students faced is that “the same character (pinyin) can have different meanings based on how they are pronounced (tones) which is absent in Bangla and English” (Farabi ; Akter, 2021, p.37). According to Mugdho, “the same pinyin has multiple meanings. (...) So, it was painful”. This finding supports Akter and Song (2021) as even after finishing the course, many students had the same problems with tones as they do not have much experience with tonal language. Bangla and English both definitely have similar words with different meanings but the word never changes meaning based on how they are pronounced. Even though Bengali is not a tonal language like Chinese, both underlying tones (a low utterance or accompanying sound) and intonational tones (the rise and fall of pitch or the melodic pattern) can still exist in it but tones are never used as contrastive feature in the Bengali language (Hasan, 2015, p.71). Again, “pinyin or alphabet that was taught” to the students “by writing in Bangla” (Tasfia) which shows that the students were taught the sounds of the initials and finals using sounds from Bangla language. Moreover, some students believed that the pinyin or alphabet was the same but non-native speakers of Chinese should understand that even though pinyin is written using Roman alphabets (not English), it only represents the sound of the Chinese language and not English (Akter, 2021, p.37). According to ‘Speech Learning Model’, “A new phonetic category can be established for an L2 sound that differs phonetically from the closest L1 sound if bilinguals discern at least some of the phonetic differences between the L1 and L2 sounds” (Flege, 1995, p.239; as cited in Gass & Selinker, 2008, p.183). However, since the students were using the pinyin a lot, they naturally assumed that the pinyin represented the English sounds rather than the Chinese and did not differ much from their mother tongue ‘Bangla’. As a result, for most students the establishment of a new phonetic category for each new sound was not possible. Therefore, they had to struggle a lot for

both pronouncing and understanding of the ‘pinyin’ even without the tones. According to Mugdho,

The problem was that there was a gap between what he was pronouncing and what we were hearing. For example, the word ‘hěn hǎo’ which means very good. So, whether he was pronouncing “Khan Khao” or “han hao”, we found it very difficult to capture.

Again, this finding also aligns with the finding of Akter (2021) as she found that “Students confuse the Chinese pinyin and English consonants and read the Chinese pinyin directly according to the pronunciation of the English letters, such as [baba] and [dai] instead of [papa] and [tai]” (p.50). Therefore, the students also had listening difficulties.

Furthermore, compared to Japanese, students also found it difficult to speak and understand Chinese language “because of the quick pace” (Samia,) as “tone formation is indeterminate; one can pass not only the tone level, but also the transition mode. There are levels, going up, going down going up and going down” (Akter & Song, 2021, p. 154). Again, the majority of the participants also found Chinese pronunciation or tones difficult to read and write as beginners because in their mother tongue Bangla, identical tones occurring in sequence never happens and like English, it does not display any ‘rise+flat+rise’ sequence (Hasan, 2015, p.74). This finding is also parallel to the finding by Akter and Song (2021, p.160) as the participants were able to perceive and pronounce the tones of familiar words through memorizing some vocabularies but in case of random unknown words, they found it difficult to pronounce and perceive as Abir mentions,

I'm still not used to the languages 'tone' yet, so I cannot differentiate between some words. So if a Chinese person spoke to me, I would not be able to grasp what they say. (...) I really do not think I could communicate with the person.

Again, forgetting tones were also creating problems for some participants as Mushfa mentions, “It was a bit difficult as when the teacher administered the listening test, I forgot most of them”. So, the majority of the participants still had problems in speaking Chinese because of tones even after completing the course which explains their unmindful attitude of the importance of the tones as they were mostly busy with memorizing them rather than speaking out and their mother tongue is a non-tonal language (Akter & Song, 2021, p.160). Therefore, it can be said that for the Bangladeshi students, speaking and listening was more difficult than writing and supports Nkrumah (2020, p.14). Moreover, the study reveals that “for the Chinese, pinyin, tones or Chinese characters,” the students often “found them difficult to memorize” (Prithi). Again, the cause behind this anxiety could be that children are good at improving their pronunciation and standard accent and as a result, in terms of learning and using a foreign language, they are more likely to succeed whereas “adults are superior at learning language rules and systems because of their more advanced cognitive abilities” (Bulolo et al., 2022, p. 260). Since the majority of the students are in their early twenties and did learn a lot about Chinese grammar such as “if we add ‘le’ (了) at the end of the sentence it becomes past tense. Then if we add ‘hui’ (会) it becomes the future tense” (Sumaya), there is no doubt that their cognitive abilities are far more advanced than their pronunciation capabilities. However, the acquisition-learning hypothesis claims that ‘the ability to “pick-up” languages does not disappear at puberty’ and ‘This does not mean that adults will always be able to achieve native-like levels in a second language. It does mean that adults can access the same natural “language acquisition device” that children use’ (Krashen, 1982). Overall, for the majority of the students, a three-month long beginner level course may be not enough for the non-tonal language background Bangladeshi CFL learners for a complete

acquisition of the Chinese tones which was the root cause for most of the language-centric problems faced by the students.

4.2.1.2. Suffering from Demotivation

The teachers created a friendly environment for the students as “sir created an ambiance where he played Chinese music or songs in the background” (Tasfia) and promoted communication in Chinese inside the classroom. However, even in such positive environment, some students still felt demotivated when they did not receive any gifts as Mugdho comments, “sir used to give gifts if someone did well in the exams, and also gave bonus marks in class participation” and “when I gave effort in class participation but could not get any gift, I felt demotivated at that moment”. Additionally, some students felt demotivated for a short period of time as they thought the teacher showed favouritism and extra support toward their seniors as “they were responding well and therefore the sir was also paying more attention to them” (Tasfia).

Moreover, the student felt more comfortable learning under Bangladeshi teachers as the majority believed that under a Chinese native teacher a communication barrier may exist. For example, one student who had a Chinese native teacher faced miscommunication quite often and felt demotivated as Mugdho says, “there was a miscommunication happening which I didn’t expect”. The experience was also quite similar for the students who had the opportunity to attend a few classes under a Chinese native teacher. For Bangladeshi teachers, the students were able to ask questions and get answers in Bangla as Tasfia mentions, “every time I had a problem, I was able to question him in Bangla. (...) he was able to deliver the language very nicely to me” but for the Chinese native teacher the students said that “his English was sounding like Chinese and he was taking time to grasp whatever I was saying in English”(Tasfia). Since they also believed

that the Chinese native teachers are not fluent in the students' second language, English, and cannot speak Bangla, they would be unable to show them "techniques or cheat codes to pronounce" (prithi). However, all students agreed that "nationality matters less other than the effort behind teaching a student". Again, Even though the classmates were very supportive for the majority of the students, students who did the course alone often felt deeply demotivated. As Abir mentions that students who "were alone. They were unable to actually learn the language and it had greatly affected their skills and the exam situation actually made it worse and they felt demotivated".

Furthermore, as the students "were very inquisitive people" (Samia), they did not hesitate to ask their teachers and peers for directions while facing difficulties as "everyone was equally motivated to learn that language" (Samia) indicating that the students were all extroverts. Additionally, the students were willing to participate in games even though their teacher tried "to integrate the languages into the game" (Abir). Moreover, in speaking in front of the classroom in Chinese, the majority of students never felt uncomfortable as they understood it as a normal occurrence in a language classroom. However, one student, Tasfia, refrained from participating in group work or class activities as she felt intimidated by her seniors which was demotivating for her most of the time even though she claimed herself to be an extrovert. She says, "I am a very extroverted and responsive student, then I was not able to cope with them and felt bad". So extroverts can also feel demotivated as "It is usually assumed that introverted people are more likely to experience anxiety than extroverts (Brown et al., 2001, as cited in Barua, 2022, p.402). So, this finding supports Lightbown and Spada (2013) as similar personality traits can produce different results in terms of language learning (p.84). Again, another participant felt demotivated even though his classmates were trying to motivate him. Mugdho mentions, "we had a speaking

test (...) I stood in the front, everyone started clapping. They did it to motivate me but I was caught under anxiety instead”. Therefore, it seems that ‘personality’ can be a great motivating or demotivating factor for the students. Now according to Krashen’s ‘Affective Filter Hypothesis’, students who felt demotivated in the class environment would have lower level of language acquisition as whenever they felt demotivated, a filter blocked the delivery of more comprehensible inputs into their language acquisition device (LAD). Therefore, even though they received a lot of comprehensible inputs such as the pronunciation of pinyin, tones, texts, pictures, videos etc. in the classroom, they were not able to acquire them as they were emotionally vulnerable.

4.2.1.3. Suffering from Anxiety and Lack of Self-Confidence

Now for “Communication apprehension”, all the students faced some difficulties in word recognition, memorization, grammar rules, meaning, pronunciation of tones and occasionally found them difficult to master (Fielding, 2007, as cited in Basith et al., 2019, p.1194). Moreover, the study reveals that almost half the participants, three males and two females, have suffered some degree of communication apprehension while the other half accepted it as a normal process of learning a new language even when they faced difficulties and made mistakes. According to Abir, “I was able to communicate without hesitating. And even if I was wrong, the sir would correct me and he would teach me and I will get to learn”. Again, in participating in various language games the majority of the students participated gladly as it was an opportunity for them to use the language. According to Abir, “I didn't really hesitate to participate in any games as my sir would actually try to integrate the languages into the game”. However, some students still felt intimidated participating in games and suffered anxiety. Tasfia mentions, “I used to be afraid when sir would ask us to do a lesson by pairwork”. Some participants often faced difficulties

while communicating in Chinese with each other as they did not know who was pronouncing correctly and it was anxiety provoking for them. Mugdho mentions, ‘I also faced this problem while communicating with my friends. (...) The word “hěn” may come in the exam. (...) they were often confused as our pronunciation did not match and they thought, where did this new word come from’. Again, another student, Tasfia, suffered from ‘communication apprehension’ anxiety due to her ‘fear of negative evaluation’. She says, “If it was not mandatory, I almost always avoided participating. I thought maybe I would be embarrassed if I could not answer correctly as it's a new language. So, participation was not comfortable for me”. She was previously intimidated and demotivated by her seniors’ class performance and therefore refrained from participating in speaking activities due to her fear of negative evaluation from others (Tsiplakides & Keramida, 2009, as cited in Basith et al., 2019). So, a relationship does exist between communication apprehension and fear of negative evaluation. Therefore, it can be said that communication apprehension varies from person to person based on ranges of situations (Du, 2009, p. 163).

Again, for the students, the majority of them did not suffer any sort of “test anxiety” except at the beginning of the course. In the beginning, they were intimidated by the new language and lacked direction in taking preparation for the course (Du, 2009, p.163). According to Farabi, “Before the exam it felt like so much to study, so difficult. How would I remember so many words?”. Later, when the teacher showed them how to study and they got used to the tests, the tests were no longer anxiety provoking for most of the students. Aboni mentions, “we did not have any fear for the midterm, quiz or final because sir has already shown us how we should learn everything from the syllabus”. However, the students who previously felt demotivated in the classroom environment also faced troubles during tests. According to Tasfia,

midterm or final, the syllabus had a paragraph writing. So when I was practicing it at home, (...) found out that I am mixing up the verb, subject, predicate etc. Then I had to google to know the meaning in order to write. Maybe it was due to panic.

Again, another participant called Mugdho also faced test anxiety during the Final exam despite having good preparation and completing the Final syllabus. He was confident about getting good grades as the previous exams covered everything from the syllabus and so he could actually anticipate what the final exam will cover (Du, 2009). Therefore, the outcome of his academic task got closely linked with his self-esteem and consequently, the outcome was very catastrophic (Du, 2009, p.163). Mugdho says, “I completed my syllabus and could not understand what the questions were saying. (...) It was frustrating that I did this course for 3 months and can’t understand what the questions are saying”. As a result, he lost self-confidence and got even more demotivated in learning Chinese after the final exam. Now, according to Krashen's ‘Affective Filter Hypothesis’, students who are demotivated, lack self-confidence and have high anxiety would have a lower level of language acquisition as a filter blocks the delivery of more comprehensible inputs into their language acquisition device (LAD). That's why Tasfia was mixing up the verb, subject, predicate etc. and Mugdho was having trouble understanding the questions which was hurting their self-confidence and they were suffering from test anxiety. Therefore, even though they received a lot of comprehensible inputs such as the pronunciation of pinyin, tones, texts, pictures, videos etc. in a positive classroom environment, they were unable to acquire them as they were emotionally vulnerable even before the tests. On the other hand, Tasfia had “Communication apprehension” anxiety and did not want to participate in any language game due to the fear that her weakness would be revealed. Therefore, even though she understood most of the comprehensible input, she was unable to acquire them as she lacked

self-confidence and motivation which blocked out most of the comprehensible input in reaching her LAD.

4.2.2. Discussion on Research Question 2

4.2.2.1. Fostered a Positive Language Attitude

The study reveals that all except one participant had no knowledge of Chinese culture and language before taking the CHN 101 beginner level course. Again, they have gathered their knowledge mostly from the people of their own country, friends or relatives visiting or staying in China, tour in China, watching C-drama, C-pop, interest in Chinese History etc. Again, few participants got interested in Chinese culture and language because of their interest in Chinese history. According to Farabi, “their history also attracted me and always does like Qing, Tang and Ming dynasty”. Even some students defended the Chinese culture by addressing the misconception the people of Bangladesh have for Chinese culture and food. Overall, even before taking the course, the students’ ‘language attitude’ was highly positive as it helps develop a positive attitude both about the language and the acquisition process (Cooke, 1970, as cited in Bulolo et al., 2022, p.261). Again, some students believed that by learning a new language they added something new to her experience. According to Samia, “I learned a lot and I would say that I have a new language”. Now, this is an example of additive bilingualism and is crucial for successful foreign/second language learning (Cook, 2000, as cited in Nkrumah, 2020, p. 9). Moreover, the students, who tried to learn the language on their own, had a more positive attitude than the rest as it determines how much they are willing to speak, read and write the target language on their own (Bulolo et al., 2022, p. 261). Sumaya mentions, “I am really attracted to this language. (...) I have learned more from the outside like YouTube, Netflix etc. than what I have learned from the course”. Finally, according to Sumaya, “for Chinese I have completed

HSK-3” which is an example of such a positive attitude where she learned the language mostly on her own besides attending the CHN 101 course. Again, this finding also supports Nkrumah (2020) as “the students who chose to study any foreign language on their own turned to hold more positive attitudes than those who were forced to do so” (p. 14). Moreover, “Those with attitudes more conducive to second language acquisition will not only seek and obtain more input, they will also have a lower or weaker filter. They will be more open to the input” (Stevick, 1976; as cited in Krashen 1982). Therefore, the students who maintained a positive attitude toward the language and culture had more language acquisition and lower levels of anxiety. Therefore, fostering a positive language attitude is a must for beginner level Bangladeshi CFL learners.

4.2.2.2. Learned the Language Not Just for Grades

The majority of the students had ‘instrumental motivation’ for completing the Beginner level Chinese course. Some thought that “it is easy to get good grades in Chinese courses” (Farabi) while the others did it to understand what their favourite characters are saying in Chinese in C-dramas, fulfill curiosity, making a tour or seek a job in China, making friends and finally, just for the fun of learning a new language which are practical or immediate goals (instrumental motivation) by the learners (Du, 2009, p.162; Wen, 2011, p.334) and the better predictor than ‘integrative motivation’ in successful learning (Lightbown & Spada, 2013, p.87). Now the study by Akter (2021) also shows the similar type of motivation among Bangladeshi students learning Chinese in mainland China but compared to Akter (2021) this study found only one participant who was motivated to do this beginner level Chinese course for communicating (speaking and writing) with the Chinese native people. However, for all of the participants, the CHN 101 was both a beginner level language course and a free elective or COD (course outside

department) course which was a requirement by the university. According to Tasfia, “Since I had to do a language course according to my course grid, that’s why I took this Chinese course”. Therefore, passing the course with good grades was the top priority when it came to each student's motivation. Samia mentions, “I had to pass this course because it was... It would impact my grade, impact my CGPA”. However, the majority of them believe that ‘getting good grades’ cannot be the only objective for learning a new language. According to Sumaya, “there is no point in taking a language course just for getting an ‘A’ or good grades. (...) So, if students have genuine interest in language and culture, only then they should take the Chinese language course”. Otherwise, “if there is no interest, they won’t have fun which would make it difficult to maintain their focus on the course. Finally, if they can’t focus, they would eventually score bad grades” (Farabi). Now, something similar happened to one of the students called Mugdho as the outcome of his academic task got closely linked with his self-esteem and consequently, the outcome was very catastrophic (Du, 2009, p.163). According to Mugdho, “I completed my syllabus and could not understand what the questions were saying. (...) It was frustrating that I did this course for 3 months and can’t understand what the questions are saying”. As a result, he lost self-confidence and got demotivated in learning Chinese. Again, one participant, Sumaya, started learning Chinese when she “was a college student and had an attraction for Chinese culture as Chinese music and culture is very ancient”. Additionally, at university she “took the course to learn more about the Chinese language”. Moreover, she “often interacts with Chinese people” using ‘wechat’, Xiaohongshu’ and none in this course had such an opportunity. Furthermore, since she “had some prior knowledge of the language and was able to speak fluently in the classroom. Was able to pronounce it nicely” throughout the course and still communicates in Chinese with her native Chinese friends in China. All in all, from the

beginning, she wanted to learn the Chinese language with fun and was open to new experiences as she says,

I only listen to the native people and try to communicate with them. The way they speak, I try to mimic them. I Believe that the main purpose of a language is to establish communication and if I follow structure from a book, I don't think I will be able to use the language in real life. (...) So, my main objective was to talk with the local people and interact with them.

Now, communication requires active listening and speaking and she was used to communicating with the Chinese natives and therefore did not suffer from any sort of anxiety like others while attending the Chinese language course. Again, she has now “completed HSK-3” which is the ability to use basic Chinese in daily life according to the Confucius Institute for Scotland. So, this finding supports Bulolo et al. (2022) as “When a learner enjoys learning a new language and is open to new experiences, his or her level of language learning achievement can be higher” (266) Again, since she had more language skills, her classmates always complemented her which was also a source of motivation to learn the language. She mentions, “When I spoke in the classroom in Chinese, (...) everyone appreciated me. So many people have messaged me saying that my Chinese pronunciation was like that of the native speakers. So, it was a big appreciation for me” (Sumaya). Therefore, the beginner level CFL learners of Bangladesh should never learn Chinese language just for good grades as it can create more anxiety for some students and deprive them of various language learning achievement as according to Krashen's ‘Affective Filter Hypothesis’, learners with motivation and less anxiety will have a lower level of affective filter and unlike Mugdho, more comprehensible input will reach the learner's LAD.

4.2.2.3. Stayed Motivated in a Positive Classroom Environment

For the participants of this study, the majority of the motivation was provided by their teachers. They were also the confidence booster for the students. Additionally, the teachers created a friendly environment for the students as “sir created an ambiance where he played Chinese music or songs in the background” (Tasfia) and promoted communication in Chinese inside the classroom. As a result, the students did not feel anxiety when called on in foreign or second language as “it was really fascinating for” the students “to communicate in a different language like Chinese in the classroom and have fun” (Mushfa). The teachers were also accepting of the students making mistakes. “He actually supported us in making those mistakes after we made them, we actually learned a lot about the system, about the language or the word order” (Abir), made arrangements for make-up exams as Farabi says, “Answer how much you can. No problem. There will be arrangements for make-up exams”, showed support during consultation hours as Sumaya mentions, “whenever they met the teacher for consultation, he was very helpful”, corrected mistakes as indirectly as possible as Prithi says, “indirectly, tried to talk about why this kind of mistake happens and then fixed it later”, gave prizes for good performance as Mugdho mentions, “give gifts if someone did well in the exams, and (...) bonus marks in class participation” and graded the exam papers fairly as Mugdho comments, “Never did any biased markings”, emphasized on self-study as Mugdho mentions, “He also suggested apps and told us to practice a lot by ourselves”. The teachers also motivated the students by promoting Chinese culture. According to Mugdho, “Our Chinese native teacher tried (...) showing us various Chinese traditional videos explaining the origin of each word in Chinese language, making us participate in painting tree branches using liquid ink”. All of these are

indications of a good class environment provided by the teachers and that's why the majority of the student's "didn't feel low even after a bad performance" (Prithi).

Furthermore, all students had friendly classmates and friends who helped and motivated them from time to time. Farabi says, "Everyone was helpful, talked with each other in Chinese. (...) Those who could speak well, they told one who wasn't pronouncing the correct tone". The students also discovered that extra "support actually helps you learn the language faster considering instead of being alone" (Abir). Again, the classmates "never created a negative environment" (Prithi) which was beneficial for the learners. However, for some students, their "inner motivation" (Abir) and the urgency to "speak more fluently" (Tasfia) also has played significant roles than the influence of their classmates. Overall, the classroom environment provided by the teachers and classmates were deeply motivating and a suitable learning environment can help in enhancing the learner's acquisition of the foreign or second language (Bulolo et al., 2022, p. 260). Again, this finding also supports Bulolo et al. (2022) as according to their study a positive classroom environment is the most influential factor that influences the attitude of the students toward learning Chinese (Bulolo et al., 2022, 267). Therefore, the students who were deeply motivated by the classroom environment never hesitated to ask their friends or teachers while facing any problems. According to Farabi, "There were times when we couldn't understand and would ask him". Moreover, the tests were not anxiety provoking for the motivated students as Prithi mentions, "when I couldn't secure good grades, I wasn't demotivated but I increased my effort" and built up "inner motivation to keep learning the language". Again, motivated students also participated in various language games and communicated in Chinese language without any hesitation. According to Abir, "I didn't really hesitate to participate in any games as my sir would actually try to integrate the languages into

the game (...) if I was wrong, the sir would correct me (...) teach me and I will get to learn”. Additionally, some students saw language learning as a new experience. Samia mentions, “classmates, (...) would ask a lot of questions if they didn't understand it, and there was no shame. It was a new language for everybody, and everyone was there to learn, and everyone was equally motivated to learn that language”. Again, since the majority of the students were motivated by the class environment, they also practiced a lot. According to Tasfia ‘I practiced a lot. During the course we are also told that if we practice more we would be able to grab the new language’ while some students ‘tried to learn the Chinese language using the “Duolingo” app’ (prithi). Now, the attitudes of the motivated students also shows that the students were required to have a lot of attention, dedication and constant practice in learning the Chinese language and supports the finding Nkrumah (2020, p.14). Now, all of these were possible due to the positive class environment provided by the teachers and classmates which deeply motivated the students and lowered their affective filters.

4.2.2.4. Increased Exposure to the Chinese Language

Finally, the students had a limited exposure to the Chinese language. Even though some students watched C-dramas, C-pop from time to time, they could not be much fluent as they “started watching Chinese drama after getting into university” and their “interest in the Chinese language is very recent” (Farabi). As a result, in terms of “Communication apprehension”, all the students faced some difficulties in word recognition, memorization, grammar rules, meaning, pronunciation of tones and occasionally found them difficult to master (Fielding, 2007, as cited in Basith et al., 2019, p.1194). Now as mentioned in the previous sections, the common strategy the majority of the students used for learning the language was that they “practiced a lot” (Tasfia) at home and in the classroom since the language, Chinese, is almost alien to them. Even some

students preferred learning and practicing in the classroom as they believed that it would give them more opportunity to experience and practice Chinese language as directly as possible as the teachers were already creating “an ambiance where” they “played Chinese music or songs in the background” (Tasfia) and promoted and spoke Chinese as much as possible. According to Mushfa,

sir always used to say that students today do not communicate much. So, when sir entered the classroom, we would say 'Ni hao' and tried to speak with other students in Chinese (...) if it was someone's birthday, sir obviously played the birthday songs in Chinese.

As a result, “it was really fascinating for” the students “to communicate in a different language like Chinese in the classroom and have fun” (Mushfa). This is important for lowering the affective filter during speaking in a target language and to increase more language acquisition. Again, some students chose the classroom as the only place for practicing as they believed this is where they can practice and acquire the language with each other at their own level. Abir mentions,

sometimes maybe watch Chinese cartoons or just Chinese anime or animation or and Chinese drama (...) watching this drama, I would try to actually, unconsciously and consciously try to understand what was being said because Chinese people speak Chinese so fast. You have no idea. Like you can't grasp what they're saying compared to the classroom and It was very tough. So what I do is just learn it, learn what I could in the classroom and not learn it at home.

Since the students were beginner level learners from a non-tonal language, it is natural that they would find it difficult to comprehend the regular conversation of Chinese people in different

media platforms. Therefore, the classroom has provided them a sanctuary for practicing Chinese language with less anxiety. Moreover, in terms of motivating the students into practicing writing, the teacher also had a substantial contribution as during the class, they “broke the characters to make the meaning clearer to the students” (Mushfa) as Mushfa mentions,

the thing I found most interesting is how ‘China’ is written using characters. We first give a square shape then the character shows that its like a country that we are writing and whatever we are saying, we are writing on the notebook. It becomes easier to write this way. (...) For me, I found it easy to learn the characters and also interesting.

Therefore, following the teachers’ guidance, the students were motivated to learn to write in Chinese as much as possible even though they faced difficulties at the beginning of the course as they called Chinese character writing “the biggest hassle” in learning Chinese compared to any other languages. Moreover, some students were able to overcome the fear of the reading test by actively practicing a lot. As Tasfia mentions, “reading test basically then sir was taking a one-on-one test then due to practice I was able to overcome my fear”. Thus, active reading is also important for lowering down affecting filters and to increase language exposure. However, some students took a different approach to increase their exposure to the Chinese language. Therefore, for the acquisition of the tones, one participant (Sumaya) who had the opportunity to speak with the native people of China using social media apps for a long time tried to learn the Chinese tones by mimicking the native Chinese people. She mentions,

By memorizing the pinyin and tones, it is impossible to learn the Chinese language. When we talk to native Chinese people, they don’t know that tones exist. So, if we mimic them, the flow they use for uttering a line, by hearing and then try to learn, I think

learning tones can become easier. It will come automatically in the brain. (...) I only listen to the native people and try to communicate with them.

Therefore, coming from a non-tonal language background, the acquisition of certain language skills but not limited to such as communication exchange between students, active reading, writing can be considered key skills for effectively learning the Chinese language and supports Nkrumah (2020, p.14). Moreover, achievements of these skills were possible due to the increased exposure to the Chinese language.

Again, another reason why an increased exposure of the Chinese language is a must for the students is that many of them “learned Hindi by exposure and not in the classroom” (Mugdho) such as watching TV programmes during childhood and this language has some similarities with the Bangla language as both “derive from Sanskrit” (Imtiaz). However, in terms of watching Chinese popular TV programmes, or “in terms of Chinese language, there is no exposure” (Mugdho) as they never had that opportunity during childhood since watching popular genres of Chinese media such as ‘C-pop’, ‘C-drama’ are recent socio-economic trends in Bangladesh (Awal, 2023, p.79). According to Mugdho, “due to the lack of exposure, I can’t improve my Chinese vocabulary. So, if I learned it 10 years ago, the issues I have with Chinese tones now might not have existed”. Therefore, many students believed that if they had learned the Chinese language earlier or in childhood, they would be emotionally less vulnerable at the university level and “would have more language skills right now” (Mushfa). On the contrary, some students do believe that learning the Chinese language in childhood might have a negative effect as they would be demotivated and “wouldn't enjoy learning Chinese” (Abir) at the university level and the fact that they did not know the language before has fueled them to learn it now. Again, according to Samia, “my focus would be completely different, I would not be as

enthusiastic. It would be quite draining for me, and I wouldn't understand most of it as I did as an adult". So, 'language exposure' is definitely an important factor in learning Chinese as a foreign language for the Bangladeshi tertiary level students but more studies on the early childhood exposure of Chinese language among Bangladeshi CFL learners are needed.

4.2.3. Discussion on Research Question 3

The BRAC university can organize various cultural programs from time to time to promote Chinese culture and language among the university students. Again, different participants of this study also agree to this. According to Prithi, "there should be an arrangement made by the university to organize Chinese cultural events so that students can interact with the Chinese culture". Again, he adds, "The course can also include Chinese film screening day or include mandatory film watching in the course curriculum" (Prithi). Moreover, they suggested that "each semester. These events should be at least 2 or 3 days lengthy" (Mugdho). As a result, "more students will participate in these events and learn more about the language and culture. It would create more curiosity among the students and they would be more influenced to learn the language" (Mugdho). Thus, the students will be able to foster a positive attitude toward the Chinese language and culture which is a must for lowering the affective filters and increasing the access of more comprehensible input into their LAD.

Moreover, some participants also expressed their concern about their Chinese native teacher as "language was a huge barrier as the common language used was (...) English" (Tasfia). Since the students feel more comfortable speaking in Bangla with their teacher, they suggested more Chinese native teachers who are fluent in both Bangla and English should be appointed for this course as they "would prefer a Chinese native teacher only...only if the teacher can speak English and Bengali fluently" (Sumaya). In this way, the students will be able to experience the

most natural Chinese sounds and achieve phonetic categorization without any communication barrier and anxiety.

Furthermore, for the students who felt intimidated by their classmates' performance and did not participate that much in class activities such as Tasfia, some students suggested,

increasing more sections for this course so that the students are not overcrowded in the class. So maybe it's like a 40-student classroom. Becomes really (...) difficult for the students to learn and interact (...) in the short period of time, the teacher can not focus on everyone. The second one is maybe including more activities in Chinese in the native language, in the target language. (...) the students are, you know, not in a higher number you know, so they can arrange more activities or interactions, you know, games maybe (Imtiaz).

So, a classroom with a moderate number of students, more language activities and increased class duration (if possible) can create a less intimidating class environment for extroverted students like Tasfia where she can participate more frequently and receive the teachers' attention quite often. Therefore, for maintaining student's motivation, self-confidence and maximizing acquisition of the Chinese language, establishing a positive classroom environment where no students 'feel intimidated' and 'left behind' is a must for the beginner level CFL learners of Bangladesh.

Chapter 5: Conclusion

5.1. Summary of the Findings

The focus of this study was the beginner level learners of Chinese language from a private university in Bangladesh. Therefore, this dissertation attempted to find out the difficulties faced by the tertiary level students of Bangladesh in learning Chinese as a foreign language and what the students did to mitigate the affective factors and suggest that can be implemented further both inside and outside the beginner-level CFL classroom.

Firstly, from this study it was revealed that the majority of the students had to face some level of difficulties when it comes to Pinyin, tones and Chinese characters as the Bangladeshi students are from a non-tonal language background called Bangla. Additionally, they found Chinese characters very difficult to write. Again, they struggled with pinyin as pinyin with different tones have different meanings and they do not have much experience with tonal language. Furthermore, they also confused the pinyin with the English sound which was creating listening difficulties for some students. Now, with the help of memorization of some vocabulary, the participants were able to perceive and pronounce the tones of familiar words but were unable to do so in case of random unknown words even after completing the course. Moreover, the study shows that the Bangladeshi students found speaking and listening more difficult than writing. Overall, for the majority of the students, a three-month long beginner level course was insufficient for a complete acquisition of the Chinese tones which caused most of the language-centric problems for the students.

Additionally, some students felt demotivated as they did not receive any gifts after giving effort, felt intimidated by their classmates' performance and believed that their teacher was showing favouritism. Additionally, students who had the opportunity to attend class under

Chinese native faculty had to suffer miscommunication quite often and it demotivated them. Moreover, students who did the course alone often felt deeply demotivated. Again, while the majority of the students were extroverts, some participants felt intimidated by their seniors and refrained from participating in class activities which was demotivating for them. So, this study showed that in terms of language learning, similar personality traits can have different results. Again, some participants felt demotivated even though his classmates were trying to motivate him. So, personality was a source of demotivation for a few students learning Chinese as beginners in Bangladesh. Moreover, the study reveals that almost half the participants have suffered some degree of communication apprehension. Some students suffered from ‘communication apprehension’ anxiety due to their ‘fear of negative evaluation’. Therefore, this study found a relationship between communication apprehension and fear of negative evaluation. Again, for the students, the majority of them did not suffer any sort of “test anxiety” except at the beginning of the course. However, the students who previously felt demotivated in the classroom environment, faced troubles during tests. Furthermore, these students lacked self-confidence and had more anxiety than their classmates and had a lower level of language acquisition as a filter blocked the delivery of more comprehensible inputs into their language acquisition device (LAD).

Moreover, even though only one participant had no knowledge of Chinese culture and language before taking the CHN 101 beginner level course, they all fostered a positive ‘language attitude’ throughout the course. Again, the study found that the students, who tried to learn the language on their own, had a more positive attitude than the rest and practiced a lot not only by writing but also by speaking and trying to mimic the native speaker and were more fluent in using the language with tones during the course. Therefore, fostering a positive language attitude

is a must to lower the affective filters for beginner level Bangladeshi CFL learners. Again, for overcoming the affective filters, the study found that Bangladeshi students should never learn Chinese language just for good grades. Furthermore, the majority of the students had ‘instrumental motivation’ for completing the elective Beginner level Chinese course and it mainly consisted of practical or immediate goals. It was also a better predictor for Beginner level CFL learners according to this study. However, this study found only one participant who was motivated to do this beginner level Chinese course for communicating (speaking and writing) with the Chinese native people. Again, passing the course with good grades was the top priority when it came to each student's motivation but one participant who made it the only goal had to suffer from test anxiety. Moreover, the study reveals that “When a learner enjoys learning a new language and is open to new experiences, his or her level of language learning achievement can be higher” (Bulolo et al., 2022, p.266). Additionally, the study has found that staying motivated in a positive classroom environment can also lower the affective filters of the Bangladeshi students as for the participants of this study, the majority of the motivation was provided by their teachers. The classmates were also responsible for the positive classroom environment. As a result, the majority of the students did not feel any anxiety even when they performed badly. Again, the study found that a positive classroom environment can influence the attitude of the students toward learning Chinese. Additionally, the attitudes of the motivated students also showed that the students were required to have a lot of attention, dedication and constant practice in learning the Chinese language (Nkrumah, 2020, p.14). Furthermore, the study revealed that increased exposure to the Chinese language can also lower the affective filter of Bangladeshi university students and help the students to achieve certain skills to effectively learn the Chinese

language. However, early childhood exposure produced different results for different participants.

Lastly, the students suggested that the arrangement of various cultural programs by the university, film screening can help a student foster a positive language attitude. Moreover, the Chinese native teacher should be fluent in both English and Bangla. Finally, the beginner level CFL classroom should have less students, more language activities so that no one feels intimidated or left behind.

5.2. Implications of the Research

By providing significant information, this study will help the readers, both CFL teachers and students, to know more about the affective factors that the Bangladeshi university students experienced during their beginner level Chinese language course. Additionally, this study also addressed the issue why some students often lagged behind in Chinese language acquisition whereas the majority of the students always found some way to motivate themselves regardless of facing various difficulties from time to time. Therefore, a detailed discussion from this study on what the beginner-level CFL learners of Bangladesh did and suggest to alleviate the various affective factors can help the educators to make necessary changes and arrangements both inside and outside the beginner-level CFL classroom to facilitate a low anxiety Chinese language learning experience. Moreover, this study emphasized to find out the difficulties the tertiary level students of Bangladesh are facing in learning Chinese language as beginners from the Bangladeshi perspective. Therefore, the findings of this current study can be very helpful for the Bangladeshi university students learning Chinese as a foreign language for the first time and the CFL teachers and the future learners of all ages inside Bangladesh. Furthermore, due to the

shortage of CFL studies in Bangladesh, the findings of this study can also be a guiding tool for further research studies that include CFL in the context of Bangladesh.

5.3. Scopes for further research

Since this study was conducted on a small scale on the students of a private university learning Chinese as beginners, more qualitative and quantitative study is needed where the researcher has integrated students from different universities and different proficiency levels inside Bangladesh. Again, since the number of research works on CFL learners done in the context of Bangladesh is almost non-existent, more research is needed for adding new information, for enhancing the learning condition of the future CFL learners in Bangladesh. Furthermore, more research is needed to be done on the Exposure of Chinese language at an early childhood for the Beginner level CFL learners of Bangladesh. Moreover, further research should also be conducted on the role of teachers for the intermediate or Advanced level CFL learners inside Bangladesh.

5.4. Recommendations

While almost all of the students faced some difficulties in learning Chinese as a foreign language, the majority of them were able to overcome the affective factors through dedication and hard work. Therefore, the researcher would like to provide some recommendations based on the findings. They are,

- Fostering a positive attitude toward the Chinese language and culture as it helps the CFL learners to practice target language even more.
- The university can organize various cultural programs from time to time to promote Chinese culture and language among the university students.

- The course can also include ‘Chinese film screening day’ or include mandatory film watching in the course curriculum as it would ensure more exposure to the Chinese language and culture.
- Learning Chinese language should not be grade oriented as learners should enjoy learning Chinese language as a new experience which would enable them to have more language achievements.
- Teachers and students should work together in creating a positive classroom environment and the students should try their best to stay motivated in such a positive classroom environment as motivated students can maintain attention, dedication and practice constantly to learn Chinese language even when they face difficulties.
- Students should increase their exposure to the Chinese language both from inside and outside the classroom as prolonged exposure helps to lower the student's affective filter and increases acquisition.

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Appendix

Questionnaire for the Students

Demographic Questions:

1. How old are you?
2. What is your gender identity?
3. What is your educational background?
4. How many languages do you know?
5. What is your proficiency level in each language according to you?

Questionnaire:

1. Why did you take the Chinese language course to begin with?
2. How much did you know about the Chinese language or the culture before this course?
3. Why do you perceive Chinese as a difficult language? Explain.
 - If no - Do you think Chinese is different from the languages you have learned so far and in what way?
4. How was your communication experience in Chinese inside the classroom?
5. How have the tests influenced your Chinese learning or attitude toward the language? Why?

6. How was your classmates' attitude towards your class/test performance and how did it influence you?
7. How the teacher treated you and your classmates and how did it influence/affect your Chinese learning?
8. How did your teacher's nationality influence your Chinese learning?
9. What strategies did you follow throughout the course if you had any?
10. How did you motivate yourself throughout the course?
11. What are the external factors that motivated/demotivated you?
12. Suppose you were introduced to this type of course earlier in your life, would it have made any difference?
13. What are your recommendations for the students who will be taking introductory Chinese courses in the near future?
14. What is your recommendation for the course so that it can be more helpful for Chinese language learners?