

## ESP-based Approach for Chinese teaching to Foster overseas Students' Motivation in China

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### Abstract

This paper looks into university overseas students' motivation and needs analysis in the Chinese language teaching-learning process. Its uniqueness lies in exploring English for Specific Purposes (ESP) based approach implications as much effective teaching model able to help teachers foster the motivation of adult learners in Chinese universities. This research was conducted at the university of Science and Technology in a southern province in China. Data were obtained from ten classroom observations and a questionnaire survey during the fall semester. Master's foreign students attending Chinese class as a compulsory course are the participants of this research. The results have proved that those international students' motivation and interests are academically and professionally utilitarian. Thereby, the wide gap between the Chinese language teaching methods at the investigated university and the multifaceted needs of students is remarkable. As a matter of fact, such students expect teachers' support and specific curriculum implication to help them improve language input and output abilities related to their main fields of study for future academic and professional purposes. To continuously maintain overseas students' motivation toward Chinese and self-study in Chinese universities, our findings strongly suggest using the ESP-based approach as an affordable model for implementing Chinese teaching content specifically in small classroom sessions twice a week. Using the ESP-based approach in small classroom sessions twice a week is a specific and actionable recommendation.

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## INTRODUCTION

The analysis of foreign language teaching and learning for the needs of a better world includes numerous facets (Hutchinson, T. and Waters, A., 1987), such as the teaching target, the learner's motivation and the syllabus comprising items to be

taught (Strevens, 1977). So, this research deals with foreign university students' motivation toward Chinese learning in China. It implies English for Specific Purposes (ESP) approach to serve as a model for Chinese language teaching as these learners' motivation reveals much more instrumental than integrative for occupational and academic expectations. English is divided into EGP and ESP. ESP as English for specific purposes entailing for the use of English in a particular domain study or area of activity such as Business, Medicine, Aviation, and others, becomes the most active field in foreign language teaching over the world, a few years after its progress in 1960. In China, it came out in 1970, considered English for science and technology in colleges (Li-hong, 2007). Motivation can reflect the learner's internal or external orientation (Gardner and Lambert, 1972).

Meanwhile, teaching a language without taking into consideration adult students' needs, can affect self-directed learning (Dörnyei and Ushioda, 2011). In most Chinese universities, the Chinese language teaching approach is much more traditional as based on grammar translation, general presentation and in-depth learning through memory due to the Chinese Confucian traditional concepts (Chuxuan, 2023). Trustworthily, teaching Chinese for occupational needs at university is also demanded to make overseas students continually and willingly motivated toward Chinese. Intending to make a solution to the problem of disinterest in constant learning, this paper carried out a three-month Chinese classroom-based investigation at a university where Chinese is taught through a grammar-translation method with no consideration of students' learning needs. Given this reason, the present paper aims to show that the ESP teaching-based approach is an effective assistance in promoting foreign students' motivation of learning Chinese to strengthen continuous self-study. First, this article reviews some works on motivation and ESP in the teaching-learning context. It then discusses the Chinese language teaching methodology. Finally, it proposes a teaching implication as a solution. Specifically, we attempted to address the following research questions:

1. Whether integratively or instrumentally motivated are most of foreign students in Chinese universities?
2. Is there any gap between overseas university students' needs and the Chinese teaching approach?
3. What are international students' specific expectations from learning Chinese at university?

4. (4). To what extent can ESP-based teaching approach be effective for fostering overseas students' motivation?

#### **Defining motivation and its components in foreign/second language learning**

For Gardner (1977), motivation refers to a class of non-ability variables presumed to be important in second language acquisition. Together with attitude, they make a single unit of variables that appear somewhat identical but different from each other. So, if attitude alludes to an external disposition of the learner toward a matter, motivation in foreign language learning is both internally and externally spontaneous desire driving a student to reach a given goal. Such intricate combination results from the three various periods in the course of its evolution, which are the social-psychological period, the cognitive-situated period, and the process-oriented period (Dörnyei and Ushioda, 2011).

Gardner and Lambert look upon motivation as an important structure of extrinsic language elements. According to Dry (1977) motivation "is an internal drive, affected by the incentives, but made by the individual of his abilities and capacity and his actual and potential relationship to society." These two quotations reveal the attachment of the student towards the language community. This aspect of motivation is socio-psychological. Simply put, the sociological aspect is related to the L2 community and the psychological one is to the learner's attitude. Hence, motivation is viewed as a psychological perception of the objectives for the completion of a language learning goal. This latter brings about the learner's language behavior from a sociolinguistic view (Muggleston, 1977).

Moreover, Littlewood (1984) comes up with two motivating aspects, especially the need for communication and attitudes towards the second language community. As regards the prior, it is about the entire disposition of students to approach native speakers to share the target language in a real-life situation, based on cultural hypotheses, and language taboos that set a barrier to language access. About the second aspect, which is an attitude towards the second language community, William makes use of a relevant pretext that helps anyone learning a foreign language to further their motivation, especially having close contact with native speakers by adopting their language style and others. Likely, motivation is a very complex concept which consists of distinct components, such as personal conduct, the need for completion and success, curiosity, aspiration for excitement and experience, making a self-based function possible. Hereby, Dry (ibid, 190) adds:

*It is a function of the self-image, which is the assessment, varying in time, made by the individual of his abilities and capacity and of his actual and potential relationship to society at all degrees of proximity to and remoteness from himself, compounded of varying, and sometimes rapidly fluctuating, amounts of reality and fantasy, and conscious and unconscious beliefs.*

This quotation lets anyone get a glimpse of the function of motivation as a natural individual strength involved in a learning situation. Thereby, the function of motivation results from the combination of an effort, a desire, and a consenting attitude to learning a foreign language.

However, other scholars Crookes, Schmidt, and Dörnyei refute the preceding argument by Dry. For, they extol the mental processes as ideal with a greater emphasis on cognition in the psychological field rather than the situational or pragmatic process. Surprisingly, Crooks and Schmidt used Keller's determinant model centered on interest, relevance, expectation, and performance in much more specific areas, such as the learning background and its other related tools (MacIntyre, 2002). This Keller's model describes motivation much more specifically.

Besides, Dörnyei (1994) interprets motivation in three close dimensions, which are the language level and community from the social process, the learner level from the cognitive process, and the learning level from situation interaction. Not only this mixture results from the two outstanding trends, namely the social-psychological period and cognitive-situated period, but also an overshoot serving as a bridge to another, which is the process-oriented period. Hereby, Ushioda points to the needs of students directed toward their aspirations, priorities, etc.

### **The two types of motivations**

Though several linguists, sociologists, and psychologists have been interested in conducting their research in foreign/second language motivation learning, those carried out by Gardner and Lambert must be the more dominant. Through their theory on the types of motivation, they reveal that developing new skills in a foreign language does not mean seeking to overcome the fear and failure for achieving success in learning a foreign language. To this end, both of them mentioned two kinds of motivations, notably integrative and instrumental orientations. To show the motives that stir the student up to achieve the target language goal in the learning process, Gardner unfolds that integrative orientation or motivation implies the learner's desire to socialize with members of the foreign language and participate in

their cultural activities to be accepted. A learner whose motivation is integrative is highly sensitive to integrating the foreign language society easily.

In addition, integrative motivation is the inclusion of interest in the foreign/second language and its culture. By exploring the integrative motivational aspect, Schumann (1986) alludes to 'acculturation', a theory seen as the integration of the learner into a bilingual community. This is not to be confused with the intercultural aspect, which is merely contacted with the bilingual community that the learner shares with community members at the very beginning of the language learning process. It is noticed that while integrative motivation is a long process requiring perseverance to achieve bilingual language behaviour (Gardner and Smythe, 1973), acculturation is, therefore, a psycho-cultural model.

Nevertheless, instrumental motivation implies financial and professional career advancement and other necessary advantages. It is a motivation based on vital needs. Thus, an instrumentally motivated learner is oriented towards a material goal. He is only interested in a foreign language culture and skills input for a utilitarian purpose, such as taking his exam whose language is the criterion, travelling for tourism, etc. By referring to foreign language learning for the practical purpose of language enhancement achievement, Gardner and Lambert suggest that the attitude to the learning situation, integrativeness, and instrumentality work together. Learners who are instrumentally motivated have a high level of integrativeness, leading to a very positive language learning situation. However, scholars like Lukmani (1972) and Gardner and Santos (1970) believe that instrumental motivation is better than integrative. Gliksmann Gardner and Smythe (1982) find integrative motivation as more indicative of a student's success.

### **Defining ESP**

Defining ESP is quite a dilemma among researchers, hence a plurality of definitions provided by scholars. To this end, Strevens (1988:109) points out that "producing a simple definition of ESP is not an easy task." To Mackay and Mountford (1978:2): "ESP is generally used to refer to the teaching of English for a utilitarian purpose." To emphasize these preceding definitions, Strevens (1977:92) proved that "ESP are those in which the aims and content are determined principally or wholly not by criteria of general education (as when English is a school subject in school) but by functional and practical English requirements of the learner." This justifies the value of teaching English for its specific skills practice.

ESP refers to English for a utilitarian purpose. This claim instances how true teaching ESP is to develop skills in a special area. So, it is probably about initiation and guidance. That is, to get students to face the type of English corresponding with their research fields. In this respect, Anthony (1997:10) states that "some people described ESP as simply being the teaching of English for any purpose that could be specified. Others, however, were more accurate in describing it as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes." It is so clear that ESP has the role of mentoring a language learner to foster the four skills in hand with his expertise field.

Given the above-mentioned quotations, ESP is an applied English knowledge of various domains. Having considered so, it interests to scout out the specific needs of students to make them part of the language or course syllabus to meet their expectations from learning it. In the university milieu, ESP serves as an introduction to English use related to a field of study for the application and reinforcement of communicative skills in a more effective way.

#### **Function and characteristics of ESP as an approach**

ESP is a method rather than a task in the English foreign language teaching context. It is an approach to implement any learning method more practically to access notional content effectively. In other words, it is a screwed-up method or approach to the language learning desire of students. Having said that, Hutchinson and Waters (1987:19) assert that "ESP should properly be seen not as any particular language product but as an approach to language teaching in which all decisions as to content and method are based on the learner's reasons for learning." Through these words, teaching ESP aims at focusing everything on the learner. If teaching a language for a general purpose recommends more focus on the syllabus, teaching it for a specific goal urge for taking the course objectives and learning necessities for granted.

Moreover, Ling (2014:2) thinks that "(a) curriculum must meet the special requirements of learners; b) it must be related to the content of certain subject; (c) ESP emphasis on trying to make the vocabulary, syntax, and discourse applicable to a specific profession or career-related situations; d) ESP and EGP are relative". These few terms enlighten the four dimensions of ESP as being a teaching theory, capable of affiliating English with any major. In other words, ESP is an approach that makes

English more practical and applied. Hence Hutchison and Waters (1987) write: Tell me what you need English for and I will tell you the English that you need" (p.8).

Furthermore, Robinson (1991) coming up with a supportive detail, claims that "very often students learn English not because they are interested in the English language or English culture as such, but because they need English for study or work purposes" (p. 2).

Also, Basturkmen (2006:18) adds that "ESP language is learned not for its own sake or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or professional workplace environments." These two pieces of evidence rightly prove that ESP aims at professionalizing English in a way that learners become able to get involved in specific language skills put forward. Thus, teaching a language at a university abides by academic and professional principles, such as didactical transposition.

Substantially considered as a suitable strategy for teaching English, ESP consists of several well-definite characteristics by which, Dudley-Evans and St Johns (1998) conducted and made a whole series of variable and inescapable features, serving as a logical methodology as quoted below:

*(a) Absolute Characteristics*

- 1. ESP is defined to meet the specific needs of the learners;*
- 2. ESP makes use of the underlying methodology and activities of the discipline it serves;*
- 3. Centered on the language (grammar, lexis, and register), skills, discourse, and a genre appropriate to these activities.*

*(b) Variable Characteristics:*

- 1. ESP may be related to or designed for specific disciplines;*
- 2. ESP may use, in specific teaching situations, a different methodology from that of general English;*
- 3. ESP is likely to be designed for adult learners, either at a tertiary-level institution or in a professional work situation. It could, however, be for learners at the secondary school level;*
- 4. ESP is generally designed for intermediate or advanced students.*
- 5. Most ESP courses assume some basic knowledge of the language systems, but it can be used with beginners (p.4).*

These inevitable characteristics are unique to ESP since any learning expectation is paramount in the development and application of language-related activities. Concerning variable characteristics, not only are ESP courses transposed according to an applied general teaching methodology, but also make students part of its entities.

Besides, the study of ESP as an approach requires the combination of skill-based and content-based syllabus for the design of English for Science and Technology curriculum. In this connection, Khoirunnisa et.al (2018) focussing his attention on English for Tourism to improve students' speaking skills, recommends the use of tailor-made textbooks and materials on language and cultural aspects designed for teaching English for tourism industry. For the most part, Cahyadin et.al (2022) came up with conclusions about the needs of learners. In so doing, they think that the design of curriculum highly demands for necessary language abilities and vocabulary in general science. In this regard, the skills to put forward are speaking, reading, vocabulary and writing. Along with, Miqawati and Sa'diyah (2023) put into words that the productive skills such as Speaking ability is considered as the most high-priority language competency for ESP students' engagement, for instance the English course for Agriculture may impacts students' social and professional progress in their study area.

Over and above that, Fitria's (2023) deals with the major role of teachers in English for Specific purposes (ESP) and the challenges they go through in providing constructive instruction. According to her, ESP teachers play a very significant role in equipping students with needful language skills and knowledge needed for their specific study areas. In the scope of ESP as an approach, teachers have for mission to design curriculum and course plans that go with the needs and expectations of their learners. In this connection, she claims that "As an ESP teacher, we have to play many roles. Teachers may be asked to administer courses, set learning goals, establish a positive learning environment in the classroom, and evaluate student progress"(p.60).

## **METHOD**

### **Institutional and course context**

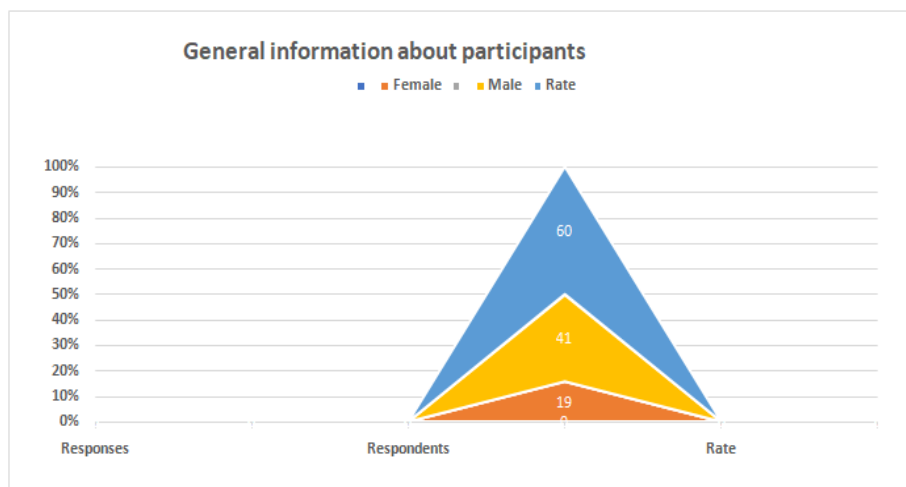
This investigation is situated at the university of Science and Technology in a southern province in China. The university counts more than fifteen majors for two-



year master's degree programs taught in English, fewer in Chinese. For all Masters' majors, Chinese is a compulsory course taught for one fall semester, valuing four credits. The objective is to build some basic knowledge about the language. Chinese is taught only for a general purpose. None of the teaching items is related to students' study areas.

**Participants**

Master's students attending Chinese class, forty-one male and nineteen female students (N=60, divided into 2 classes) enrolled in the first year of Mechanics Engineering, Computer Science, Civil Engineering, Applied Linguistics, Biology, Enterprise Management and Information Communication Engineering were asked to get involved in this study because most of them during their last four years of bachelor already completed HSK(Hanyu Shuiping Kaoshi, meaning Mandarin Level Exam)course level 4, corresponding to the B2 Level of the common European framework of references for languages. Those students, whose majors are taught in English, were requested to complete and submit a designed questionnaire to get insured that they are aware of ESP, Chinese language teaching methodology and their motivation toward Chinese.



**4. Data collection and analysis**

This paper brows the questionnaire developed by Chen (2010) in her doctoral research, examining the motivation of senior high school students of English in Taiwan. I chose to adopt this questionnaire for my study on university overseas students learning Chinese because it was proven to be an effective instrument for measuring motivation in any parallel context. In fact, university overseas learners studying Chinese in China and senior high school students learning English in Taiwan

are both language students in a foreign context. This adoption guarantees the instrument's validity and reliability. Also, Chen's (2010) questionnaire comes up with a chance to compare the motivation levels of those students in the cross-cultural phase, which can help to be more aware of factors that have an impact on motivation in various language learning contexts.

So, for this study, data were collected through (1) teaching observation in the classroom, and (2) a structured questionnaire survey. In the classroom observation, the focus was on how Chinese is taught, acquired and practiced. Along the course program, more than ten lessons taught by two female qualified Chinese teachers were observed and recorded. During each class, notes about students' feedback on the course, performance and interaction were taken down. As for a structured questionnaire, it was made up of two sections. The first was about overseas students' behavior and motivation toward Chinese in China, narrowed down into thirteen statements, and another section about the Chinese teaching methodology and overseas university students' professional needs was narrowed into seven statements.

In doing so, each respondent had to rate the items on a scale from 1 to 4 (1=strongly agree; 2=agree; 3=disagree; 4=strongly disagree).

**Table 1. Overseas Students' motivation toward Chinese in China**

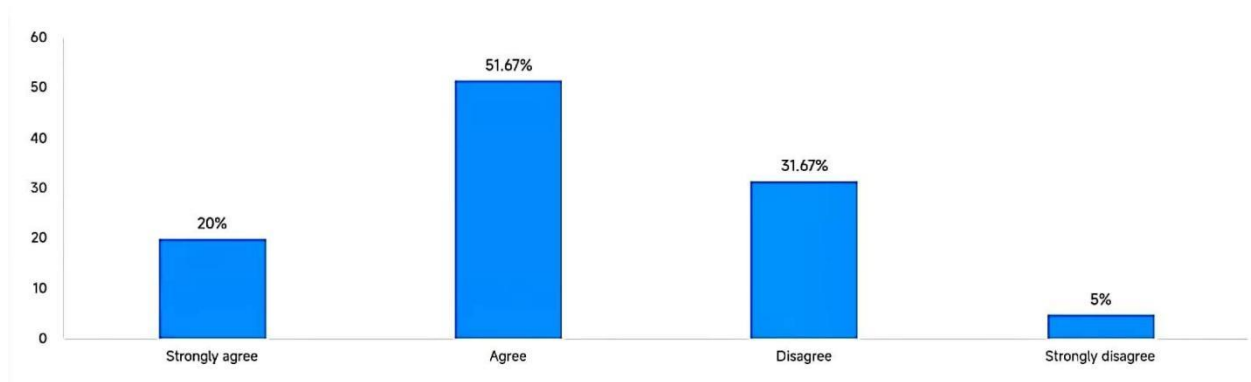
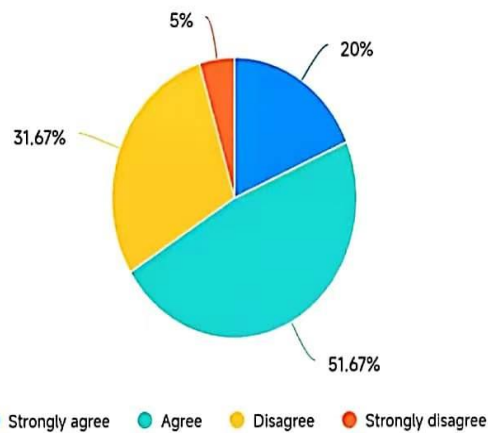
Statements	Responses			
	*1	*2	*3	*4
Chinese is easy to learn.	4 6.67%	33 55%	20 33.33%	6 10%
Chinese course is important.	15 25%	42 70%	4 6.67%	2 3.33%
I only study Chinese to pass exams.	6 10%	22 36.67%	32 53.33%	4 6.67%
After exams, I no longer study Chinese.	2 3.33%	19 31.67%	35 58.33%	8 13.33%
I learn Chinese to converse with Chinese and other people.	15 25%	42 70%	7 11.67%	1 1.67%
I study Chinese because it is an assigned subject.	6 14.29%	27 64.29%	12 28.57%	1 2.38%
I study Chinese to learn about the Chinese culture.	15 35.71%	24 57.14%	9 21.43%	1 2.38%
I study Chinese because it will help me obtain a job in China.	12 28.57%	24 57.14%	11 26.19%	1 2.38%
I learn Chinese because people surrounding me expect me to do so.	4 9.52%	20 47.62%	17 40.48%	4 9.52%
Whenever I think of my future career, I imagine myself using Chinese.	5 11.9%	31 73.81%	7 16.67%	2 4.76%

1=Strongly agree; 2=Agree; 3= Disagree; 4=Strongly disagree.

**Table 2. Chinese teaching methodology and foreign university students' learning needs**

Statements	Responses			
	*1	*2	*3	*4
The Chinese course helps expand my daily life vocabulary	14 23.33%	44 73.33%	4 6.67%	4 6.67%
The Chinese course helps expand my vocabulary realted to my study area	10 16.67%	31 51.67%	17 28.33%	6 10%
Chinese taught at universities in China is for a general purpose	12 20%	34 56.67%	18 30%	3 5%
At university, Chinese should be taught for a specific purpose	12 20%	38 63.3%	12 20%	2 3.33%
The Chinese teaching way does not help me gain anything connected to my major	12 20%	24 40%	23 38.3%	5 8.33%
The way Chinese language is taught in Chinese universities needs to be revised	10 16.67%	35 58.33%	16 26.67%	3 5%
Overseas students' needs are not taken into account when teaching Chinese	12 20%	31 51.67%	19 31.67%	3 5%

1=Strongly agree; 2=Agree; 3= Disagree; 4=Strongly disagree.



### **Results from the questionnaire on university overseas students' motivation/needs and the Chinese language teaching model**

As it can be seen from table 1, at the top of the list is an emphasis on the Chinese language basic communication needs acquisition (70%) because it is a compulsory course that every student must attend. In section 2 about the Chinese language teaching methodology, only fewer students are unaware that Chinese language content design does not take into consideration overseas students' academic and professional needs (31.67%). However, most students (51.67%) agreed to revise the Chinese language teaching methods by putting more emphasis on lexical and semantic aspects to enhance language professional and academic skills along with the cultural communication knowledge out of the counterpart.

### **DISCUSSION**

In the university where the data were collected, as well as others in China, Chinese course is compulsory, and aims at enhancing international students' communicative skills through learning and teaching content. That is to say that Chinese language is an assigned subject. In so doing, the most common method used by teachers is grammar translation based on grammatical analysis and translation of sentences from the Chinese language into English, the target language, and vice versa.

From the analysis of classroom language observation and the questionnaire responses, the incongruence between international students' learning expectations and the Chinese teaching model in China has been signaled as the main cause for the lack of continuous study interest or motivation. Indeed, the Chinese teaching model more focusing on rote learning, rigorous broad curriculum and teacher-centered instruction does not address such students' demand that regards student-centered diverse learning needs as the findings reveal from table 2, last statement (51.67%), which leads to a center of attention on short-term goal rather than fostering a great interest in the subject. This lack of motivation was observed from frequent absenteeism of overseas students, less interest in classroom activities participation and unprompted preparation for classes such as incomplete assignments, tardiness, etc.

The collected data from the questionnaire show that overseas students' interests and aspirations are academically and professionally utilitarian. Thus, they hardly reach a clear outcome as expected from attending the Chinese course as compulsory. Also, the translation method used as a teaching method by Chinese teachers in the classroom does not help foreign university students explore the language in different ways academically. So, the Chinese language teaching model in China is viewed as somehow traditional as teachers put more emphasis on general presentation and in-depth learning through memory (Marton, Dall'alba and Tse, 1996). No accumulation of learning independence is deemed, which psychologically makes students feel bored and demotivated.

Besides, informants agree that Chinese universities do not take into consideration university students' professional language needs when designing textbooks, which is far away from the ESP curriculum. Normally for the reasons of interest diversification, teaching a foreign language at university should also interest in designing and using the language in students' study area direction. So, the Chinese teaching process should go through a problem-centered orientation, because a problem is a learning opportunity that motivates an adult student to learn and solve his professional problems by using the language widely. To go further, the survey discloses the Chinese teaching model as equal to English for general purpose (EGP) that the majority of investigated students want to see revised like EGP as *"aim-oriented which does not equate the specification of objective aim to an educational operation dealing with the development of general, to ESP (English for a specific purpose), an objective-oriented learning where the specification of objective corresponds to the aim \_the training operation \_which deals with the development of restricted competence"*(Widdoson1983: 161).

Pragmatically speaking, knowing how learning something will impact the ongoing or future situation pushes adult students to learn and develop new skills willingly. So, it is hard to reveal the investigation on university overseas students' motivation promotion for maintaining a long-term continuous self-study of Chinese until they tend to perceive that the current Chinese learning benefits their future academic studies or professional career. Similarly, most students confess that they learn Chinese because it may help them obtain a job in China, and others imagine using it in their future careers. However, fewer students think of learning Chinese language for cultural reasons.

Back to the main issue of inconsistency between overseas university students' learning needs and the Chinese language teaching model in China, the model proves ineffective regarding 'Andragogy' as a theory of adult learning put forward by Malcolm Knowles in the 1960s. Also well known as the art of helping adults learn based on experience and orientation as the key driver to adults' motivation, andragogy concerns the specific needs of adult students rather than children. It approves that adult students share different learning styles, so it suggests teachers to make use of various teaching methods. That is to say, teaching Chinese to only expand daily life vocabulary is not enough to promote adult students' motivation. Life and experience related to research areas shape adult learners' motivation and improve language use skills.

Finally, the finding carries important implications for ESP in the context where inconsistency between overseas students' learning needs and the Chinese language teaching model may be proven to promote constant motivation as 'The ESP course is the reinforcement and improvement of EGP, the way to cultivate inter-disciplinary talents. Only in this way, one can maximally mobilize the enthusiasm of students learning, maximizing their competitive ability in a workplace' (Li-hong 2007: 1).

All and above that, the findings on overseas students' motivation and need, and the Chinese teaching model in China carry some significant implications for ESP-based approach, keeping in mind that teaching the Chinese language traditionally for educational purposes may decrease university students' learning motivation in future.

First of all, it is suggested to support the idea of organizing short-term training for teachers to introduce the Chinese course for specific purpose level One teaching materials at universities. This short-term training for teachers aims for language skills integration and task-orientation. As those Chinese materials for level, one implies the use of the four language skills (listening, reading, speaking and writing) task-based or project-based, teachers need to be trained how to make use of these integrated skills properly in a purpose way. Those described materials in Chinese should be designed in a way to reach the specific language needs goal of a given profession or study field (Medicine, Engineering, Marine, etc.), while traditional materials covered with a huge range of broad topics are not task-oriented. Then setting up small classroom sessions twice a week for an hour by combining students' subject matters and the Chinese language is strongly recommended. This combination is

very inspiring as students are involved in applying the knowledge, they get in Chinese classes to their well-defined study areas. Setting up small classroom sessions twice a week can profit in several ways such as urging collaboration among students in a pair/group work, adopting flexible teaching methods or strategies, easily monitoring each student's progress on the language usage, building confidence and sound cultural understanding. In short, teaching Chinese to communicate both a set of cultural background knowledge and professional skills is highly motivating for overseas students' constant self-learning.

## **CONCLUSION**

This research study that aimed to investigate on overseas students' motivation and needs toward Chinese learning in mainland Chinese universities has shown a huge inconsistency between such students centered diverse learning needs demand and the Chinese language teaching approach as traditionally focused on broad curriculum, Confucian concepts and teacher-centered instruction. The so-called traditional model of teaching Chinese is highly based on grammar translation and intensive memorization, which proves that the Chinese content-based curriculum is designed for general purposes only as teachers focus on language structures rather than language in contextual clues of selective lexis and necessary skills for interest diversification, learning independency and engagement among students. As a result, the findings proved that this incongruence is the main cause for those students' discontinuous motivation.

Also, the findings carry some significant implications for ESP-based approach teaching in a context where consistency between overseas students' needs toward Chinese and specific courseware teaching can promote their motivation for long term. So, it is suggested to support the intention of initiating short-term training for teachers to introduce the Chinese course for specific purposes level One teaching materials at Chinese host universities, keeping in mind that the ESP teacher is not a specialist in the discipline, but rather in instructing English (Ahmed, 2014). Also setting up small classroom sessions twice a week by combining students' subject matters and the Chinese language, what can profit students in improving their language four skills usage, both academically and professionally, boosting confidence and increasing their motivation.

Wisely, readers have to consider the limitation of this study to be cautious about the findings' interpretation. Given the fact that this research paper was carried out in only one mainland Chinese university on a small sample, with foreign Master's postgraduate students as participants learning Chinese as compulsory course for general purpose, a structured questionnaire survey and teaching observation in classroom as data collection tools, so making generalizations would not be reasonable.

This said, more research on fostering motivational strategies for Chinese learning is demanded, especially delving into overseas students' learning styles, multimodal approaches and cultural exchange in Chinese language teaching, content-based instruction, etc. is essential to reveal the deeper nature of the existing issue and propose adaptive learning and teaching solutions affordable for everyone and the courseware.

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