



## **The Implications of Dörnyei’s Foreign Language Learning Motivation Theory for Chinese Language Teaching in Korea**

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### **Abstract**

Motivation is a core construct in second and foreign language acquisition research. Over the past five decades, it has evolved from a peripheral psychological variable to one of the most decisive factors determining success in language learning. This paper revisits Zoltán Dörnyei’s influential theory of foreign-language learning motivation, tracing its intellectual roots from Gardner and Lambert’s socio-educational model to contemporary perspectives such as the L2 Motivational Self System. Within the specific context of Chinese language education in Korea a rapidly growing but pedagogically complex domain the paper explores how motivational theories can inform curriculum design, classroom practice, and teacher professional development. It argues that understanding learners’ motivational patterns is essential for creating sustainable engagement, especially in contexts where instrumental goals initially dominate. By synthesizing existing research and integrating illustrative classroom examples, the paper proposes a comprehensive motivational framework for teaching Chinese in Korea. This framework incorporates linguistic, psychological, and sociocultural dimensions, highlighting the dynamic interplay between learners’ self-systems, teacher behavior, and educational environment. Ultimately, the study aims to contribute to the theoretical localization of Dörnyei’s model in East Asian Chinese-language education and to offer practical insights for motivating Korean learners in both traditional and technology-enhanced classrooms.

**Keywords:** chinese language teaching; dörnyei; foreign language learning motivation; learner engagement; L2 motivational self system

### **Introduction**

In the 21st century, multilingual competence has become an indispensable skill for participation in globalized societies. Korea, as one of the major educational hubs in East Asia, has witnessed a sharp rise in the number of learners studying foreign languages beyond English—particularly Chinese, which is now perceived as a strategic language for regional cooperation, trade, and cultural diplomacy. At the same time, Chinese language programs across Korean universities and secondary institutions confront an enduring challenge: maintaining learners’ long-term motivation once initial curiosity fades.

As numerous studies have demonstrated (Dörnyei 1998; Ushioda 2011; Liu 2023), fluctuations in motivation account for a substantial portion of variance in language achievement, often exceeding that explained by cognitive aptitude or learning strategies. Among Korean learners of Chinese, early enthusiasm frequently gives way to fatigue once linguistic complexity increases and immediate rewards

diminish. Teachers observe that while some students persist with enthusiasm, others disengage despite comparable aptitude. These divergences, Dörnyei (1990) argued, stem not primarily from intelligence but from motivational strength.

Dörnyei's subsequent work transformed how motivation is understood in language education. His three-level model of language learning motivation (1994, 1998) provided a multi-dimensional analytical lens encompassing the language itself, the learner, and the learning situation. Later, his L2 Motivational Self System (2009) reconceptualized motivation through the lens of self-identity, integrating cognitive, affective, and social factors. This model has since become one of the most empirically tested and pedagogically influential frameworks in applied linguistics.

Despite the abundant research on English learning motivation, far less attention has been devoted to motivation in learning Chinese as a foreign language (CFL), particularly in Korea. Yet the sociocultural background of Korean learners—shaped by Confucian values, exam-driven schooling, and collectivist orientations—creates distinctive motivational patterns that may not align neatly with Western models. Understanding how Dörnyei's framework operates in this context is thus both a theoretical and practical necessity.

The objectives of this paper are threefold: 1. To review the theoretical evolution of language learning motivation leading to Dörnyei's model; 2. To analyze the applicability of this theory to the Korean context of Chinese language learning; and 3. To propose pedagogical strategies grounded in motivational principles to enhance learner engagement and achievement.

Through this inquiry, the paper aims not only to deepen the theoretical understanding of L2 motivation but also to provide actionable insights for teachers seeking to create more dynamic and emotionally supportive Chinese classrooms.

## **Theoretical Background: Evolution of Motivation Research**

### **2.1 From Behaviorism to Cognitive Psychology**

Early research on motivation in language learning was heavily influenced by behaviorist psychology, which viewed learning as a function of stimulus-response conditioning. Motivation was equated with external reinforcement—rewards, grades, or praise (Skinner, 1957). While this approach illuminated how reinforcement shapes short-term behavior, it could not explain why learners with identical external rewards differ markedly in persistence or creativity.

The cognitive revolution of the 1960s and 1970s re-defined motivation as an internal process involving goal setting, expectancy, and self-efficacy (Bandura, 1986). In second-language acquisition (SLA), this shift coincided with the emergence of Gardner and Lambert's (1972) socio-educational model, which distinguished between integrative motivation—the desire to integrate into the target-language community—and instrumental motivation, driven by pragmatic benefits. Gardner's Attitude/Motivation Test Battery (AMTB) operationalized these constructs, establishing a research tradition that dominated SLA for two decades.

### **2.2 Socio-Educational Model and Its Limitations**

Gardner's model emphasized the social dimension of motivation and was instrumental in linking attitudes toward the target community with learning success. However, critics later noted several limitations. First, its binary division (integrative vs. instrumental) was overly simplistic for globalized contexts where learners seldom interact directly with native speakers (Dörnyei 2001). Second, it underestimated the role of classroom

variables such as teacher behavior and group dynamics. Third, its focus on English-speaking environments limited cross-cultural applicability.

These shortcomings led to new models incorporating situational, cognitive, and affective variables. Clement's (1980) concept of "linguistic self-confidence," Noels et al.'s (1999) self-determination framework, and Williams & Burden's (1997) social-constructivist model all sought to capture the complex interplay between learner agency and context.

### **2.3 Self-Determination Theory and Intrinsic Motivation**

In parallel, Deci and Ryan's Self-Determination Theory (SDT) (1985; 2000) profoundly influenced motivational research across disciplines. SDT distinguishes between intrinsic motivation (engaging in an activity for inherent satisfaction) and extrinsic motivation (driven by external rewards or pressures). It also posits three basic psychological needs—autonomy, competence, and relatedness—whose fulfillment fosters internalized, self-sustaining motivation.

In language learning, SDT inspired numerous studies demonstrating that supportive classroom environments—where learners feel choice, competence, and belonging—promote deeper engagement (Noels et al., 2000). The framework thus provided a bridge between Western psychological theories and educational practice, paving the way for Dörnyei's integrative approach.

### **2.4 Dörnyei's Contribution: A Comprehensive Perspective**

Zoltán Dörnyei synthesized these traditions into a unified model addressing both the structure and the process of motivation. His three-level framework (1994, 1998) mapped motivational influences at the language, learner, and learning-situation levels, offering a practical tool for educators to diagnose motivational problems. Later, the L2 Motivational Self System (L2MSS) reframed motivation through the concept of possible selves—mental representations of what one might become or avoid becoming (Markus & Nurius, 1986).

The L2MSS comprises three interrelated components: Ideal L2 Self: the learner's desired image as a competent L2 user; Ought-to L2 Self: the attributes one believes one ought to possess to meet expectations or avoid failure; L2 Learning Experience: situation-specific motives related to immediate learning contexts.

This model captures both long-term identity aspirations and day-to-day classroom experiences, reconciling earlier sociopsychological and cognitive perspectives. Its empirical robustness has been confirmed across diverse settings—including Korea, Japan, China, and Europe—making it one of the most cross-culturally validated frameworks in SLA (Taguchi et al., 2009; Papi & Hsieh, 2019).

### **2.5 Recent Developments: Dynamic Systems and Emotion Research**

More recent work views motivation as a dynamic, non-linear system that fluctuates over time (Dörnyei & Ushioda, 2011). The Complex Dynamic Systems Theory (CDST) approach emphasizes emergence, self-organization, and the interaction of multiple subsystems. Simultaneously, the rise of positive psychology in SLA has redirected attention to emotions such as enjoyment, hope, and resilience (Dewaele & Macintyre, 2016). Studies show that positive emotions broaden learners' thought-action repertoires and build enduring motivational resources.

In the context of Chinese learning, Wu et al. (2024) demonstrated that foreign-language enjoyment mediates the relationship between learners' motivational self-systems and academic performance. This suggests that fostering positive affect is not

supplementary but central to sustaining motivation—a principle particularly relevant to Confucian educational cultures that have traditionally emphasized diligence and obligation over emotional engagement.

### 3. Dörnyei’s Theory in Depth

#### 3.1 The Three-Level Framework: Language, Learner, and Learning Situation

Dörnyei’s (1994, 1998) three-level model remains one of the most comprehensive accounts of how motivation operates in foreign-language learning. It maps the sources of motivation onto three interdependent domains that together constitute the ecosystem of L2 learning.

##### (1) Language Level

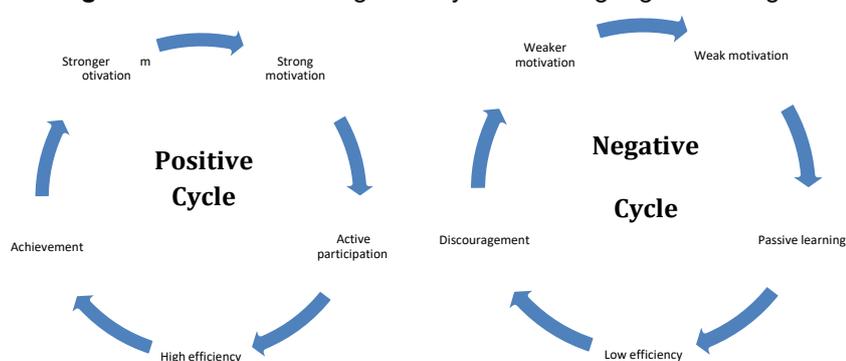
This level addresses attitudes toward the target language and its community. Learners’ orientation is shaped by perceptions of the language’s pragmatic value and its cultural appeal. In the Korean context, Chinese has undergone a remarkable transformation—from a symbol of traditional Simic heritage to a gateway to economic opportunity in East Asia. Two types of motivation operate synergistically:

Integrative motivation is the desire to identify with the target community and internalize its culture. It reflects curiosity, openness, and intercultural empathy.

Instrumental motivation is goal-oriented and utilitarian—learning Chinese for employment, scholarship opportunities, or travel.

Empirical research shows that Korean learners often begin with instrumental motives such as passing the HSK examination or qualifying for business positions (Han & Choi, 2022). However, students who later develop integrative interests—such as consuming Chinese media or forming friendships with native speakers—tend to achieve greater fluency and retention (Liu, 2023). Dörnyei’s framework thus encourages teachers to nurture a shift from external utility to internal identification.

**Figure 1.** Positive vs. Negative Cycles of Language Learning Motivation



##### (2) Learner Level

The learner level encompasses personal traits and self-related beliefs. Two core constructs—need for achievement and self-confidence—capture how learners evaluate their own capabilities. This includes anxiety management, attributions of success and failure, and self-efficacy expectations (Bandura, 1986). Korean educational culture, rooted in Confucian values of effort and modesty, produces a paradoxical pattern: students often possess strong achievement orientation yet underreport confidence. Teachers must therefore create opportunities for visible success while reducing fear of error.

### (3) Learning Situation Level

This level concerns immediate classroom factors and is divided into three sub-domains: Course-specific motivation – the curriculum, tasks, and materials. Courses that connect content with students’ personal goals increase relevance (Keller, 1983). Teacher-specific motivation – the instructor’s enthusiasm, fairness, and feedback style (Guilloteaux & Dörnyei, 2008). Group-specific motivation – peer relationships and classroom climate (Csizér & Dörnyei, 2005). In Korean universities, group cohesion is especially salient because students frequently take courses as fixed cohorts (“ban”). Peer pressure can either sustain collective effort or amplify anxiety, depending on how teachers structure interaction. When managed well, collaborative projects and peer evaluation foster a sense of belonging that enhances motivation.

## 3.2 The L2 Motivational Self System

Dörnyei and Ushioda (2009) extended the three-level model into a more psychologically nuanced framework—the L2 Motivational Self System (L2MSS). This model anchors motivation in the learner’s self-concept and future identity.

Ideal L2 Self – a vision of the person one hopes to become through language mastery. It links language learning to life dreams and values. Ought-to L2 Self – a self-image grounded in social obligations and external expectations. L2 Learning Experience – situational factors related to the immediate learning environment.

The model bridge’s identity theory and motivation by showing that future-self-images can energize present learning behavior. Visualization techniques—such as “possible-self mapping” or “vision journals”—have been shown to increase students’ persistence (Papi & Hsieh, 2019).

## 3.3 Application of L2MSS in East Asian Research

In Japan and Korea, numerous studies have tested L2MSS. Taguchi et al. (2009) found that the ideal L2 self was the strongest predictor of intended effort across three Asian contexts, but its effect was mediated by cultural norms of modesty and collectivism. Papi (2010) showed that Iranian students’ “ought-to self” was more dominant due to strong social expectations, suggesting that the balance between ideal and ought-to selves is culturally specific.

For Korean learners of Chinese, the ideal L2 self often intersects with career visions in business, tourism, and diplomacy. The ought-to self, meanwhile, is heavily influenced by parental and institutional expectations (Seo & Kim, 2021). Understanding this dual pressure is essential for teachers who wish to transform external obligation into internalized motivation.

## 4. Motivation and the East Asian Context: Korea and Chinese Learning

### 4.1 Sociocultural Background

Language learning in East Asia is deeply embedded in Confucian educational philosophy, which values diligence, respect for authority, and academic achievement as moral virtues (Li, 2012). Motivation is often perceived not as a personal emotion but as a moral obligation to family and society. This orientation corresponds closely to Dörnyei’s “ought-to L2 self.” Students study hard to avoid bringing shame to their parents rather than to fulfill their own ideal visions.

Korean education has historically been exam centered. Motivation is thus frequently extrinsic, linked to test scores and university entrance (Lee & Park, 2020). However, the rapid internationalization of higher education and the soft-power appeal of Chinese culture have broadened students’ motivational spectrum. Learners now

encounter Chinese through pop culture, dramas, and digital media, which can stimulate integrative curiosity.

#### **4.2 Challenges in Chinese Language Education in Korea**

Despite growing interest, Chinese language programs in Korea face several obstacles to sustained motivation: Declining engagement after initial exposure. Many students start enthusiastically but lose momentum once characters and tones become complex (Wang, 2022). Limited opportunities for authentic interaction. Few campuses provide immersion experiences with native speakers. Teacher-centered instructional culture. Traditional grammar-translation methods dominate, offering little space for learner autonomy. Anxiety and fear of failure. High academic competition produces language anxiety that erodes confidence (MacIntyre et al., 1998).

These factors illustrate how Dörnyei's learning-situation level is contextually constrained in East Asian settings. Motivational interventions must therefore target structural as well as psychological conditions.

#### **4.3 Bridging Western and Confucian Models**

Dörnyei's framework originated in Western individualistic contexts where personal goals and self-expression are emphasized. In contrast, East Asian learners operate within collectivist cultures that stress interdependence and social harmony (Markus & Kitayama, 1991). This cultural difference necessitates a reinterpretation of the L2MSS constructs.

The ideal L2 self in Korea may not represent individual aspiration but rather a socially endorsed future self—one who contributes to family honor or national development. Similarly, the ought-to self is often experienced not as external pressure but as internalized duty (Bae, 2023). Teachers who acknowledge these cultural values can use them constructively by reframing obligation as a source of collective pride rather than guilt.

#### **4.4 Empirical Illustration: Motivational Profiles of Korean University Students**

A recent mixed-methods study by Kim and Jung (2023) surveyed 312 undergraduates learning Chinese in Seoul and Busan. Cluster analysis revealed four distinct motivational profiles: Vision-Driven Integrative (28 %) – students with strong ideal L2 selves, high enjoyment, and stable engagement. Instrumental Achievers (34 %) – goal-oriented, exam-focused, high anxiety. Obligated Learners (25 %) – driven by parental and institutional expectations, moderate effort but low autonomy. Amotivated Respondents (13 %) – low scores across all dimensions. Qualitative interviews showed that transition from “obliged” to “vision-driven” categories was facilitated by positive teacher relationships and authentic cultural exposure—corresponding closely to Dörnyei's learning-situation factors.

#### **4.5 Integrating Affective and Cognitive Dimensions**

Recent Korean research echoes the broader positive psychology turn in SLA. Studies report that foreign-language enjoyment (FLE) and grit are stronger predictors of Chinese achievement than initial aptitude (Chun & Park, 2024). Teachers who foster positive emotions through humor, music, and peer support create classrooms where learners perceive risk-taking as safe and rewarding.

The integration of cognitive (self-efficacy) and affective (enjoyment, anxiety) factors reflects a holistic view of motivation aligned with Dörnyei's dynamic systems perspective. Motivation is thus a continually negotiated state rather than a static trait.

## 5. Pedagogical Implications of Dörnyei’s Motivation Theory for Chinese Language Teaching in Korea

Dörnyei’s framework offers an integrative roadmap for re-designing Chinese-language instruction in Korea. To translate theoretical principles into classroom action, this section outlines five key domains: curriculum and materials, classroom strategy, assessment and feedback, teacher professional identity, and digital-era motivation.

### 5.1 Curriculum and Materials Design

An effective curriculum should explicitly align with learners’ motivational structures at the language, learner, and situation levels (Table 2).

**Table 2.** Curricular Alignment with Motivational Levels

Motivational Level	Curricular Focus	Examples of Implementation
Language Level	Highlight cultural and pragmatic value of Chinese	Modules on Chinese pop culture, business communication, and intercultural etiquette
Learner Level	Cultivate autonomy and self-efficacy	Goal-setting journals; student-designed mini-projects
Learning Situation Level	Create supportive classroom ecology	Group contracts, peer mentoring, rotating leadership roles

In contrast to static textbook sequencing, a spiral curriculum that revisits themes through increasingly authentic tasks sustains interest and links learning to real-world application. For example, a “Chinese for Tourism” course may progress from dialogue practice to student-produced video guides of Korean heritage sites in Chinese. Such task integration embodies both instrumental and integrative motives.

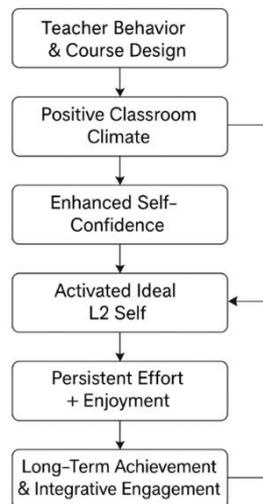
### 5.2 Classroom Strategies: Building Vision and Reducing Anxiety

Teachers can apply the L2 Motivational Self System by helping students construct and visualize their ideal L2 selves. Vision-building activities include future self-letters, digital portfolios, and storytelling sessions in which students describe how Chinese proficiency may transform their career paths.

To counter anxiety, teachers should adopt a low-threat, high-challenge pedagogy. This involves scaffolding tasks so that success is attainable yet stimulating. Role-plays, games, and peer feedback can normalize errors as part of growth rather than failure (Horwitz, 2001).

Diagram 1 below summarizes the interactive process through which teacher actions activate learners’ self-systems and generate sustained motivation.

**Diagram 1.** Interaction of Motivational Sub-Systems in Chinese Language Classrooms (Conceptual Model)



This feedback loop illustrates how teacher-specific and situation-specific factors trigger internal motivational growth, creating a self-reinforcing cycle of achievement and satisfaction.

### 5.3 Assessment and Feedback Practices

Evaluation strongly affects motivation. Traditional summative tests tend to reward rote memorization and increase anxiety. Dörnyei’s model supports a shift toward motivational assessment, where feedback functions as a developmental tool (Brookhart, 2008).

Formative Feedback: Ongoing comments on learning strategies and effort rather than only outcomes. Self-Assessment: Learners reflect on progress toward their personal goals and ideal L2 selves. Peer Evaluation: Promotes collective responsibility and group motivation. Digital platforms such as Padlet or Google Classroom allow instant and multimodal feedback — audio, text, or emoji responses — which can enhance perceived teacher presence and relatedness.

### 5.4 Teacher Professional Identity and Motivational Modeling

Teachers are not merely transmitters of knowledge but motivational models. Students derive their own motivation from teachers’ passion and authenticity (Guilloteaux & Dörnyei, 2008). Professional development programs for Chinese teachers in Korea should therefore include modules on: Self-reflection on teaching identity and values. Intercultural competence and empathy. Motivational strategy training (e.g., vision sharing, autonomy support).

A teacher who demonstrates lifelong learning and positive affect embodies the “ideal L2 self” for students to emulate. Creating communities of practice among Korean and native-Chinese instructors can further strengthen collective efficacy.

### 5.5 Digital-Age Motivation and AI-Enhanced Learning

Technological innovation has expanded the motivational landscape. Online and AI-assisted platforms provide personalized feedback and gamified rewards that can sustain engagement (Oxford, 2016). For instance, AI chatbots allow low-pressure

practice with instant error correction; learning apps use streaks and badges to encourage consistency. However, teachers must balance extrinsic digital incentives with intrinsic learning goals to prevent “reward fatigue.”

**Table 3.** Integrative Pedagogical Strategies for Motivating Korean Learners of Chinese

Pedagogical Domain	Key Strategies	Expected Motivational Outcome
Curriculum Design	Culturally authentic themes; project-based tasks	Shift from instrumental to integrative motives
Classroom Environment	Positive emotional climate; peer support	Reduced anxiety; enhanced confidence
Feedback & Assessment	Formative feedback; self-evaluation	Increased self-regulation
Teacher Development	Motivational strategy training; identity reflection	Sustained teacher enthusiasm
Technology Integration	Gamification; AI-mediated interaction	Continuous engagement

## 6. Challenges and Future Directions

Although Dörnyei’s motivation theory provides a comprehensive framework for understanding learner engagement, its application to Chinese language education in Korea is not without complications. Future research and pedagogical innovation must navigate contextual, methodological, institutional, and technological challenges while preserving the humanistic essence of language learning.

### 6.1 Contextual Limitations

Most empirical applications of Dörnyei’s model originate from English-as-a-foreign-language contexts, where the target language enjoys global prestige and wide exposure. By contrast, Chinese occupies a more complex position in Korea—simultaneously economically strategic and politically sensitive. This dual perception shapes learners’ integrative motivation in nuanced ways. While some students regard Chinese as a gateway to business and diplomacy, others view it through a lens of historical rivalry or pragmatic necessity rather than emotional identification.

Moreover, the sociocultural proximity between Korea and China blurs the traditional integrative–instrumental dichotomy. Korean learners often perceive Chinese culture as familiar yet distant, producing ambivalent attitudes that differ from the “idealized native community” envisioned in Western models. Future studies should therefore explore how regional geopolitics, media portrayals, and cultural hybridity influence motivational patterns. Mixed methods designs combining discourse analysis and attitude surveys could reveal how ideology and identity intersect in language learning motivation.

### 6.2 Dynamic Measurement

Motivation is inherently dynamic, fluctuating, and context-dependent, influenced by daily experiences and emotional states. Conventional cross-sectional questionnaires, while convenient, fail to capture these temporal variations. Researchers should employ longitudinal, diary-based, or experience-sampling methods (ESM) to monitor how learners’ motivation evolves across semesters or specific learning episodes.

Additionally, the integration of learning analytics and emotion-tracking technologies (e.g., eye-tracking, biometric feedback, or affective computing tools) can provide real-time insight into engagement and frustration levels. Combining quantitative time-series data with qualitative reflections would allow scholars to model motivation as a complex dynamic system (Dörnyei & Ushioda, 2011). Such methodological innovation would move the field beyond static correlational studies toward a more ecological understanding of learning motivation in authentic classrooms.

### **6.3 Teacher Training and Institutional Support**

Teachers are pivotal agents in sustaining learner motivation, yet they themselves require systemic support. In Korea, Chinese instructors often work under high teaching loads, limited resources, and minimal opportunities for professional growth. These constraints erode the enthusiasm that is essential to modeling positive motivational energy.

To address this, educational policy should promote comprehensive teacher-development frameworks that integrate motivational theory into training curricula. Workshops could focus on:

- 1) Designing autonomy-supportive classrooms that balance structure and freedom.
- 2) Using feedback to nurture self-efficacy and reduce anxiety.
- 3) Applying reflective practice and peer mentoring to strengthen teacher identity.

Institutionally, universities and Confucius Institutes should establish cross-border research and training network linking Korean and Chinese scholars. Collaborative action research projects could document effective motivational practices across contexts. Moreover, administrative recognition and incentives—such as teaching-innovation grants or workload adjustments—are critical for sustaining teachers' professional motivation. Without such institutional alignment, even the most compelling theories risk remaining abstract ideals.

### **6.4 Artificial Intelligence and Ethical Considerations**

The proliferation of AI-powered educational technologies introduces both promise and peril for motivational pedagogy. Adaptive platforms can personalize vocabulary review, pronunciation feedback, and gamified rewards, thereby increasing learner engagement and immediacy. Intelligent tutoring systems can even approximate elements of Dörnyei's "learning-situation level" by providing individualized scaffolding and continuous encouragement.

However, these innovations raise ethical and pedagogical questions. Excessive reliance on algorithmic feedback may commodify motivation, reducing learning to point accumulation or streak maintenance rather than meaningful self-development. Data collection poses privacy risks, and opaque recommendation algorithms can reinforce bias by privileging certain linguistic norms or learner profiles. Future designs should therefore emphasize AI-human complementarity—where technology supports, rather than replaces, empathetic teacher–student relationships. Ethical guidelines must ensure transparency, informed consent, and data protection. Researchers might also explore how AI tools can foster intrinsic motivation through narrative, creativity, or intercultural simulation, rather than mere gamification. In short, technological efficiency must remain anchored in humanistic and communicative values, preserving the interpersonal dimension that is central to language learning.

## Conclusion

Motivation is both the engine and the compass of foreign language learning. Dörnyei's multi-level theory and L2 Motivational Self System provide a comprehensive lens for understanding why some students persevere while others abandon their goals. In the Korean context of Chinese language education, these frameworks illuminate the interaction between instrumental necessity, cultural curiosity, teacher influence, and collectivist values.

This expanded analysis has shown that effective motivation entails more than igniting short-term interest; it requires constructing a vision of self that makes learning personally meaningful and socially valued. By aligning curriculum, assessment, teacher development, and technology with students' motivational systems, Chinese education in Korea can evolve into a dynamic process of self-realization and intercultural growth.

Future research should localize Dörnyei's theory within East Asian epistemologies, integrating Confucian concepts of moral self-cultivation with Western ideas of self-actualization. Such theoretical hybridization may yield a truly "glocal" motivation model that guides the next generation of Chinese language learners and educators in Korea.

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