

Motivation, Strategy and Attitude: Sustainable Challenges in Chinese Language acquisition in India

Khatib Ahmad Khan^{a*}, Danabekova Aigerim^a, Zhao Xueqing^a

Abstract

According to official language act 1963, English language is treated as official language of India. So apart from English, all other foreign languages come into third foreign language category. Inadequate research attention has been paid to the learning of Chinese as a third language in India. This study explores the learning of Chinese as third language in University of Delhi, Jawaharlal Nehru University, Jamia Millia Islamia University & other foreign language institutes in Delhi, India. The study examines the motivation, purpose, strategy, attitude and problems of Indian students in Chinese language acquisition. It is based on primary research data collected through questionnaire from different universities and coaching institutes in India. For this, thirty-seven question items were designed and distributed to two hundred students selected from simple random sampling. Based on the data analysis, study concludes that the instrumental motivation is the sole reason behind third foreign language acquisition in India, and it also positively influences the proficiency of that language. The study also proves that foreign language enjoyment positively influences the attitude in third language acquisition. It also reveals that Indian students have strong desire for third language (Chinese) acquisition, however they face some obstacles which needs targeted care and help from the government and schools. In addition, this research also includes a large number of contents directly related to teaching, hoping to contribute to the substantial improvement of Chinese teaching and learning in India.

Keywords: Third foreign language, Chinese Language acquisition, Motivation, Strategy

1. Introduction

Globalization has led to a significant increase in demand for high-level foreign language talent¹, especially multilingual talent, and institutions of higher education, as key players in language education, are duty-bound to support this². With the rapid development of China-India relations and the continuous expansion of the scope of their cooperation, India's demand for Chinese language teaching has become more and more urgent in recent years. The "Chinese wave" set off in India is directly related to its employment environment. According to Indian media survey reports, Chinese Language has become the most popular foreign language in India today. After studying Chinese Language for one year, most students can easily

find decent and high-paying jobs, such as interpreters, tour guides, foreign trade commissioners, or even start their own business. Although India's "Chinese learning boom" is on the rise, according to this investigation, there are various problems in the Chinese teaching in India in terms of learning environment, teachers, teaching methods and teaching materials. Therefore, there is need of a comprehensive study of the motivations, goals, strategies, attitudes and difficulties encountered by Indian students in Chinese language acquisition which can directly reflect the current situation of Chinese teaching in India. It has not only a certain theoretical value, but also a very urgent practical need.

2. Literature review and Theoretical basis

2.1. Literature review

Up to now, there is only a handful of comprehensive studies on the Chinese language

^aSchool of Chinese Language and Literature, Shaanxi Normal University, Xi'an, China, 710119

*Corresponding Author: Khatib Ahmad Khan
Email: khatib786@snnu.edu.cn

¹ Lonsmann, D.; Kraft, K. *Language Policy and Practice in Multilingual Production Workplaces. Multilingua*, 2018, 37, 403–4

² Li Jihun, *The Intercultural Communication Ability Cultivation in Higher Foreign Language Education under the Belt and Road Initiative; Education Research Frontier* September 2019, Volume 9 Issue 3, PP. 38-41

learning situation in India, especially the research on Chinese learning motivation, strategies and attitudes is almost blank. The existing research perspectives are relatively single and small in scale which belong to the category of case analysis or descriptive analysis of the overall situation. For example, Liu Xuemin's "Opinions on Chinese Language Teaching in South Asia— Chinese Language Class at the East Asian Language Center of Jawaharlal Nehru University, India" (1991)³, Zhao Shouhui's "Sinology Research and Chinese Language teaching in Cheena Bhavana of Visva Bharati University" (1996)⁴, Gu Jun, Yang Wenwu's "The Development situation, Problems and Countermeasures of Chinese Language teaching in India" (2011)⁵, Qiao Yingying, Gong Zhuo's "The History and Current Situation of Chinese Language Teaching in South Asia" (2012)⁶, Mukesh's "Analysis of the History and Current Situation of Chinese Teaching in India" (2012)⁷, Pankaj Sharma's "Analysis of the History and Current Situation of Chinese Language Teaching in India: A case study of Doon university" (2013)⁸ and other related researches introduced the development stages, development environment, teaching resources and main problems of Chinese language teaching in India. Although these articles are helpful in understanding the development process of the Chinese Language teaching in India, but, over time, part of the contents has become outdated, so it can no longer keep up with the times. In "A survey of Chinese Language teaching in southern India: A case study on Tamil Nadu and Karnataka" (2018)⁹ Wang Yongqi investigated the status of Chinese Language teaching in some universities and language training institutions in southern India and gave some pertinent suggestions. However, the author simply listed the current problems in Chinese teaching in Southern India and did not go deep into it. He didn't analyze the background and causes of these problems in depth, whether there are similarities/differences with other parts of India, etc.

Therefore, a systematic study of the current situation of the Chinese Language teaching in India, including students' learning motivations,

strategies, attitudes and difficulties, is of great practical significance in the field of the Chinese Language teaching in India today.

2.2. Theoretical basis

2.2.1. The definition and classification of language learning motivation

This research is based on the research results of Canadian social psychologist R.C.Gardner on foreign language learning motivation which defines foreign language learning motivation as "the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in that activity".¹⁰ It divides foreign language learning motivations into integrative and instrumental motivation. If learners hope to communicate with the target language group by learning a certain language, they should better understand their culture and lifestyle and integrate into their social life; this is an integrative motivation. If a learner learns a second language in order to achieve a certain purpose or benefit such as for better career prospects or for better education, this is called an instrumental motivation.

2.2.2. The definition and classification of language learning strategies

Language learning strategies refer to various plans and approaches taken by language learners to effectively master the language rule system, develop speech and language communication skills and solve the problems encountered in the learning process.¹¹ This research uses the language learning strategies classification system proposed by the American scholar R. Oxford (1990) as the theoretical basis for investigation and research. It divides the learning strategies of Chinese language as a second/third language into direct and indirect strategies. There are two types of strategies. Direct strategies include cognitive strategies (receiving, transmitting, analyzing and reasoning about information in the target language), memory strategies (memorizing and reviewing new information) and compensation strategies (complementing the gaps in target language knowledge). Indirect strategies are divided into three categories; sub-cognitive strategies

³ 刘学敏. (1991). 南亚汉语教学之管见——记印度尼赫鲁大学东亚语言中心中文班. *世界汉语教学*, 04, 256–257

⁴ 赵守辉. (1996). 印度国际大学中国学院的汉学研究及汉语教学. *世界汉语教学*, 01, 107–108

⁵ 谷俊, & 杨文武. (2011). 印度汉语教学的发展状况、问题及对策思考. *南亚研究季刊*, 1, 102–108

⁶ 乔莹莹, & 龚茁. (2012). 南亚汉语教学历史与现状. *语文学刊*, 000(011), 59–61

⁷ 木克士. (2012). 印度汉语教学的问题及对策研究 [Master Dissertation]. 山东师范大学

⁸ Sharma, P. (2013). 印度大学汉语教学现状研究. [Master Dissertation], Shenyang Normal University

⁹ 王永奇. (2018). 印度南部汉语教学情况调查 [Master Dissertation]. Zhengzhou University.

¹⁰ Gardner, R.C. & Lambert, W.E. 1972. *Attitude and Motivation in Second Language Learning*. Rowley, Mass: Newbury House.

¹¹ 刘旬. (2000). *对外汉语教育学引论* (1st ed.). 北京语言文化大学出版社

(determining learning goals and plans, self-monitoring, evaluating learning results etc.), social strategies (communication in the target language), and emotional strategies (reducing anxiety, self-encouragement, etc.).

2.2.3. The definition of language learning attitude

The second/third language learning attitude refers to a learner's cognitive tendency towards target language learning's, emotions and behaviors during the second/third language learning process¹². W. Lambert (1967) believes that language learning attitude includes three components: cognition, emotion and conation. Here, cognition refers to an individual's knowledge, ideas, beliefs and understanding of the target language with appraisal meaning; Emotion refers to the commendatory and derogatory reaction to the target language; Conation refers to the tendency of the individual to treat affairs or take actions to deal with affairs. This article adopts Lambert's theory of language learning attitudes to investigate students in India from the perspective of emotional reactions and cognition.

2.3. Survey objects, methods and structure

2.3.1. Survey objects

215 Chinese learners in India at different levels and stages of study, aged between 20 to 35 years, with high school, undergraduate and graduate level education backgrounds. Respondents came from University of Delhi (65), Jawaharlal Nehru University (54), Jamia Millia Islamia University (20) and other foreign language training institutions (61).

2.3.2. Survey methods

This research has used the questionnaire method to conduct the survey by using two different survey methods; the first is a field survey where paper questionnaires were distributed to each school and the average answering time was about 15 minutes. The electronic version of the questionnaires were sent via email and WeChat, the average answer time is 15-20 minutes. The total number of distributed questionnaires was 215; the total number of paper questionnaires was 178, the total number of electronic questionnaires was 37, the number of returned valid questionnaires was 200, response rate is 93%.

2.3.3. Survey structure

The questionnaire contains 37 survey questions divided into three parts in Chinese and English. The first part is a basic survey with 8 questions in total including the respondent's gender, age, school, education background, duration of learning Chinese Language, mother tongue, whether He/She has the experience of studying abroad, whether the school has Chinese Language courses etc. The second part is a detailed survey of Indian students' Chinese language learning motivation and learning strategies (learning methods and approaches), with a total of 10 questions. The third part includes 19 survey questions, investigating the attitude of Indian students in learning Chinese from three aspects: emotional reaction, cognition and frequency of using Chinese.

3. Data analysis

3.1. Basic situation analysis

Table 1.1 (The numbers in brackets are the percentages of each item)

Gender	Age	School	Education background	Duration of learning Chinese Language	Mother tongue	Experience of studying in China	whether had Chinese Language course at school?
Male (82)	20-25(60)	University of Delhi (30)	High school (15)	0-1 year (25)	Hindi (80)	Yes (12)	Yes (89)
	25-30(30)	Jawaharlal Nehru University (25)	Bachelor (75)	1-2 years (40)	English (0)		
Female (18)	30-35(10)	J.M.I University & other language training institutions (45)	Master (10)	2-5 years (45)	Urdu (13) Other (7)	No (88)	No (11)

The majority of students surveyed are males students, occupying 82% of the total number; most of the students' mother tongue is Hindi accounting for 80% of the total number; students aged between 20 to 25 years account for 60% of the total number, of which 75% are undergraduates. In order to make the survey more broad, this research not

only investigates college students, but also investigates students from major foreign language training institutes in India accounting for 55% and 45% respectively. Among the students surveyed, 88% have no experience of studying abroad, and only 12% of them have studied in China which indicates that the vast majority

¹² 贾冠杰. (2004). 第二语言习得理论之间的矛盾统一性. 外语与外语教学, 000(12), 34-36.

of students study Chinese Language in India only. Among these students, 25% of them have been studying Chinese Language for 0-1 year, while 85%

of them have been studying for 1-2 and 2-5 years. This shows that most of the students surveyed, have been learning Chinese Language for long time.

3.2. Analysis of Motivation and Purpose of Chinese Learning

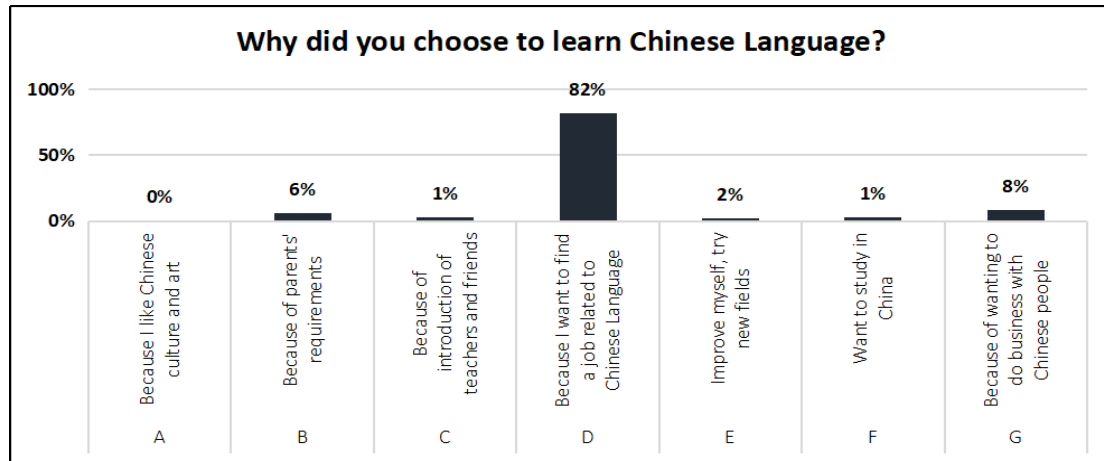


Diagram 1-1

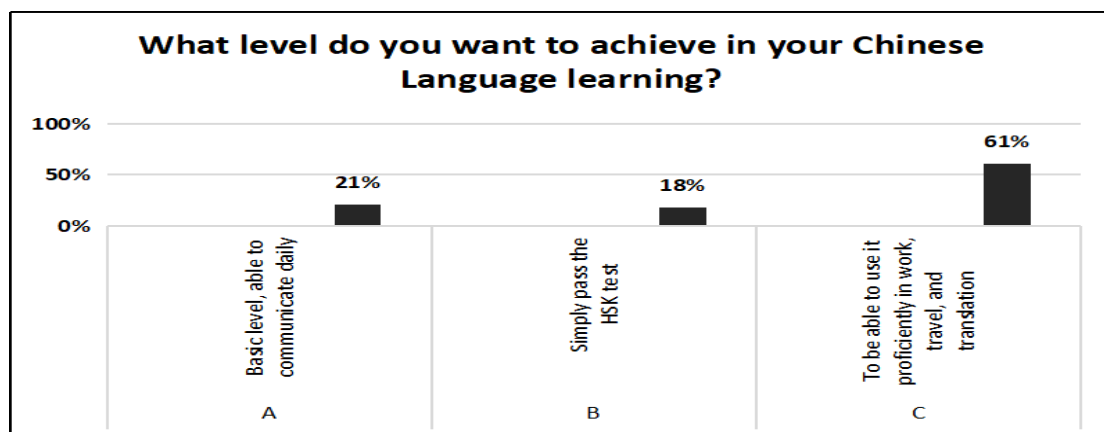


Diagram 1-2

From Diagram 1-1, we can see that in the answer to the question “Why did you choose to learn Chinese Language?”, 82% of the students chose “Because I want to find a job related to Chinese Language”. The selection rate of options such as “Improve myself, try new fields” and “Want to study in China” is between 1% and 2%. 0% of students selected “because I like Chinese culture and art”. Among them, the options for “Because of wanting to do business with Chinese people” and “Because of parents' requirements” are 8% and 6% respectively. In response to the question “What level do you want to achieve in your Chinese Language learning?” in Diagram 1-2, 61% of the students chose “To be able to use it proficiently in work, travel, and translation”, 21% and 18% of the students chose “Basic level, able to communicate daily” and “Simply pass the HSK test” respectively.

Findings show that no one learns Chinese without a clear goal.

Based on the above two questions, we can see that the motivations and purposes of Indian students learning Chinese language are almost the same. 82% of the students learn Chinese language because they want to find a job related to it and 61% of the students learn Chinese language in order to achieve the purpose of proficient use in their work. It can be seen from the data analysis that Indian students pay more attention to the practicality of Chinese language rather than interested in Chinese itself, so their motivation for learning Chinese language is typical “instrumental motivation”, they hope to find more career development opportunities through Chinese language acquisition.

The main reason for this situation comes from

the development trend of China-India economic cooperation in the context of the “Belt and Road” initiative in recent years. According to statistics from the Ministry of Industry and Commerce of India, as of September 2019, the bilateral import and export volume of goods between China and India was US\$87.07 billion (including mineral products, chemical products, textiles and raw materials, etc.), of which India’s exports to China were US\$16.75 billion, accounting for 5.1% of the India’s total export. India’s import from China was US\$70.32 billion, accounting for 13.7% of India’s total imports. India’s trade deficit is US\$53.57 billion. China is India’s largest source of deficit, the third largest export destination (U.S.A. and U.A.E. ranks first and second respectively) and the largest source of imports¹³. In addition, a large number of Chinese companies are involved in India’s machinery, infrastructure construction, electronic product manufacturing and other industries, as well as general contracting projects in the power sector. Nowadays, Chinese mobile phone companies OPPO, VIVO, Xiaomi, etc. occupy nearly 50% of the Indian mobile phone market¹⁴. At the same time, the tourism industry of China and India is also one of the industries that both sides are vigorously developing. For India, China is one of the important source countries of foreign tourists. According to the latest data released by the Ministry of Tourism of India, the number of Chinese tourists to India in 2017 was 247,000, accounting for 2.46% of the total number of tourists from foreign countries, ranking 11th (the top three source countries of tourists are Bangladesh 21.5 %, the United States 13.7% and the United Kingdom 9.8%)¹⁵. The good momentum of

China-India economic cooperation has created many employment and entrepreneurial opportunities for people of the two countries. Many students in India see it as huge opportunity for carrier development, so they acquire Chinese knowledge to use it as a working language and as a tool for career development. The questionnaire survey data of “Study on Chinese Learning Motivation of International Students”¹⁶ published by Shi Xingsong and Gao Chao in 2017 showed that the motivation of Indian students learning Chinese language is similar to that of other Asian countries (mainly in Central Asia and Southeast Asian countries adjacent to China along the “Belt and Road”), all belong to typical instrumental motivations. Due to China’s rapid economic development under the framework of the “Belt and Road” strategy in recent years, International trade is booming, China’s cooperation with neighboring Asian countries in various fields is becoming frequent, so many students see it as a good employment prospects. In contrast, although students from non-Asian countries (Europe, America and Africa), have strong instrumental motivation, they also hope that learning Chinese language will provide them with more employment opportunities for their future development. However, due to the relatively large cultural differences between China and their countries, most of them come to China out of curiosity, interest or thirst for knowledge of Chinese culture to learn oriental culture and philosophy. Therefore, their integrative motivation is stronger than instrumental motivation.

3.3. Analysis of Methods and Approaches for Chinese Language Acquisition

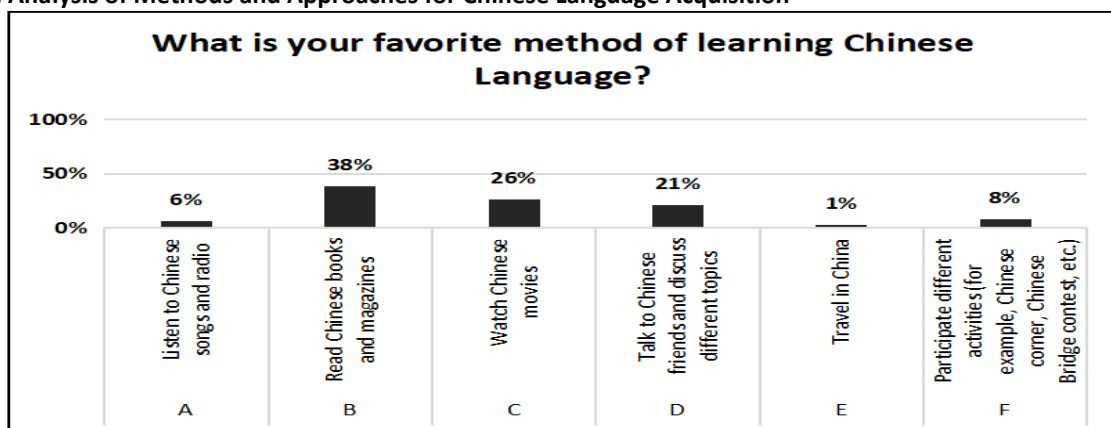


Diagram 1-3

¹³ Official website of the Ministry of Commerce & Industry of India, <https://commerce-app.gov.in/eidb/iecnttopn.asp>

¹⁴ Smartphone Market Share India – 2019 (Xiaomi Leads, Realme Gains) <https://candytech.in/smartphone-market-share-india/>

¹⁵ Official website of the Ministry of Tourism of India, <http://tourism.gov.in/market-research-and-statistics>

¹⁶ Shi Xingsong, Gao Chao, *Study on Chinese Learning Motivation of International Students*, *Foreign Language Education Research*, 2017, Issue 4, pp. 26-32.

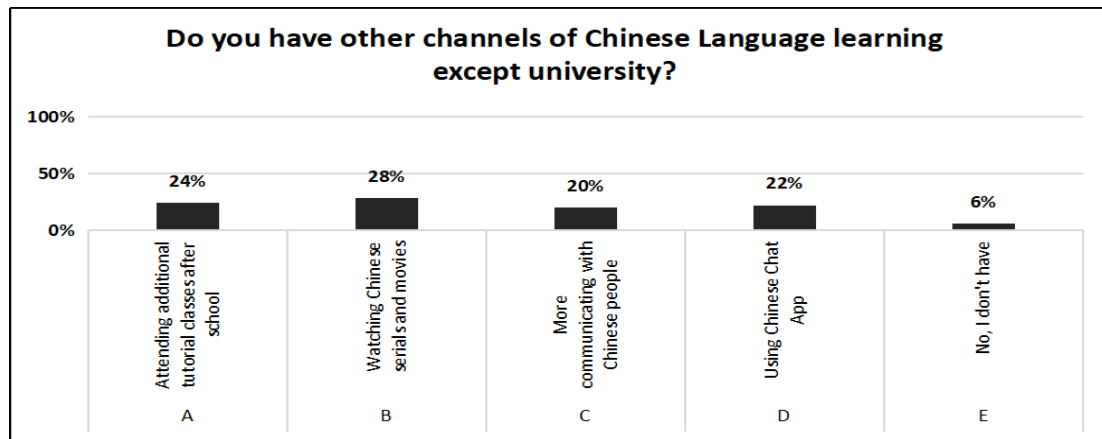


Diagram 1-4

Judging from the results of the questionnaire (Diagram 1-3 and Diagram 1-4), the most popular learning methods used by Indian students are cognitive strategies (listening to or watching Chinese language related materials, accounting for 64%) and social strategies (communicate with Chinese people and participate in various Chinese activities, accounting for 29%). The main reason for the high degree of use of cognitive strategies is directly related to the environment in which students are located; in addition to formal classroom learning, to acquire a certain basic knowledge of Chinese language, students need to do a lot of listening and reading exercises. Indian students have relatively few opportunities to communicate with Chinese people in India. Therefore, compared with other learning methods, accumulating Chinese knowledge through a large amount of reading and listening has become

the most effective way for them to learn Chinese language. In order to consolidate the already learned Chinese Language knowledge and apply it to real life, Indian students consciously choose social strategies: actively seek opportunities to communicate with Chinese people and take the initiative to sign up for different Chinese group activities. That is to say, under the limited conditions, they try to create a rich language environment for themselves to practice Chinese language. The data in diagram 1-4 also proves this point: in addition to learning Chinese language in school, 94% of students are not limited to classroom teaching and actively seek other ways to learn Chinese language. As for traveling in China and visiting cultural heritage sites, only 1% of students like this learning method. This phenomenon is directly related to the lack of opportunities for most students to study in China.

3.4. Analysis of Indian students' attitude towards Chinese Language acquisition

3.4.1. Emotional attitude analysis

Table 1-2

Question	Totally agree	Agree	Neither agree nor disagree	Disagree	Totally disagree
In your opinion, is Chinese a nice sounding language?	11%	47%	33%	8%	1%
In your opinion, is Chinese a friendly language?	17%	41%	33%	8%	1%
Do you think the government should vigorously promote Chinese Language learning?	33%	48%	17%	2%	0%

First of all, in terms of attitude towards Chinese language itself, more than half of the students believe that Chinese is a "nice sounding" and "friendly" language, and only a few disagree with that. In other words, most students in India have a friendly attitude towards Chinese language and do not exclude it. It shows their positive and emotional attitude towards Chinese language acquisition. This is also one of the important factors for their

willingness to learn Chinese language. On the question "Do you think the government should vigorously promote Chinese Language learning?", the proportion of "totally agree" and "agree" has increased greatly. This shows that in addition to students who have a friendly attitude towards Chinese, there are some students for various reasons, also believe that the government should promote Chinese Language learning.

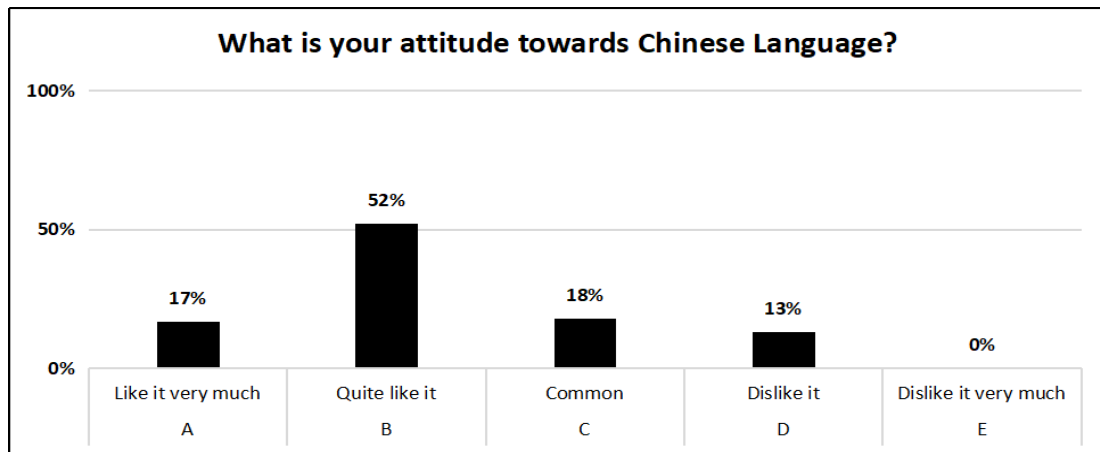


Diagram 1-5

From diagram 1-5 above, it can be seen that 52% of students quite like to learn Chinese language, but only 17% of students like it very much and 13% of students dislike learning Chinese. When asked "Are you willing to invest more time, energy and money in learning Chinese?", 7% of students chose "Yes", 28% of students chose "Unwilling", and 65% of students chose "depending on circumstances".

From these two questions, it can be seen that most students prefer to learn Chinese language, but they do not like it deeply. Only a few people like learning Chinese very much and are willing to invest more time and energy. This shows that the attitude of Indian students towards Chinese learning is only average, and has not reached the level that they like

it very much.

According to data analysis, most Indian students have a positive attitude towards Chinese language acquisition. When asked "Whether you enjoy the process of using Chinese", regardless of their proficiency, 96% of the students thought it was enjoyable, and when asked "If you encounter difficulties in learning Chinese, would you choose to give up?", 47% of the students chose to "will not give up", this is enough to prove that Indian students are willing to learn Chinese. It proves that that foreign language enjoyment influences students' attitude towards Chinese language acquisition.¹⁷

3.4.2. Cognitive attitude analysis

Table 1-3

Question	Totally agree	Agree	Neither agree nor disagree	Disagree	Totally disagree
Do you think Chinese is a beautiful language?	35%	58%	3%	4%	0%
Do you think Chinese is an authoritative language?	12%	33%	47%	3%	5%
Do you think learning Chinese will help you to advance your education and career?	28%	72%	0%	0%	0%
Does learning Chinese give you a sense of accomplishment?	68%	32%	0%	0%	0%

The above four questions can be divided into two categories. First of all, 93% of the students agree that Chinese is a beautiful language, but when asked "Do you think Chinese is an authoritative language?", the structure of the ratio has changed considerably. The proportion of "Neither agree nor disagree" has risen to 47%. This shows the students' perception towards Chinese Language. Although they think Chinese Language is

a beautiful language, they still have reservations whether it is an authoritative language or not. Secondly, in terms of cognition of the role of Chinese, the attitudes of the students are relatively clear; that is, they agree that learning Chinese language can help them gain higher education and get a decent job, and it can make them feel a sense of accomplishment.

¹⁷ Huiyu Zhang, Ying Dai and Yingchong Wang; *Motivation and Second Foreign Language Proficiency: The Mediating Role of Foreign Language Enjoyment, Sustainability*, 2020, vol. 12, issue 4, 1-13

3.5. Analysis of Chinese usage frequency

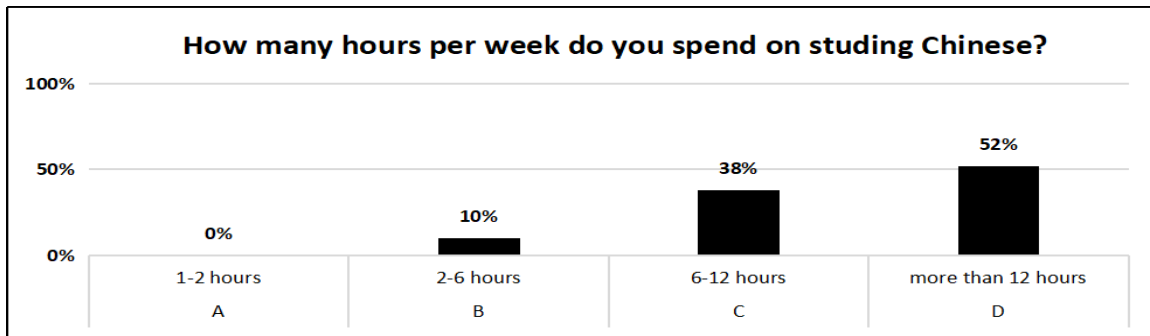


Diagram 1-6

As can be seen from the above diagram, 52% of students spend more than 12 hours per week on studying Chinese, 38% of students spend 6-12 hours per week, and 10% of students spend 2-6 hours per

week. From these data, we can see that most students spend a lot of time on learning Chinese language, showing relatively high frequency.

Table 1-4. Analysis of Chinese usage frequency

Question	Within 30 min	30 min-1 hour	1-2 hours	2-3 hours	More than 3 hours
What is the average time you use Chinese with Chinese people, classmates or teachers each time?	60%	37%	3%	0%	0%
Every day after class, how much time do you spend on Chinese listening? (watching TV, listening to the radio, Chinese songs)	78%	16%	4%	2%	0%
Every day after class, how much time do you spend on Chinese writing? (writing Chinese characters, compositions, email)	2%	20%	40%	32%	6%
Every day after class, how much time do you spend on Chinese reading? (textbooks, novels, magazines, etc.)	6%	48%	38%	65%	2%

It can be seen from the Table 1-4 that Indian students spend less time speaking Chinese in their daily lives. Spending 30 minutes and between 30 minutes to 1 hour a day accounted for 97% of total numbers. while the number of people who could spend more than 2 hours per week was 0. On the one hand, this phenomenon shows that Indian students do not spend much time communicating in Chinese, while On the other hand, they are also

restricted by the objective environment. Besides in class, students seldom have the opportunity to communicate in Chinese language. In terms of listening, speaking, reading and writing of Chinese language, most of the students spend more time, while they spend very little time on listening. For the clear comparison of the time spent by students in various aspects of listening, speaking, reading and writing, we can look at Diagram 1-7.

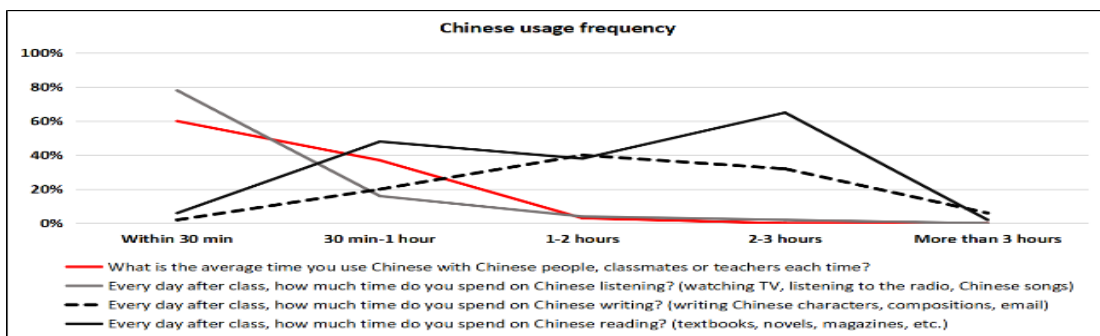


Diagram 1-7

From the broken line in the diagram, it is obvious that the curves of “speaking” and “listening” are similar, that is, most students spend less time on “listening” and “speaking”, while “reading” and

“writing” curves are similar and opposite to the direction of “listening” and “speaking”, that is, most Indian students spend more time on “reading” and “writing”.

3.6 Analysis of Chinese learning difficulties

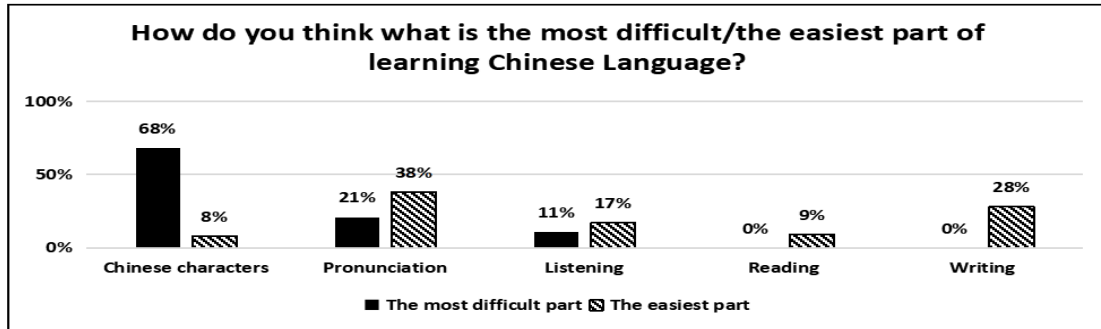


Diagram 1-8

68% of students think that Chinese characters are very difficult, 21% and 11% think pronunciation and listening are the most difficult. Among the easiest options, 38% of students think that pronunciation is the easiest, and 28% of students think that writing is the easiest.

students think that Chinese characters are relatively difficult, while writing is relatively easy. Therefore, both the government and educational institutions should take appropriate measures to solve the difficulties when developing Chinese teaching materials and teaching methods.

It can be seen from the above data that most

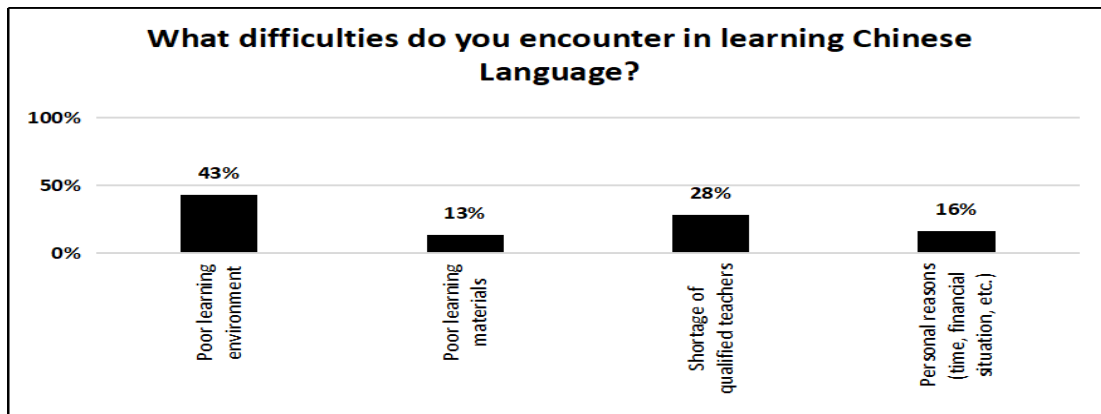


Diagram 1-9

In addition to the difficulty of Chinese language itself, students also encounter many other difficulties in the process of Chinese language acquisition. For example, on the question of “What difficulties do you encounter in learning Chinese Language?”, “Poor learning environment” accounted for 43%, “Poor learning materials” accounted for 13%, “Shortage of qualified teachers” accounted for 28%, and “Personal reasons” accounted for 16%. Although these difficulties account for different proportions, they all reflect that Indian students do have many problems in the

process of learning Chinese language. Almost half of the students thought that the learning environment for Chinese language is not ideal. When asked “Are there many students learning Chinese around you?” 63% of the students chose “rarely”. 37% of the students chose “No”, that means there are few or no people learning Chinese language. During the survey, it was found that 98% of the students studied Chinese in India. Therefore, creating a good learning environment in India is important for Chinese language education. Teaching is particularly important. Problems

related to teachers and teaching materials accounted for 44% of the total which is comparatively a big proportion. Therefore, The government and institutions should pay more attention to increase teachers' strength and update teaching materials as soon as possible.

4. Conclusion

This study has explored the positive influence of motivation, strategy and attitude on Indian students' third foreign language acquisition. It finds that the instrumental motivation is the only reason behind the third foreign language acquisition in India. Findings also point out that integrative motivation has zero influence on third foreign language acquisition. It has highlighted the importance of positive psychology (especially FLE) in learning a third foreign language, and thus shedding light on the sustainability of multilingual training in higher education.¹⁸ Study reveals that 64% of Indian students use cognitive strategies while 29% use social strategies as the best method for third foreign language (Chinese) acquisition. It also reveals that the connection between students' attitude and Chinese language acquisition is mediated by foreign language enjoyment.

Besides, this article also found out that the current situation of Chinese teaching in India is not very encouraging. There are indeed many problems in Chinese teaching and learning in aspects of 'Teaching faculties, Teaching environment and methods, and Teaching materials' which needs immediate attention and solution. Regarding the above three problems, It is necessary for the Indian government and institutions to actively take a series of improvement measures based on the actual problems encountered by the students. Moreover, Solving the problem of Chinese teaching in India is of great significance not only for Indian Chinese education but also for the internationalization of Chinese teaching and communication of Chinese culture.

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