

Известия Балтийской государственной академии
рыбопромыслового флота. 2025. № 3(73). С. 73–76

Научная статья

УДК 37.013.77

Doi:10.46845/2071-5331-2025-3-73-73-76

**Исследование движущих механизмов мотивации изучения иностранного языка
китайскими студентами: обзор литературы на основе однофакторной,
двухфакторной и многофакторной теорий**

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Аннотация. Изучается механизм, побуждающий китайских студентов к изучению иностранного языка, путём обзора литературы о факторах, влияющих на мотивацию китайских студентов к изучению иностранного языка. Метод исследования заключался в поиске релевантной литературы по ключевым словам: «китайские студенты» и «мотивация к изучению иностранного языка», а затем в категоризации и анализе полученной литературы на основе однофакторной, двухфакторной и многофакторной теорий. Интегрируя результаты исследований, проведённых в рамках различных теоретических моделей, можно обнаружить, что механизм, побуждающий китайских студентов к изучению иностранного языка, сложен и обусловлен совместным влиянием множества факторов. В будущих исследованиях необходимо интегрировать многофакторную модель для глубокого изучения закономерностей изменения мотивации и предоставления более эффективных рекомендаций для учебной практики.

Ключевые слова: однофакторная теория, двухфакторная теория, многофакторная теория, мотивация к изучению иностранного языка, обзор литературы.

Для цитирования: Казак Е. А., Чжан Хайянь. Исследование движущих механизмов мотивации изучения иностранного языка китайскими студентами: обзор литературы на основе однофакторной, двухфакторной и многофакторной теорий // Известия Балтийской государственной академии рыбопромыслового флота. – 2025. – № 3(73). – С. 73–76.

Introduction

With the accelerated development of globalisation, foreign languages have become an essential skill for students from all over the world to enhance their competitiveness and to enter the international community. Russia and China are promoting the development of the Belt and Road Initiative to a higher quality through diversified co-operation in education. Russia and China have similar challenges and opportunities in foreign language education, and Chinese students constitute the largest group of foreign language learners in the world.

The mechanism of their motivation to learn foreign languages has important implications for the reform of foreign language education in Russia. Their motivational mechanisms for foreign language learning have important implications for the reform of foreign language education in Russia, especially in terms of motivating foreign students in Russia and Russian students in Russia to learn foreign languages, which in turn will lead to the development of more effective strategies for foreign language teaching in Russia and China. In addition, it will have a positive impact on the internationalisation of foreign language education.

At present, scholars have conducted a large number of studies on Chinese students' motivation to learn foreign languages, but these studies tend to focus on the description and classification of specific motivational factors. Studies that systematically differentiate concepts and comprehensively analyse these motivational factors from the perspectives of single-factor, two-factor, and multi-factor theories are not yet available. There is a lack of in-depth exploration of the relationships between different theoretical models and systematic analyses of driving mechanisms. This study aims to systematically sort out and compare the application of single-factor, two-factor, and multi-factor theories in the study of Chinese students' motivation in foreign language learning and explore their driving mechanisms through the method of literature review.



Materials and Methods

In this study, we systematically sorted out the relevant literature on the factors influencing Chinese students' motivation to learn foreign languages in the past two decades (2003-2025), and classified the screened literature based on single-factor, two-factor, and multi-factor theories for content analysis. We included Chinese academic databases such as China Knowledge Network (CNKI) and Wanfang Data, as well as foreign academic databases such as Google Scholar. The search terms include 'foreign language learning motivation', 'English learning motivation', 'motivation type', 'motivation factors', 'intrinsic motivation', 'extrinsic motivation' and other Chinese and English terms.

Results

1. The results of single-factor theory analysis

The single-factor theory suggests that foreign language learning motivation is mainly influenced by a single driver. Literature based on the single-factor theory mainly focuses on separate studies of intrinsic motivation or extrinsic motivation. For example, Dang Mengxin, Qi Hong, and Lai Hong focus on the affective factor of foreign language learning motivation [1] [2]. Panagiotidis, P., Krystalli, P., and Arvanitis et al. propose technology as a motivational factor for foreign language learning [3]. Jin Xu and Sudan Chen proposed social contextual factors (environmental factors) for foreign language learning motivation [4] [5]. The single-factor model is a simplified analytical framework that assumes that a phenomenon or outcome is primarily influenced by a single key factor.

2. Results of the two-factor theory analysis

The two-factor theory, proposed by the American psychologist Herzberg, divides the factors affecting behavior into two categories: incentives (related to intrinsic motivation) and health factors (related to the external environment) [6]. For example, based on Maslow's Hierarchy of Needs Theory, Chen Yanbin analyzed secondary school students' English learning motivation from the two-factor perspective in terms of two major aspects: internal personal factors and external environment [7].

Chen, H. J., and Shuo, D. F. talk about the maintenance of foreign language learning motivation from the aspects of 'self-regulation' and 'goal orientation' [8]. Amoah, S., and Yeboah, J. classified Chinese students' 'motivation to learn spoken English into instrumental and integrative motivation, and they suggested that Chinese students' motivation to learn spoken English is mainly instrumental [9]. Literature based on the two-factor theory explores the role of intrinsic and extrinsic motivation. Intrinsic and extrinsic motivation in foreign language learning are not completely independent; they can influence each other and even transform each other. Appropriate extrinsic motivation can promote the formation of intrinsic motivation, while excessive extrinsic pressure may weaken intrinsic motivation.

3. Results of analyses of multifactor theory

Multifactor theory integrates the influence of personal, social, cultural, and other factors on foreign language learning motivation. Literature based on multifactor theory identifies more factors affecting Chinese students' motivation to learn foreign languages. For example, Xiangdong Li, Feng Fan, Tao Han, and Jinwei Wang investigated the motivation of non-English foreign language majors and suggested that learners' personal factors (e. g., language of specialisation, university grade, age of starting Russian/Japanese/Spanish learning, and foreign experiences) all have different degrees of influence on motivation, but learning context is the most typical motivation for non-English foreign language majors [10].

The most representative researcher of multifactor theory is Eddie Long Shao, who proposed a multidimensional ecology of factors influencing motivational behaviours of college English learners, suggesting that the motivational behaviours of college students' English learners have four dimensions: affective reality, reality cognition, strategy cognition, and socio-emotional support [11].

Zhang Hong and Du Xinran et al. classified students' English learning motivation into four types (future vision, failure avoidance, self-development, and cultural interest) and five factors (teacher factor, learner factor, learning environment factor, family factor, and peer factor) [12]. Shen Guobiao, Di Xuan, and Ma Shuhan et al. in their study of the current situation of motivation of college students to learn Arabic investigated and proposed five influencing factors of motivation of Chinese college students to learn Arabic: intrinsic interest, learning situation, social evaluation, personal development, and family responsibility [13].

Wang Chunying tried to classify English learning motivation into six factors from the learner level and the learning context level: the learner level includes learning attitude, learning purpose, and self-concept; the learning context level includes the school environment, English classroom teaching, and the relationship between peers [14]. Gao Yihong, Zhao Yuan, Cheng Ying, and Zhou Yan et al. summarised seven types of English learning motivation of Chinese undergraduates in their local environment through a large-scale

stratified sampling survey: intrinsic interest motivation, achievement motivation, motivation to go abroad, motivation to learn in the learning context, motivation to take social responsibility, motivation for personal development, and motivation to learn through information media [15].

From the findings of the above researchers, we can see that: the motivational influences on students' foreign language learning are complex and varied; it is a dynamic field of research that is constantly changing and developing with the development of the times; the motivation to learn a foreign language can be stimulated and sustained by adopting targeted measures for the motivational influences; therefore, it is necessary for us to analyze the driving mechanism of motivation to learn a foreign language.

4. Driving mechanism analysis

Synthesizing the research results under different theoretical models, it can be found that the driving mechanism of Chinese students' foreign language learning motivation is complex and is jointly influenced by a variety of factors. Among them, intrinsic motivation is the core driving force for learning, and extrinsic motivation is an important supplementary and moderating factor. Other factors, such as foreign language learning goals, foreign language learning situations, teacher-student relationships, and family factors, etc., indirectly affect the strength and duration of students' motivation to learn foreign languages.

The unifactorial theory of foreign language learning provides the basis for understanding the composition of students' motivation in foreign language learning; the bifactorial theory reveals the complementary roles of intrinsic and extrinsic motivation in foreign language learning; and the multifactorial theory builds a more comprehensive model of motivation mechanism on the basis of the previous two theories. The relationship between the three is progressive and inclusive, and the multifactor theory can integrate the research results of the single-factor and two-factor theories.

Conclusions

Through a literature review, this study systematically sorted out the application of single-factor, two-factor, and multi-factor theories in the study of Chinese students' motivation for foreign language learning. It was found that: the unifactor theory emphasizes single drivers, such as personal interest and occupational needs, as an important source of foreign language learning motivation; the bifactor theory reveals the synergistic effects of health factors and motivational factors on foreign language learning motivation; and the multifactor theory integrates personal, social, cultural, and other factors, revealing the complex driving mechanism of motivation.

The scope of the literature review may have some limitations and failed to include all relevant literature. In the future, we can explore effective strategies for intercultural foreign language education between Russia and China by comparing the subtle differences in foreign language learning motivation between Russian and Chinese students. Foreign language teachers should reasonably use extrinsic motivation, but avoid overuse that leads to the weakening of intrinsic motivation. Schools should create a favorable atmosphere for foreign language learning and set appropriate foreign language learning goals for students of different grades.

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Информация об авторах

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Все авторы ознакомились с результатами работы и одобрили окончательный вариант рукописи.

Информация о конфликте интересов: авторы декларируют отсутствие явных и потенциальных конфликтов интересов в связи с публикацией данной статьи.

Статья поступила в редакцию 03.06.2025; одобрена после рецензирования 04.07.2025; принята к публикации 11.07.2025.