FACTORS THAT INFLUENCE CHINESE LANGUAGE LEARNING PROCESS FOR UNITED NATIONS STAFFS: A PILOT STUDY ON MOTIVATIONS AND IDENTITIES IN LEARNING CHINESE AS AN UNITED NATIONS OFFICIAL LANGUAGE

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Abstract

In the present new study, researchers strive to build on earlier studies that examined the role of motivation and identity in language learning for an under-researched group, consisting of staffs in an intergovernmental organization. United Nations staffs (N=33 / 18 female, 15 male) from the United Nations Chinese language program, Bangkok (UN Headquarters, Asia), participated in the study. Past research has shown a language learner's learning level is very high when s/he is motivated to learn, compared to those who are not motivated. In this new study, researchers explore if language-learning process would be improved if staffs from an intergovernmental organization go through their learning process with a greater professional self / institutional identity, instead of a personal identity. By contrast, this experiment also examines to see if language-learning process is enhanced by a stronger individual / personal identity among staffs than those who do not. The findings show that United Nation staffs who are highly motivated to learn Chinese are more likely to have a mixture of both personal and professional identities in their Chinese language learning. However, their priority to learn Chinese, in many cases, is for functional and practical reasons (defined as instrumental motivation). In addition, this study finds no clear links between Chinese heritage and the success in Chinese language learning.

1 Introduction

1.1 Problem statement

Over the past 30 years, a significant number of applied foreign/second language teaching/learning researchers have contributed to the growing body of applied language teaching/learning literature (e.g., Lee, 2013, 2014, 2016, 2018; Kim, 2018; Cho, 2018, to name but a few). Most studies of applied foreign/second language teaching/learning focus primarily on the formal and informal educational settings. However, little research has been conducted in an intergovernmental organizational context where a language is taught and learned as an institutional language.

In recent years, language learning motivations and language learning identities have been the focus of attention in applied linguistics and language education. Motivation and identity are identified and discussed frequently in the literature on teaching/learning English as a

foreign/second language. However, there is very little research on these factors in the literature on teaching/learning Chinese as a foreign/second language or an institutional language in an organizational setting.

1.2 Purpose statement

To address the above-stated two gaps in the literature of foreign/second language teaching/learning and research, the present study examines factors that influence learning Chinese as a United Nations' institutional (official) language among its staffs, with a particular emphasis on the effects of motivation and identity on their Chinese language learning. Firstly, instead of focusing on traditional research sites (such as formal and non-formal learning spaces), the present study provides an opportunity to explore an institutional language's teaching, learning and research in the context of an intergovernmental organization. Second, the current research seeks to advance Chinese language learning motivation research and Chinese language learning identity research to inform foreign/second language's and institutional language's teaching, learning and research and related disciplines. This paper examines the under-researched institutional self / organizational identity developed by staffs when acquiring a foreign/second language and/or an institutional (official) language. The present paper also compares what the previous research says about motivation and identity in applied foreign/second language teaching/learning against the backdrop of the current data-sets, with a focus on the disparity between heritage (second-third generation ethnic Chinese / Chinese Thai) and non-heritage learners of Chinese, and the learning of Chinese as personal interests or for career development goals with either intrinsic or extrinsic or both motivations.

1.3 Background: Learning a language as an institutional language

Gary Dessler (2018: p. 2) states: "An organization consists of people with formally assigned roles who work together to achieve the organization's goals." The organizational context of a national institute or an intergovernmental organization has led to the emergence of its language-use policies and language-use practices.

The Chinese language is taught, learned and used in the United Nations as an institutional language, with its status as a United Nations official language. The United Nations Secretariat (28 December 2017), New York, describes six UN official languages "are offered to promote linguistic balance and multilingualism within the Secretariat and to improve the language abilities of staff, as mandated by the United Nations General Assembly in its resolutions 2480 B (XXII), 43/224 D and 50/11." United Nations staffs, therefore, are required to learn two United Nations official languages for their advancement in the United Nations system. Contrasts to the organizational goals of promoting an institutional language, individual staffs of an organization have their personal motivations and individual identities re-configured to learn a foreign/second language and/or an institutional language in a formal domain.

2 Literature Review and Theoretical Perspectives

This review primarily focuses on the roles of motivation and identity in foreign/second language teaching/learning and research. Studies in the field of motivation and identity in foreign/second language teaching/learning and research are concerned with the complexity of

the interdisciplinary nature of language learning process among learners from different backgrounds and across a variety of contexts.

Two bodies of literature on applied foreign/second language learning are explored, largely because they provide the relevant theoretical framework for the current study:

      1) Motivation in applied foreign/second language teaching, learning and research
      2) Identity in applied foreign/second language teaching, learning and research

2.1 Motivation in applied foreign/second language teaching, learning and research

The basic definition of motivation by Dörnyei (2002, p. 8) is as the reasons "why people decide to do something, how long they are willing to sustain the activity, [and] how hard they are going to pursue it." The field of language learning motivation is to understand why language learners are interested in learning a target language and what meaningful connections are between the target language they learn and their lives.

One of the most influential language learning motivational theories that suggest two categories of motivations was proposed by Gardner (1985). The *integrative motivation*, as defined by Gardner (1985), refers to a person's desire to learn a target language, in order to identify himself or herself with the community that speaks the target language, focusing on his or her desire to assimilate or integrate himself or herself with the members of the target language. By contrast, the *instrumental motivation* refers to a language learner's desire to learn a target language, in order for him or her to meet his or her needs and/or goals for practical reasons such as a better employment opportunity and a salary increase and so forth (Mackey, 2014).

It seems that people who are motivated extrinsically are similar to those who are motivated instrumentally based on the literature. Language learners with extrinsic motivations are those who are driven by external rewards to learn a foreign/second language or an institutional language.

As opposed to extrinsic motivations, Mackey (2014) recognizes that some heritage learners are "intrinsically" motivated to learn Chinese so that, for instance, they are able to communicate with family members and relatives. Other people with *intrinsic motivations* to learn Chinese also include those who are genuinely interested in Chinese cultures (Mackey, 2014).

2.2 Identity in applied foreign/second language teaching, learning and research

There is a well-developed line of discussion and an increasing interest on language and identity research in applied linguistics and language education. The organizing committee's view in the Eighth Center for Language Studies International Conference' brochure (p. 2) states that "identity refers to the dynamic representations of self that a language learner adopts, constructs, maintains or negotiate, in relation to his social, cultural and political contexts" (National University of Singapore, 2018).

As Norton (1995, 2013) and Block (2007) note, it is known by studies in foreign/second language identity that language and identity not only influence each other, but they are also connected closely with each other in a strong relationship. As language learners acquire a

foreign/second language or an institutional language, s/he also raises a new awareness of who s/he has become while constructing a second/foreign language self.

Language and identity research that applies ethnic identity theories to study the field of maintenance and shift of an ethnic language generally suggests that speaking an ethnic language does not guarantee an ethnic identity for an ethnic minority group. According to Sankar (2011), a very small percentage of ethnic Tamil speakers link their ability to speak Tamil to their ethnic identity as Malaysian lyres in Malaysia. Sankar's study (ibid) shows that identity is not dependent on an ethnic minority group's ethnic language, but their ethnic identity is expressed more by means of their cultural practices. In contrast, the same lines of studies also show that if the ethnic language is not spoken in the home domain, the ethnic group feels a lack of their ethnic identity (David, Dealwis & Alagappar, 2011).

2.3 Contributions of the current study to the language, motivation and identity literature

Firstly, the present study represents a shift away from conventional educational settings (such as a formal classroom) towards a non-educational and organizational context. Secondly, a focus in motivation and identity in the field of Chinese language teaching, learning and research in a formal domain represents a shift in the field from a focus on traditional English-language teaching, learning and research towards an inclusion of a foreign/second language and/or an institutional language other than English. Thirdly, this paper also represents a shift from foreign/second language learner's motivation and identity studies towards research on institutional language learners' motivation and identity.

3 Methodology

3.1 Research questions

The current study addresses two research questions as follows: RQ1, what motivates staffs to learn Chinese as an institutional language in an intergovernmental organization? And RQ2, what do staffs from an intergovernmental organization reveal about Chinese language learning motivations in relation to their identities?

3.2 Qualitative research methods

The present study approaches its site and participants with a mix of three field methods:
      1) Action Research (Gay & Airasian, 2003)
      2) Ethnography - Participant Observations (Hymes, 1977)
      3) Grounded Theory (Glaser & Strauss, 1967)

Mixed qualitative approaches to inquiry are employed to gather data and analyze data, instead of a quantitative approach or a mixed method approach. It is due largely to that the current study aims to achieve an in-depth understanding of the phenomena of learning Chinese as an institutional language, rather than seek any trends from its datasets. The study adopts the qualitative research convention (Merriam, 2009) to engage in explorations. Ethnography (Hymes, 1977), grounded theory (Glaser & Strauss, 1967) and case study (Merriam, 2009), thus, drive the present research inquiry. As a qualitative action research study (Gay & Airasian, 2003), in which the teacher (first author) of the focal organization is the primary teacher, an

integrated framework that combines perspectives from motivation and identity in foreign/second language learning is employed to investigate focal staffs.

3.3 Site and participants

To address the two research questions, the research site is the intergovernmental organization of the United Nations, Economic and Social Commission for Asia and the Pacific, Bangkok (UN Headquarters, Asia). Using the example of the United Nations (single-site), Bangkok, to represent an intergovernmental organization, United Nations staffs from the United Nations Chinese language program participated in the study.

This study focuses on the Chinese language learning practices of 33 focal middle-aged adults (40-55) and older adults (55-70) who are staffs in the site. The sample, consisting of 15 male and 18 female United Nations staffs (Sample size =33), is chosen purposefully and exclusively from those who enrolled in the United Nations Chinese language program, United Nations Learning Center.   Only 33 out of 49 staffs in the beginning levels / UN Chinese level 1-2 (UN Chinese level 2 is equivalent to standard HSK 1) of the site are included in the sample under investigation. Informed consent was obtained from all participants.

It should be noted that currently (August – December 2018) there is a significant number of Chinese language learners in intermediate-advanced levels, including 9 staffs in UN Chinese level 3, 10 staffs in UN Chinese level 5 and 22 staffs in UN Chinese level 7 (UN Chinese level 7 is equivalent to standard HSK 5) in the site, but they are not included in the sample under study. By following a limited number (n=14) of heritage (second-third generation ethnic Chinese / Chinese Thai) and non-heritage Chinese language learners (n=19) who are participants (N=33), the study presents evidence of the extent to which Chinese heritage might be effective or non-effective to motivate learners (with different background).

Fig. 1. The Research Site – The United Nations, Economic and Social Commission for Asia and the Pacific, Bangkok (UN Headquarters, Asia)

Demographic profiles (e.g., age and name) of the sample are not released. However, some demographic data such as affiliations with the United Nations system are available as follows. A large majority of members of the sample work for the United Nations Environmental Program (UNEP), United Nations Energy Division (UNED), United Nations Higher Commission for Refugees (UNHCR), United Nations Department of Safety and Security, United Nations Conference Center (UNCC) and United Nations Children's Fund (UNICEF). In contrast, a relatively smaller number of members from the sample work for the United Nations International Labor Organization (ILO), the United Nations Population Fund (UNFPA) and United Nations Office for Project Services (UNOPS).

3.4 Research instruments

The present study adopts four instruments to gather data from the sample (N=33):
    1) A need analysis on Chinese language use (n=19)
    2) A qualitative survey with two open-ended questions
    (Google Forms distributed to 30 participants with 11 of them replied) (n=11)
    3) An interview topic list (Semi-structured Interviews) (n=33)
    4) A field report sheet (Participant Observations) (n=33)

The qualitative survey in Google Forms (research instrument 2.), titled motivation and identity in learning Chinese (Mandarin) in the intergovernmental organizational setting, elicited the following primary data in October – November 2018: (a) what motivates you to learn Chinese (Mandarin)? Personal interests? Professional interests? Upper social mobility in the UN system? Other reasons, and (b) what is your identity as being a Chinese language learner or Chinese language user in the organizational setting such as UN or elsewhere (at home?)? Do you become someone you wish you would be after you acquire the Chinese language?

In sum, four research instruments are adopted including a need analysis and a qualitative survey that elicit responses, ethnographic interviews (individual and group interviews) and observational field-notes, thereby four datasets that form a database are created.

3.5 Procedure of data collection

Four different data-sets are compiled to form a database, using four above-mentioned research instruments, collecting data over two years (January, 2017- November, 2018). Firstly, the need analysis on Chinese language use (research instrument 1.) was conducted verbally on August 6th 2018 to 19 participants from the sample, eliciting hand-written data.   Secondly, the qualitative survey in Google Forms (research instrument 2.) was distributed by emails to 30 participants on October 3rd 2018, followed by email reminders sent two times after October 3rd 2018 to elicit typed responses from 11 participants out of 30 participants.   Thirdly, semi-structured interviews (research instrument 3.) were undertaken one-on-one individually and as a group with the sample from January 2017 to November 2018 (no interviews were conducted during December 2017 and June-July 2018 breaks).   Fourthly, participant observations (research instrument 4. field report sheets) were conducted from January 2017 to November 2018 (no observations were conducted during December 2017 and June-July 2018 breaks).

It should be noted that two members of the sample left the site (with only interview data and field-notes available to researchers) (without a need analysis and a qualitative survey) before June-July 2018 to join the duty stations of the United Nations, New York (UN Headquarters) and the United Nations office, Rome.

While gathering data, conceptual lenses in the fields of language learning motivation and language leaning identity are employed to explore learners' activities, events, episodes, interactions and exchanges. By the same token, linking data collection to theory/theoretical framing and literature review is undertaken to build the database.

3.6 Data analysis

The database derived from four data-sets are analyzed, using three analytical approaches:
     1) Content Analysis
     2) Grounded Theory (Glaser & Strauss, 1967)
     3) Situational Analysis (Clarke, 2005)

The research analysis adopted in the present study is contextualized within the theoretical and empirical frameworks in the fields of language learning motivation and language learners' identity. In other words, codes and themes from the literature review are adopted in qualitative

data analysis, hereby the coding schemes include the following codes: integrative motivation, instrumental motivation, institutional identity / organizational identity (professional identity) and individual identity / personal identity, and ethnic identity (Chinese heritage or non-Chinese heritage). Validity and reliability in qualitative data analysis are enhanced by member checks from participants and triangulation from four datasets, including need analysis reports, qualitative survey responses, interviews and ethnographic field-notes from on-site observations.

4 Findings and discussion

4.1 Answers to RQ1: What motivates staffs to learn Chinese as an institutional language in an intergovernmental organization?

Findings from this new study's first dataset (research instrument 1.) strongly suggest that personal interests and individual goals provide greater instrumental motivations for language learning than what organizational goals (e.g., linguistic balance and multilingual working environment from the United Nations Secretariat) do to language learners. It can be summarized, therefore, that learning a language (such as Chinese) as an institutional language by a staff in a formal domain is not directly affected by its institutional policy.

Researchers report finding need analysis-based evidence that clearly show that the most important motivation for Chinese language learning is to carry out everyday tasks (e.g., introduce yourself, ask for directions, ask what time is it, ride a taxi, order food and telephone conversations). By the same token, the study demonstrates the importance of learning survival Chinese for everyday conversational tasks, instead of learning Chinese for professional purposes (e.g., Chinese for meetings, Chinese for diplomacy and Chinese for United Nations duty missions in China).

Close to half of the participants in the qualitative survey (research instrument 2.) claim that they have both personal interests and professional interests (e.g., career developments) in a mix of reasons (both intrinsic and extrinsic) to learn Chinese. A good explanation to their Chinese language learning must balance two different motivations of theirs: (1) learning Chinese is associated with personal and practical reasons (for example, understanding Chinese cultures particularly with regard to Chinese food) (for example, communications necessary during trips to visit China), and (2) learning Chinese for professional life—career developments (for example, communication with Chinese colleagues in the office and the meeting room). By contrast, more than half of the participants in the qualitative survey (this new study's second dataset) say that they only have personal interests to learn Chinese. The qualitative survey (research instrument 2.) conducted in October 2018, to some degree, largely echoes the findings of the need analysis (research instrument 1.) conducted 2 months earlier in August 2018. The difference is that nearly two-thirds of the participants in the earlier need analysis do not display much of their professional interest and organizational self to learn Chinese. As a result, it seems that there are still disagreements between dataset 1 (need analysis results) and dataset 2 (qualitative survey responses).

It should be acknowledged that a number of participants learn Chinese for practical reasons (defined as *instrumental motivation*), such as a salary bonus. This view is strongly supported by interview data.

Three female participants who are parents (mothers) report that they learn Chinese and teach Chinese to their children, largely because their children learn Chinese in school and they would love to enable their children to have the social and economic advantages in the future of being able to speak Chinese.

As it turns out, language-learning process is enhanced by motivating language learners to learn, the current study suggests. In many cases, this new study has found that United Nations staffs learning Chinese do better when what is taught suits their needs than those do not motivate them to learn. The current research confirms earlier studies that language learning process can be greatly improved when language learners are motivated to learn.

Table 1. Need of Chinese language use in the United Nations

Chinese language skills need for United Nations staffs	Serves the need of how many United Nations staffs (n=19)	Rank
Chinese for everyday conversations/ survival Chinese (e.g., introduce myself, ask for directions, ask what time is it, ride a taxi, order food and telephone conversations)	13	1= Priority (The most useful function of the Chinese language)
Chinese for business	5	2 = Very Important (The second most important function of the Chinese language)
Chinese for diplomacy	4	3 = Important (The third most important function of the Chinese language)
Chinese for workplace / office (e.g., email communications, face-to-face communications with Chinese colleagues, guide Chinese applicants to take UN examination)	3	4 (The fourth important function of the Chinese language)
Chinese for meetings with Chinese colleagues	3	4 (The fourth important function of the Chinese language)

Help children learn Chinese	2	5 (The second least important function of the Chinese language)
Chinese for travel in China	1	Not very important: Does not serve needs of the majority of participants
For fun (e.g., Watch Chinese television series)	1	Not very important: Does not serve needs of the majority of participants
Refresh memory of past learning of the Chinese language	1	Not very important: Does not serve needs of the majority of participants

Sources: Dataset 1 (Need analysis results)

4.2 Answers to RQ2: What do staffs from an intergovernmental organization reveal about Chinese language learning motivations in relation to their identities?

Crucially, researchers do not find clear links between organizational goals and individual or personal goals in learning Chinese as an institutional (official) language. That is to say, these results suggest that the language learning process in the individual level (personal identity) does not require an organizational goal (professional identity) for the majority of its staffs, the study suggests. Data from the qualitative survey (research instrument 2.) show that learning the Chinese language is inseparable with both personal interests (individual identity) and professional interests (organizational identity) as reported by 7 out of 11 participants (Google forms were distributed to 30 participants, with only 11 replied). In the same dataset, 4 participants out of 11 associate their Chinese language learning to their personal interests only (individual identity) without a regard to their institutional identity. At the same time, however, 4 other participants view themselves as Chinese language learners within the United Nations system. The researchers attribute their greater organizational identities to the privilege of being affiliated with the United Nations. Or they might relate their Chinese language learning experience exclusively to the United Nations Learning Center where they study Chinese, if they do not use Chinese outside the United Nations Learning Center.

Researchers in the current study do not find clear links between staffs' ethnic identity and increased learning or learning improvement. In general, participants with ethnic Chinese background, labeled as heritage learners, are able to learn Chinese better and faster than most of their non-heritage counterparts. However, the current study is not able to answer why this happens where some particular heritage learners outperform other heritage learners, whereas a small number of non-heritage learners (e.g., an Australian, a Canadian and a Dutch) outperform some heritage learners (e.g., ethnic Chinese/ Chinese Thai participants). Undoubtedly, those results suggest that a language learner's ethnic identity, to a greater extent, plays a significant

role for the language-learning process among some particular learners, but, to a lesser extent, plays an important role among others.

In the present database, for example, only one of the highly skilled (passing Chinese quizzes and exams with outstanding scores) heritage learners strive to learn Chinese to a high level, hereby she is able to understand and communicate with her relatives from China. Moreover, she is strongly motivated to learn Chinese, largely because both her parents are first-generation Chinese immigrants to Thailand and her father writes his diaries in Chinese (Although not asked, she probably wants to read her father's diaries written in Chinese). The other heritage learner who does not achieve a higher level of success in learning Chinese relates her Chinese language learning to her Chinese family root, claiming herself as 25% Chinese. By contrast, another highly skilled (outstanding Chinese ability) heritage Chinese leaner is both intrinsically and extrinsically motivated to learn Chinese, but she does not relate her Chinese language learning to her Chinese heritage.

4.3 Discussion

Based on this new research, it is unclear what is the role of Chinese heritage in the Chinese language learning process for both heritage and non-heritage learners. Some are heritage learners (ethnic Chinese / Chinese Thai), but they do not succeed in learning Chinese compared to those who are non-heritage learners from Australia, Canada and the Netherlands. It is in spite of only one of the most highly skilled (excellent Chinese written and spoken skills) Chinese language learners from the present sample has Chinese heritage. This particular participant (female, aged 60 +) in question has learned the Chinese language with a higher level of proficiency within only two years of exposure in the research site. Nonetheless, there are other heritage learners with very limited Chinese proficiency in the same class with her. Similar to Sankar's (2011) research, this new study finds that some heritage learners might express their ethnic identity through other cultural practices than the ethnic language. Contrary to David, Dealwis and Alagappar (2011), one of the heritage learners does not feel a lack of his ethnic identity (25% Chinese heritage), simply because he cannot speak Chinese.

Researchers of this new study have found no evidence of *integrative motivation* (Gardner, 1985) (wanting to become a member of the Chinese spoken community) among participants who manage to succeed in learning Chinese, as well as those who do not achieve a higher level of success in the Chinese language learning. It seems, however, the majority of participants (from the current research) confirms with what is described as *instrumental motivations* by Gardner (1985) and Mackey (2014).

5 Concluding remarks

5.1 Summary

In short, the present study examines factors that influence Chinese as an institutional (official) language learning among the United Nations staffs, with a particular emphasis on the effects of motivation and identity on their Chinese language learning. As noted above (second dataset), United Nations staffs who are highly motivated to learn Chinese are more likely to have a mixture of both personal and professional interests in Chinese (different motivations at different times). However, their priority to learn Chinese, in many cases, is for functional and practical

reasons (based on first dataset), such as to ask directions when getting lost in China, calling someone over the telephone in Chinese, salary increase and so on. Some may want to learn Chinese to help their children learn Chinese in school. Others may learn Chinese for career advancement in the workplace.

5.2 Implications

The study of motivation and identity for learning a foreign/second language and/or an institutional language is a gateway to a broader and better understanding of human behaviors and the society by and large. To explore staffs' language learning motivations and language learning identities, such as the present study, can be beneficial for both governmental institutions and intergovernmental organizations.

These findings have important implications on how the United Nations Secretariat views their United Nations Chinese language programs across United Nations (global and regional) Headquarters and United Nations offices (e.g., New York, Geneva, Vienna, Nairobi and Bangkok). When asked on November 2-3 2018 by the United Nations, New York (Headquarters) if staffs in the United Nations, Economic and Social Commission for Asia and the Pacific, Bangkok (the present research site), need an any trainings to write formal reports in Chinese, the need analysis result (conducted in August 2018) clearly says no in response to the United Nations, New York (Headquarters). As there is neither a report nor a book written on motivations and identities in learning United Nations official languages by United Nations staffs, this paper is a timely contribution not only to the United Nations Secretariat, but also to an understanding of the fields of language learning motivations and language leaning identities.

5.3 Recommendations for future research

A large majority or 68 % of United Nations staffs under study claim that they learn Chinese more for functional and practical purposes displaying *instrumental motivations* (e.g., salary bonus, ask for directions, ask what time is it and take a taxi) and less for workplace and office (e.g., Chinese for meeting and Chinese for diplomacy). According to the first dataset (need analysis results), it is suggested that the individual motivation level is higher than the institutional motivation level. By contrast, slightly more than half or 54 % of United Nations staffs investigated contend that they have a good mix of motivations to learn Chinese for both personal and professional purposes, involving with both individual and organizational identities. This is suggested by the second dataset (qualitative survey results). There is clearly a difference between these two datasets. A future research project should make clear what causes the difference, with good explanations.

It appears that some heritage learners researched accept that their ethnic language is not necessary to maintain their ethnic Chinese / Chinese Thai identity, probably because they identify themselves as the mainstream Thai. A future research project should make clear if Chinese heritage learners are willing to re-learn their ethnic language when given opportunities of a good Chinese language education program. A future research project should also make clear what causes some heritage learners who are strongly motivated to learn Chinese than others with the same ethnic Chinese background.

Moreover, the present study's sample is consisted of only United Nations staffs in the beginning levels of Chinese / UN Chinese level 1-2 (UN Chinese level 2 is equivalent to standard HSK 1). Thus, it lacks a sample of intermediate-advance level Chinese learners. A future research project should include United Nations staffs who are in UN Chinese level 3-7 (UN Chinese level 7 is equivalent to standard HSK 5).

Furthermore, to ensure United Nations Chinese teachers have the better understanding of motivations and identities for Chinese language learning among United Nations staffs, the UN Chinese teacher-developed action research and the comparative study between and among two-three or more different United Nations Chinese language programs should be encouraged.

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