



**A STUDY OF CHINESE UNIVERSITY STUDENTS'  
PERCEPTIONS TOWARDS THAI LANGUAGE  
IN YUNNAN PROVINCE, CHINA**

**BY  
LI FANG**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR  
THE DEGREE OF MASTER OF EDUCATION  
IN CURRICULUM AND INSTRUCTION  
SURYADHEP TEACHERS COLLEGE**

**GRADUATE SCHOOL, RANGSIT UNIVERSITY  
ACADEMIC YEAR 2019**

Thesis entitled

**A STUDY OF CHINESE UNIVERSITY STUDENTS' PERCEPTIONS  
TOWARDS THAI LANGUAGE IN YUNNAN PROVINCE, CHINA**

by

LI FANG

was submitted in partial fulfillment of the requirements  
for the degree of Master of Education in Curriculum and Instruction

Rangsit University

Academic Year 2019

---

Assoc.Prof.Marut Patphol, Ed.D.  
Examination Committee Chairperson

Asst.Prof.Anchalee Chayanuvat, Ed.D.  
Member

---

Nipaporn Chalermnirundorn, Ed.D.

Member and Advisor

Approved by Graduate School

(Asst.Prof.Plt.Off.Vanee Sooksatra, D.Eng.)

Dean of Graduate School

August 2, 2019

## ACKNOWLEDGEMENTS

Upon the completion of the thesis, I would like to take this opportunity to thank a number of people who have offered invaluable assistance in the preparation of the dissertation.

My deepest gratitude goes first and foremost to my thesis advisor, Dr. Nipaporn Chalermnirundorn for her unwavering guidance and words of encouragement. Her generous support, motivating advice and success stories have gently, yet intensely persuaded me to perceive research as an independent means to broaden our intellectual insights and hence enthused me to work persistently for the successful completion of my thesis. And I would like to extend my gratitude to my thesis chair, Assoc. Prof. Dr. Marut Patphol and thesis committee, Asst. Prof. Dr. Anchalee Chayanuvat for their valuable suggestions and constructive feedbacks that helped my thesis take its shape.

Secondly, I would like to express my heartfelt thanks to all the professors and teachers whose insightful lectures have well prepared me for the completion of the thesis during my pursuit of the Master Degree of University Rangsit.

I also greatly appreciate the assistance offered by the authors and scholars mentioned in the bibliography, without whose works, the literature review of my thesis would not have been possible.

Last, I am deeply indebted to my beloved parents and friends, who always supported me, willingly discussed with me, and offered valuable insights. Their help and support have accompanied me through the difficult course of the thesis and moments of my life.

Li Fang  
Researcher

**6006868 : MAJOR: CURRICULUM AND INSTRUCTION;  
M.Ed. (CURRICULUM AND INSTRUCTION)**  
**KEYWORDS : PERCEPTIONS TOWARDS THAI LANGUAGE,  
QUESTIONNAIRE, FOCUS GROUP INTERVIEW**

**LI FANG: A STUDY OF CHINESE UNIVERSITY STUDENTS'  
PERCEPTIONS TOWARDS THAI LANGUAGE IN YUNNAN PROVINCE,  
CHINA. THESIS ADVISOR: NIPAPORN CHARLEMNIRUNDORN, Ed.D., 119 p.**

Mixed-methods embedded research design was adopted to the study of Chinese university students' perceptions towards Thai language in Yunnan province, China. The study was carried out in three universities in Yunnan province of China. In the first academic semester of 2019, each of three universities, 100 Thai major students were selected for questionnaire survey, in a total 300 students. In addition, 10 students from each university were asked to volunteer for a focus group interview, in a total of 30 people.

The researcher conducted questionnaire to gather quantitative data and focus group interview was employed to garner qualitative data. The Item Objective Congruence index of all the instruments (+1) indicated that the items were valid. Descriptive statistical analysis of the quantitative data showed that the total students' perception level items were considered as of a high level. The content analysis on qualitative data spelt out the students' positive perceptions towards Thai language and students' expectations and suggestions for Thai language teaching.

Considering the encouraging outcomes, future researchers are recommended to initiate further studies to improve the quality of Thai teaching and learning in China.

Student's Signature .....Thesis Advisor's Signature.....

## CONTENTS

	<b>Page</b>
<b>ACKNOWLEDGEMENTS</b>	<b>i</b>
<b>ABSTRACT</b>	<b>ii</b>
<b>CONTENTS</b>	<b>iii</b>
<b>LIST OF TABLES</b>	<b>v</b>
<b>LIST OF FIGURES</b>	<b>vi</b>
<b>ABBREVIATIONS</b>	<b>vii</b>
<b>CHAPTER 1 INTRODUCTION</b>	<b>1</b>
1.1 Background of the Study	1
1.2 Research Objective	7
1.3 Research Question	7
1.4 Scope of the Study	7
1.5 Operational Definitions	10
1.6 Expected Outcome of the Study	11
<b>CHAPTER 2 LITERATURE REVIEW</b>	<b>12</b>
2.1 Introduction	12
2.2 Introduction of Yunnan Province	13
2.3 Relations between China and Thailand	15
2.4 The Relationship between Yunnan Province and Thailand	16
2.5 Bridgehead Strategy	17
2.6 The Belt and Road	19
2.7 The Development of Thai Language in China	19
2.8 Theory of Learning Motivation	25
2.9 Culture Different Theory	29
2.10 Related Research and Studies	30

## CONTENTS (CONT.)

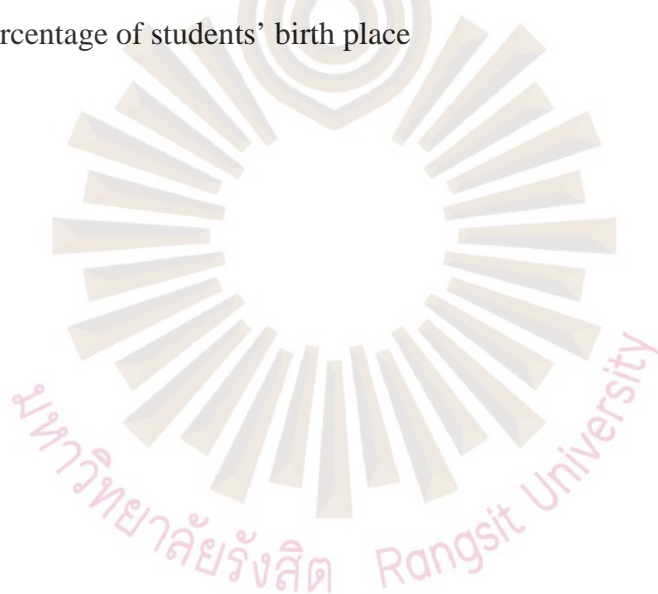
	<b>Page</b>
<b>CHAPTER 3 RESEARCH METHODOLOGY</b>	<b>32</b>
3.1 Research Design	32
3.2 The Respondents	33
3.3 Research Instruments	34
3.4 Validity and Reliability of Research Instruments	35
3.5 Data Collection Procedures	37
3.6 Data Analysis	37
 <b>CHAPTER 4 RESULTS OF DATA ANALYSIS</b>	 <b>40</b>
4.1 Data Analysis of Questionnaire	40
4.2 Data Analysis of Focus Group Interview	54
 <b>CHAPTER 5 CONCLUSION, DISCUSSION AND RECOMMENDATIONS</b>	 <b>62</b>
5.1 Conclusion	62
5.2 Discussion	66
5.3 Recommendations	68
 <b>REFERENCES</b>	 <b>70</b>
 <b>APPENDICES</b>	 <b>75</b>
<b>Appendix A</b> Confirmation Letter From the Experts	76
<b>Appendix B</b> Letter of Approval	79
<b>Appendix C</b> Questionnaire	84
<b>Appendix D</b> IOC for Questionnaire	88
<b>Appendix E</b> Focus Group Interview	94
<b>Appendix F</b> IOC for Focus Group Interview	96
<b>Appendix G</b> Translation of Focus Group Interview Responses	99
 <b>BIOGRAPHY</b>	 <b>119</b>

## LIST OF TABLES

<b>Table</b>	<b>Page</b>
2.1 Statistical table of the establishment of specialized schools of Thai and Thai in Yunnan province	22
3.1 The steps of this study	33
3.2 Cronbach's Alpha Rating Scale as cited in Mohamad, et al. (2015)	36
3.3 Interpretation of Mean Score of Motivational Levels	38
4.1 The number of students' gender	41
4.2 Students' level of study	42
4.3 Students' nationality	43
4.4 Students' birth place	44
4.5 Quantitative data and interpretation of questionnaire items for students' perceptions towards Thai language major	46
4.6 Quantitative data and interpretation of students' perceptions towards Thai language major of questionnaire items in Learning Reasons	50
4.7 Quantitative data and interpretation of students' perceptions towards Thai language major of questionnaire items in Learning Objectives	52

## LIST OF FIGURES

	<b>Page</b>
<b>Figure</b>	
2.1 An adaptation of Spolsky's diagram to an analysis of social variables in language teaching	28
2.2 An adaptation of Mackey's and Spolsky's diagrams combined as an inventory of contextual factors in language teaching	29
4.1 The percentage of male and female students	41
4.2 The percentage of students' level of study	42
4.3 The percentage of students' nationality	43
4.4 The percentage of students' birth place	44





## ABBREVIATIONS

<b>Abbreviation</b>	<b>Meaning</b>
ASEAN	The Association of South-East Asian Nations
CPC	Communist Party of China
IOC	Item Objective Congruence
SD	Standard Deviation



# CHAPTER 1

## INTRODUCTION

This chapter presents background of the study; research objectives; research questions; research hypothesis; scope of the study; operational definitions; and expected outcomes of the study.

### 1.1 Background of the Study

Li and Su (2008) stated that with the development of economic globalization, the exchange between China and other countries has increasingly strengthened the economy, politics and culture. According to the Framework Agreement on Comprehensive Economic Cooperation between China and ASEAN (The Association of South-East Asian Nations), China and the 10 ASEAN countries would have establish a joint free trade area by 2010, which will have a total GDP of \$2 trillion USD and a total trade of \$1.2 trillion USD. In terms of economic size, it would be the world's third-largest free-trade area after the European Union and the North American free trade area. Driven by this market demand, the demand for professionals in ASEAN minor languages continues to grow.

Li and Su (2008) introduce the demand and cultivation of small language talents in ASEAN. The Association of South-East Asian Nations' (ASEAN) small language talented person's demand, and the development market demand state that before 2001, there have to be eight personnel in the Chinese colleges and universities, such as Peking University, the Guangxi Nationalities University, the Yunnan Nationalities University and the Guangdong Foreign Studies University. Therefore, these universities started the South-East Asia minority language major. Before 2003,

these universities could meet the basic market demand for ASEAN minority language talent.

However, at present, the undergraduate talents trained by colleges and universities in ASEAN minor languages are far from sufficient to meet the market demand. According to the statistics of relevant departments of China, in 2006, the average supply and demand of talents in ASEAN minor languages reached a ratio of 1:3.6, and some of them even reached 1:8. The employment rate of graduates of Guangxi University has reached 100% since 2000, and many students have been "booked" by employers when they are in the third grade.

Under the strong market demand, the students of ASEAN minor languages major become the talents for the employers, so more and more people join the ranks of learning minor languages. Under the optimistic situation of the employment of graduates, colleges and universities have increased the number of minority language majors in ASEAN and expanded their enrollment.

The "bridgehead" of Yunnan in the context of national strategy. During his visit to Yunnan in July 2009, Hu Jintao, general secretary of the communist party of China (CPC) central committee and President of China, proposed to build Yunnan into an important bridgehead for opening up to the southwest. On May 6, 2011, the state council issued opinions of the state council on supporting Yunnan province to accelerate the construction of an important bridgehead to facilitate southwest opening (Wu, 2017). The cultivation of minority language talents is an important means to build the bridgehead of Yunnan province, which has attached great importance to the Yunnan provincial party committee and government. On January 18 2012, the department of education of Yunnan province, the department of finance of Yunnan province and the foreign affairs office of the people's government of Yunnan province jointly issued opinions of speeding up the development of minority language talents in colleges and universities in Yunnan province. A new approach to the development model of minority languages in Yunnan has been further refined.

According to the development status of minority language talents in Yunnan province. The training of minority language talents in Yunnan province has achieved remarkable results, showing the features of fast growth of the learning scale, rapid improvement of teachers, rapid formation of disciplines and majors, rapid development of curriculum materials, rapid update of school resources, multiple training modes and strong social service ability. There have been 56 public foreign language teaching and research offices of minor languages in colleges and universities started, displaying the regional economic and social development of a large number of excellent personnel in minority language. Yunnan University, Yunnan University for nationalities and Yunnan normal university have successively set up a master's degree authorization center for first-level foreign language and literature. Now there are 43 universities that have set up 62 minor language majors. Currently, there are about 6159 students majoring in minor languages in 43 colleges and universities in Yunnan province (Deng, 2014).

The training mode of South-East Asian language talents in Yunnan province can be divided into three types: foreign language, foreign language orientation and professional foreign language. The foreign language type is dominated by language culture, and most universities choose this mode. Foreign-language orientation is mainly based on language, and directional courses are added, such as economy and trade, tourism, law, etc. Some specialized financial and judicial colleges and universities adopt such training mode. Professional foreign language type is given priority with professional disciplines, and a minor in a Southeast Asian and African lingua franca. Disciplines require students to master basic knowledge, theory and basic skills, and have strong foreign language abilities, the basic knowledge and skills already acquired a discipline, and mastering a door or many language interdisciplinary talent training mode in colleges and universities occupies considerable proportion (Lei, Zhang, & Jiang, 2011).

Through various modes of international cooperation, various colleges and universities send students majoring in languages to the countries' of language origins, to cultivate the students' international vision and improve their language application

ability. The school of arts and sciences of Yunnan normal university has set up 11 language majors, including Thai, Korean, French, Japanese, Spanish, German, Arabic, Vietnamese, Lao and Burmese. At this point, Yunnan small language talent development model has been preliminary determined. In the whole province of Yunnan, a talent training model of minority languages has been formed, covering multiple majors of the Southeast Asian language family. The educated talents will play an important role in regional economic and trade activities, social and economic exchanges with the 10 ASEAN countries and promotion of open market ports.

Qin (2014) stated that although the personnel training mode of Yunnan minor languages has made great achievements, it has also explored a talent training road with unique advantages and its own characteristics in the practice of education. However, the current development situation still has certain problems and predicaments. This has mainly manifested from the following aspects:

1) The number of students has increased dramatically, and the learning purpose of students is not clear. The number of students has risen sharply as more schools offer Southeast Asian language majors or courses. Most colleges and universities have a class size of about 30 students majoring in Southeast Asian languages, and some have 40 or 50 students. This scale makes it difficult for teachers to take care of every student, as well as makes it difficult for students to focus, which is not conducive to teaching and learning. Some students follow suit or sign up to learn Southeast Asian language major according to the meaning of parents. They may cherish the mentality, but the student does not have a clear study purpose, plan or future career goal.

2) Insufficient teaching staff. There is still a great demand for high-quality small-language teachers in Yunnan province, and the talent gap will seriously affect the progress of expanding the enrollment scale and improving the quality of talents through education. Compared with other developed coastal areas, Yunnan, as a border province, has little attraction for high-end talents in terms of treatment and development prospect. Many high-quality talents, especially university teachers with doctoral degrees and rich teaching experience, tend to choose careers without considering the Yunnan region. The talents trained by oneself flow to the first-tier

cities such as Beijing, Shanghai and Guangzhou, while the senior talents in other cities are reluctant to enter, which leads to a large gap in talents.

3) It is very difficult for the undergraduates trained to quickly fit into the translation role, and the quality of graduates cannot meet the corresponding requirements. Translation is a profession with strong practical skills, and students often only pay attention to the cultivation of their reading and writing ability in the education stage of undergraduate study, which lacks the cultivation of oral English ability. At the same time, in the education stage, society and the schools cannot give enough internship training opportunities. As a result a problem arises that when graduates work in translation jobs, there will be a long period of inadaptability. Employers are also unable to find graduates who can start immediately. In the orientation of talent cultivation and social demand, there will be deviation.

4) Education is still in a starting state in the course setting, course arrangement and investigation. Since the establishment of the minor language subject is relatively late, both the content and teaching methods are still in the initial stage. Current minor language teaching materials on the compilation still do not have an authoritative peer version. This, to a large extent, will affect the quality of talent cultivation. For investigating the system at present, there is still no set of effective evaluation systems that can truly examine the actual level of students during the process of teaching minor languages. These factors are restricting the optimization and upgrading of the training mode of minority language talents in Yunnan province and the construction of the current minority language talent team.

In view of the above problems, it is an important direction and basic path of its reform to improve the quality of minority language talents and enhance their own competitiveness. In the face of many problems, the researcher mainly focuses on the problem of "soaring number of students and unclear learning purpose of students". Taking the Thai language as an example, the researcher studied why students choose to learn Thai in universities and colleges in Yunnan province, understanding the original intention of students and their learning objectives, and puts forward suggestions for the teaching development of Thai in Yunnan province.

The exchanges between China and Thailand go back to ancient times. In recent years, Thai TV dramas, Buddhist brands and other cultures have been continuously introduced into China. As well as durian and other characteristically Thai foods have an increasingly broad prospect of development in the Chinese consumer market. The growing number of Chinese tourists visiting Thailand each year further promotes exchanges between China and Thailand.

With the frequent trade between China and Thailand, education cooperation between China and Thailand is flourishing, and more and more Chinese students choose to study in Thailand. With the favorable geographical position of Yunnan province and the policy support of the government, the Thai language major has mushroomed and grown rapidly in Yunnan province. By the end of 2017, 24 colleges and universities in Yunnan province have opened the major in Thai language, which is one of the most established provinces. Almost all students majoring in Thai language in colleges and universities in Yunnan province will study in various universities in Thailand for their third year (Xiang, 2015).

As a new emerging minor language major, more and more people are optimistic about the employment prospects of Thai language and choose to study it. Although the Thai language major has a short history, it has developed rapidly, and the scope of expertise is very broad. In addition to basic Thai language learning and research, it also includes Thai economy and trade, Thai tourism, Thai logistics and so on. The choices of where to study and obtain employment are growing. According to the survey, the ministry of foreign affairs, the ministry of commerce, the central translation bureau and the Xinhua news agency are the main employment choices in China (Xiang, 2015).

China is the major importer and exporter of Thailand, and Thailand has a large number of foreign companies, which provide a broad space for the development of Thai professionals. Yunnan province, with its geographical advantages, trains and transports Thai talents within home and abroad every year, ranking the first in Chinese universities. As a whole, the employment situation of Yunnan Thai professional

talents is more optimistic and is rising steadily. However, Thai professional set up and the development continues to create problems, such as the increased number of talents learning, learning level balance, the short supply of highlighting the inter-disciplinary talent, etc. This brings certain obstacles for Thai professional employment. In order to promote the employment of Thai language professionals, it is necessary to solve the problem of talent training.

From the reasons mentioned above, the researcher would like to study the Chinese university students' perceptions towards Thai language in Yunnan Province, China. The study results would be beneficial in improving teaching and learning Thai language in the future. Also, these would help teachers and all stakeholders to design more suitable curricula and instructions of Thai language for more effective outcomes in the future.

## **1.2 Research Objective**

To study the university students' perceptions towards Thai language in Yunnan Province, China.

## **1.3 Research Question**

What levels of university students' perceptions towards Thai language in Yunnan Province, China?

## **1.4 Scope of the Study**

### **1.4.1 Settings**

There are many colleges offering Thai related majors in Yunnan province. In this study, the researcher purposively selected three universities as the research respondents. The three universities were: Yunnan Nationality University, Yunnan



University Dianchi College, and Dianxi Normal University of Science and Technology. The reason for choosing the three universities was that after applying for the research and obtaining the consent of the three universities, all three universities agreed that the researcher should enter the university to conduct the research (Referring to Appendix B).

Yunnan Nationality University, located in the spring city of Kunming, is a provincial key University jointly founded by the ministry of education, the state ethnic affairs commission and the people's government of Yunnan province. Yunnan Nationality University was founded on 01 August 1951, formerly known as Yunnan Nationality College. It is one of the earliest institutions of higher learning for nationalities in the People's Republic of China. It was renamed Yunnan University for Nationalities in April, 2003. As of August 2016, the school covers an area of over 1,700 acres, with a building area of 650,000 square meters. There are 21 colleges (departments) with 78 undergraduate majors covering 10 disciplines. There are 1314 faculty members, including 184 professors and 333 associate professors. There are 2 first-level doctoral programs, covering about 10 second-level doctoral programs, and one joint doctoral program. There are 14 master's programs in first-level disciplines, covering 96 master's programs in second-level disciplines, and 10 master's programs in professional disciplines.

Yunnan University Dianchi College (Dianchi College) is an independent college sponsored by Yunnan University and approved by the ministry of education. In 2000, Dianchi college of Yunnan University was established with the approval of Yunnan provincial education department and Yunnan provincial commission of family planning. 2001 Dianchi college of Yunnan university was founded. In 2004, the ministry of education approved the pilot establishment of independent colleges. According to January 2017 records, the school has two campuses, namely the National Tourism Resort Campus and Yanglin Campus, covering an area of 757.21 acres, a building area of 340,000 square meters, teaching equipment and equipment worth about 70.56 million Yuan, and a collection of 1.29 million books. There are 10

secondary schools, 2 public education departments and 44 undergraduate majors. It has more than 1,000 full-time teachers and 18,000 full-time students.

Dianxi Normal University of science and technology is located in Linxiang district, Lincang city, Yunnan province, and is the only full-time normal undergraduate university in Lincang city. The college was formerly the Lincang normal college class established in 1978. It has experienced the running process of education college of Lincang and Lincang normal college. In April 2015, the ministry of education approved the establishment of west Yunnan normal college of science and technology on the basis of Lincang normal college. According to the official website of the university in July 2017, the college covers an area of 1084 acres, with a total construction area of 256,000 square meters, including 133,000 square meters of administrative rooms for teaching and research. The total value of teaching instruments and equipment is nearly 100 million Yuan, there are 762,200 paper books, 206,000 electronic books, 61 specialties and 17 undergraduate majors. It has more than 400 full-time teachers and 8,700 full-time students.

All three universities offer Thai majors, and the teaching mode of this major adopts the "2+1+1" training mode, that is, in the third year, students will study in Thai universities for one year. Mandarin and Thai language are used for teaching students in these universities.

#### **1.4.2 Respondents**

There were 300 students from three universities participated in this research. According to Sarah and Rosalind (2013), the most advantageous number of students for questionnaire should be more than 50 students since this number shows the experience of planning and structuring interviews. In addition, 30 students from each university were voluntarily selected for a focus group interview. Ten students from each university were divided into 2 groups, 5 students in each group. There were 6 groups in total.

### 1.4.3 Content of the Study

The content of this study focused on the college students' perceptions towards Thai language major in Yunnan Province, and focused on reasons why students choose to study Thai language major. Freshmen and sophomores of the university students were selected to apply for questionnaire. Due to the teaching system, all the juniors in the university had to go to Thailand to study for one year and were not be able to participate in this study, and the seniors in the university usually did internships outside of school, so the study focused only the freshmen and sophomore university students.

### 1.4.4 Time Frame

The data were collected within 4 weeks in the month of March 2019. The students were in the first academic semester of 2019.

## 1.5 Operational Definitions

**Perceptions** refer to the students' learning reasons and objectives of choosing Thai major.

**Chinese university students** refer to students majoring in Thai from Yunnan Nationality University, Yunnan University Dianchi College, and Dianxi Normal University of Science and Technology.

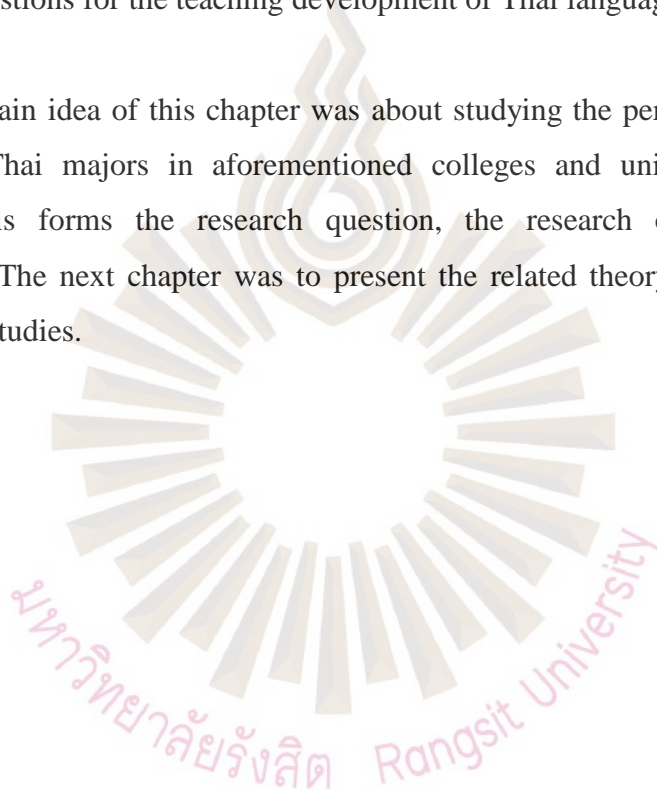
**Thai language** refer to the sole official and national language of Thailand, and the first language of the Central Thai people and vast majority of Thai of Chinese origin.

## 1.6 Expected Outcome of the Study

1.6.1 The study would find out the university students' perceptions towards Thai language major in Yunnan Province, China.

1.6.2 The findings of the study would assist students majoring in Thai language to clearly define learning objectives and improve their academic performance, and put forward suggestions for the teaching development of Thai language in Yunnan.

The main idea of this chapter was about studying the perceptions towards the students in Thai majors in aforementioned colleges and universities in Yunnan province. This forms the research question, the research objective and study expectations. The next chapter was to present the related theory as well as relevant research and studies.



## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents the literature related to the study to provide the theoretical background information of the study such as brief introduce Yunnan province, the population and ethnic groups of Yunnan province, the language and characters of Yunnan province, relations between China and Thailand, the relationship between Yunnan province and Thailand; Bridgehead strategy; the Belt and Road; the development of Thai language in China, current situation of Thai language teaching in China; and theory of learning motivation.

#### **2.2 Introduction of Yunnan Province**

Yunnan province is called "Yun" for short, and the provincial capital is Kunming. Moreover, according to information released by the People's Government of Yunnan Province (2017) mentioned that Yunnan province located in the southwest border area of China, the tropic of cancer traverses the southern part of Yunnan province, it belongs to the lower latitudes inland. The total land area of Yunnan province is 394,100 square kilometers, accounting for 4.1% of the total land area of the country, ranking the eighth largest in the country. It is adjacent to Guizhou province and Guangxi Zhuang Autonomous Region in the east, Sichuan province in the north, Tibet autonomous region in the northwest, Myanmar in the west and Laos and Vietnam in the south.

Yunnan has 25 border counties that border Burma, Laos and Vietnam. The border is 4,060km long and serves as China's window and gateway to southeast and South Asia. Yunnan is located at the junction of China and Southeast Asia and South Asia, with 16 national first-class ports and 7 second-class ports, and borders on Myanmar, Vietnam and Laos. It is connected with Thailand and Cambodia through the Lancang river and adjacent to Malaysia, Singapore, India, Bangladesh and other countries. It is one of the provinces with the largest number of neighboring countries in China. The famous "Stilwell Road" and "Hump Route" pass through Yunnan.

In recent years, Yunnan has been implementing the important guiding spirit of general secretary Xi Jinping's visit to Yunnan, in accordance with efforts to build Yunnan into China to Southeast Asia, and South Asia radiation center requirements. The implementation of the "One Belt And One Road" strategy and the Yangtze river economic belt construction impetus, strive to build a new pattern of all-round opening up in Yunnan, connecting the three major markets of China, Southeast Asia and South Asia, and establish mutually beneficial and win-win cooperation with neighboring countries. Thus, Yunnan will further integrate itself into the world economic system.

The road, railway, air and water transport network in Yunnan has been improving day by day, forming initially three convenient international channels to southeast and south Asian countries. First, along the west road corridor of Burma (Kunming equivalence), India and China (Stilwell) and the railway from Kunming to Dali, there are a number of exit ports, which can respectively reach Bhamo and Lashio in Myanmar and direct to Yangon. It is also accessible via secret railway network from India to Ledo, Bangladesh to Dhaka, Chittagong and Kolkata. Second, the middle road corridor, consisting of the Lancang River-Mekong River shipping, the Kunming to Daluo highway, the Kunming to Bangkok highway and Xishuangbanna airport, leads to Myanmar, Laos, Thailand, and extends to Malaysia and Singapore. On March 21, 2008, the Chinese section of the international passage from Kunming to Bangkok was fully connected. Third, the east road corridor, based on the existing Yunnan-Vietnam railway, Kunhe road and the red river water transport will be developed to Hanoi, Haiphong and other southern areas.

### **2.2.1 The Population and Ethnic Groups of Yunnan Province**

By the end of 2017, Yunnan province had a permanent population of 48.005 million. Yunnan is the province with the largest ethnic group in China. In addition to the Han nationality, 25 ethnic minorities with a population of over 6000 are Yi, Hani, Bai, Dai, Zhuang, Miao, Hui and Lisu. Among them (in order of the number of populations), the Hani, Bai, Dai, Lisu, Lahu, Wa, Naxi, Jingpo, Blang, Pumi, Achang, Nu, Jinou, Deang and Dulong nationalities, of which 15 ethnic groups are unique to Yunnan. This accounts for more than 80% of the total population of this ethnic group. The population of ethnic minorities in the province is up to 159.296 million, accounting for 33.4 percent of the total population of the province, it is one of three provinces and autonomous regions with a national minority population of more than 10 million (Guangxi, Yunnan and Guizhou). The land area of ethnic autonomous areas is 276,700 square kilometers, accounting for 70.2 percent of the province's total area. There are 6 ethnic minorities in the province with a population of more than 1 million: Yi, Hani, Bai, Dai, Zhuang and Miao; there are 9 ethnic groups namely Hui, Lisu, Lahu, Wa, Naxi, Yao, Jingpo, Tibetan and Blang ethnic groups with more than 100,000 people and less than 1 million; with a population of more than 10,000 and less than 100,000, there are 8 ethnic groups namely Buyi, Pumi, Achang, Nu, Keino, Mongolian, Deang and Manchus; with a population of over 6,000 and less than 10,000, there are two ethnic groups, namely the Shui and the Dulong. The staggered distribution of ethnic minorities in Yunnan shows large and small settlements. The Yi and Hui nationalities are distributed in most counties of the province.

### **2.2.2 Language and Characters of Yunnan Province**

Yunnan province is a multi-ethnic province, rich in language and characters. The Han language of Yunnan belongs to the northern language family and is increasingly close to mandarin. The languages of other nationalities belong to the Sino-tibetan language family and the South Asian language family respectively. There are four types of language uses: native language type, bilingual type, multilingual type and native language transfer type. Every ethnic group in Yunnan has its own language

except Hui, Manchu and Shui use Chinese. With the help of the party and government, 13 kinds of ethnic scripts were improved and created, including Yi, Hani, Dai, Miao, Zhuang, Lisu, Wa, Lahu, Naxi, Jingpo, Bai, Yao and Dulong. Add Tibetan language and so on, there are a total of 22 ethnic characters in use now. Among them, Dai language and character have certain historical origin with Thailand. Dongba culture has a long history of Naxi nationality. Dongba script is a kind of hieroglyphic script which is still being passed down.

### **2.3 Relations between China and Thailand**

China and Thailand are close neighbors. Bilateral relations have maintained sound and steady development, with frequent exchanges of leaders and extensive and in-depth exchanges and cooperation in various fields, there is a deep friendship between the people. According to the introduction of China-Thailand relations in Baidu encyclopedia, the establishment of diplomatic ties between China and Thailand has a long history (Xu, 1999). On 1 July, 1975, China and Thailand formally established diplomatic ties, and bilateral friendly cooperative relations in various fields have developed comprehensively and smoothly since the establishment of diplomatic ties (Xu, 1999).

In April 2012, China and Thailand established a comprehensive strategic cooperative partnership and became the first ASEAN member to establish a strategic cooperative relationship with China.

In February 1999, China and Thailand officially signed the joint statement of the People's Republic of China and the Kingdom of Thailand on the cooperation plan for the 21st century in Bangkok.

In August 2001, the governments of China and Thailand issued the joint communique and reached consensus on advancing China-Thailand strategic cooperation.



In October 2013, premier Li Keqiang paid an official visit to Thailand and delivered a speech titled "let the flower of China-Thailand friendship bear new fruits", which was the first time for Chinese leaders to address the Thai parliament. The two countries have issued the vision for the development of China-Thailand relations, which is of milestone significance to further deepening China-Thailand comprehensive strategic cooperative partnership.

In 2012, China-Thailand bilateral trade was close to 70 billion US dollars. China is Thailand's largest export destination, the second largest source of imports and the largest source of tourists. As well as Thailand is China's second largest trading partner among ASEAN countries. In August 2012, China surpassed Malaysia to become the largest tourist source country in Thailand for the first time. The number of Chinese tourists to Thailand has exceeded 1,124,000, accounting for about 10% of the total number of Thai tourists.

On 22 December, 2011, the people's bank of China and the bank of Thailand signed a bilateral currency swap agreement in Bangkok.

## **2.4 The Relationship between Yunnan Province and Thailand**

The association between Yunnan and Thailand has a long history, which is valued by both sides. According to historical records ("Man Book", Book Six and Fanzhuo), the commercial road from Xishuangbanna to Siam (the ancient name of Thailand) bay appeared in Yunnan in the 7th century. During the period of Nanzhao, the merchants of Nanzhao had already traded goods like treasures, gold and musk with Southeast Asian countries, including Siam. Yunnan province has set up the Mongolian Pacification Office (a military - oriented regulatory agency between a province and a state, usually in charge of military affairs) and Babai Pacification Office in today's Chiang Rai and Chiang Mai in Thailand. Thus creating closer ties with Thailand, especially northern Thailand, and Yunnan. Many Yunnan people also migrated to northern Thailand by road, in addition to farming, they also engaged in long-distance trafficking, which contributes to the economic exchanges between Yunnan and

Thailand. In the centuries that followed, economic contact between the people of Yunnan and the people of Thailand, especially the people of northern Thailand, continued (Zhu, 1991).

#### **2.4.1 The Geographical Location of Yunnan and Thailand**

Although Yunnan does not border Thailand, the shortest distance to Thailand through Myanmar is only 300 kilometers, and Yunnan is the closest province of China to Thailand.

#### **2.4.2 The Relationship between Yunnan Dai Nationality and Thai Nationality in Thailand**

Sun and Yang (2011) carried out a research about “The Origin of Dai and Tai Ethnic Groups”. According to the research report, the Dai nationality in Yunnan province is a cross-border nationality and has a close relationship with the Thai nationality in Thailand. Dai people in Yunnan share the same religious beliefs as Thai people in Thailand. The language and the writing are of the same origin, belonging to the Zhuang-Dai language branch of the Zhuang-Dong language family of the Sino-Tibetan language family. In particular, in terms of language, there are many words, words and combinations of words that are similar in pronunciation and grammar. Both ethnic groups celebrate the water-sprinkling festival at the same time, which serves as a New Year festival for both ethnic groups, with the same meaning and similar ways of celebrating. This has laid a good foundation for the Dai people in Yunnan to learn Thai.

### **2.5 Bridgehead Strategy**

According to Baidu encyclopedia on the strategy of the bridgehead of Yunnan, the "bridgehead strategy" is the strategic need to promote China's opening to the southwest and realize good-neighborly friendship. It is also the realistic need for Yunnan to promote the project of "prospering the border and enriching the people" and

realize the border ethnic minorities' poverty alleviation and prosperity. It is of great significance to promote the sound and rapid development of Yunnan's economy and society.

In July 2009, President Hu Jintao, after a visit to Yunnan, proposed to build Yunnan into an important bridgehead for China's opening to the southwest. Since then, it has become one of the important goals of Yunnan to accelerate the construction of bridgehead and build Yunnan into China's open economic zone along the border. The national development and reform commission initiated the compilation of guidance, which means the strategy has officially risen to the national strategic level. In May 2011, the state council issued the opinions on supporting Yunnan province to accelerate the construction of an important bridgehead for the opening-up to the southwest, which made a comprehensive deployment of Yunnan's development. On January 28, 2013, The general plan of accelerating the construction of an important bridgehead for the opening to the southwest of Yunnan province was officially announced. It clarifies Yunnan's strategic positioning, development goals, regional layout and key tasks, which will become an important basis for guiding Yunnan province to accelerate the construction of an important bridgehead for south-western opening-up and the preparation of relevant special plans. "To make Yunnan an important bridgehead for China to open to the southwest" is to give full play to its geographical advantage, To become China's road from southeast Asia, South Asia, direct access to the Indian Ocean, become the gateway hub of traffic, power and communication, become an important platform for exchanges and cooperation between China and countries bordering the Indian Ocean, become an export-oriented industrial base and an import and export processing base for China to the countries bordering the Indian Ocean, and become an important window for people-to-people and cultural exchanges with other countries.

## **2.6 The Belt and Road**

According to the introduction of The Belt and Road in Baidu encyclopedia, The Belt and Road, abbreviated B&R, is short for The silk Road economic Belt and The 21st century maritime silk Road. In September and October 2013, Chinese President Xi Jinping put forward the cooperation initiatives of building the "new silk road economic belt" and the "21st century maritime silk road" respectively. It will fully rely on the existing bilateral and multilateral mechanisms between China and relevant countries and the existing and effective regional cooperation platform. B&R aims to borrow historical symbols of the ancient silk road and hold high the banner of peaceful development, actively develop economic cooperative partnership with countries along the belt and road and work together to build a community of common interests, common destiny and common responsibility featuring political mutual trust, economic integration and cultural inclusiveness. On March 28, 2015, the national development and reform commission, the ministry of foreign affairs and the ministry of commerce jointly released the vision and action of jointly building the silk road economic belt and the 21st century maritime silk road. Yunnan is positioned as a radiation center facing south and southeast Asia. It is necessary to give play to Yunnan's geographical advantages, promote the construction of international transport routes with neighboring countries, build a new highland for greater Mekong sub-region economic cooperation, and build Yunnan into a radiation center facing south and southeast Asia (Ning, 2017).

## **2.7 The Development of Thai Language in China**

The document by Duan and Zhao (2014) describes in detail the development of Thai language in China from ancient to modern times. During the period from 1st to 15th century, the communications between Chinese and Thai required "Tri-way Translation", i. e., communicating through a third language. Until 1578 of the Ming Dynasty there appeared the first official education program for Chinese learning Thai in China. The teaching of Thai language in modern and modern China began in

Nanjing Oriental language college founded in the republic of China, Mr. Yao Nan, a famous scholar of Thai history and culture, is the principal. During the war of resistance against Japanese aggression, the school was moved from Nanjing to Kunming. After liberation, it was merged into the department of east languages of Peking University, and was headed by professor Ji Xianlin until the end of the cultural revolution.

After the establishment of diplomatic ties between China and Thailand in 1975, new and higher requirements were put forward for the cultivation of Thai translation talents. This is the need of the development of the situation, as well as the inevitable trend of historical development (Duan & Zhao, 2014).

In recent years, the rapid development of economic and trade relations between China and Thailand has presented an unprecedented favorable trend. In 2010, the China - ASEAN free trade area was fully established. Thailand implemented zero tariffs on 90% of the products imported from China and China exempted tariffs on 93% of the products imported from ASEAN. China became Thailand's largest exporter and its second-largest trading partner. China-Thailand bilateral trade has great complementarities and broad prospects for development. Under the principle of economic mutual benefit and equality, China and Thailand have established a comprehensive strategic cooperative partnership. High-level political exchanges have become increasingly frequent, cultural exchanges have become increasingly frequent, non-governmental contacts have increased, and tourism have become increasingly prosperous. This situation determines that the two countries must accelerate bilingual teaching, that is, China must cultivate more professionals who are proficient in the Thai language, and Thailand must also accelerate the training of more professionals who are proficient in the Chinese language, so as to adapt to the development of the current situation (Duan & Zhao, 2014).

### **2.7.1 Current Situation of Thai Language Teaching in China**

During the 38 years from the establishment of diplomatic ties between China and Thailand in 1975 to 2013, the development speed and scale of Chinese teaching in Thai language far exceeded the past 2,000 years, which highlighted the rapid development of China-Thailand friendly relations under the new historical conditions. Before the establishment of diplomatic ties between China and Thailand, there were only a few schools offering Thai language teaching in China. They were Beijing university, Beijing foreign languages college, Guangzhou foreign languages college, Beijing foreign languages college, etc. The number of students produced is small, and some graduates are forced to change careers because they do not have the right units. Nowadays, in addition to Beijing, Guangzhou, Xi 'an and other cities, Guangxi, Sichuan, Yunnan and other provinces have also opened many schools that teach Thai language, including the university's Thai language department, all the way to high school, junior high school and vocational college (Duan & Zhao, 2014).

### **2.7.2 The Situation of Thai Language Teaching in Yunnan Province**

The author of this document investigated and counted the schools that had set up Thai language and related majors in Yunnan province by July 2013 (Duan & Zhao, 2014). The list is shown in table 2.1.

Table 2.1 Statistical table of the establishment of specialized schools of Thai and Thai in Yunnan province

Number	School Name	Opening Professional	Number of Student
1	Yunnan University of Finance and Economics YNUFE	Financial Management (Thai direction) Bachelor	250
		Thai (Bachelor)	26
2	Yunnan Nationalities University	Thai (Bachelor)	320
		Thai (Master)	90
3	Yunnan Normal University	Thai (Bachelor)	120
4	Southwest Forestry University	Thai (Bachelor)	87
		Forestry science (Thai direction) Bachelor	181
5	Dali University	Thai (Bachelor)	152
6	Qujing Normal University	Thai (Bachelor) 3+1	140
		Thai 2 + 1	75
		Business Administration (Bachelor) 2+2	278
		Accounting 1+2	211
7	Honghe University	Thai (Bachelor)	141
8	Yuxi Normal University	Thai (Bachelor)	117
9	Chuxiong Normal University	Thai (Bachelor)	80
10	Yunnan Normal University Business School	Thai (Bachelor)	177
11	School of Liberal Arts, Yunnan Normal University	Thai (Bachelor)	269
12	Yunnan Technology and Business University	English (English and Thai) Bachelor	66

Table 2.1 Statistical table of the establishment of specialized schools of Thai and Thai in Yunnan province (Cont.)

Number	School Name	Opening Professional	Number of Student
13	Yunnan Judicial Police Vocational College	Apply Thai	76
14	Kunming Metallurgy College	Apply Thai	67
15	Yunnan Vocational College of Land and Resources	Tour Guide (Thai Guide)	51
16	Yunnan Jiaotong College	Apply Thai	13
17	Yunnan Agricultural Vocational-technic College	Apply Thai	42
18	Xishuangbanna Vocational and Technical Institute	Apply Thai (5 year system)	107
		Apply Thai (3 year system)	92
19	Yunnan Tropical Crop Vocational College	Apply Thai	96
20	Yunnan National Defense Industry Vocational and Technical College	Apply Thai	166
21	Yunnan College of Tourism Vocation	Apply Thai	28
22	Kunming University	Tour Guide (Thai Guide)	52
23	Yunnan College of Business Management	Apply Thai	75
24	Yunnan Vocational College of Trade and Foreign Affairs	Apply Thai	67
25	Yunnan Open University	Thai	166
26	City College of Kunming University of Technology	English-Chinese Bilingual (Bachelor)	30



Table 2.1 Statistical table of the establishment of specialized schools of Thai and Thai in Yunnan province (Cont.)

Number	School Name	Opening Professional	Number of Student
27	Kunming No. 27 Middle School	Thai Language Class (High School)	60
28	Kunming No. 29 Middle School	Thai Language Class (High School)	66
29	Kunming Foreign Languages School	Thai (High School)	71
30	Kunming Wuhua Experimental Middle School	Thai Language Class (High School)	60

Source: Duan & Zhao, 2014

The data collected in this form is as of July 2013, excluding schools that have started to recruit students majoring in Thai language since September 2013.

According to the above table, there is a school in Yunnan province with a total of 90 students for the master's degree of Thai language related majors. There are a total of 13 schools with 2,369 students at the undergraduate level. There are 14 schools with 1449 students in the specialized level of relevant specialties in Thai language. There are 4 schools with 257 students in the senior high school. By July 2013, there are 30 schools in Yunnan province with a total of 4165 students studying Thai and Thai related majors (Duan & Zhao, 2014).

To test and identify the results of Thai language learning, the center for Thai studies at Yunnan university in collaboration with Chulalongkorn university in Thailand, in May 2012, the first Thai level examination (CUTFL) was held in Kunming. It's the same as TOFEL and HSK, The Thai language proficiency test is

officially recognized in Thailand and the certificate is issued by Sirindong Thai language center of Chulalongkorn university in Thailand. This not only brings the Thai language teaching in China into a regular and standardized track, but also benefits the students' further study and employment (Duan & Zhao, 2014).

## **2.8 Theory of Learning Motivation**

Learning motivation is a core problem of education psychological research. It refers to an internal process or internal mental state that motivates individuals to carry out learning activities, maintain the existing learning activities, and make behaviors towards certain learning goals. The two basic components of learning motivation are learning needs and learning expectations. Learning need refers to the mental state that an individual feels some deficiency in learning activities and strives for satisfaction. Learning needs are the basis for the generation of learning motivation. They are the reflection of education, society and family's objective requirements on students' learning in the minds of students, which are expressed in the forms of learning intention, desire and interest, etc. Only when learning needs are available, can the generation of learning motivation be triggered. Learning needs are the driving forces of learning. Learning expectation is an individual's subjective estimation of the goal of learning activities. It is another basic element that constitutes the structure of learning motivation. Learning needs are one of the preconditions for the generation of learning expectations, because it is the interaction between those learning needs which can satisfy the individual and those goals that the individual feels can achieve that forms the learning expectations. The expectation of learning refers to the satisfaction of learning needs and urges the subject to achieve learning goals.

Learning motivation is closely related to students' learning interest, learning needs, personal values, attitudes, aspirations, external encouragement, learning consequences (such as degrees, benefits and social status, etc.) and requirements of objective and realistic environment (such as examinations, competitions and further study).

### **2.8.1 Gardner's Socio-educational Model**

Gardner's (1985) socio-educational model is one of the most influential theoretical model in second language acquisition, which has solid empirical foundation. It was first proposed in 1974 and has undergone a few revisions in order to take into account new information or to more clearly describe what appear to be the major process operating. This model is concerned with the role of individual differences in L2 acquisition, including language attitude and motivation. This model distinguishes two kinds of attitudes: integrativeness and attitudes towards the learning situation, which are considered to be correlated latent variables and exert influence on the learner's levels of motivation to learn a second language. Integrativeness shows the learner's willingness and interest to acquire the L2, in order to both meet and communicate with speakers within the L2 community, while attitude towards the learning situation reflects the learner's evaluation of formal language instruction. Motivation is multi-faceted construct in that it involves the individual's desire to learn a second language, the effort expended to learn the language (motivational intensity) and attitudes towards learning the language.

### **2.8.2 Stern's Analysis of the Social Context of Language Teaching and Learning**

According to Stern (1983), the social context of language learning encompass a considerable number of factors that are likely to exert a tremendous influence upon language learning, and it is therefore important to take into account such contextual factors in a specific language teaching and learning context. By referring to Stern (1983) pointed out that some socio-cultural factors that are relevant to motivation, such as the relative social status of the first language and the second language, the instrumental value of the second language, the cultural values of the second language and political factors should all be considered (p. 270).

In addition, it is extraordinarily critical to consider the relationship between the social milieu and language learning in the school setting. After summing up Spolsky's model scheme of all of the possible factors that have influence on bilingual education, and Mackey's model scheme of contextual analysis to language teaching, Stern (1983) assumed that an adaptation of Spolsky's model and Mackey's model can be helpful as an aid to the analysis of different factors in society which impinge upon language teaching. The factors in the two adaptations include the following: linguistic, socio-cultural, historical / political, geographical, economic / technological, and educational.

The influence of these factors on language teaching and learning forms a convenient inventory of aspects that may sometimes act as constraints but at other times may enhance opportunities for language teaching and learning (Stern, 1983). Generally, linguistic factors refer to the language situation and the relationship of the target language to the learner's language; meanwhile, sociolinguistic and socio-cultural factors in the learning environment have close relationship with the language situation. They are the social organization of the community and the different groups that construct the society, its social class and occupational, ethnic, cultural, and religious groups; the choice of particular languages in the curriculum, the relative emphasis to be placed upon different languages, and the general emphasis placed on language learning are to a great extent determined by factors beyond the immediate environment. Among these include external determining factors such as historical and political forces in the wider society or nation.

If language teaching, to a certain degree, is a way of providing language contacts between different linguistic communities, the geographical distance between these communities may also exercise some influence upon language learning. However, it is probably true that how teachers and learners perceive the language may have stronger effect on language learning than the geographical distance does. These perceptions are usually more influenced by cultural and sociolinguistic assumptions that are current in the speech communities in which learning occurs than purely geographical factors. Economic and technological factors are also important in the environmental analysis from two points of view: language teaching may be needed for

economic development, and the acquisition of technological skill may depend upon the knowledge of a major world language through which these skills may be acquired. On the other hand, language learning itself demands an economic investment, and society may have to consider carefully the significance of language learning in preparation for other educational needs.

Finally, educational framework is required to be taken into consideration in the contextual analysis of language teaching. It refers to the broad context in which the teaching and learning normally occur, and may include such aspects like educational system, educational planning, curriculum, educational technology, and the like.

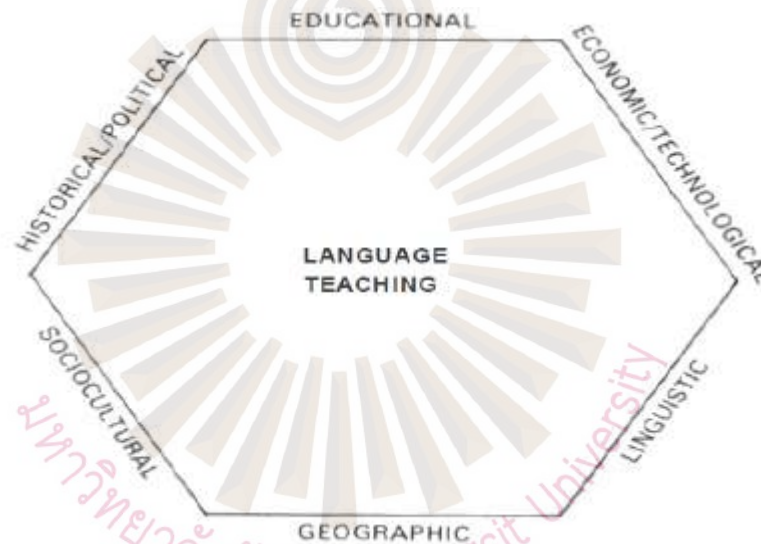


Figure 2.1 An adaptation of Spolsky's diagram to an analysis of social variables in language teaching

Source: Stern, 1983, p. 274

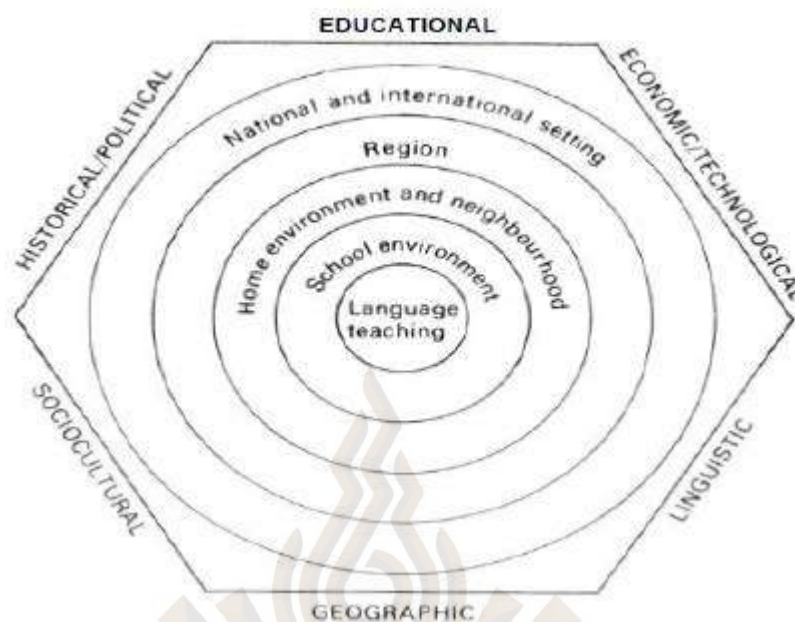


Figure 2.2 An adaptation of Mackey's and Spolsky's diagrams combined as an inventory of contextual factors in language teaching

Source: Stern, 1983, p. 274

## 2.9 Culture Different Theory

Culture has been defined in different ways, according to Greet (2011) mentioned that "culture is the collective programming of the mind that distinguished the members of one group or category of people from others". Culture was cultivated by ethnic group, and nations. The relatively field is the genders, collective and social class. For instance, genders relatively with Masculinity and Femininity culture, in the traditional Confucian culture as the dominant ideology in ancient China is a patriarchy-dominated cultural model. Meanwhile, they were both good at describing females through the culture conflicts between east and west, tradition and modern, and revealing their cultural psychology through marriage and family. For generations, in the history of education, human made a special effort to pass down its valuable traditions. The youth acquired culture from their family and society environment. In the general level, power is the basic concern because human groups are organized into a hierarchy. The social class is all people accept to a certain degree that is not equal, it

unequally status relatively with where are come from, your educated standard, and your parents background (Mei, 2015). However, the schools provide children with educational and social foundation for future successful education; culture and race is the way effect on working-class minority children educational successfully (Victor, 2011).

## **2.10 Related Research and Studies**

Xiang (2015) stated that with the frequent trade between China and Thailand, education cooperation between China and Thailand is flourishing, and more and more Chinese students choose to study in Thailand. With the favorable geographical position of Yunnan province and the policy support of the government, the Thai language major has mushroomed and grown rapidly in Yunnan province. As a new emerging minor language major, more and more people are optimistic about the employment prospects of Thai language and choose to study it. Although the Thai language major has a short history, it has developed rapidly, and the scope of expertise is very broad.

Qin (2014) stated that although the personnel training mode of Yunnan minor languages has made great achievements, it has also explored a talent training road with unique advantages and its own characteristics in the practice of education. However, the current development situation still has certain problems and predicaments.

Li (2011) stated that China's foreign language education has witnessed great achievements in the past three decades and is continuing to surge forward full of vigour, though there still exist many problems. Some of the problems are manifested in the fact that foreign language policy and practice has revealed a lack of sound and rational planning and the teaching of a limited number of foreign languages, which fails to meet the needs of the local society. Meanwhile, the local situation has been getting shortchanged by the social processes and intellectual discourses. In the context of globalization and regionalization, it is extremely pressing to adopt diverse foreign languages education to satisfy the needs of local economic and social development. A

local grounding should become the primary and critical force in the construction of foreign language education policy and practice if we are to cultivate more contextually competitive personnel.

Lu (2015) mentioned the current situation of foreign language education in China and the characteristics of the new normal, The quality of foreign language talents in China is uneven and no longer meets the needs of reality.

In conclusion, this chapter is to write about literature related with the study to provide the theoretical background information of the study, such as, brief introduce Yunnan province, the population and ethnic groups of Yunnan province, the language and characters of Yunnan province, relations between China and Thailand, the relationship between Yunnan province and Thailand; Bridgehead strategy; the Belt and Road; the development of Thai language in China, current situation of Thai language teaching in China; theory of learning motivation. The next chapter will write about methodology, it would included the research design; research instruments, the reliability and validity used for study instrument. The data collection procedures and statistics data to be used data analysis will be discussed.





## CHAPTER 3

### RESEARCH METHODOLOGY

This chapter presents the method adopted for study. It describes the research design; research instruments, the reliability and validity used for study instrument. The data collection procedures and statistical data analysis are also providing.

#### 3.1 Research Design

Mixed-methods was a type of research methodology which embedded qualitative data and quantitative data in a study. It provided an alternative method to traditional quantitative and qualitative approaches (Halcomb & Hickman, 2015). Incorporation of the mixed-methods provided a better, broader and in-depth understanding of the complex phenomenon and enhanced confidence, improve accuracy and completeness and contribute to the overall validity (McKim, 2017). Therefore, researcher used the mixed-methods to carry out the study.

Regarded the research aims and objectives, the mixed research methods integrating both quantitative and qualitative approaches were adopted in this study. The study adopted two types of technique: questionnaire and focus group interview. The questionnaire was used to collect data for answering most of the research questions and the focus group interview questions were conducted in order to give insight into the thought processes underlying their learning reasons and objectives of choosing Thai language learning.

This study followed the steps as shown in Table below:

Table 3.1 The steps of this study

Study Steps		Participants	Marks
1	Requesting for approval letter	3 principals	Three universities in Yunnan province
2	Designing questionnaire	-	-
3	Reliability test	3 experts and 30 students	-
4	Assigning questionnaire	300 students	Three universities in Yunnan province
5	Focus group interview	30 students	Three universities in Yunnan province
6	Data collection		
7	Data Analysis		

### 3.2 The Respondents

Three universities in Yunnan province were involved in this study, all three universities offered Thai majors. In each of three universities, 100 Thai language major students were selected for questionnaire survey according to accessibility, in a total 300 students. They were freshmen and sophomores in each university. Due to the teaching system, all the junior in university had to go to Thailand to study for one year and were not be able to participate in this study, and the senior in university usually do internships outside of school, so the study focused only on Freshmen and Sophomores. The ages of the participants were generally ranging from 18 to 20. In addition, 10 students were voluntarily selected from 100 participants of each university to conduct focus group interviews. In a total of 30 students, 10 students

from each university were divided into 2 groups, 5 students in each group. There were 6 groups in total.

### **3.3 Research Instruments**

As explained in the preceding section, both quantitative and qualitative approaches were adopted in this study. The instruments for quantitative data collection and for qualitative analysis included questionnaire and a set of focus group interview questions.

Both the questionnaire survey and focus group interview were conducted anonymously to ensure that there was no pressure on the respondents involved in the survey.

#### **3.3.1 Questionnaire**

The questionnaire was adapted from Motivation toward English Language Learning of Thai Students Majoring in English at Asia-Pacific International University by Nakhon and Tantip (2012) (Referring to Appendix C).

In this study, the questionnaire consisted of two parts as follows:

The first part included the participants' background information. This was used to collect the students basic information such as their genders, their nationality or ethnic group background.

The second part of the questionnaire was for students perceptions towards Thai language. The questionnaire consisted of the questions regarding learning reasons and objectives of choosing Thai major. (Nakhon and Tantip 2012).

#### **3.3.2 Focus Group Interview**

After the questionnaire survey, the researcher conducted the focus group interview with 30 Thai major students from three universities in groups. Interview questions followed literature theoretical designed questions. The question included

students' family background, attitudes towards Thai language, and learning reasons and objectives of choosing Thai major.

Focus group interview questions contained 10 items and the students were be asked to answer all the questions (Referring to Appendix E). The question were design based on Motivation Toward English Language Learning of Thai Students Majoring in English at Asia-Pacific International University, Nakhon and Tantip (2012).

### 3.4 Validity and Reliability of Research Instruments

#### 3.4.1 Validity

According to Singh (2017) the level to which any instrument measure what it proposed to measure was called validity. The validity showed how well an instrument measured the objective of the particular study. Validity and reliability were necessary for effective and competent research as they were the heart of the study (Heale & Twycross, 2015). Therefore, the validity of the research instruments was evaluated by three experts (one from Thailand and two from China). The Item Objective Congruence (IOC) was used to evaluate the items correspondence with the objectives based on the score +1, 0 and -1.

- + 1: the item clearly matches objectives or ensure that the following measure meet the objectives stated.
- 0: unsure or unclear whether the measures meet the objectives or not.
- 1: the item clearly does not match objectives or ensure that the measure does not meet the stated objectives reality.

The formula for calculating IOC is  $\frac{r}{n}$ , 'r' represents the sum of score of individual expert and 'n' represents the number of experts who validate the items. If the value of test item was in between 0.67 - 1.00, it was considered for accuracy and acceptable. But, if the value was below 0.67, it indicated that the item needed to be rephrased according to the expert's comments.

The validity of the research instruments were ensured through a detailed scrutiny of content coverage, relevancy, language accuracy, suitability, feedback and recommendations by an expert from the university and two experts from China. All the items of the questionnaire and focus group interview were valid with the score of +1 in average.

### 3.4.2 Reliability

Reliability refers to the consistency and stability of the test score or the extent to which measures are free from inaccuracy so that they can produce consistent result (Mohamad, Sulaiman, Sern & Salleh, 2015). The main purpose of the reliability test was to find out the reasonable problem and effectiveness of the techniques or the instruments before implementing to the actual study, which reliability test result can inform possibility and identify alteration need in the actual study (Hazzi & Maldaon, 2015).

To evaluate the reliability of the questionnaire, researcher ensured through the reliability test with another section of 30 Thai major students before doing the real research. The Cronbach's Alpha Rating Scale was used to measure the reliability of the items. As shown in Table 3.2.

Table 3.2 Cronbach's Alpha Rating Scale as cited in Mohamad, et al. (2015)

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

The researchers tested the reliability of questionnaire, the result showed that the questionnaire was acceptable with the rating score of 0.73.

### **3.5 Data Collection Procedures**

Data collection refers to a plan for obtaining data and information and all the relevant norms and ethics needed to be followed when collecting data (Chalmers, 2016). Data collection procedures assist researchers to methodically collect data or information for the study (Elmusharaf, 2012).

#### **3.5.1 Questionnaire**

The researcher distributed the questionnaire and conducted a focus group interview. It was necessary to get an approval document from the principals' of three universities in Yunnan province of China. (Referring to Appendix B)

The questionnaire was given to 300 participants, and the questionnaire was written in Chinese and was divided into two parts (Referring to Appendix C). After the questionnaire survey, the researcher collected the survey results for data analysis.

#### **3.5.2 Focus Group Interview**

For the interview section, 30 respondents were voluntarily interviewed in a native Chinese language. The interview responses were recorded, audiotape then transcribed, translated, analyzed, and summarized by the researcher.

### **3.6 Data Analysis**

The data analysis used Multiple Regressions and clearly graphs to show the university students' perceptions towards Thai language major in Yunnan Province.

### 3.6.1 Statistics Data Analysis

The study adopted for data analysis. It aim to show the university students' perceptions towards Thai language major.

For part one & part two, the questionnaire were collected, analyzed, synthesized and summarized by the researcher.

In addition, in part two, multiple regression was adopted for data analysis.

To interpreted the mean score for students' motivational level, the researchers adopted the interpreting procedure designed by Degang (2010) as shown in Table 3.3.

Table 3.3 Interpretation of Mean Score of Motivational Levels

Scale	Answer	Perception Level	Score Range
5	Strongly agree	Highest	4.50 - 5.00
4	Agree	High	3.50 - 4.49
3	Moderate	Medium	2.50 - 3.49
2	Disagree	Low	1.50 - 2.49
1	Strongly disagree	Lowest	1.00 - 1.49

The mean score for each item indicated the level of students' perception; the higher score indicated that students had high motivation, while the lower score indicated low motivation.

In conclusion, this chapter has presented the method which was adopted for the study. It has described the research design; research instruments, the reliability and

validity used for study instrument as well as the data collection procedures and statistics data that were used for data analysis.





## **CHAPTER 4**

### **RESULTS OF DATA ANALYSIS**

This chapter presents the quantitative and qualitative results of the data collected via the instruments described in Chapter 3. It also provides the data analysis and the interpretation of the participants' questionnaire responses, and focus group interview. The findings are described in accordance with the research objectives and the tables as well as the diagrams are illustrated for more vivid presentation of the findings.

#### **4.1 Data Analysis of Questionnaire**

According to the research objective, the questionnaire was used as a quantitative data collection tool to study the university students' perceptions towards Thai language major in Yunnan Province, China. In this study, the questionnaire consisted of two parts, the first part was the student general information. The second part of the questionnaire was for students perceptions towards Thai language. A total of 300 Thai majors' students were investigated in this questionnaire.

##### **4.1.1 Student General Information**

The student general information included four parts: genders, level of study, nationality, birth place.

## 4.1.1.1 Students' Gender

Table 4.1 The number of students' gender

Gender	Male	32
	Female	268
Total		300

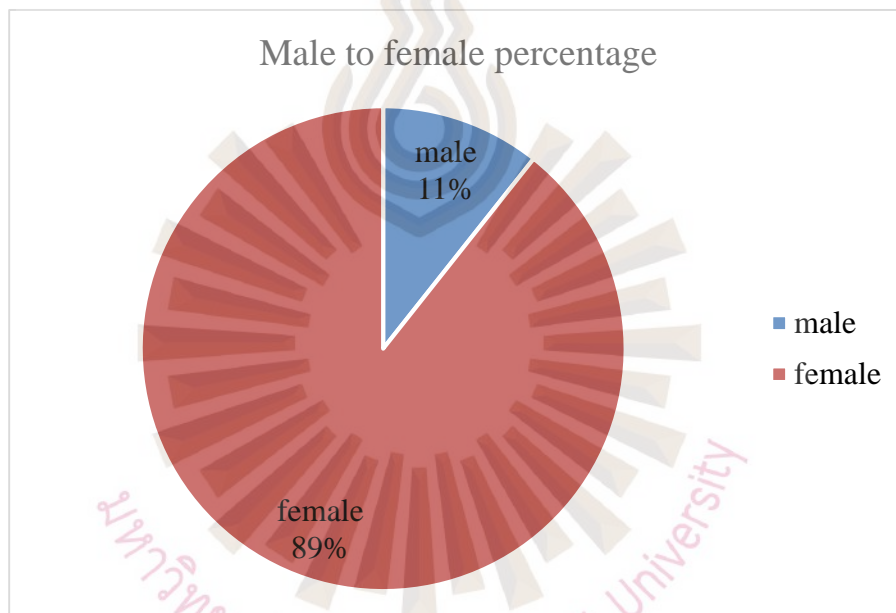


Figure 4.1 The percentage of male and female students

The survey involved 300 students, consisting of 32 male students and 268 female students. Male students made up 11% and female students 89%. According to the results, the number of female Thai major' students far exceeds the number of male students.

## 4.1.1.2 Students' level of study

Table 4.2 Students' level of study

Level of Study	Freshman	125
	Sophomore	175
Total		300

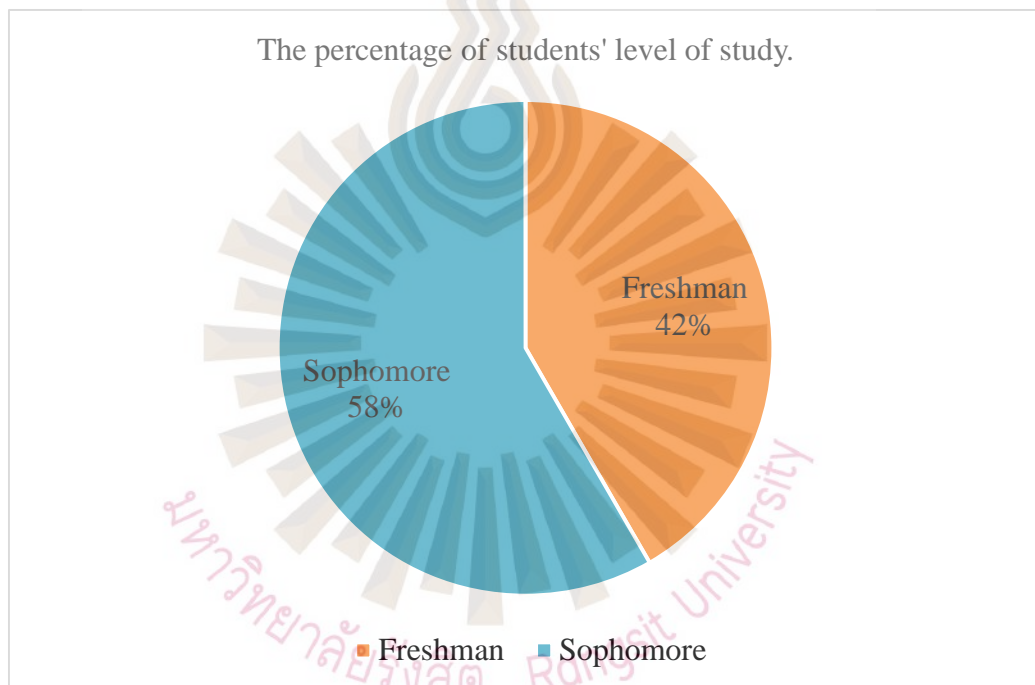


Figure 4.2 The percentage of students' level of study

The survey involved 300 students, consisting of 125 freshman students and 175 sophomore students. Freshman made up 42% and sophomore 58%. According to the results, the number of sophomore Thai major' students slightly more the number of freshman students.

## 4.1.1.3 Students' Nationality

Table 4.3 Students' nationality

Nationality	Chinese	254
	Others	46
Total		300

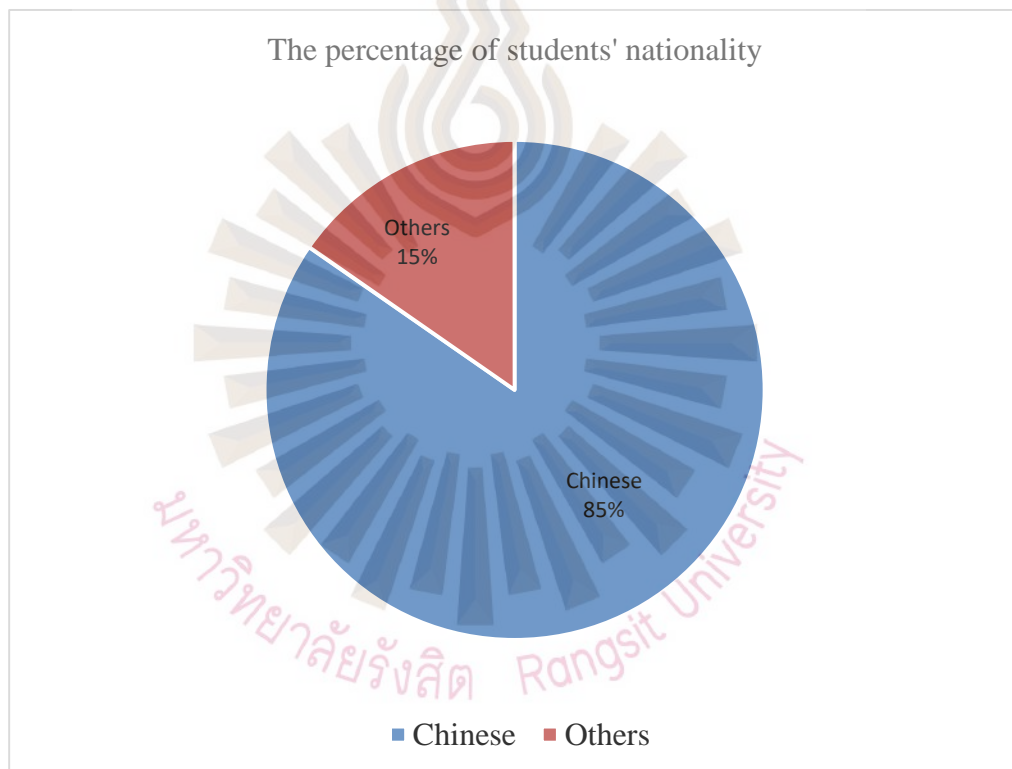


Figure 4.3 The percentage of students' nationality

The survey involved 300 students, consisting of 254 Chinese students and 46 other nationality students. Chinese students made up 85% and others students 15%. According to the results, the number of Chinese Thai major' students was far exceeding the number of other nationality students.

## 4.1.1.4 Students' Birth Place

Table 4.4 Students' birth place

Birth Place	Yunnan	208
	Others	92
Total		300

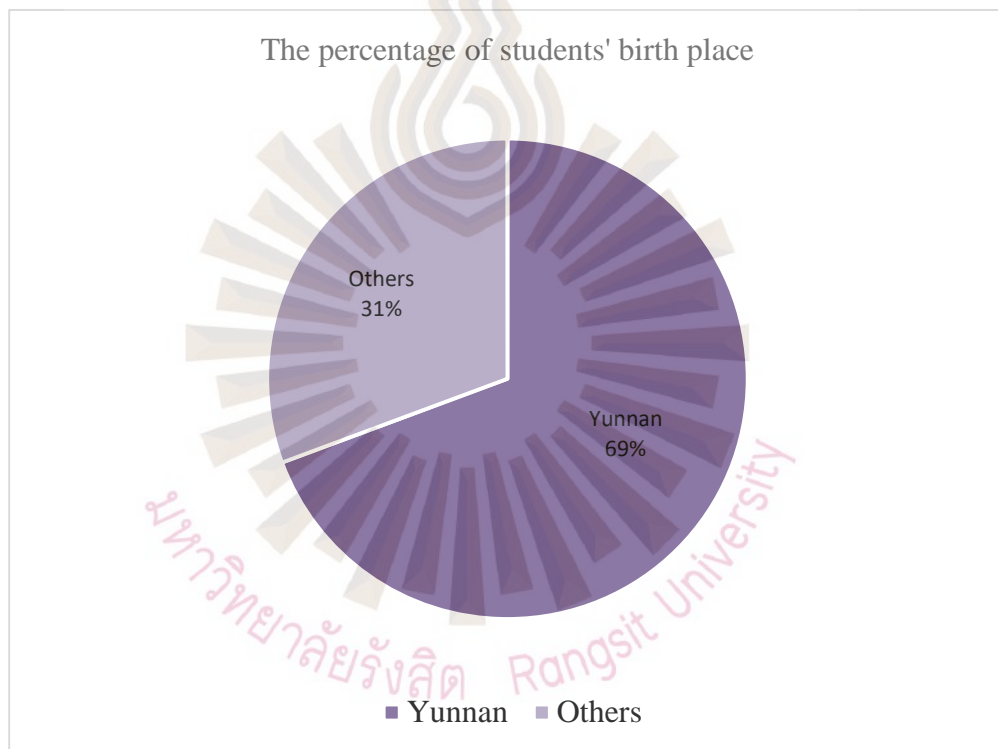


Figure 4.4 The percentage of students' birth place

The survey involved 300 students, consisting of 208 Yunnan province students and 92 other province students. Yunnan province students made up 69% and others province students 31%. According to the results, the majority of Thai majors students came from Yunnan province.

#### 4.1.2 Perceptions Items

A total of 29 perception items were surveyed in this questionnaire and collected as one of the research data through the interpreting procedure designed by Degang (2010) with five points ranging from, strongly agree to strongly disagree; 5 = strongly agree, 4 = agree, 3 = moderate, 2 = disagree, 1 = strongly disagree. This method facilitated the data analysis and demonstrated a clearer answer to the research objective.

The questionnaire items for the university students' perceptions towards Thai language major were divided into two categories: Learning Reasons, and Learning Objectives. The responses of each item was computed and analyzed separately using descriptive analysis (mean and standard deviation). Also, the mean ( $\bar{x}$ ) and standard deviation scores of two categories of the items for the students' perceptions towards Thai language major satisfaction as well as the total mean and standard deviation scores were analyzed and interpreted according to the statistical analysis interpretation of the mean score (see Table 3.2). The scores indicated a high and a low level of the respondents.

Table 4.5 below demonstrates the mean and standard deviation of each questionnaire item together with the level of students' perceptions towards Thai language major.

Table 4.5 Quantitative data and interpretation of questionnaire items for students' perceptions towards Thai language major.

No.	Items	Mean ( $\bar{x}$ )	SD	Level of Perception
1	I study Thai because I would like to understand the Thailand culture and tradition.	3.87	0.15	High
2	I study Thai because I would like to read Thai stories, novels, and literature.	4.06	0.15	High
3	I study Thai because I would like to participate more freely in activities among other groups who speak Thai.	2.73	0.09	Medium
4	I study Thai because I would like to get an ideal job in the future.	4.07	0.16	High
5	I study Thai because it will make me a more knowledgeable person.	3.54	0.09	High
6	I study Thai because it will help me to better understand the ways of life of native Thai speakers.	3.44	0.10	Medium
7	I study Thai because I would like to easily make friends with foreigners.	3.52	0.10	High
8	I study Thai because it will help me to associate with foreigners and learn about their values and beliefs.	3.45	0.10	Medium
9	I study Thai because other people will respect me more if I know a foreign language.	3.34	0.12	Medium
10	I study Thai because it will help me to further my studies.	3.27	0.12	Medium
11	I study Thai because I would like to search for information and materials in Thai on the Internet.	2.84	0.10	Medium

Table 4.5 Quantitative data and interpretation of questionnaire items for students' perceptions towards Thai language major. (Cont.)

No.	Items	Mean ( $\bar{x}$ )	SD	Level of Perception
12	I study Thai because I would like to be open-minded and friendly like native Thai speakers.	3.15	0.10	Medium
13	I study Thai because it will help me when I travel abroad.	4.00	0.17	High
14	I study Thai because I would like to achieve at school.	3.00	0.09	Medium
15	I study Thai because Thai people are kind and cheerful.	2.83	0.12	Medium
16	I study Thai because I enjoy watching Thai news and movies.	3.54	0.12	High
17	I study Thai because I enjoy reading Thai books, articles, newspapers, and magazines.	2.70	0.09	Medium
18	I study Thai because I would like to earn a university degree.	4.44	0.22	High
19	I study Thai because it is an important tool for communication.	3.61	0.17	High
20	I study Thai because I like the culture and traditions of Thailand.	3.62	0.10	High
21	I study Thai because the employment prospect of Thai language major is very good.	3.56	0.14	High
22	My choice to learn Thai is the opinion of my parents.	2.49	0.19	Low
23	I study Thai because Thai language major is very popular in Yunnan.	4.10	0.17	High
24	I study Thai because I would like to be a Thai teacher.	3.47	0.07	Medium



Table 4.5 Quantitative data and interpretation of questionnaire items for students' perceptions towards Thai language major. (Cont.)

No.	Items	Mean ( $\bar{x}$ )	SD	Level of Perception
25	I study Thai because I would like to be a tour guide.	4.15	0.17	High
26	I study Thai because I have friends who learn Thai.	3.44	0.12	Medium
27	China and southeast Asian countries are developing increasingly closely. I study Thai because I would like to understand southeast Asian countries.	4.37	0.21	High
28	Southeast Asian minority languages are developing increasingly prosperous in Yunnan, so choosing Thai major is in line with the development trend.	4.55	0.21	Highest
29	I study Thai for the purpose of entering the university campus. There is no special reason.	2.32	0.13	Low
Total		3.50	0.13	High

The questionnaire for Chinese university students' perceptions towards Thai language major in Yunnan province was administered with the Thai language major students in Yunnan province after the tests of validity and reliability were done. Table 4.5 above showed that the total students' of perception items was considered as of a high level with mean ( $\bar{x}$ ) score of 3.50 and SD of 0.13.

By examining the mean scores of all questionnaire items, the results revealed the high level and the highest level of students' level of perception items with the mean scores ranging from 3.52 to 4.55. Only one item was rated in the highest level,

the highest mean score was rated for Item 28, ( $\bar{x}$ ) = 4.55, “Southeast Asian minority languages are developing increasingly prosperous in Yunnan, so choosing Thai major is in line with the development trend.” Fourteen items (Item 1 ( $\bar{x}$ ) = 3.87, Item 2 ( $\bar{x}$ ) = 4.06, Item 4 ( $\bar{x}$ ) = 4.07, Item 5 ( $\bar{x}$ ) = 3.54, Item 7 ( $\bar{x}$ ) = 3.52, Item 13 ( $\bar{x}$ ) = 4.00, Item 16 ( $\bar{x}$ ) = 3.54, Item 18 ( $\bar{x}$ ) = 4.44, Item 19 ( $\bar{x}$ ) = 3.61, Item 20 ( $\bar{x}$ ) = 3.62, Item 21 ( $\bar{x}$ ) = 3.56, Item 23 ( $\bar{x}$ ) = 4.10, Item 25 ( $\bar{x}$ ) = 4.15 and item 27 ( $\bar{x}$ ) = 4.37) were rated in the high level. And the other twelve items were rated in the medium level. The low level were rated for Item 22 ( $\bar{x}$ ) = 2.49, “My choice to learn Thai is the opinion of my parents”, and Item 29 ( $\bar{x}$ ) = 2.32, “I study Thai for the purpose of entering the university campus. There is no special reason.” There was no lowest level item in the questionnaire.

In addition, the mean ( $\bar{x}$ ) and standard deviation scores of two categories of the questionnaire items for the university students' perceptions towards Thai language major: Learning Reasons, and Learning Objectives were also computed analyzed and interpreted according to the statistical analysis interpretation of the mean score (see Table 3.2).

Tables 4.6 and 4.7 below demonstrate mean, standard deviation and students' perception interpretation of questionnaire items of the Learning Reasons, and Learning Objectives.

Table 4.6 Quantitative data and interpretation of students' perceptions towards Thai language major of questionnaire items in Learning Reasons.

No.	Items	Mean ( $\bar{x}$ )	SD	Level of Perception
5	I study Thai because it will make me a more knowledgeable person.	3.54	0.09	High
6	I study Thai because it will help me to better understand the ways of life of native Thai speakers.	3.44	0.10	Medium
8	I study Thai because it will help me to associate with foreigners and learn about their values and beliefs.	3.45	0.10	Medium
9	I study Thai because other people will respect me more if I know a foreign language.	3.34	0.12	Medium
10	I study Thai because it will help me to further my studies.	3.27	0.12	Medium
13	I study Thai because it will help me when I travel abroad.	4.00	0.17	High
15	I study Thai because Thai people are kind and cheerful.	2.83	0.12	Medium
16	I study Thai because I enjoy watching Thai news and movies.	3.54	0.12	High
17	I study Thai because I enjoy reading Thai books, articles, newspapers, and magazines.	2.70	0.09	Medium
19	I study Thai because it is an important tool for communication.	3.61	0.17	High
20	I study Thai because I like the culture and traditions of Thailand.	3.62	0.10	High
21	I study Thai because the employment prospect of Thai language major is very good.	3.56	0.14	High

Table 4.6 Quantitative data and interpretation of students' perceptions towards Thai language major of questionnaire items in Learning Reasons. (Cont.)

No.	Items	Mean ( $\bar{x}$ )	SD	Level of Perception
22	My choice to learn Thai is the opinion of my parents.	2.49	0.19	Low
23	I study Thai because Thai language major is very popular in Yunnan.	4.10	0.17	High
26	I study Thai because I have friends who learn Thai.	3.44	0.12	Medium
28	Southeast Asian minority languages are developing increasingly prosperous in Yunnan, so choosing Thai major is in line with the development trend.	4.55	0.21	Highest
Total		3.47	0.13	Medium

According to the questionnaire items in Learning Reasons including Items 5, 6, 8, 9, 10, 13, 15, 16, 17, 19, 20, 21, 22, 23, 26, and 28, the students' level of perception in this category was regarded of the medium level with the total mean ( $\bar{x}$ ) score of 3.47, and SD of 0.13. As mentioned previously, only one item was rated in the highest level, that was Item 28, ( $\bar{x}$ ) = 4.55, "Southeast Asian minority languages are developing increasingly prosperous in Yunnan, so choosing Thai major is in line with the development trend." And in this category, the low level was rated for Item 22 ( $\bar{x}$ ) = 2.49, "My choice to learn Thai is the opinion of my parents." Seven items (Item 5 ( $\bar{x}$ ) = 3.54, Item 13 ( $\bar{x}$ ) = 4.00, Item 16 ( $\bar{x}$ ) = 3.54, Item 19 ( $\bar{x}$ ) = 3.61, Item 20 ( $\bar{x}$ ) = 3.62, Item 21 ( $\bar{x}$ ) = 3.56, and Item 23 ( $\bar{x}$ ) = 4.10) were rated in the high level. And the other seven items were rated in the medium level.

Table 4.7 Quantitative data and interpretation of students' perceptions towards Thai language major of questionnaire items in Learning Objectives.

No.	Items	Mean ( $\bar{x}$ )	SD	Level of Perception
1	I study Thai because I would like to understand the Thailand culture and tradition.	3.87	0.15	High
2	I study Thai because I would like to read Thai stories, novels, and literature.	4.06	0.15	High
3	I study Thai because I would like to participate more freely in activities among other groups who speak Thai.	2.73	0.09	Medium
4	I study Thai because I would like to get an ideal job in the future.	4.07	0.16	High
7	I study Thai because I would like to easily make friends with foreigners.	3.52	0.10	High
11	I study Thai because I would like to search for information and materials in Thai on the Internet.	2.84	0.10	Medium
12	I study Thai because I would like to be open-minded and friendly like native Thai speakers.	3.15	0.10	Medium
14	I study Thai because I would like to achieve at school.	3.00	0.09	Medium
18	I study Thai because I would like to earn a university degree.	4.44	0.22	High
24	I study Thai because I would like to be a Thai teacher.	3.47	0.07	Medium
25	I study Thai because I would like to be a tour guide.	4.15	0.17	High

Table 4.7 Quantitative data and interpretation of students' perceptions towards Thai language major of questionnaire items in Learning Objectives. (Cont.)

No.	Items	Mean ( $\bar{x}$ )	SD	Level of Perception
27	China and southeast Asian countries are developing increasingly closely. I study Thai because I would like to understand southeast Asian countries.	4.37	0.21	High
29	I study Thai for the purpose of entering the university campus. There is no special reason.	2.32	0.13	Low
Total		3.54	0.13	High

According to the questionnaire items in Learning Objectives including Items 1, 2, 3, 4, 7, 11, 12, 14, 18, 24, 25, 27, and 29, the students' level of perception in this category was regarded of the high level with the total mean ( $\bar{x}$ ) score of 3.54, and SD of 0.13. Among them, seven items (Item 1 ( $\bar{x}$ )=3.87, Item 2 ( $\bar{x}$ )=4.06, Item 4 ( $\bar{x}$ )=4.07, Item 7 ( $\bar{x}$ )=3.52, Item 18 ( $\bar{x}$ )=4.44, Item 25 ( $\bar{x}$ )=4.15, and Item 27 ( $\bar{x}$ )=4.37) were rated in the high level. And five items (Item 3 ( $\bar{x}$ )=2.73, Item 11 ( $\bar{x}$ )=2.84, Item 12 ( $\bar{x}$ )=3.15, Item 14 ( $\bar{x}$ )=3.00, and Item 24 ( $\bar{x}$ )=3.47) were rated in the medium level. In addition, only one item was rated in the low level, that was Item 29, ( $\bar{x}$ )=2.32, "I study Thai for the purpose of entering the university campus. There is no special reason."

## 4.2 Data Analysis of Focus Group Interview

According to the research objective, the focus group interview was used as a qualitative data collection tool to study the university students' perceptions towards Thai language major in Yunnan Province, China.

For the interview section, interview questions contained 10 items, and 30 respondents were interviewed in a native Chinese language. The interview was recorded, then transcribed, translated, analyzed, and summarized by the researcher. The recordings of the interviews were without any alteration of the content, and the researcher translated them from Chinese into English.

Up to this point, the core theme of focus group interviews has been based on ten questions, and the examples of student participants' responses were also show as follows. (Referring Appendix F)

1) Do you choose to major in Thai language by yourself, or is it recommended that you choose this major by others?

1.1) Willingness to learn -

Most of the participants chose to study Thai major on their own initiative or on the recommendation of others., while only a few of them chose to study Thai major passively due to other reasons.

I chose it myself. But my parents also advised me to choose Thai as my major, and then I chose Thai as my major. (Interviewee 5)

“I chose it myself. Because I've wanted to learn minority languages since high school. ” (Interviewee 6)

“My mother helped me to apply for this major directly, without asking for my opinion.” (Interviewee 12)

## 2) Do your parents support you in learning Thai language?

### 2.1) Parental support -

Among the 30 participants, only one parent did not support their child study Thai major because they did not know Thai, but changed their attitude after knowing Thai. The parents of the other 29 participants supported their children in learning Thai.

“Not very supportive at first, because at first they don't know what the future holds for language learning.” (Interviewee 1)

“My parents are very supportive of my major in Thai.” (Interviewee 11)

“Support ah, they said I can choose anything, as long as I'm interested.” (Interviewee 25)

## 3) What is the main reason that you choose major of Thai language?

### 3.1) Interest in learning -

Most of the participants chose to major in Thai because they were interested in Thai and liked Thai.

“Like Thai language, before now watching Thai drama, chasing Thai star, want to learn Thai language.” (Interviewee 3)

“Because when I was in high school, I was crazy about watching Thai TV dramas and I wanted to choose Thai language.” (Interviewee 14)

“Just like Thai language.” (Interviewee 23)

### 3.2) Employment prospects -

In addition to their interest in learning, most of the participants chose to major in Thai because they wanted a better career in the future.

“Since my family runs a travel company, they want someone who speaks other languages besides English.” (Interviewee 5)

“I like to learn the language, like to learn English, but English is difficult, but I feel Thai, the employment prospects are good.” (Interviewee 10)

“At that time was not the beginning of One Belt And One Road, I think it is quite convenient employment, but now it seems that the talent in this area is quite a lot.” (Interviewee 11)



### 3.3) Learning reasons -

In addition to learning interest and employment prospects, some participants chose to study Thai for other reasons. For example, participants knew that learning Thai would not require them to study math, or they were forced to choose Thai major.

“Because before I feel original liberal arts obtain employment direction is very few, afterwards I looked to learn minor language to need not learn maths, my university entrance exam maths has 40 minutes only, chose Thai major. With few candidates, there is less competition for jobs.” (Interviewee 13)

“I came to learn Thai just because I didn't want to learn math.” (Interviewee 18)

“Say exaggerated a bit word, it is cornered just choose this, enter the university after the university entrance exam at that time did not choose good major, be changed.” (Interviewee 15)

## 4) What's your first impression of Thai language?

### 4.1) Difficulty in learning -

The first impression of some participants on Thai language was very difficult, but the participants showed that after learning Thai, they found it not as difficult as they expected and could accept it.

“First impressions are hard because you have to learn a language from scratch, the text looks strange, and I have no previous knowledge of Thai.” (Interviewee 1)

“It's hard to write, like a tadpole.” (Interviewee 3)

“First impression, difficult, very do not understand, feel very strange. Now I think it's okay, now look at those southeast Asian languages that Thai is relatively simple.” (Interviewee 5)

### 4.2) Favorable impressions -

Some participants learned about Thai through watching Thai dramas and listening to Thai songs. Their first impression of Thai language are sweet-sounding.

“My first impression of Thai language was when I watched Thai TV series.” (Interviewee 2)

“I think Thai people speak softly and sweetly, so I love Thai anyway.” (Interviewee 7)

## 5) What do you want to do after graduation?

### 5.1) Related work -

Most of the participants want to engage in Thai related jobs after graduation, such as Thai teacher, Thai translator, guide and so on.

“I still want to engage in the work corresponding to Thai, which may be tourism, or translation and so on.” (Interviewee 2)

“I still want to find a job related to Thai. After all, I have studied for four years and the tuition is quite high.” (Interviewee 15)

“I want to be a tour guide, then a teacher, or a translator.” (Interviewee 19)

### 5.2) Continue to learn -

In addition to the work related to Thai after graduation, some of the participants expressed their intention to pursue a master's degree after graduation.

“After graduation, I want to go to graduate school first, do not want to learn Thai language again, cross major one's deceased father grind.” (Interviewee 12)

“May take an examination of grind, still do not decide now. If go to Thailand, take an examination of grind, can continue to learn Thai language, if be in domestic word, the likelihood can cross major to take an examination of, of economic kind.” (Interviewee 14)

“I want to continue graduate school in the future, if there is a chance.” (Interviewee 30)

## 6) Do you think learning Thai language will help you find a job?

### 6.1) Job opportunities -

The vast majority of participants believed that Thai would help them find a job related to Thai in the future, but a small number of participants said

that only knowing Thai would be limited for future development, and they lacked some skills in other aspects.

“I think the small language is helpful for my future career development, but there are some limitations, such as only knowing the language, other aspects of the ability to work is very lack, single skills.” (Interviewee 1)

“I think so, as long as it is to find Thai related work or useful.” (Interviewee 15)

“It should be helpful, but I think we should learn some other skills, such as computer, planning, communication and so on.” (Interviewee 30)

#### 7) Are you satisfied with your present study environment?

##### 7.1) The language environment -

In universities in Yunnan province, the teaching model of Thai major adopts the "2+1+1" training mode, that is in the third year, students will exchange to study in a university in Thailand for one year. For this mode, most participants expressed satisfaction, and hope to have more time to study in the university of Thailand, deeper into the Thai language environment.

“In my opinion, the current three-plus-one mode is very helpful for Thai learning, and I can better understand how Thai is used in real life, including the dialogue habits of Thai people and some understanding of Thai customs. But I also think... Well... Still not perfect, some aspects, such as the translation class and some other classes are not perfect.” (Interviewee 1)

“It's okay, but I think it would be better if we could make it two plus two. I want to learn more in this language environment.” (Interviewee 3)

“I'm satisfied with that, but I think it would be better if we could make it two plus two.” (Interviewee 22)

##### 7.2) Teaching methods -

Some participants expressed that the current learning pressure was relatively high, which had a negative impact on their learning. They hoped that the teacher could change the teaching method, study in a relaxed and interesting learning environment, and reduce the learning pressure.

“I feel very satisfied, except for a little more homework, sleep is not good.” (Interviewee 12)

“Not bad. It's just that there's so much pressure every day, so much homework every day, really, I feel even more tired than I did in high school.” (Interviewee 13)

“The curriculum is fine. Maybe the teacher's teaching style needs to be improved.” (Interviewee 14)

8) After graduation, will you continue to study Thai language in depth?

8.1) Further study -

Some participants said that they would continue to study Thai in depth, and they would like to continue their postgraduate study after graduation, or a deep understanding of Thai, engaged in related work.

“Well, I'm going to take the postgraduate entrance exam. It's still about Thai.” (Interviewee 1)

“Yes, because I want to take the postgraduate entrance examination.” (Interviewee 6)

“Yes, because I want to be a Thai translator.” (Interviewee 10)

8.2) Capability of improvement -

Some participants said that they would not further study Thai after graduation, but would choose to work, or choose to enter other professional master's degree.

“I should not be thorough learned, nevertheless 4 years, after graduation, the likelihood can consider one's deceased father grind.” (Interviewee 7)

“Further? I will choose to work hard and play hard.” (Interviewee 11)

“I will choose to go to graduate school, but I will choose other majors instead of Thai.” (Interviewee 23)

9) Do you have any favorite learning methods after class?

9.1) Autonomous learning method -

Almost all the participants said that they learned by watching Thai dramas, listening to Thai songs, or communicating with Thai people. But some of the participants said that the study pressure was so great that they did not want to continue learning Thai after school.

“Just watch TV series, chat with Thai people, and ask some questions about Thailand.” (Interviewee 1)

“In fact, more or about reading some video what, reading book the interest will not be so high.” (Interviewee 4)

“I also watched Thai dramas before, but now I don't want to watch Thai dramas after listening class, and I don't want to listen to Thai lessons either.” (Interviewee 13)

“No, just follow the teacher's steps. I don't want to spend any more time doing homework after class.” (Interviewee 15)

10) Do you have any suggestions for Thai language teaching?

10.1) Language environment -

Some participants expressed the hope that teachers could create more language environment by playing audio, communicating in Thai or organizing professional activities in class, so that students can know more about the culture of Thailand, deeply understand the language thinking of Thai people, and achieve the purpose of enhancing students' interest in learning.

“In class, the teacher can play more video and audio related to Thailand to deepen the interest of the students. In addition, the teacher can also carry out more professional activities and learn about the culture of Thailand.” (Interviewee 2)

“I hope the teacher will still speak more Thai, for example, in China, I will rely on the teacher very much, that is, the teacher can speak Chinese, will not be very serious to say to listen to (Thai).” (Interviewee 3)

“In fact, I think I should learn more about Thai culture in addition to taking classes. Most people don't know much about Thailand when they

first learn Thai, and they are very strange to their culture. Therefore, I say that since I have learned this language, I still hope to deeply learn and understand it.” (Interviewee 4)

#### 10.2) Improvement of teaching methods -

Some participants felt that there were big problems in the current teaching methods of teachers. For example, too much homework and too heavy learning tasks increased students' learning pressure. The teacher does not guide the student to study very well, lacks the sense of responsibility. In this regard, participants hope that teachers can adjust teaching methods and develop reasonable and effective teaching models.

“If it's important for students, like writing, you have to figure out what they're doing wrong and tell them what's wrong, what's wrong with the grammar, don't just give them a grade or something like that.” (Interviewee 5)

“I don't think I'm satisfied with anything except the basic Thai lessons. For example, in the listening class, I don't know if it is because of the Thai teacher. I don't think I can accept his way of teaching. He just listen to us twice in class. As for the reading class, I was also confused by the teacher's teaching method. I think we talked all by ourselves. He asked the students to translate and then it was over. May be because this semester just changed the teacher, feeling has not adapted to it.” (Interviewee 7)

“As for the cooperation and interaction between the teacher and the students in class, it is different from the situation now that the students are the only ones talking about it. I hope the teacher can interact with the students more and cooperate with them to complete the teaching.” (Interviewee 14)

In conclusion, there are many problems in the teaching methods of Thai major at present, and these to be improved. All these put forward the requirements for the teaching of Thai in the future, and educators need to make corresponding adjustments to the teaching mode according to these problems.

## **CHAPTER 5**

### **CONCLUSION, DISCUSSION, AND RECOMMENDATIONS**

This chapter presents the conclusion and discussion based on the data analysis of the university students' perceptions towards Thai language major in Yunnan Province, China. The conclusion will mention recommendation for a future study.

#### **5.1 Conclusion**

The purpose of this study is to study the university students' perceptions towards Thai language major in Yunnan Province, China. The following conclusion was drawn after the analysis of the data collected through mixed-methods.

So all research instruments were designed and implemented to achieve the research objective. The validation of both quantitative and qualitative data was based on these research instruments as well as on the study results including students' responses to the questionnaire, together with their focus group interview. The findings obtained by both quantitative and qualitative data analysis and results are presented as follows.

##### **5.1.1 The Results of Questionnaire Data**

Quantitative results and analysis of questionnaire were presented in Chapter 4 to support the university students' perceptions towards Thai language major in Yunnan Province, China. This section will summarize findings in response to the objective of the study.

According to the research objective, to study the university students' perceptions towards Thai language major in Yunnan Province, a questionnaire survey was conducted among 300 Thai major' students. In this study, the questionnaire consisted of two parts, the first part was the student general information, the student general information included four categories: genders, level of study, nationality, birth place. The second part of the questionnaire was for students perception items towards Thai language, the questionnaire items were divided into two categories: Learning Reasons, and Learning Objectives. The scores of all questionnaire items rated by the students were computed using a computer program. The findings of results and analysis are stated in the following part.

#### 5.1.1.1 The Results of the Student General Information

As mentioned earlier, the student general information included four categories: gender, level of study, nationality, birth place.

Of the 300 participants, consisting of 125 freshman students and 175 sophomore students. According to the results, the number of sophomore Thai major' students was slightly more than the number of freshman students. This indicated that the number of Thai major students showed a declining trend. Of course, this result was not obvious in this study. If it needed to be clarified, another more rigorous and comprehensive investigation and study was needed.

Among the 300 participants in the survey, consisting of 254 Chinese students and 46 other nationality students. According to the results, the number of Chinese Thai major' students far with Chinese nationality was exceeding the number of other nationality students.

Of the 300 participants, consisting of 208 Yunnan province students and 92 other province students. According to the results, the majority of Thai majors students come from Yunnan province. This also showed that the geographical



advantages of Yunnan province and Thailand had a great impact on Thai majors, and the geographical advantages promoted students to choose to learn Thai.

#### 5.1.1.2 The Results of the Student' Perceptions

As mentioned earlier, the questionnaire of the student' perceptions items were divided into two categories: Learning Reasons, and Learning Objectives. After being computed and analyzed by a computer program using descriptive analysis (mean and standard deviation), the results showed that the total students' level of perception items were considered as of a high level with mean ( $\bar{x}$ ) score of 3.50 and SD of 0.13. By examining the mean scores of all questionnaire items, the results revealed the high level and the highest level of students' level of perception items with the mean scores ranging from 3.52 to 4.55. Only one item was rated in the highest level, the highest mean score was rated for Item 28, ( $\bar{x}$ ) = 4.55. Fourteen items (Item 1, 2, 4, 5, 7, 13, 16, 18, 19, 20, 21, 23, 25 and 27) were rated in the high level. And the other twelve items were rated in the medium level. The low level was rated for Item 22 ( $\bar{x}$ ) = 2.49, and Item 29 ( $\bar{x}$ ) = 2.32. There was no lowest level item in the questionnaire.

By examining of the two categories of the questionnaire items, the questionnaire items in Learning Reasons including Items 5, 6, 8, 9, 10, 13, 15, 16, 17, 19, 20, 21, 22, 23, 26, and 28, the results revealed that the students' level of perception in this category was regarded of the medium level with the total mean ( $\bar{x}$ ) score of 3.47, and SD of 0.13. The questionnaire items in Learning Objectives including Items 1, 2, 3, 4, 7, 11, 12, 14, 18, 24, 25, 27, and 29, the results revealed that the students' level of perception in this category was regarded of the high level with the total mean ( $\bar{x}$ ) score of 3.54, and SD of 0.13.

The above mean ( $\bar{x}$ ) scores suggested that the overall the university students' perceptions towards Thai language major in Yunnan province was in a high level. The findings obtained from questionnaire data analysis and results; therefore answered the

research question that the overall the university students' perceptions towards Thai language major in Yunnan province, China was in a high level.

### **5.1.2 The Results of Focus Group Interview**

According to the research objective, the focus group interview was used as a qualitative data collection tool to study the university students' perceptions towards Thai language major in Yunnan Province, China. For the interview section, interview questions contained 10 items, and 30 respondents were interviewed in a native Chinese language. The interview was recorded, then transcribed, translated, analyzed, and summarized by the researcher. The recordings of the interviews were without any alteration of the content, and the researcher translated them from Chinese into English.

The results of students' focus group interview were summarized and analyzed according to the thematic content as follows.

#### **1) Learning reasons -**

Most of the participants chose to study Thai major on their own initiative or on the recommendation of others, and parents of them supported their children in learning Thai. Most of them chose to major in Thai because they were interested in Thai, liked Thai, their first impression of Thai language are sweet-sounding, and they wanted a better career in the future. And another participants chose to study Thai for other reasons, for example, participants knew that learning Thai would not require them to study math, or they were forced to choose Thai major.

#### **2) Learning objectives -**

Most of the participants want to engage in Thai related jobs after graduation, such as Thai teacher, Thai translator, guide and so on, most of them believed that Thai would help them find a job related to Thai in the future, but a small number of participants said that only knowing Thai would be limited for future development, and they lacked some skills in other aspects. And in addition to the work related to Thai after graduation, some of the participants expressed their intention to pursue a master's degree after graduation.

### 3) Expectations and suggestions -

Some participants expressed that the current learning pressure was relatively high, which had a negative impact on their learning. They hoped that the teacher could change the teaching method, study in a relaxed and interesting learning environment, and reduce the learning pressure. And they also hope that teachers could create more language environment by playing audio, communicating in Thai or organizing professional activities in class, so that students can know more about the culture of Thailand, deeply understand the language thinking of Thai people, and achieve the purpose of enhancing students' interest in learning.

In addition to, in universities in Yunnan province, the teaching model of Thai major adopts the "2+1+1" training mode, that is in the third year, students will exchange to study in a university in Thailand for one year. For this mode, most participants expressed satisfaction, and hope to have more time to study in the university of Thailand, deeper into the Thai language environment. They would prefer to study in Thailand for two years.

## 5.2 Discussion

Based on the findings in this section, this study revealed the university students' perceptions towards Thai language major in Yunnan Province was in a high level. These perceptions included the reasons why students chose Thai major and the goals they wanted to achieve in learning Thai. In addition, the participants gave valuable suggestions on the current Thai language learning environment and teachers' teaching methods, which would be of great reference value for Thai teaching in the future.

### 5.2.1 Students' Level of Perception towards Thai Major

As shown in Chapter 4, the results showed that the total students' level of perception items was considered as of a high level with mean ( $\bar{x}$ ) score of 3.50 and SD of 0.13. The highest mean score item was "Southeast Asian minority languages are developing increasingly prosperous in Yunnan, so choosing Thai major is in line with

the development trend.” In addition, another item also got high marks in the questionnaire survey, that was “China and southeast Asian countries are developing increasingly closely. I study Thai because I would like to understand southeast Asian countries.” The mean ( $\bar{x}$ ) score of this item was 4.37, and SD was 0.21. This showed that the development of political and economic relations between Thailand and China promotes the development of Thai language teaching in Yunnan, which makes more and more students choose to study Thai major.

On the other hand, in this questionnaire survey, the questionnaire items in Learning Objectives, the results revealed that the students' level of perception in this category was regarded of the high level with the total mean ( $\bar{x}$ ) score of 3.54, and SD of 0.13. The results showed that most of the students want to engage in Thai related work after graduation, which has great impact on the students' choice of Thai major.

The above finding would be corresponding to the study by Xiang (2015). With the frequent trade between China and Thailand, education cooperation between China and Thailand is flourishing, and more and more Chinese students choose to study in Thailand. With the favorable geographical position of Yunnan province and the policy support of the government, the Thai language major has mushroomed and grown rapidly in Yunnan province. As a new emerging minor language major, more and more people are optimistic about the employment prospects of Thai language and choose to study it. Although the Thai language major has a short history, it has developed rapidly, and the scope of expertise is very broad.

### **5.2.2 Focus Group Interview**

Based on the analysis of the results of focus group interviews, another finding of this study was to understand the current teaching situation of Thai language in universities in Yunnan province. The results showed that the teaching of Thai in Yunnan universities was in the development stage, and there were many areas to be improved. For example, some participants felt that there were big problems in the current teaching methods of teachers. Due to the improper teaching methods of

teachers, students were under great pressure, which had a negative impact on their learning. They hoped that the teacher could change the teaching method, study in a relaxed and interesting learning environment, and reduce the learning pressure; and most participants expressed hope to have more time to study in the university of Thailand, deeper into the Thai language environment, and so on.

The above findings would be corresponding to the study by Qin (2014). Although the personnel training mode of Yunnan Thai language have made great achievements, it has also explored a talent training road with unique advantages and its own characteristics in the practice of education. However, the current development situation still has certain problems and predicaments.

### **5.3 Recommendations**

Since this study discovered the university students' perceptions towards Thai language major in Yunnan Province, and the following suggestions were given to the school administration office of Thai major in Yunnan universities based on the suggestions given by the participants.

#### **5.3.1 Recommendation for School Administration**

1) Administrators shall strengthen the recruitment requirements for Thai teachers and introduce more high-quality talents. For example, introducing more Thai teachers with doctoral degrees and rich teaching experience.

2) Administrators should improve the Thai major course setting, course arrangement and investigation.

3) The administrators considered changing the teaching mode of Thai major to 2+2 mode, that is, students can study in Thai schools for two years.

### **5.3.2 Recommendation for Teachers**

1) Teachers should pay more attention to students' learning feedback, timely find problems and deficiencies in teaching, improve their teaching methods and improve their teaching skills according to the actual situation of students.

2) Teachers should pay more attention to the learning situation of students after class, increase the amount of professional course activities, improve students' learning interest, and deepen students' understanding of Thai culture.

3) Teachers should constantly improve their knowledge level to adapt to the rapid development of Thai teaching.

### **5.3.3 Recommendation for Future Research**

Based on the findings of this study, the researcher recommends future studies to be considered in the following areas:

1) The study was limited to universities in Yunnan province. Future studies could be carried out in other provinces of China.

2) The study was limited to the Thai major students' perceptions towards Thai in Yunnan province. Future studies can focus on other aspect, such as the current problems in Thai teaching and so on.

3) The study was limited to the Thai major students' perceptions towards Thai in Yunnan province. Future studies can focus on the development and innovation of Thai teaching methods.

In conclusion, this chapter has provided the conclusion of study results, and discussed the university students' perceptions towards Thai in Yunnan province. In this chapter has also given the recommendation for the future study.

## REFERENCES

- Beiqing (2018). *Reasons of learning Chinese around the world*. Retrieved from <https://baijiahao.baidu.com/s?id=1603325990880481924&wfr=spider&for=pc>
- Budsaba, K. (2012). *Language for Specific Purposes in Asia*. Retrieved from [https://www.researchgate.net/publication/283712848\\_Language\\_for\\_Specific\\_Purposes\\_in\\_Asia](https://www.researchgate.net/publication/283712848_Language_for_Specific_Purposes_in_Asia)
- Chalmers, A. (2016). *Research data management*. Retrieved from [https://sisu.ut.ee/rdm\\_course1/avaleht](https://sisu.ut.ee/rdm_course1/avaleht)
- Cohen, L. M., & Morrison, K. (2011). *Research methods in education* (7<sup>th</sup> ed.). London, England: Routledge, Taylor and Francis Group.
- Cohen, L., Manion, L., & Morrison, K. (2002). *Research methods in education* (6<sup>th</sup> ed.). New York, USA: Routledge 270 Madison Avenue.
- Creswell, J. W. (2007). *Quantitative inquiry & research design: choosing among five approaches*. Thousand Oaks, California: Sage.
- Creswell, J W. (2013). *Steps in conducting a scholarly mixed methods study*. Retrieved from <https://digitalcommons.unl.edu/cgi/viewcontent.cgi?referer=https://www.google.co.th/&httpsredir=1&article=1047&context=dberspeakers>
- Creswell, J.W., & Clark, V.L.P. (2011). *Designing and conducting mixed methods research*. USA: Sage.
- Degang, M. (2010). *Motivation toward English language learning of the second year undergraduate Thai students majoring in Business English at an English-medium university* (Unpublished Master's thesis). Srinakharinwirot University, Bangkok.
- Deng, W. X. (2014). Research and practice of talent cultivation model of small language in Yunnan province [J]. *Overseas English*, (19), 4-5.
- Duan, L. S. & Zhao, X. (2014). *The Development of Relations between Thailand and China is Viewed from the Perspective of Thai Language and Chinese Teaching*. *Journal of Thailand research center, Yunnan University*. Retrieved from <http://www.docin.com/p-1611105537.html>

## REFERENCES (CONT.)

- Elmusharaf, K. (2012). *Qualitative data collection technique: Training course in sexual and reproductive health research*. Retrieved from [https://www.gfme r.ch/SRH-Course2012/researchmethodology/pdf/ Introductionqualitative%20 research-Elmusharaf-2012.pdf](https://www.gfme r.ch/SRH-Course2012/researchmethodology/pdf/Introductionqualitative%20research-Elmusharaf-2012.pdf)
- Gardner, R.C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold.
- Gardner, R. C., & Lambert, W.E. (1972). *Attitudes and motivation in second language learning*. Rowley, MA: Newbury House.
- Gardner, R. C., & Lambert, W.E. (1959). Motivational variables in second language acquisition. *Canadian Journal of Psychology*, 13, 266-272.
- Garnder, R. C. (2010). *Motivation and second language acquisition: The socio-educational model*. New York: Peter Lang.
- Gardner, R. C. (2001). Integrative motivation and second language acquisition. In Z. Dörnyei & R. Schimidt (Eds.), *Motivation and second language acquisition* (pp. 1-20). Honolulu, HI: University of Hawaii Press.
- Greet, R. (2011). *The Relationship between Students' Conceptions of Learning and Their Academic Achievement*. Retrieved from <http://www.scirp.org/journal/psych/>
- Halcomb, E., & Hickman, L. (2015). Mixed methods research. *Nursing Standard: Promoting Excellence in Nursing Care*, 29(32), 41-47.
- Hazzi, A. O., & Maldaon, S. I. (2015). A Pilot Study: Vital Methodological Issues. *Verklas: Teorija Ir Praktika/Business: Theory and Practice*, 16(1), 53-62.
- Heale, R., & Twycross, A. (2015). Validity and reliability in quantitative studies. *Evid Based Nurs*, 18(3), 66-67.
- Jim, M. G. (2005). *Excerpted from The Radical Statistician*. Retrieved from [http://eprints.ncrm.ac.uk/2273/4/how\\_many\\_interviews.pdf](http://eprints.ncrm.ac.uk/2273/4/how_many_interviews.pdf)



## REFERENCES (CONT.)

- Lei, M. Z., & Zhang, X., & Jiang, H. Y. (2011). Innovation of talent training mode in minority languages and its significance in the international development of higher education -- a case study of Honghe university. *Journal of New west China*, (4). Retrieved from <https://www.ixueshu.com/document/488c334cdfd7a106318947a18e7f9386.html#pdfpreview>
- Li, L. S. (2015). A review of foreign language landscape studies and its enlightenment. *Journal Beijing international studies university*, 37(4), 1-7.
- Li, L. S. (2011). The necessity of implementing regional multivariate foreign language education policy under the background of economic globalization. *Chinese foreign language*, 8(4), 55-59.
- Li, C. X., & Su, J. Z. (2008). *Problems and Reform of Personnel Training for Vocational Colleges of Small Languages in ASEAN*. *Career education research*, (5), 37-38.
- Lu, J. W. (2015). *Difficulties and countermeasures of foreign language education under China's new normal economy*. Retrieved from <https://www.docin.com/p-1693468497.html>
- Mbumina, E. B. (2014). *The importance of second-language competence in the 21st-century workplace: Perceptions of professors, teachers, college students, employment agents, and administrators*. Retrieved from <https://search.proquest.com/docview/1523965393?accountid=34292>
- McKim, A. C. (2017). The Value of Mixed Methods Research: A Mixed Methods Study. *Journal of Mixed Methods Research*, 11(2), 202-222.
- Mei, O. M. (2015). *Timss 2015 Questionnaire framework*. Retrieved from [http://timssandpirls.bc.edu/timss2015/downloads/T15\\_FW\\_Chap.3pdf](http://timssandpirls.bc.edu/timss2015/downloads/T15_FW_Chap.3pdf)
- Mohamad, M. M., Sulaiman, L. S., Sern, C. L., & Salleh, M. K. (2015). Measuring the Validity and Reliability of Research Instruments. *Procedia: Social and Behavioral Sciences*, 204, 164-171.

## REFERENCES (CONT.)

- Nakhon, K., & Tantip, K. (2012). *Motivation Toward English Language Learning of Thai Students Majoring in English at Asia-Pacific International University*. Retrieved from [https://www.andrews.edu/library/car/cardigital/Periodicals/Catalyst\\_APU/2012.pdf#page=22](https://www.andrews.edu/library/car/cardigital/Periodicals/Catalyst_APU/2012.pdf#page=22)
- Ning, F. K. (2017). *One Belt And One Road Promotes the Upgrading of China-Thailand Cooperation System*. Retrieved from <http://www.chinaembassy.or.th/chn/ztbd/0851a/t1459203.htm>
- People's Government of Yunnan Province. (2017). Retrieved July 15, 2017, from [http://www.yn.gov.cn/yngk/gk/201904/t20190403\\_151752.html](http://www.yn.gov.cn/yngk/gk/201904/t20190403_151752.html)
- Peter F. (2017). *Validity & Reliability of Focus Groups*. Retrieved from <https://bizfluent.com/facts-6778649-validity-reliability-focus-groups.html>
- Qin, X. T. (2014). *The Present Situation and Countermeasures of Southeast Asian Language Talents Training in Yunnan Province*. *Journal of Kaifeng education college*, (4), 57-59.
- Richards, J.C. (2006). *Communicative Language Teaching Today*. New York: Cambridge University Press.
- Sarah, E. B., & Rosalind, E. (2013). *How many qualitative interviews is enough?*. Retrieved from [http://eprints.ncrm.ac.nk/2273/4/how\\_many\\_interviews.pdf](http://eprints.ncrm.ac.nk/2273/4/how_many_interviews.pdf)
- Singh, S. A. (2017). Common Procedures for Development, Validity and Reliability of a Questionnaire. *International Journal of Economics, Commerce and Management*, 5(5), 790-801.
- Stern, H. (1983). *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press.
- Sun, M. S., & Yang, M. (2011). *The Origin of Dai and Tai Ethnic Groups*. *Journal of Kunming University*. Retrieved from <https://www.ixueshu.com/document/454f9775a3b50a49318947a18e7f9386.html#pdfpreview>
- Victor, M. (2011). *An analysis of some factors acting student academic performance in an introductory biochemistry course an the University of the West Indies*. Retrieved from <http://books.google.co.th/books?id>

**REFERENCES (CONT.)**

- Wu, W. R. (2017). *On Yunnan bridgehead strategy*. Retrieved from <http://ishare.iask.sina.com.cn/f/2YM3nzL4yU1.html>
- Xiang, X. Y. (2015). Investigation and analysis on the current situation of the cultivation of Thai language professionals in colleges and universities in Yunnan province. *Xueyuan*, (12), 31-31.
- Xu, X. M. (1999). *The historical friendship between ancient China and Thailand*. *Journal of Hunan education college*. Retrieved from <http://www.docin.com/p-1077991888.html>
- Zhu, Z. M. (1991). *On the development of economic relations between Yunnan and Thailand*. *Yunnan and southeast Asia*. Retrieved from <https://www.ixueshu.com/document/07010ca2f8b79abb318947a18e7f9386.html#pdfpreview>



**APPENDICES**



The image features a large, faint watermark of the Rangsit University logo in the background. The logo consists of a central flame-like symbol above a circular sunburst pattern. Below the sunburst, the university's name is written in Thai script and English: "มหาวิทยาลัยรังสิต Rangsit University".

**APPENDIX A**

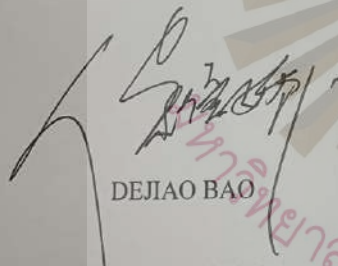
**CONFIRMATION LETTER FROM THE EXPERTS**

Dear Li Fang,

This is to confirm that I have read all the research instruments that you have developed for your study titled "A Study of Chinese University Students' Perceptions Toward Thai Language in Yunnan Province, China". These items for questionnaire, and items for focus group interview are all valid and reliable.

I wish you all the best in your research endeavor.

Thank you



DEJIAO BAO

Teacher of Thai Language Major

Dianchi College of Yunnan University

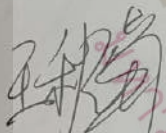


Dear Li Fang,

This is to confirm that I have read all the research instruments that you have developed for your study titled "A Study of Chinese University Students' Perceptions Toward Thai Language in Yunnan Province, China". These items for questionnaire, and items for focus group interview are all valid and reliable.

I wish you all the best in your research endeavor.

Thank you

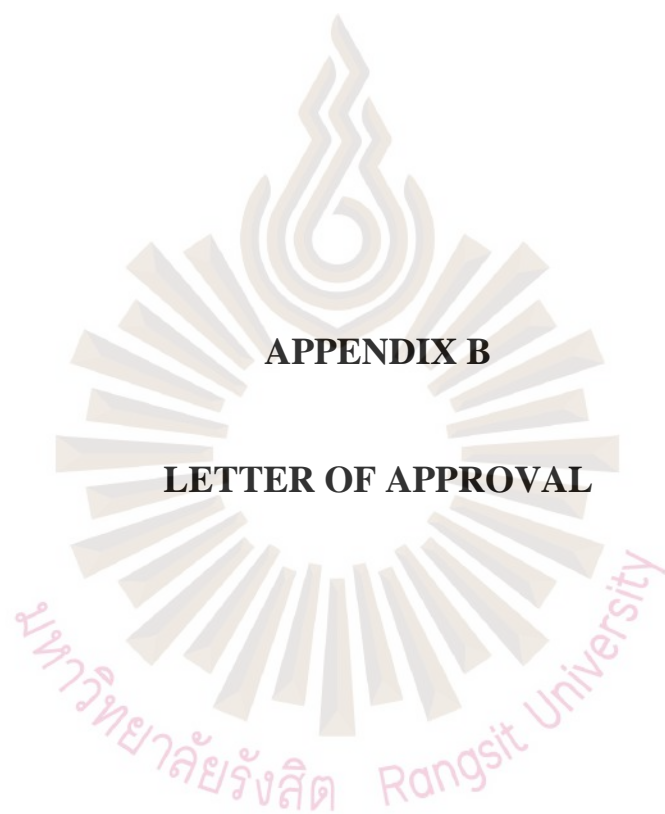


QIUJU WANG

Director of Thai Language Major

Dianchi College of Yunnan University





**APPENDIX B**

**LETTER OF APPROVAL**





根据 方丽 的申请，我院经商议决定，同意该同学入我院进行 泰语专业学生采访及问卷调查。  
时间期限为 2019 年 3 月至 2019 年 4 月。



外国语学院东语系

2019 年 3 月 2 日



滇池学院  
DIANCHI COLLEGE

根据 方羽 的申请，我院经商议决定，同意该同学入我院进行 对泰语专业学生采访及问卷调查。  
时间期限为 2019 年 3 月至 2019 年 4 月。



外国语学院东语系

2019 年 2 月 24 日



根据 方丽 的申请，我院经商议决定，同意该同学入我院进行 对泰语专业学生采访及问卷调查。  
。时间期限为 2019 年 3 月至 2019 年 4 月。



外国语学院东语系

2019 年 3 月 4 日

DPE. No. RSUERB2019-022



**Documentary Proof of Exemption  
By  
Ethics Review Board of Rangsit University**

DPE.No.	RSUERB2019-022
Protocol Title	A Study of Chinese University Students' Perceptions Toward Thai Language in Yunnan Province, China
Principle Investigator	Dr. Nipaporn Chalermnirundorn
Co-Investigator	Li fang
Affiliation	Suryadhep Teachers College
How to review	Exemption Review

**This protocol complies with a "Research with Exemption"**

Date of Approval: 15 / 03 / 2019

Date of Expiration: 15 / 03 / 2021

The aforementioned project have been reviewed and approved according to the Standard Operating Procedures by Ethical Committee of Research Institute of Rangsit University based on the Declaration of Helsinki and Good Clinical Practice

Signature.....

(Supachai Kunaratnpruk, M.D.)

Chairman, Ethics Review Board for Human Research

**APPENDIX C**

**QUESTIONNAIRE**

มหาวิทยาลัยรังสิต Rangsit University

**Chinese University Students' Perceptions towards Thai Language  
in Yunnan Province**

Direction: This questionnaire is divided into 2 parts:

Part I: Student General Information

Part II: Perceptions items

**Part I: Student General Information**

Instructions: Please indicate your choice with a tick (√) in the column provided which appears most applicable to you.

Items		
Gender	Male ( )	female ( )
Level of Study	Freshman ( )	Sophomore ( )
Nationality	Chinese ( )	Others ( )
Birth Place	Yunnan ( )	Others ( )

**Part II: Perceptions items**

Instructions: Please indicate your choice with a tick (√) in the column provided which appears most applicable to you.

(5 = strongly agree, 4 = agree, 3 = moderate, 2 = disagree, 1 = strongly disagree)

Perception Items	5	4	3	2	1
1. I study Thai because I would like to understand the Thailand culture and tradition.					
2. I study Thai because I would like to read Thai stories, novels, and literature.					
3. I study Thai because I would like to participate more freely in activities among other groups who speak Thai.					
4. I study Thai because I would like to get an ideal job in the future.					
5. I study Thai because it will make me a more knowledgeable person.					

Perception Items	5	4	3	2	1
6. I study Thai because it will help me to better understand the ways of life of native Thai speakers.					
7. I study Thai because I would like to easily make friends with foreigners.					
8. I study Thai because it will help me to associate with foreigners and learn about their values and beliefs.					
9. I study Thai because other people will respect me more if I know a foreign language.					
10. I study Thai because it will help me to further my studies.					
11. I study Thai because I would like to search for information and materials in Thai on the Internet.					
12. I study Thai because I would like to be open-minded and friendly like native Thai speakers.					
13. I study Thai because it will help me when I travel abroad.					
14. I study Thai because I would like to achieve at school.					
15. I study Thai because Thai people are kind and cheerful.					
16. I study Thai because I enjoy watching Thai news and movies.					
17. I study Thai because I enjoy reading Thai books, articles, newspapers, and magazines.					
18. I study Thai because I would like to earn a university degree.					
19. I study Thai because it is an important tool for communication.					
20. I study Thai because I like the culture and traditions of Thailand.					
21. I study Thai because the employment prospect of Thai language major is very good.					

Perception Items	5	4	3	2	1
22. My choice to learn Thai is the opinion of my parents.					
23. I study Thai because Thai language major is very popular in Yunnan.					
24. I study Thai because I would like to be a Thai teacher.					
25. I study Thai because I would like to be a tour guide.					
26. I study Thai because I have friends who learn Thai.					
27. China and southeast Asian countries are developing increasingly closely. I study Thai because I would like to understand southeast Asian countries.					
28. Southeast Asian minority languages are developing increasingly prosperous in Yunnan, so choosing Thai major is in line with the development trend.					
29. I study Thai for the purpose of entering the university campus. There is no special reason.					

(Source Nakhon, K. & Tantip, K. (2012). Motivation Toward English Language Learning of Thai Students Majoring in English at Asia-Pacific International University. Retrieved from [https://www.andrews.edu/library/car/cardigital/Periodicals/Catalyst\\_APU/2012.pdf#page=22](https://www.andrews.edu/library/car/cardigital/Periodicals/Catalyst_APU/2012.pdf#page=22))



The image features a large, faint watermark of the Rangsit University logo in the background. The logo is circular, with a central emblem resembling a flame or a stylized 'S' shape, surrounded by a ring of radiating lines. Below the emblem, the university's name is written in Thai script and English.

**APPENDIX D**

**IOC FOR QUESTIONNAIRE**

มหาวิทยาลัยรังสิต Rangsit University

**Questionnaire for Chinese university students' perceptions towards Thai language in Yunnan province items validation form**

**+1** - if the item clearly matches objectives or ensures that the following measures meet the stated objectives.

**0** - if the item is unclear or unsure whether the measures meet the objectives or not.

**-1** - if the item doesn't clearly match objectives or ensure that the measure doesn't meet the stated objectives.

**Part I: Student General Information**

Items	Expert 1	Expert 2	Expert 3	Average	Remarks
Gender	+1	+1	+1	+1	Accepted
Level of Study	+1	+1	+1	+1	Accepted
Nationality	+1	+1	+1	+1	Accepted
Birth Place	+1	+1	+1	+1	Accepted

**Part II: Perceptions items**

Perceptions Items	Expert 1	Expert 2	Expert 3	Average	Remarks
1. I study Thai because I would like to understand the Thailand culture and tradition.	+1	+1	+1	+1	Accepted
2. I study Thai because I would like to read Thai stories, novels, and literature.	+1	+1	+1	+1	Accepted
3. I study Thai because I would like to participate more freely in activities among other groups who speak Thai.	+1	+1	+1	+1	Accepted

<b>Perceptions Items</b>	<b>Expert 1</b>	<b>Expert 2</b>	<b>Expert 3</b>	<b>Average</b>	<b>Remarks</b>
4. I study Thai because I would like to get an ideal job in the future.	+1	+1	+1	+1	Accepted
5. I study Thai because it will make me a more knowledgeable person.	+1	+1	+1	+1	Accepted
6. I study Thai because it will help me to better understand the ways of life of native Thai speakers.	+1	+1	+1	+1	Accepted
7. I study Thai because I would like to easily make friends with foreigners.	+1	+1	+1	+1	Accepted
8. I study Thai because it will help me to associate with foreigners and learn about their values and beliefs.	+1	+1	+1	+1	Accepted
9. I study Thai because other people will respect me more if I know a foreign language.	+1	+1	+1	+1	Accepted
10. I study Thai because it will help me to further my studies.	+1	+1	+1	+1	Accepted
11. I study Thai because I would like to search for information and materials in Thai on the Internet.	+1	+1	+1	+1	Accepted

<b>Perceptions Items</b>	<b>Expert 1</b>	<b>Expert 2</b>	<b>Expert 3</b>	<b>Average</b>	<b>Remarks</b>
12. I study Thai because I would like to be open-minded and friendly like native Thai speakers.	+1	+1	+1	+1	Accepted
13. I study Thai because it will help me when I travel abroad.	+1	+1	+1	+1	Accepted
14. I study Thai because I would like to achieve at school.	+1	+1	+1	+1	Accepted
15. I study Thai because Thai people are kind and cheerful.	+1	+1	+1	+1	Accepted
16. I study Thai because I enjoy watching Thai news and movies.	+1	+1	+1	+1	Accepted
17. I study Thai because I enjoy reading Thai books, articles, newspapers, and magazines.	+1	+1	+1	+1	Accepted
18. I study Thai because I would like to earn a university degree.	+1	+1	+1	+1	Accepted
19. I study Thai because it is an important tool for communication.	+1	+1	+1	+1	Accepted
20. I study Thai because I like the culture and traditions of Thailand.	+1	+1	+1	+1	Accepted

<b>Perceptions Items</b>	<b>Expert 1</b>	<b>Expert 2</b>	<b>Expert 3</b>	<b>Average</b>	<b>Remarks</b>
21. I study Thai because the employment prospect of Thai language major is very good.	+1	+1	+1	+1	Accepted
22. My choice to learn Thai is the opinion of my parents.	+1	+1	+1	+1	Accepted
23. I study Thai because Thai language major is very popular in Yunnan.	+1	+1	+1	+1	Accepted
24. I study Thai because I would like to be a Thai teacher.	+1	+1	+1	+1	Accepted
25. I study Thai because I would like to be a tour guide.	+1	+1	+1	+1	Accepted
26. I study Thai because I have friends who learn Thai.	+1	+1	+1	+1	Accepted
27. China and southeast Asian countries are developing increasingly closely. I study Thai because I would like to understand southeast Asian countries.	+1	+1	+1	+1	Accepted
28. Southeast Asian minority languages are developing increasingly prosperous in Yunnan, so choosing Thai major is in line with the development trend.	+1	+1	+1	+1	Accepted

<b>Perceptions Items</b>	<b>Expert 1</b>	<b>Expert 2</b>	<b>Expert 3</b>	<b>Average</b>	<b>Remarks</b>
29. I study Thai for the purpose of entering the university campus. There is no special reason.	+1	+1	+1	+1	Accepted



**APPENDIX E**

**FOCUS GROUP INTERVIEW**



### **Chinese University Students' Perceptions towards Thai Language in Yunnan Province**

This interview questions contain 10 items, your answer is neither right nor wrong, as long as it can truly reflect your situation to achieve the purpose of our investigation. Your suggestion will be an important reference for Thai language professors to carry out education in the future.

1. Do you choose to major in Thai language by yourself, or is it recommended that you choose this major by others?
2. Do your parents support you in learning Thai language?
3. What is the main reason that you choose major of Thai language?
4. What's your first impression of Thai language?
5. What do you want to do after graduation?
6. Do you think learning Thai language will help you find a job?
7. Are you satisfied with your present study environment?
8. After graduation, will you continue to study Thai language in depth?
9. Do you have any favorite learning methods after class?
10. Do you have any suggestions for Thai language teaching?

(Source Nakhon, K. & Tantip, K. (2012). Motivation Toward English Language Learning of Thai Students Majoring in English at Asia-Pacific International University. Retrieved from

[https://www.andrews.edu/library/car/cardigital/Periodicals/Catalyst\\_APU/2012.pdf#page=22](https://www.andrews.edu/library/car/cardigital/Periodicals/Catalyst_APU/2012.pdf#page=22))



**APPENDIX F**

**IOC FOR FOCUS GROUP INTERVIEW**



**Focus group interview for Chinese university students' perceptions towards Thai language in Yunnan province items validation form**

**+1** - if the item clearly matches objectives or ensures that the following measures meet the stated objectives.

**0** - if the item is unclear or unsure whether the measures meet the objectives or not.

**-1** - if the item doesn't clearly match objectives or ensure that the measure doesn't meet the stated objectives.

<b>Items</b>	<b>Expert 1</b>	<b>Expert 2</b>	<b>Expert 3</b>	<b>Average</b>	<b>Remarks</b>
1. Do you choose to major in Thai language by yourself, or is it recommended that you choose this major?	+1	+1	+1	+1	Accepted
2. Do your parents support you in learning Thai language?	+1	+1	+1	+1	Accepted
3. What is the main reason that you choose major of Thai language?	+1	+1	+1	+1	Accepted
4. What's your first impression of Thai language?	+1	+1	+1	+1	Accepted
5. What do you want to do after graduation?	+1	+1	+1	+1	Accepted
6. Do you think learning Thai language will help you find a job?	+1	+1	+1	+1	Accepted

<b>Items</b>	<b>Expert 1</b>	<b>Expert 2</b>	<b>Expert 3</b>	<b>Average</b>	<b>Remarks</b>
7. Are you satisfied with your present study environment?	+1	+1	+1	+1	Accepted
8. After graduation, will you continue to study Thai language in depth?	+1	+1	+1	+1	Accepted
9. Do you have any favorite learning methods after class?	+1	+1	+1	+1	Accepted
10. Do you have any suggestions for Thai language teaching?	+1	+1	+1	+1	Accepted



The image features a large, faint watermark of the Rangsit University logo in the background. The logo consists of a central flame-like symbol above a circular sunburst pattern. Below the sunburst, the university's name is written in Thai script and English: "มหาวิทยาลัยรังสิต Rangsit University".

**APPENDIX G**

**TRANSLATION OF FOCUS GROUP INTERVIEW RESPONSES**

<b>Question 1. Do you choose to major in Thai language by yourself, or is it recommended that you choose this major?</b>	
Student 1	I was transferred to the Thai major after entering the university after the college entrance examination, and I did not choose this major voluntarily.
Student 2	All have, it is to want to choose English or be small language when choosing major at that time, somebody recommends to say Yunnan this side is closer to southeast Asia, choose small language to help to obtain employment later.
Student 3	I chose it myself.
Student 4	I chose it myself.
Student 5	I chose it myself. But my parents also advised me to choose Thai as my major, and then I chose Thai as my major.
Student 6	I chose it myself. Because I've wanted to learn minority languages since high school.
Student 7	I chose it myself.
Student 8	I chose it myself.
Student 9	I chose it myself.
Student 10	Well, first it was recommended by others, and then I like it myself.
Student 11	My parents recommended it.
Student 12	My mother helped me to apply for this major directly, without asking for my opinion.
Student 13	I chose it myself.
Student 14	I chose it myself.
Student 15	I chose it myself.
Student 16	I chose this major by myself.
Student 17	I chose it by myself, and my parents also suggested that I choose this

<b>Question 1. Do you choose to major in Thai language by yourself, or is it recommended that you choose this major?</b>	
	major.
Student 18	I choose by myself, nevertheless at that time quite confused, do not know what major should learn, hear Thai these years later the development is very good, chose this.
Student 19	All have, of course myself still like this major quite.
Student 20	I chose it myself.
Student 21	My parents recommended it.
Student 22	I chose this major by myself.
Student 23	I chose it myself.
Student 24	I chose it myself.
Student 25	I chose it myself.
Student 26	All have, because I've wanted to learn minority languages, and my parents also suggested that I choose this major.
Student 27	I chose it myself.
Student 28	All have, I have friends who also study Thai.
Student 29	I chose it myself.
Student 30	I chose it myself.

<b>Question 2. Do your parents support you in learning Thai language?</b>	
Student 1	Not very supportive at first, because at first they don't know what the future holds for language learning.
Student 2	They all respect my choice and think I can go if I like.
Student 3	Support, support.
Student 4	Very supportive.
Student 5	Parents are supportive.
Student 6	Very supportive.
Student 7	Support.
Student 8	Support.
Student 9	Support.
Student 10	Yes, of course they don't interfere in my choice.
Student 11	My parents are very supportive of my major in Thai.
Student 12	Parents are supportive.
Student 13	They support me in everything I do.
Student 14	Support ah, they said I can choose anything, as long as I'm interested.
Student 15	They don't care about me, as long as it's my choice.
Student 16	Support.
Student 17	Very supportive.
Student 18	Very supportive. My parents respect my choice.
Student 19	Support.
Student 20	Support. they don't interfere in my choice.
Student 21	It's okay, they didn't know much about Thai, but they didn't object to my choice.
Student 22	Support.
Student 23	Yeah, my parents supported my choice.
Student 24	Support.

<b>Question 2. Do your parents support you in learning Thai language?</b>	
Student 25	Support ah, they said I can choose anything, as long as I'm interested.
Student 26	Of course, they are very support.
Student 27	Support.
Student 28	Support.
Student 29	They are very support.
Student 30	Support.

<b>Question 3. What is the main reason that you choose major of Thai language?</b>	
Student 1	No reason. I just want to go to college.
Student 2	I like foreign language a lot. I used to like English a lot. Then I think I am interested in learning a new language.
Student 3	Like Thai language, before now watching Thai drama, chasing Thai star, want to learn Thai language.
Student 4	I came to learn Thai just because I didn't want to learn math. And now I like it, too.
Student 5	Since my family runs a travel company, they want someone who speaks other languages besides English.
Student 6	The first one is because I like to go out to play, and the second one is because I think I may need to find a job in the future.
Student 7	Just like it.
Student 8	I think it will be easy to find a job in the future.
Student 9	Want to obtain employment respect to compare a bit better namely at that time.
Student 10	I like to learn the language, like to learn English, but English is difficult, but I feel Thai, the employment prospects are good.
Student 11	At that time was not the beginning of One Belt And One Road, I think



<b>Question 3. What is the main reason that you choose major of Thai language?</b>	
	it is quite convenient employment, but now it seems that the talent in this area is quite a lot.
Student 12	Originally I wanted to learn Japanese, but my mother found Thai easier to learn than Japanese after learning it, so she chose Thai.
Student 13	Because before I feel original liberal arts obtain employment direction is very few, afterwards I looked to learn minor language to need not learn maths, my university entrance exam maths has 40 minutes only, chose Thai major.
Student 14	Because when I was in high school, I was crazy about watching Thai TV dramas and I wanted to choose Thai language.
Student 15	Say exaggerated a bit word, it is cornered just choose this, enter the university after the university entrance exam at that time did not choose good major, be changed.
Student 16	Because I think the students of this major are relatively few and the competition for employment is relatively small.
Student 17	Because I like foreign language very much, then chose Thai, Yunnan is closer to Thailand.
Student 18	I came to learn Thai just because I didn't want to learn math.
Student 19	I think Thai is easier than English, so I'll take this one.
Student 20	Feeling Thai drama inside the Thai people are very interesting, on the Thai language more favorable impression.
Student 21	I think the employment environment will be better in the future, so I choose Thai.
Student 22	Because I can often travel to Thailand ah, the choice of Thai professional.
Student 23	Just like Thai language.
Student 24	No special reason, just like Thai.
Student 25	I think the employment environment will be better in the future.
Student 26	I want to engage in the tourism industry, Thailand's tourism development is very good, so to learn Thai.

<b>Question 3. What is the main reason that you choose major of Thai language?</b>	
Student 27	I think it will be easy to find a job in the future.
Student 28	I like watching Thai dramas, and I feel that I can watch more Thai dramas after learning Thai.
Student 29	I like Thai stars very much and I want to learn Thai very much.
Student 30	Because I'm interested in Thai.

<b>Question 4. What's your first impression of Thai language?</b>	
Student 1	First impressions are hard because you have to learn a language from scratch, the text looks strange, and I have no previous knowledge of Thai.
Student 2	My first impression of Thai language was when I watched Thai TV series.
Student 3	It's hard to write, like a tadpole.
Student 4	The first impression of Thai is that it looks very difficult, but in the process of learning it does not feel as difficult as expected, just fine.
Student 5	First impression, difficult, very do not understand, feel very strange. Now I think it's okay, now look at those southeast Asian languages that Thai is relatively simple.
Student 6	It's kind of like drawing bean sprouts, which is kind of weird and hard.
Student 7	I think they speak softly and sweetly, so I love Thai anyway.
Student 8	I think its grammar is a little different from Chinese, sometimes a little hard to understand, but it's okay.
Student 9	It is different from many Chinese grammar patterns, and the language is very attractive to me.
Student 10	Thai language, I think it sounds good.
Student 11	I think it's a very gentle language.
Student 12	I think Thai was pretty easy to learn at first, but now, forget it...

<b>Question 4. What's your first impression of Thai language?</b>	
Student 13	The first impression is that I used to watch Thai TV series and thought it was funny, but later I learned Thai and thought it was not funny. It was painful. Now I feel like I'm in a listening class when I watch Thai dramas.
Student 14	It's soft. It's tender. I love it.
Student 15	No first impressions, very strange.
Student 16	I think they speak softly and sweetly.
Student 17	In the past, I watched a lot of Thai dramas, and I think Thai people speak very sweetly.
Student 18	First impression ah, I think Thai people speak very interesting, before looking at the Chinatown detective heard the actors speak Thai, very funny.
Student 19	I think Thai is strange. It's all circles.
Student 20	Not much impression, after learning to understand.
Student 21	I feel comfortable listening to Thai.
Student 22	I think Thai is soft, and tender.
Student 23	It feels easy to learn, but it's not
Student 24	My first impression was that there was a lot of ka ka ka...
Student 25	First impression ah, I think Thais speak softly
Student 26	Thai language, I think it sounds good.
Student 27	No first impressions, I had no contact with Thai before
Student 28	The first impression of Thai is that it looks very difficult
Student 29	It's hard to write, like a tadpole. I don't know how to write it.
Student 30	First impression, it is from Thai drama, feel very interesting.

<b>Question 5. What do you want to do after graduation?</b>	
Student 1	Thai translation, or want to engage in Thai related work.
Student 2	I still want to engage in the work corresponding to Thai, which may be tourism, or translation and so on.
Student 3	Thai related jobs.
Student 4	I might be a tour guide or I might want to be a teacher.
Student 5	I want to work in the tourism industry.
Student 6	I want to stay in Thailand as a teacher.
Student 7	Teacher, tour guide, some work related to Thai.
Student 8	I want to take an examination of officeholder, perhaps be guide, teacher is okay.
Student 9	I want to be a tour guide, then a teacher, or a translator.
Student 10	At work, I'd like to try my best to be a Thai translator.
Student 11	I want to be a teacher.
Student 12	After graduation, I want to go to graduate school first, do not want to learn Thai language again, cross major one's deceased father grind.
Student 13	After graduation, I want to be a tour guide. It seems that tour guides make a lot of money. Because I think I have studied for four years and spent so much tuition. If my job is different from this major, I think my dad would have a problem with that. Because of the tuition fee of 15, 000 yuan a year, plus living expenses, a year in school will cost a lot of money.
Student 14	May take an examination of grind, still do not decide now. If go to Thailand, take an examination of grind, can continue to learn Thai language, if be in domestic word, the likelihood can cross major to take an examination of, of economic kind.
Student 15	I still want to find a job related to Thai. After all, I have studied for four years and the tuition is quite high.
Student 16	I'm looking for a job related to Thai.
Student 17	May take an examination of grind, still do not decide now.

<b>Question 5. What do you want to do after graduation?</b>	
Student 18	I want to be a tour guide because I like traveling very much.
Student 19	I want to be a tour guide, then a teacher, or a translator.
Student 20	I want to find a job in Thailand. I like the living environment in Thailand, where the pace of life is slow.
Student 21	After graduation, I want to go to graduate school first.
Student 22	I don't know. I'll decide when I graduate. After all, the plan can't keep up with the changes.
Student 23	Some work related to Thai.
Student 24	Teacher, tour guide, or translators. It's okay.
Student 25	I still want to find a job related to Thai.
Student 26	I want to be a tour guide, can make a lot of money, ha ha...
Student 27	May choose to continue to graduate school, so far I think.
Student 28	I hope I can find a job related to Thai. If I can't find one, I will have to do something else.
Student 29	Take an examination of officeholder, parents very hope I can pass an examination.
Student 30	Want to continue graduate school in the future, if there is a chance.

<b>Question 6. Do you think learning Thai language will help you find a job?</b>	
Student 1	I think the small language is helpful for my future career development, but there are some limitations, such as only knowing the language, other aspects of the ability to work is very lack, single skills.
Student 2	I think it's one of my skills, depending on the needs of the job.
Student 3	Okay okay~ I feel this respect demand is quite big still.
Student 4	Yes, it will help.
Student 5	I'm sure there will be, because few people learn Thai these days.

<b>Question 6. Do you think learning Thai language will help you find a job?</b>	
Student 6	There must be, because I want to stay in Thailand.
Student 7	Oh, yes.
Student 8	I feel can, the feeling learns small language very good obtain employment now.
Student 9	Yes.
Student 10	I think so.
Student 11	I don't know...
Student 12	I think it may not be very helpful, just want to get the graduation certificate.
Student 13	Okay, it is you can take an examination of guide card to become guide, still have can enter trading company, do not graduate to take an examination of officeholder really next, can take an examination of to go when officeholder, take an examination of not to go up to take an examination of guide card.
Student 14	Yes, Thai is a small language, relatively small competition.
Student 15	I think so, as long as it is to find Thai related work or useful.
Student 16	Oh, yes of course.
Student 17	I feel can, because few people learn Thai these days.
Student 18	There must be.
Student 19	Yes, the employment environment is good.
Student 20	Have some help, but also according to their own ability to decide.
Student 21	I feel can.
Student 22	I don't know...
Student 23	Not necessarily, If you have a job that is not related to Thai, then Thai is not used.
Student 24	Yes, I think so.
Student 25	I feel can.
Student 26	I'm sure there will be.

<b>Question 6. Do you think learning Thai language will help you find a job?</b>	
Student 27	I think so, but we still have a lot to learn.
Student 28	For this...I don't know, after all, what is needed now is interdisciplinary talents, if only the language, I feel it is not enough.
Student 29	I think it will be helpful, because not many people learn Thai, the competition will not be very big.
Student 30	It should be helpful, but I think we should learn some other skills, such as computer, planning, communication and so on.

<b>Question 7. Are you satisfied with your present study environment?</b>	
Student 1	In my opinion, the current three-plus-one mode is very helpful for Thai learning, and I can better understand how Thai is used in real life, including the dialogue habits of Thai people and some understanding of Thai customs. But I also think... Well... Still not perfect, some aspects, such as the translation class and some other classes are not perfect.
Student 2	I feel quite satisfied that I can go abroad to communicate with the local people in Thailand.
Student 3	It's ok, but I think it would be better if we could make it two plus two. I want to learn more in this language environment.
Student 4	I think three plus one is actually pretty good, but I'd prefer two plus two if I had the chance.
Student 5	Very satisfied, because after you learn, even if you learn here, no matter how good, you can not communicate, and then three plus one mode to help us to learn to communicate.
Student 6	I'm happy with that, but I think it would be better if we could make it two plus two.
Student 7	Satisfied with it.
Student 8	I think it's good.

<b>Question 7. Are you satisfied with your present study environment?</b>	
Student 9	Satisfied with it.
Student 10	Pretty satisfied.
Student 11	Not bad. I'm satisfied.
Student 12	I feel very satisfied, except for a little more homework, sleep is not good.
Student 13	Not bad. It's just that there's so much pressure every day, so much homework every day, really, I feel even more tired than I did in high school.
Student 14	The curriculum is fine. Maybe the teacher's teaching style needs to be improved.
Student 15	Still ok, it is study pressure is a bit big.
Student 16	Still okay, I just think the teacher is a little boring in class, the desire that learns not tall.
Student 17	Quite satisfactory, listening class, writing class, reading class and so on are quite comprehensive.
Student 18	I think it's good.
Student 19	Satisfied with it, we can also go to Thailand, feel very happy.
Student 20	Yeah~ I'm satisfied with that.
Student 21	It's ok, but compared with other majors, the study task is heavy. We have morning reading class every morning.
Student 22	I'm satisfied with that, but I think it would be better if we could make it two plus two.
Student 23	Pretty satisfied.
Student 24	It's ok, I wish there were more extracurricular activities or something.
Student 25	Not bad.
Student 26	I'm satisfied with that.
Student 27	Very satisfied, We can go to Thailand to study for a year when we have learned a certain level.
Student 28	I think it's good, but if it's possible, hopefully the two-plus-two model



<b>Question 7. Are you satisfied with your present study environment?</b>	
	will be better.
Student 29	Well...I am quite satisfied with it, but I still don't like studying, haha... because I am lazy.
Student 30	I think it is good, but I think it would be better if the teacher can be relaxed and interesting in class, I hope the teacher can tell us more about the culture of Thailand and so on.

<b>Question 8. After graduation, will you continue to study Thai language in depth?</b>	
Student 1	Well, I'm going to take the postgraduate entrance exam. It's still about Thai.
Student 2	If I find the right job, I will learn while working.
Student 3	I want to apply for graduate school, and to continue to learn Thai.
Student 4	I would certainly continue if I could.
Student 5	Yes, I want to take the postgraduate entrance examination.
Student 6	Yes, because I want to take the postgraduate entrance examination.
Student 7	I should not be thorough learned, nevertheless 4 years, after graduation, the likelihood can consider one's deceased father grind.
Student 8	It depends on what I do.
Student 9	I think so, because I want to take the postgraduate entrance exam.
Student 10	Yes, because I want to be a Thai translator.
Student 11	Further? I will choose to work hard and play hard.
Student 12	Not going into Thai.
Student 13	I think it is enough, I feel very tired if I study deeply, and there are other higher knowledge, that is, if I can choose another language, I should choose another one, now many schools need that kind of interest class teacher.

<b>Question 8. After graduation, will you continue to study Thai language in depth?</b>	
Student 14	See a circumstance to be able to study in depth after graduation.
Student 15	I don't think so.
Student 16	I don't think I will study further. I want to work after graduation.
Student 17	I don't want to go into it, haha...
Student 18	It depends. If the job calls for it, I should be able to learn more.
Student 19	If I have a chance in the future, I will do it.
Student 20	Yes, because I want to work in Thailand.
Student 21	In-depth study ah... no, I think enough with good.
Student 22	I will choose to go to graduate school, but I will choose other majors instead of Thai.
Student 23	Yes, because I want to take the postgraduate entrance examination.
Student 24	I would certainly continue if I could.
Student 25	I will learn while working.
Student 26	I don't know. In fact, I don't want to study any more.
Student 27	It depends on what I do.
Student 28	I can take an examination of grind, but I should be able to choose other major, won't continue to learn Thai.
Student 29	I think I will continue to learn Thai if I have a chance in the future.
Student 30	I think it should be, after all, four years of learning, not professional enough.

<b>Question 9. Do you have any favorite learning methods after class?</b>	
Student 1	Just watch TV series, chat with Thai people, and ask some questions about Thailand.
Student 2	Make Thai friends, chat with them, listen to Thai songs and watch Thai dramas.
Student 3	It's listening to Thai songs, watching Thai dramas and chasing the stars.
Student 4	In fact, more or about reading some video what, reading book the interest will not be so high.
Student 5	Most of the time I watch Thai dramas, but I also watch some variety shows.
Student 6	Just watch Thai dramas, listen to music, and chase the stars.
Student 7	Watch Thai TV.
Student 8	I also listen to some Thai songs and watch some Thai dramas.
Student 9	Just watching Thai dramas and listening to Thai songs.
Student 10	Study method, like to watch a play.
Student 11	Just listen to the music, or sometimes watch the play.
Student 12	No, because I can go to bed after I finish my homework.
Student 13	I also watched Thai dramas before, but now I don't want to watch Thai dramas after listening class, and I don't want to listen to Thai lessons either.
Student 14	No, just preview, do homework, review, and follow the teacher all the time.
Student 15	No, just follow the teacher's steps. I don't want to spend any more time doing homework after class.
Student 16	Just watching Thai dramas and listening to Thai songs.
Student 17	Make Thai friends, listen to Thai songs and watch Thai dramas.
Student 18	I will watch Thai TV series if I have time.
Student 19	Watch Thai TV because it's so relaxing.
Student 20	I watch Thai variety shows because I like Thai star better.

<b>Question 9. Do you have any favorite learning methods after class?</b>	
Student 21	After class study, ah, basically no, I will go to play games, ha ha...
Student 22	I also listen to some Thai songs and watch some Thai dramas.
Student 23	Just watch Thai dramas, listen to music, and chase the stars.
Student 24	Watch Thai TV.
Student 25	Watch Thai TV. I find it interesting to listen to them.
Student 26	Listen to the songs, many Thai songs are very good.
Student 27	It is to listen to music and watch Thai dramas, because it is easier, and we learned Thai, some Thai dramas can be understood.
Student 28	I seldom study after class, because I have to go to class every day, so I do some other things after class.
Student 29	Just watch Thai TV, listen to music.
Student 30	Most of the time I watch Thai dramas.

<b>Question 10. Do you have any suggestions for Thai language teaching?</b>	
Student 1	Because I prefer to do translation, I really hope to have a translation course, that is, the teacher let us know how to translate, and these books I feel are quite few, not as systematic and perfect as English, or from this can be extended some work direction we are not quite clear... That's about it.
Student 2	In class, the teacher can play more video and audio related to Thailand to deepen the interest of the students. In addition, the teacher can also carry out more professional activities and learn about the culture of Thailand.
Student 3	I hope the teacher will still speak more Thai, for example, in China, I will rely on the teacher very much, that is, the teacher can speak Chinese, will not be very serious to say to listen to (Thai).
Student 4	In fact, I think I should learn more about Thai culture in addition to

<b>Question 10. Do you have any suggestions for Thai language teaching?</b>	
	taking classes. Most people don't know much about Thailand when they first learn Thai, and they are very strange to their culture. Therefore, I say that since I have learned this language, I still hope to deeply learn and understand it.
Student 5	If it's important for students, like writing, you have to figure out what they're doing wrong and tell them what's wrong, what's wrong with the grammar, don't just give them a grade or something like that.
Student 6	I think the teacher should be responsible for a little, don't throw everything to the students, because the students can do it all by themselves, don't need the teacher.
Student 7	I don't think I'm satisfied with anything except the basic Thai lessons. For example, in the listening class, I don't know if it is because of the Thai teacher. I don't think I can accept his way of teaching. He just listen to us twice in class. As for the reading class, I was also confused by the teacher's teaching method. I think we talked all by ourselves. He asked the students to translate and then it was over. May be because this semester just changed the teacher, feeling has not adapted to it.
Student 8	It is to feel the problem of the teacher is bigger, a lot of place cannot understand.
Student 9	The teacher is more and student interaction, the teacher is very important.
Student 10	If it is a problem, I think it is ok if the language is good, because for the translation, the writing skills are very important, and the understanding of the language is better.
Student 11	In my opinion, I wish I could spend more time on other things, instead of reciting and reciting words all the time, I feel that I have spent too much time, namely, I can't finish the homework after self-study in the evening, and I can't finish it even from 7 to 9:30 in the evening, and I still have to go back to do it.

<b>Question 10. Do you have any suggestions for Thai language teaching?</b>	
Student 12	I think the teacher should do less homework to make us relaxed.
Student 13	I hope the teacher can have more content in class, instead of half of the class and then leave half of the time for me to play, and then assign a lot of homework after class, can you let us finish the homework in class. I hope the teacher can give us more help and guidance.
Student 14	As for the cooperation and interaction between the teacher and the students in class, it is different from the situation now that the students are the only ones talking about it. I hope the teacher can interact with the students more and cooperate with them to complete the teaching.
Student 15	It is not like high school, let the students become the main, or hope that the teacher to help us a little more, if all on their own to learn the words do not need a teacher.
Student 16	Advice, is that the teacher can be relaxed when the class, class now feel very boring.
Student 17	I hope the teacher can care about our learning experience, many times I feel I can not keep up with the pace of the teacher.
Student 18	I hope there will be more interesting classes, such as lecturing us to make Thai food and teaching us to make water lanterns, which have more Thai characteristics.
Student 19	The teacher is more and student interaction.
Student 20	I feel that the new teacher is lack of teaching experience. I hope the school can pay attention to this problem in the future.
Student 21	Can we not take the exam? Haha, just kidding...
Student 22	I think the listening class can add some audio of Thai dramas, which will be more interesting.
Student 23	Suggestion ah, I hope it can be two plus two mode, we can study longer in Thailand.
Student 24	I feel that the teacher gave us too much pressure to learn, let us have a little antipathy to learning.
Student 25	I think the reading class is very boring. In the class, the teacher asked

<b>Question 10. Do you have any suggestions for Thai language teaching?</b>	
	the students to translate one by one, and then the class was over. I felt that I didn't learn much knowledge.
Student 26	I hope the classroom atmosphere can be more relaxed and lively, now feel the students in class learning interest is not high.
Student 27	Learning tasks are relatively heavy, we have to recite words every day, back text, feeling like high school, not easy.
Student 28	It is really a little hard to learn a language, but I also hope that the teacher can organize some small activities in class or after class, so that we can relax.
Student 29	Be afraid of a teacher very much namely, how does this do?
Student 30	Advice ah, teacher can help us find some Thai friends? Haha... I think this is also a way of learning.



**BIOGRAPHY**

Name	Li Fang
Date of Birth	April 23, 1993
Place of Birth	Yunnan, China
Institution Attended	Dianchi College of Yunnan University, China Bachelor of Arts, 2017 Rangsit University, Thailand Master of Education in Curriculum and Instruction, 2019
Address	Yunnan, China 614209065@qq.com

