



**COMPARISON OF FACTORS INFLUENCING THAI STUDENTS' CHOICES
OF A MINOR SUBJECT BETWEEN JAPANESE AND CHINESE**

BY

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This study was a quantitative type of research. It examined Thai student's motives toward their choosing Japanese or Chinese as a minor subject at an institute. The study was carried out during the 2012-2013 Academic Year.

The study had 4 objectives: 1) to find the factors why some Thai students chose Japanese as a minor subject rather than Chinese, 2) to find the factors why some chose Chinese as a minor subject rather than Japanese, 3) to explore the different factors influencing students' choice of a minor subject between Japanese and Chinese, and 4) the differences between male and female decisions. 124 second-year beginner-level students participated in the study: 52 selected Japanese; 72 selected Chinese. The major research tool was a questionnaire administered during class time.

It was found that Chinese learners were more motivated than Japanese learners by intrinsic reasons, and Japanese learners were more motivated by instrumental reasons than Chinese learners. Furthermore, this study revealed that Japanese learners thought it was more difficult to learn Japanese and obtain a good grade than their Chinese counterparts. Moreover, Japanese learners chose Japanese of their own volition than Chinese learners. In addition, sexes did not much influence both of Japanese and Chinese learners' choices.

Student's Signature



Thesis Advisor's Signature



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CHAPTER 1

INTRODUCTION

1.1 Background of the study

1.1.1 Relationship between Thailand and Japan

Thailand and Japan have long maintained a cordial relationship. Their links went back as far as 600 years ago between Okinawa (Japan) and Ayutthaya (Thailand). In 1887, Thailand and Japan formally established diplomatic relations, and in September 2007, they celebrated the 120th Anniversary of the establishment of diplomatic relations. The friendship between the two countries has become stronger during recent years. It is certain that this good friendship will continue to develop in the future (Embassy of Japan in Thailand, www.th.emb-japan.go.jp, 12 June 2013).

In particular, there is a close economic relationship between the two countries. Recently, the number of Japanese companies and factories located in Thailand has been increasing. According to Japanese Chamber of Commerce, Bangkok (JCC, hereafter), 1,371 Japanese companies are the members of JCC as of April, 2012. However, Teikoku Databank, Ltd investigated and reported that there are 3,133 Japanese companies in Thailand as of Oct 31, 2011 (Teitoku Databank, www.tdb.co.jp, 29 May 2013). Based on this fact, more Japanese moved to Thailand. Embassy of Japan in Thailand (2011) reported approximately 50,000 Japanese people has submitted the residence report to the Japanese embassy in Bangkok or Japanese consulate in Chiang Mai in Oct 1, 2011 (Embassy of Japan in Thailand, www.th.emb-japan.go.jp, 12 June 2013). Furthermore, according to the statistical table of Ministry of Tourism and Sports, more and more Japanese tourists visit this country every year (Ministry of Tourism and Sports, www.mots.go.th, 10 June 2013). In addition, generally, Thai people feel a great interest in Japan. Japanese foods and the high-technology products seem to have penetrated Thai people completely, and recently, Japanese pop culture (e.g. fashion, music, and animation) are exerting considerable influence on the young generation. Moreover, the

Ministry of Foreign Affairs of Japan has announced to the public on their website on June 25, 2013 as follows,

The Government of Japan has decided that from July 1, nationals of the Kingdom of Thailand in possession of ordinary IC passports who wish to enter Japan for a period not exceeding 15 consecutive days for short-term stay will be made exempt from the visa requirements. The further development of Japan-Thailand exchange is expected as a result of the exemption of visa requirements, including increases in the number of tourists from Thailand who visit Japan and the enhancement of the ease of business transactions between the two countries (the Ministry of Foreign Affairs of Japan, www.mofa.go.jp, 7 August 2013)

With so much Japanese influence in Thailand (e.g. economy, tourism, pop culture, and education), there have been more Thai learners of Japanese. The reasons to take Japanese courses vary. Some students want to get an opportunity to work with Japanese films and earn good wages. Some need to know more Japanese for their business such as a Japanese restaurant, boutique, or even a school. Many schools (e.g. Technology Promotion Association (Thailand-Japan), and Thai Japanese Association School) have been opened to facilitate Japanese who live in Thailand. Thus, in today's competitive job markets students fluent in Japanese are in high demand by prospective employers. Obviously, the need for a good command of Japanese among Thais has never dropped.

1.1.2 Relationship between Thailand and China

As for relationship between Thailand and China, the year 2010 marked the 35th anniversary of the establishment of diplomatic relations between the People's Republic of China and the Kingdom of Thailand. Strategic cooperation in economic, cultural, education and military fields between the two countries made steady progress (Embassy of the People's Republic of China in Royal Thai, www.chinaembassy.or.th/eng, 12 June 2013).

China's transformation into a major economic power in the 21st century has led to an increase of foreign investments in the bamboo network, a network of overseas Chinese business operating in the markets of Southeast Asia that share common family and cultural ties. Overseas Chinese population in a world is over 50 million and there are approximately 9 million overseas

Chinese (Thai-Chinese) in Thailand, accounting for 14% of the Thai population as of 2012 (Central Intelligence Agency, www.cia.gov, 10 May 2013). Thai-Chinese are well represented in all levels of Thai society and make up a significant percentage of Thailand's business and upper class. Moreover, phenomenal and rapid Chinese economic growth made 'wealthy people' in China. As a result, the number of tourists from China visiting Thailand increased drastically. In 2012, approximately 1.4 million Japanese visitors traveled to Thailand; on the other hand, the number of Chinese visitors was 2.8 million in the same year; the number is twice as much as Japanese visitors. The Thai-Chinese Tourism Alliance Association declared that Chinese tourists are now the main supplier for Thailand's tourism industry and arrivals will expand to 3.3 million in 2013 (TTR Weekly, <http://www.ttrweekly.com>, 10 May 2013).

From the information above, evidently, Chinese historical background and Chinese economic growth have a great influence on Thailand. Accordingly, Thai learners of Chinese will certainly increase.

1.1.3 Number of the students studying Japanese and Chinese in the world and Thailand

A survey reported by Japan Foundation (Japan Foundation, 2009), showed there are approximately 3.65 millions of people who are studying the Japanese language in the world, and Thailand ranked seventh in the world, fifth in Asia (after China, Indonesia, Korea, and Taiwan) having about 79,000 learners. At present, the number of learners of Japanese in Thailand has gone up to 10.9% greater than what was recorded by a survey in 2006. With the rise in the number of learners of Japanese, the number of Japanese language teachers has also been increasing, and now there are 1,240 Japanese language teachers in Thailand. Within this number, 36.5% is native, whereas 63.5% is non-native Japanese teachers (Japan Foundation, 2009). In addition, Japan foundation announced regarding preliminary results of the "Survey on Japanese-Language Education Abroad 2012" showing that the number of Japanese-language learners abroad increased by 9.1%, reaching a total of 3.98 million. Thailand ranks seventh the same as the year of 2009; however, the number of Japanese-language learner in Thailand increased by 64.5%, having about 130,000 learners (Japan Foundation, 2013).

As for Chinese education, Bureau of International Cooperation Strategy, the Office of the Higher Education Commission (OHEC) Ministry of Education, Thailand (2010) announced that there are approximately 610,000 learners of Chinese in Thailand. At present, the number of learners of Chinese in Thailand has gone up to 270%, greater than what was recorded by a survey in 2005. This is the considerable rate of increase. Furthermore, to compare the number of learners of Japanese and Chinese in Thailand, learners of Chinese are more 10 times greater than learners of Japanese in 2009. In addition, according to a senior official at the Confucius Institute Headquarters, there are over 40 million foreigners currently studying Chinese in the world, and that number is rising. (Confucius Institute Online, www.chinesecio.com, May 5, 2013).

Based on the statistic data stated above, needless to say, the Chinese language is the most influential language not only in Thailand, but in the world only second to English. However, in Thailand, the Japanese language is absolutely one of the most practical languages after English and Chinese. Due to these reasons, the researcher decided to examine the present situation of Japanese and Chinese teaching and learning in Thailand especially the factors that influence student choices when they select a minor subject.

1.2 Significance of the study

Based on the rationale above, this study will help Japanese and Chinese instructors improve the existing language programs (Japanese and Chinese), and when they employ effective learning in their classroom by weighing the choices taken by students who are learning Chinese and Japanese. By understanding the needs and inclinations of the students who chose Japanese courses and the students who chose Chinese courses, these Japanese and Chinese instructors should become aware of some competitive advantages.

Furthermore, the ASEAN Economic Community (AEC) shall be the goal of regional economic integration by 2015. ASEAN envisages an “AEC” which will be defined as having a single market and distribution base, a highly competitive economic region with equitable economic development, and a region fully integrated into the global economy (ASEAN Secretariat, www.asean.org, July 8, 2013). Japan and China, two economic powers of the world in Asia, will increasingly have strong economic ties with ASEAN member countries, and due to its economic

expansion, the Japanese and Chinese languages will be required more and more by not only Asian people, but the people around the world as well.

1.3 Scope of the study

This study is conducted to compare factors influencing the choice of Japanese or Chinese made by 124 second-year Thai students at Panyapiwat Institute of Management (PIM). This study is conducted in seven months from March to September in 2013. Its population included 124 students from the two study programs.

1.4 Definition of terms

Factors influencing Thai students' choice, the students who are in the Faculty of Business Administration have to select one minor subject from 7 subject areas during their second-year.

Minor subjects, the students of the faculty of Business Administration have to select one minor subject from 7 subject areas as follows.

- 1) Retail business
- 2) Logistics
- 3) Food Business
- 4) Computer Business
- 5) Business English
- 6) Chinese Language
- 7) Japanese Language

1.5 Objectives of the study

This study is to investigate factors influencing Thai students' choice of a minor subject between Japanese and Chinese. This involves the following specific objectives:

1) To identify the reasons behind students' choice of Japanese or Chinese as a minor subject from seven minor subject areas.

2) To suggest the implications of the finding in this study for Japanese and Chinese teachers and the institute.

1.6 Research questions

1) Why do Thai students who are studying Japanese choose Japanese rather than Chinese as a minor subject? Are there different reasons between male and female students?

2) Why do Thai students who are studying Chinese choose Chinese rather than Japanese as a minor subject? Are there different reasons between male and female students?

3) What are the differences between the factors influencing students' choice of a minor subject between Japanese and Chinese?

1.7 Expected outcomes

The result will show that the students who chose Japanese language course are greatly influenced by Japanese pop culture which is classified as intrinsic motivation. Moreover, they are influenced by instrumental motivation, such as getting a good paying job, to study in Japan, etc., because there are many Japanese companies in Thailand. Similarly, students who chose Chinese language course are probably influenced by intrinsic motivation. The reason may be because Chinese is one of the most important foreign languages. Extrinsic motivation also plays an important role on students choosing Chinese as their minor subject for a few reasons. First, they may follow their parents' or friends' advice, in particular, when the Chinese societies have built up their status in Thailand. Moreover, they have a tremendous influence on the politics and economy in Thailand.

CHAPTER 2

LITERATURE REVIEW

For several decades, researchers in social psychology and education have recognized the importance of motivation for successful second language learning. I have read literature in the field of motivation, in details, the scene of motivation research both in educational psychology and in the L2 field. Moreover, the focus is in the field of foreign language teaching and learning, particularly, Japanese and Chinese teaching and learning in the world and in Thailand as well as learner achievement and motivation in these two languages.

In addition, I investigated background, characteristics, objectives and activities between of the Japan Foundation (Japan's public institution) and Confucius Institute (non-profit public institution aligned with the Government of the People's Republic of China), because these two institutes are indispensable in the study of Japanese and Chinese teaching and learning in the world.

2.1 Motivation

Webster's New Collegiate Dictionary defines motivation as factors within a human being or animal that arouses and directs goal-oriented behavior.

Despite the unchallenged position of motivation in learning additional languages, there is, in fact, no agreement on the exact definition of motivation (Oxford and Shearin, 1994). However, there are some representative definition of motivation such as "some kind of internal drive which pushes someone to do things in order to achieve something" (Harmer, 2002: 51), "the driving force in any situation that leads to action" (Richards & Schmidt, 2002: 343), and "why people decide to do something (why), how long they are willing to sustain the activity (how long) and how hard they are going to pursue it (how hard)" (Dörnyei, 2000: 8).

2.1.1 Motivation theories in psychology

Motivation has long been a central subject of study in psychology, also a powerfully influential and wide-ranging area of study in psychology. There are over twenty internationally recognized theories of motivation. Dörnyei (2001:10-11) has provided a summary of the currently ten dominating motivational approaches from among those.

- 1) Expectancy-value theories (Brophy, 1999; Eccles and Wigfield, 1995)
- 2) Achievement motivation theory (Atkinson and Raynor, 1974)
- 3) Self-efficacy theory (Bandura, 1997)
- 4) Attribution theory (Weiner, 1992)
- 5) Self-worth theory (Covington, 1998)
- 6) Goal setting theory (Locke and Latham, 1990)
- 7) Goal orientation theory (Ames, 1992)
- 8) Self-determination theory (Deci and Ryan, 1985; Vallerand, 1997)
- 9) Social motivation theory (Weiner, 1994; Wentzel, 1999)
- 10) Theory of planned behavior (Ajzen, 1998; Eagly and Chaiken, 1993)

In sum, all the different theories make a lot of sense; the only problem with them is that they largely ignore each other and very often do not even try to achieve a synthesis. This leaves a rather fragmented overall picture (Dörnyei, 2001:10-11).

2.1.2 Instrumental and integrative orientation

Traditionally, motivation research in the L2 field has shown different priorities from those characterizing the mainstream psychological approaches. This has been largely due to the specific target of our field: language (Dörnyei, 2001:13). The most influential L2 motivation researcher to date, Robert Gardner, argued forcefully that a second/ foreign language in the school situation is not merely an 'educational phenomenon' or 'curriculum topic' but also a representative of the cultural heritage of the speakers of that language (Gardner, 1979). Gardner and Lambert (1959: 266-72, 1972) did pioneering work to explore the nature of motivation specific to language study, and it is assumed that language learners' goals fall into two broad categories.

1) *Integrative orientation*, which reflects a positive disposition toward the L2 group and the desire to interact with and even become similar to valued members of that community

2) *Instrumental orientation*, where language learning is primarily associated with the potential pragmatic gains of L2 proficiency, such as getting a better job or a higher salary.

The initial results obtained by Gardner and Lambert were sufficiently powerful to stir up an international interest, and very soon studies of a similar vein were conducted all over the world.

2.1.3 Self-determination theory, Intrinsic and extrinsic motivation

However, in the 1990's, motivation research in the L2 field has moved toward its broader framework motivation theories in psychology in order to discover the basis of motivation. *Self-determination theory* (SDT, hereafter) is one of the well-developed motivation theories in psychology. The theory was initially developed by two American psychologists, Edward L. Deci and Richard M. Ryan, and has been elaborated and refined by scholars from many countries. Deci and Ryan (1985) postulate three universal, innate psychological needs, which have to be satisfied for individuals to flourish, that is, the needs for *autonomy* (i.e., experiencing a sense of volition and psychological freedom), *competence* (i.e., feeling effective), and *relatedness* (i.e., feeling loved and cared for), and if these universal needs are met, the theory argues that people will function and grow optimally. In SDT (Deci and Ryan, 1985) they distinguish between different types of motivation based on the different reasons or goals that give rise to an action. The most basic distinction is between *intrinsic motivation* and *extrinsic motivation*.

1) *Intrinsic motivation* is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards (Deci and Ryan, 2000: 56).

2) *Extrinsic motivation* is a construct that pertains whenever an activity is done in order to attain some separable outcomes. Extrinsic motivation thus contrasts with intrinsic motivation,

which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value (Deci and Ryan, 2000: 60).

Within SDT a second subtheory, referred to as *Organismic Integration Theory* (OIT), was introduced to detail the different forms of extrinsic motivation and the contextual factors that either promote or hinder internalization and integration of the regulation for these behaviors (Deci and Ryan, 1985). Figure 1 illustrates the OIT taxonomy of types of motivation, arranged from left to right in terms of the extent to which the motivation for one's behavior emanates from one's self. At the far left is *amotivation*, which is the state of lacking an intention to act. Amotivation results from not valuing an activity (Ryan, 1995), not feeling competent to do it (Deci and Ryan, 1985), or not believing it will yield a desired outcome (Seligman, 1975). Just to the right of motivation, is a category that represents the least autonomous forms of extrinsic motivation, a category is labeled *external regulation*. Such behaviors are performed to satisfy an external demand or obtain an externally imposed reward contingency. External regulation is the only kind of motivation recognized by operant theorists (e.g., Skinner, 1953), and it is this type of extrinsic motivation that was typically contrasted with intrinsic motivation in early lab studies and discussions. A second type of extrinsic motivation is *introjected regulation*. Introjection describes a type of internal regulation that is still quite controlling because people perform such actions with the feeling of pressure in order to avoid guilt or anxiety or to attain ego-enhancements or pride. A classic form of introjection is ego involvement (Nicholls, 1984; Ryan, 1982), in which a person performs an act in order to enhance or maintain self-esteem and the feeling of worth. A more autonomous, or self-determined, form of extrinsic motivation is regulation through *identification*. Here, the person has identified with the personal importance of a behavior and has thus accepted its regulation as his or her own. A boy who memorizes spelling lists because he sees it as relevant to writing, which he values as a life goal, has identified with the value of this learning activity. Finally, the most autonomous form of extrinsic motivation is *integrated regulation*. Integration occurs when identified regulations have been fully assimilated to the self. This occurs through self-examination and bringing new regulation into congruence with one's other values and needs. Integrated forms of motivation share many qualities with intrinsic motivation. However, they are still extrinsic because behavior motivated by integrated regulation is done for its presumed instrumental value with respect to some outcome that is separate from the behavior, even though it is volitional and valued by the self. At the far right hand end of the

figure is intrinsic motivation. This placement emphasizes that intrinsic motivation is a prototype of self-determined activity. (Deci and Ryan, 2000: 61-62)

There are many classroom motivation researches from the perspective of SDT. The researcher consulted Noels, K. A., Pelletier, L., Clement, R., & Vallerand, R. (2000) and Hiromori, T. (2003) to validate the applicability of SDT to the study of Japanese and Chinese learner motivation.

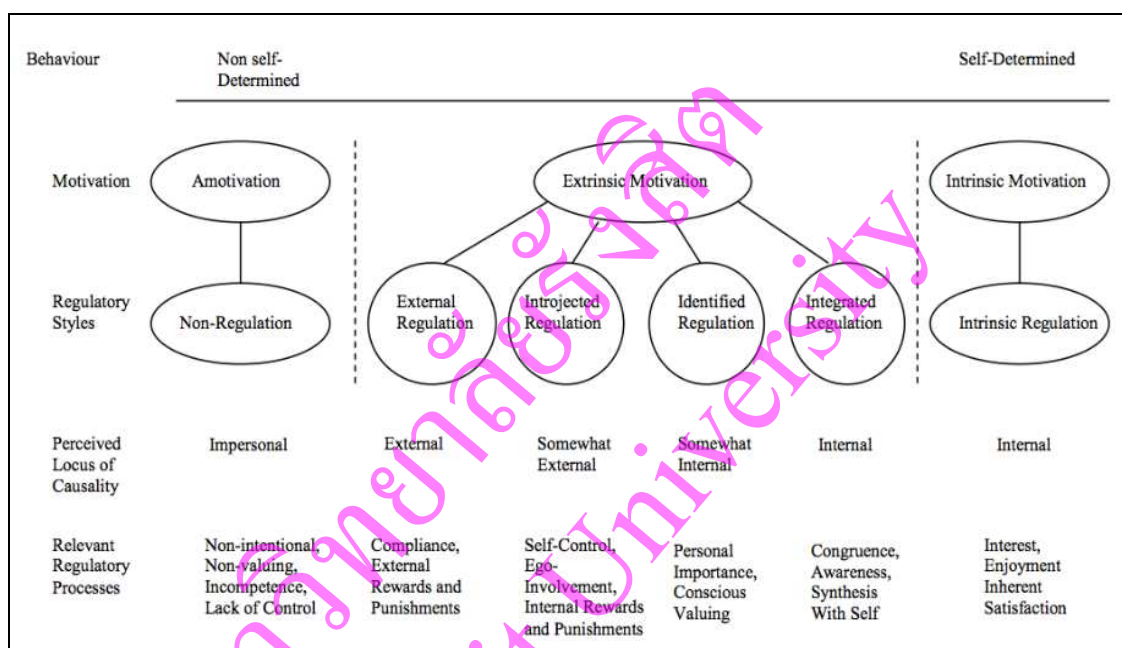


Figure 2.1 A taxonomy of human motivation

Note: Cited from 'Intrinsic and extrinsic motivations: classic definitions and new directions' (Ryan and Deci, 2000)

2.2 Japanese teaching and learning in the world and Thailand

First of all, I read Moriya (2002: 315-329) to understand the trend of the motivation of second language teaching and learning, particularly focused on the motivation of Japanese as a second language. Nuibe, Kano and Ito (1995: 162-72) is a pioneer, and that is one of the most famous classroom research in the field of motivation of Japanese language in foreign countries. The study investigated why the Japanese learners study Japanese language at the university in New Zealand and the study found that the third motivation (the first and second is instrumental and integrative motivation) is called 'Incentive motivation', which is not an objective to study foreign language in itself, e.g. just want to get a good grade, started studying Japanese on the advice of people's around

them. Furthermore, the study revealed that the students who have been to Japan were more motivated by Integrative Orientation. Narita (1998: 1-11) surveyed the relationship between motivation of Japanese-language learning and achievement of fourth year students at the university in Bangkok, Thailand on the model of Nuibe, Kano and Ito (1995: 162-72). This study revealed that the students who had high integrative motivation gained a good score on the test than the students who had another motivation (e.g., incentive motivation, instrumental motivation). In the recent classroom motivation researches in Thailand, Utsugi (2011: 65-74) explored the relationship between the ability of Japanese language and Japanese learning motivation of the university students in Thailand. He adopted SPOT (Simple Performance-Oriented Test) to measure student's integrated language ability. This study revealed that beginner and intermediate level students had high motivation, but advanced level students had low motivation; This signified that they had lost extrinsic motivation. Arasuna (2010) investigated what motivational factors influence secondary students' choice for Japanese language over other optional subjects at Satit Bilingual School of Rangsit University, Thailand. This study found that intrinsic motivation was influencing factors students' choice of Japanese language as an optional subject.

2.3 Chinese teaching and learning in the world and in Thailand

In comparison, Chinese teaching and learning in the world, Tsung and Cruickshank (2011: 1-10) reported the emerging trends and issues of teaching and learning Chinese in global contexts and showed the history of the teaching and learning of Chinese. Li, Mirmirani and Ilacqua (2009: 469-482) showed the operations of Confucius Institutes and strategies of the highly successful Confucius Institutes. Wang (2010: 117-135) focused on 9 urban third-grade students (Five of the 9 students were Chinese-Americans or heritage learners; the other students were non Chinese-Americans or non-heritage learners) to examine how student's learning motivation interacted with student's ethnicity and language learning environment. This qualitative method research showed that heritage learners expressed heritage-related language learning motivation and a negative pressure in learning Chinese, whereas, non-heritage learners expressed an integrative motivation in learning Chinese.

2.4 Japan Foundation versus Confucius Institutes

In the light of the issues mentioned in chapter1, obviously, Chinese language education has greater influence not only in Thailand, but in the world than Japanese language education. One of the reasons of Chinese educations' global remarkable progress, marvelous expansion might lie in the establishment of Confucius Institutes by Hanban (The Office of Chinese Language Council International, 2004).

I investigated background, characteristics, objectives and activities between of Confucius Institute and Japan Foundation. These are described in greater detail below.

As China's economy and exchanges with the world have seen rapid growth, as China has grown into a major global power, there has also been a sharp increase in the world's demands for Chinese learning. The first Confucius Institute opened its doors in Seoul, South Korea in 2004. A flood of requests to open Confucius Institutes has come from across the world since then, within the past only seven years, 353 Confucius Institutes and 473 Confucius Classrooms have been established in 104 countries and regions. It is quite unusual for a language institute to be able to make progress so rapidly (Ren, Z., 2012: 1).

According to the Office of Chinese Language Council International (2009), a division of the Ministry of Education of China and the Agency Financing the Activities of Confucius Institute, the objectives of these Institutes are:

- 1) to promote the study of Chinese language and culture
- 2) to improve international relationships between China and other countries
- 3) to develop multiculturalism across national boundaries
- 4) to foster global peace and harmony

Furthermore, according to the official document of the Confucius Institute headquarters (2009), each Confucius Institute provides some or all of following services:

- 1) the teaching of Chinese to students, businessmen, and diplomats by offering courses in both formal and informal classroom settings or via multimedia and the internet
- 2) the training of Chinese language teachers for primary schools, high schools, and colleges

- 3) the administering of Chinese Proficiency Tests (HSK, YCT)
- 4) the offering of consulting services to study-in-China applicants
- 5) the provision of information and reference materials on Chinese education, culture, economy and society
- 6) the promotion of research on contemporary China

Confucius Institutes have been operated by Hanban in conjunction with universities in China and local partner institutions abroad. Most of the overseas organizations which host Confucius Institutes are higher educational institutions. The typical arrangement is that a Confucius Institute is hosted by a university outside of China with the sponsorship of a university in China. The overseas university provides the location and facilities, while a Chinese university supplies the faculty and classroom materials. The language instructors at the institutes are mainly either teachers specializing in Chinese language teaching who have been sent from China or are volunteers. The Confucius Institute headquarters announced that there are more than 4000 full-time and part-time teachers, 2000 of whom were dispatched by Hanban (Hanban Annual Report, 2010). All the staff from China is paid by Hanban for their work as overseas Chinese language teachers. Moreover, Hanban supplies books, audio-visual materials and multimedia courseware to facilitate teaching and enhancing library collections.

Referring to the influence of the Confucius Institute upon Thailand, in 2005, one year after China established the first Confucius Institute in South Korea, a proposal for establishing Confucius Institute was brought up. The first agreement was signed in Beijing between China's Hanban (Office of Chinese Language Council International) and Thailand's Kasetsart University to set up the first Confucius Institute, initially named Confucius Institute in Bangkok. By the end of 2006, based on the agreement between Thai Ministry of Education and China's Hanban, ten out of twelve Confucius Institutes and one Confucius Classroom, the first in the world, were officially opened. In 2009, ten more Confucius Classrooms were unveiled. Currently, Thailand has the largest number of Confucius Institutes and Classrooms in Asian countries (Zhao, X. C., 2012: 3).

On the other hand, the Japan Foundation was established in 1972 by special legislation in the Japanese Diet and became an Independent Administrative Institution in October 2003. The foundation maintains its headquarters in Tokyo and operates through a network of twenty-two

overseas offices in twenty-one countries worldwide. In addition, there are two Japanese –language institutes in Saitama and Osaka, and a branch office in Kyoto. Using these offices and organizations as footholds, the Foundation is active in all regions of the world. The Japan Foundation also works closely with Japanese embassies and consulates, Japanese language institutions, and cultural exchange organizations abroad to expand its activities on a global scale (The Japan Foundation, <http://www.jpf.go.jp>, 29 May 2013).

The Japan Foundation develops programs in three different fields as following.

- 1) Arts and Cultural Exchange – Creating opportunities to engage in the values and virtues embodied in art and life
- 2) Japanese-Language Education Overseas – Facilitating the teaching and learning of the Japanese language
- 3) Japanese Studies and Intellectual Exchange – Combining Japan with the world’s public intellectuals is key to resolving issues that we all share

According to Present Condition of Overseas Japanese-Language Education (Japan Foundation, 2009), Japanese language activities of Japanese Foundation offices worldwide include:

- 1) sending specialists in Japanese-language education on overseas assignments
- 2) bringing overseas Japanese-language teaches to Japan for training
- 3) assisting in the development and production of teaching materials and distributing them by donation
- 4) administering the Japanese-Language Proficiency Test
- 5) providing training for promotion of Japanese language for specialists and studies of the Japanese-language
- 6) providing subsidies for educational institutions abroad
- 7) collecting and disseminating information concerning Japanese-language education abroad

In Thailand, the Japan Foundation opened a liaison office in Bangkok in 1974 to assist its full implementation of cultural exchanges between Thailand and Japan under the name of the Japan Foundation, Bangkok or the Japan Cultural Center, Bangkok. After April 2004, the name of the organization is known only as “The Japan Foundation, Bangkok”.

The Japan Foundation has about forty years of history and it would appear that its foundation has achieved their role, and developed and reached maturity like an economy in Japan. While, the Confucius Institute has only nine years of history, the organization has been increasing the number of the institute and learner of Chinese with energetically up to the present time. Their primary activities are mostly the same, to teach, to promote its language and culture, training language teacher, distributing reference materials and teaching materials, and administering and promoting the proficiency test in the world. However, the strategy which promotes the study of language and international cultural exchange is completely different. The Japan Foundation establishes its office in overseas principal city. On the other hand, the Confucius Institute establishes their institute inside universities overseas with the sponsorship of a university in their own country for the implementation of their policy. It can be said that the Japan Foundation adopts a conventional marketing approach; however, Confucius Institute employs a rather unique and innovative approach. As of May 2013, 12 Confucius Institutes (located on the ground of higher education institutes) and 11 Confucius Classrooms (located on the ground of middle education institutes or other education institutes) have been established all over Thailand (Confucius Institute Online, www.chinesecio.com, 5 May 2013). On the other hand, Japan Foundation has only one office in Bangkok. From the reason above, it might be concluded that Confucius Institute is more accessible, closer for the people who are highly motivated to learn language as well as people who want to start to learn a foreign language.

Based on the review of literature, I learned that in teaching any subject, the teacher has to understand which language skill students prefer, what programs are interesting, what activities they enjoy, and what teaching approach is appropriate. This knowledge is crucial for me because it would be able to help the teacher prepare lessons to meet the students' learning purposes. Moreover, I expect to see the reasons why students make a decision to choose a minor subject, and this will be discussed in the following chapters.

CHAPTER 3

METHODOLOGY

This is the study of factors influencing Thai students' choice of a minor subject between Japanese or Chinese among second-year university students at Panyapiwat Institute of Management (PIM). The purpose of the study is to investigate Thai students' motives toward their choice of Chinese or Japanese as a minor subject.

3.1 Research design

In this study, I adopted a quantitative research method to look into the context influencing the choices that students make concerning their minor subject area. A quantitative research method should involve a large number of participants. Therefore, in this study, the participants were composed of 124 second-year beginner's level Thai students, who selected Japanese course or Chinese course as their minor subject. The 17-item survey questionnaire was originally designed in English, but later translated into Thai for Thai students to prevent language difficulty.

3.2 Research instruments

Research instruments used in the study included:

- 1) Pilot test of questionnaire (Three students who were selected at random took pilot test in Thai to validate whether they understand the questionnaire items)
- 2) Questionnaire (in Thai)

I prepared the questionnaire which was composed of 17 questions based on Nuibe, Kano and Ito (1995), Narita (1998), Guo and Quan (2006), and Utsugi (2011), aimed to survey the motivation of students who were studying Japanese. Furthermore, I distributed the same questionnaire, where the word 'Japan, Japanese' were replaced by 'China, Chinese' to the students

who were studying Chinese. The subjects were asked to answer on a five-scale Likert, ranging from the far left column “Strongly disagree”, “Disagree”, “Not sure or Not important”, “Agree” to “Strongly agree”, on the far right column.

Originally, the questionnaire was prepared in English; however, it could be probably assumed that participant’s level of English proficiency would be minimal. Therefore, the questionnaire was translated into Thai by a Thai English teacher. Finally, to validate the appropriateness of the Thai version, a Thai Japanese teacher translated it into Japanese for me.

In this study, I attempted to adopt *Organismic Integration Theory* (OIT, see Figure 1 in Chapter 2), within SDT, a second subtheory, to categorize 17 question items into each motivational factor. The theory is composed of six regulations (*non-regulation, external regulation, introjected regulation, identified regulation, integrated regulation, and intrinsic regulation*) under three types of motivation (*amotivation, extrinsic motivation, and intrinsic motivation*). However, *Non-Regulation* from *amotivation* was not adopted for this study. The reason was because all the participants had already chosen either Japanese or Chinese. This means that they had already been motivated to select one language over the other. Therefore, *amotivation* was eliminated from the criteria for measuring their motivation. As a consequence, I adopted 5 regulations under two types of motivation (*extrinsic motivation and intrinsic motivation*) as motivational factors.

In addition, six students (three were from Chinese minor program and three were from Japanese minor program) were selected at random to take the pilot test of questionnaire; one is a bright student, another is an average student, and the other is a poor student. The sample read only for clarify of the language, so it could be assumed that their exposure to the questions, would not be affecting their responses on the Likert scale.

3.3 Participants

The research population consisted of the beginner’s level students who were studying Japanese or Chinese as their minor subject in the second year at the institute – totaling 124 students.

Panyapiwat Institute of Management (PIM) has been introducing a unique system. For 3 months, while the students who belong to BLOCK A would study at the institute, the students who belong to BLOCK B would participate in an internship program at relevant business sites. Similarly the students who belong to BLOCK B would study at the institute, while the students who belong to BLOCK A would do the similar program. This system is adopted only for the students of the Faculty of Business Administration. (Refer to Table 3.1)

Table 3.1 Distribution of subject by number of the students

Subject/Block	A	B	Total
Japanese	22	30	52 (42%)
Chinese	35	37	72 (58%)
Total	57 (46%)	67 (54%)	124 (100%)

The following table (Table 3.2) displays the distribution of male and female participants in this study. The ratio of male and female in the class of Japanese course and Chinese course was coincidentally of the same percentage (Female composed 67% of the sample).

Table 3.2 Distribution of subject by gender

Subject/Gender	Male	Female	Total
Japanese	17 (33%)	35 (67%)	52
Chinese	24 (33%)	48 (67%)	72
Total	41 (33%)	83 (67%)	124 (100%)

Furthermore, the students who are in the Faculty of Business Administration have to select one minor subject from 7 subject areas during their second-year. The following table (Table 3.3) displays the ratio and number of the students who chose one minor subject from seven subject areas in the academic year 2011.

Table 3.3 Ratio and number of the students of the faculty of Business Administration choosing one minor subject from seven subject areas in the academic year 2011

Rank	Subject	No. of Students (%)
1	Food Business	165 (32)
2	Logistics	98 (18)
3	Chinese Language	72 (13)
4	Japanese Language	56 (11)
5	Computer Business	53 (10)
6	Business English	40 (8)
7	Retail Business	38 (7)
	Total	522 (100)

At the time of this study, students of both minor programs had completed Japanese 1 and Japanese 2 for the students who chose Japanese program, and Chinese 1 and Chinese 2 for the students who chose Chinese program. Each subject was 60 hours per semester, with 6 hours per week.

In addition, both languages were taught by Thai teachers.

3.4 Procedure

The data collection involved the following steps:

- 1) Three students who belong to BLOCK B in both Chinese minor program and Japanese minor program took the pilot test of questionnaire before the end of the second semester in the academic year 2012.
- 2) A week later all students in BLOCK B in both Chinese minor program and Japanese minor program responded to the questionnaire in Thai.
- 3) Three students who belong to BLOCK A in both Chinese minor program and Japanese minor program took the pilot test of questionnaire before the end of the second semester in the academic year 2012.
- 4) A week later all students in BLOCK A in both Chinese minor program and Japanese minor program responded to the questionnaire in Thai.

The study was conducted during regular class time. Thai Japanese teacher and Thai Chinese teacher informed the students that their participation was voluntary and that their responses would remain confidential. The students filled out the questionnaires within ten minutes, and I collected the questionnaires from all of the students who were present on the day.

3.5 Research time table

This quantitative research was implemented for seven months from March to September in 2013. First, Step 1 “Introduction” was implemented in March and April in order to make the purpose of this study clear. Step 2 “Literature Review” was carried out to deepen my knowledge of the field of motivation and the field of foreign language teaching and learning. Step 3, the 17-item survey questionnaire was prepared, and the data was collected (Step 4). After that, the data was analyzed with SPSS (Step 5) and the results were revealed (Step 6). Finally, Step 7 “Discussion and Suggestion” was executed to generalize a whole study, and every step in the process was completed at the end of September. (Refer to Table 3.4)

Table 3.4 Research time table

Steps	Research activities (Start month: March.2013)	Months						
		3	4	5	6	7	8	9
1	Introduction	→						
2	Literature Review	→						
3	Research Instruments		→					
4	Data Collection			→				
5	Data Analysis				→			
6	Results						→	
7	Discussion and Suggestion							→

Chapter 3 discusses the research methodology that will be employed in the quantitative study, which is a phenomenological research design. Furthermore, included in Chapter 3 is to explain research instruments and the sample selection, and describe the procedure used in designing the instrument and collecting the data.

มหาวิทยาลัยรังสิต
Rangsit University

CHAPTER 4

DATA ANALYSIS

4.1 Overview of Analysis

The purpose of this study was to investigate factors influencing Thai students' choice of Japanese or Chinese as a minor subject. The data collection was done through questionnaire. A number of 124 copies of the questionnaire were distributed to the participants (52 Japanese learners and 72 Chinese learners), and all 124 copies were collected. The data analysis process considered of the following 3 steps. To begin with, factor analysis was implemented; the computer software SPSS©16.0 was used for the factor analysis. Then, each factor was categorized with the application of factor analysis; to obtain 5 regulations; there were classified into either intrinsic motivation or extrinsic motivation. Finally, based on the process above, I was able to identify the following: the reason why Thai students chose Japanese or Chinese, the differences in gender affecting their motivation, and the differences of the factors influencing students' choice of a minor subject between Japanese and Chinese. The data analysis process is described in greater detail below.

4.2 Factor Analysis

Exploratory factor analyze was conducted using principal axis factoring extraction technique followed by promax oblique rotation. Two sets of criteria were used. One, factors with an eigenvalue was set greater than 1.0 (Eigenvalue > 1). Two, the analysis strategy involved an iterative process, whereby any item that did not contribute appreciably to the solution (i.e., those with loadings < .35 |or the item which is remarkably low, less than .14, in communalities) was eliminated. The result of the first analysis eliminated one item, question number 15 "I would like to have Japanese / Chinese friends" (factor loading=.302), and the correlation matrix was reanalyzed. This process was repeated the second time and the results of this analysis yielded five factors, accounting for 42.6% of the variance. An examination of the factor structure revealed that the factors represented the five

hypothesized motivational constructs. In addition, the Cronbach alpha index of internal consistency was acceptable for all subscales, varying between .60 and .76. (Refer to table 4.1)

Table 4.1 Pattern matrix, Factor correlation matrix and Cronbach coefficient alpha for the final principal axis factor analysis of intrinsic motivation and extrinsic motivation items with promax oblique rotation

Items	Factors				
	I	II	III	IV	V
Factor 1: Identified Regulation ($\alpha = .635$)					
5. I would like to work for a Japanese / Chinese company.	.690	.028	-.052	-.110	.219
12. I would like to go abroad to study in Japan / China.	.570	-.085	.034	.288	-.086
8. I would like to live in Japan / China some day.	.495	.010	-.080	-.124	.216
2. I would like to travel for a holiday to Japan / China.	.452	.112	.060	.057	-.129
Factor 2: External Regulation ($\alpha = .615$)					
16. My parents urged me to study Japanese / Chinese.	.081	.717	.094	-.078	-.122
13. I would like to be with my friends who are studying Japanese / Chinese.	.003	.565	-.007	.136	.000
17. I have heard that Japanese / Chinese teachers are friendly and helpful.	-.052	.485	-.123	-.014	.297
7. My friends convinced me to take Japanese / Chinese course.	.019	.440	-.025	-.041	-.017
Factor 3: Introjected Regulation ($\alpha = .764$)					
14. I thought it would be easy to learn Japanese / Chinese.	-.008	.082	.807	-.043	-.064
9. I thought Japanese / Chinese course would be easy to obtain a good grade.	-.017	-.091	.794	-.127	.141
Factor 4: Integrated Regulation ($\alpha = .616$)					
6. I would like to communicate with Japanese / Chinese people.	-.005	.027	-.184	.661	-.106
10. I would like to be able to read Japanese / Chinese books, magazines or newspaper.	-.147	-.065	.063	.612	.341
11. I would like to get a job in tourism for Japanese / Chinese people.	.269	-.030	.097	.476	-.027

Table 4.1 Pattern matrix, Factor correlation matrix and Cronbach coefficient alpha for the final principal axis factor analysis of intrinsic motivation and extrinsic motivation items with promax oblique rotation (cont.)

Items	Factors				
	I	II	III	IV	V
Factor 5: Intrinsic Regulation ($\alpha = .605$)					
1. I am interested in the Japanese / Chinese pop culture such as songs, cartoons, animated films, TV games, films and fashion.	.159	-.110	.021	-.144	.688
4. I am interested in Japanese / Chinese language.	.069	.102	.025	.184	.482
3. I believe that Japanese / Chinese is one of the most important foreign languages.	-.072	.174	.123	.086	.364
Factor Correlation Matrix	I	II	III	IV	V
I	1.00				
II	.139	1.00			
III	.184	.399	1.00		
IV	.357	.239	.417	1.00	
V	.388	.276	.393	.530	1.00

4.3 Categorization of each factor to 5 regulations, and classification of each regulation into either intrinsic or extrinsic motivation

As shown in Table 4.1, five motivational factors were extracted. Four items (5, 12, 8, and 2) were recognized as Factor 1. The reasons students studying Japanese or Chinese are attributable to instrumental or process-oriented factor (e.g., “I would like to work for a Japanese / Chinese company”, and “I would like to go abroad to study in Japan / China.”). Therefore, I considered that Factor 1 to be applicable to *identified regulation*. Factor 2 includes four items (16, 13, 17, and 7), and therefore it is applicable to *external regulation* because of the tendency of compliance with the others (e.g., “My parents urged me to study Japanese / Chinese.”, “My friends convinced me to take Japanese / Chinese course.”). Two items (14 and 9) are included in Factor 3, and considered as *introjected regulation* because of ‘Self-Control’ and ‘Ego-Involvement’ (e.g., I thought it would be easy to learn Japanese / Chinese). Factor 4 is composed of three items (6, 10, and 11). That is considered as *integrated regulation* because the students chose Japanese or Chinese with their desire, without instrumental reasons (e.g., “I would like to communicate with Japanese / Chinese people.”, “I would like to be able to read Japanese / Chinese books, magazines or newspaper.”). Finally, three items (1, 4, and 3) were recognized as Factor 5. The students chose Japanese or Chinese because they were interested in it, they thought it was fun, or they liked it (e.g., “I am interested in the Japanese / Chinese pop culture such as songs, cartoons, animated films, TV games, films and fashion.”, “I am interested in Japanese / Chinese language.”). Therefore, Factor 5 is considered as *intrinsic regulation*.

Moreover, I classified *integrated regulation* and *intrinsic regulation* into intrinsic motivation, *external regulation*, *introjected regulation* and *identified regulation* into extrinsic motivation according to the definition of *Organismic Integration Theory* (Deci and Ryan, 1985) as displayed in the following lists. (Refer to table 4.2)

Table 4.2 Classification of each regulation into either intrinsic motivation or extrinsic motivation

Intrinsic Motivation
Factor 5: Intrinsic Regulation
1. I am interested in the Japanese / Chinese pop culture such as songs, cartoons, animated films, TV games, films and fashion.

Table 4.2 Classification of each regulation into either intrinsic motivation or extrinsic motivation (cont.)

Intrinsic Motivation
Factor 5: Intrinsic Regulation
4. I am interested in Japanese / Chinese language.
3. I believe that Japanese / Chinese is one of the most important foreign languages.
Factor 4: Integrated Regulation
6. I would like to communicate with Japanese / Chinese people.
10. I would like to be able to read Japanese / Chinese books, magazines or newspaper.
11. I would like to get a job in tourism for Japanese / Chinese people.
Extrinsic Motivation
Factor 1: Identified Regulation
5. I would like to work for a Japanese / Chinese company.
12. I would like to go abroad to study in Japan / China.
8. I would like to live in Japanese / China some day.
2. I would like to travel for a holiday to Japan / China.
Factor 3: Introjected Regulation
14. I thought it would be easy to learn Japanese / Chinese.
9. I thought Japanese / Chinese course would be easy to obtain a good grade.
Factor 2: External Regulation
16. My parents urged me to study Japanese / Chinese.
13. I would like to be with my friends who are studying Japanese / Chinese.
17. I have heard that Japanese / Chinese teachers are friendly and helpful.
7. My friends convinced me to take Japanese / Chinese course.

4.4 Significant factors influencing students' choice of Japanese or Chinese

4.4.1 Significant factors choosing Japanese

Table 4.3 Means and Standard Deviations on the Motivational Questions for Thai Japanese learners

Questions	M	S.D.
1. I am interested in the Japanese pop culture such as songs, cartoons, animated films, TV games, films and fashion.	4.33	0.79
2. I would like to travel for a holiday to Japan.	4.50*	0.80
3. I believe that Japanese is one of the most important foreign languages.	4.24	0.62
4. I am interested in Japanese language.	4.48*	0.58
5. I would like to work for a Japanese company.	4.06	0.94
6. I would like to communicate with Japanese people.	4.48*	0.78
7. My friends convinced me to take Japanese course.	3.48	1.21
8. I would like to live in Japan some day.	4.04	1.05
9. I thought Japanese course would be easy to obtain a good grade.	3.12**	1.10
10. I would like to be able to read Japanese books, magazines or newspaper.	4.19	0.86
11. I would like to get a job in tourism for Japanese people.	4.00	1.01
12. I would like to go abroad to study in Japan.	4.15	0.83
13. I would like to be with my friends who are studying Japanese.	3.77	1.11
14. I thought it would be easy to learn Japanese.	3.10**	0.98
16. My parents urged me to study Japanese.	3.04**	1.28
17. I have heard that Japanese teachers are friendly and helpful.	4.52*	0.61
	3.97	0.91

Note. High mean scores are marked *, low mean scores are marked **

As shown in Table 4.3, the reasons for choosing Japanese most strongly agreed to by all the Japanese learners were number 17 "I have heard that Japanese teachers are friendly and helpful" (M=4.52), followed by number 2 "I would like to travel for a holiday to Japan" (M=4.50), number 4 "I am interested in Japanese language" (M=4.48), and number 6 "I would like to communicate with Japanese people" (M=4.48). For the reasons least agree to were number 16 "My parents urged me to study Japanese" (M=3.04), followed by number 14 "I thought it would be easy to

learn Japanese” (M=3.10) and number 9 “I thought Japanese course would be easy to obtain a good grade” (M=3.12).

According to the above results, it can be said that the students chose Japanese because of personal enrichment, preference for the teacher, the country or the language. It can be concluded, also that parents’ suggestion did not play an important influence on their choice of the program.

Table 4.4 Means and Standard Deviations of the different types of intrinsic motivation and extrinsic motivation on various question items for Thai Japanese learners

Intrinsic Motivation		
	Japanese learners	
	M	S.D.
Factor 5: Intrinsic Regulation		
1. I am interested in the Japanese pop culture such as songs, cartoons, animated films, TV games, films and fashion.	4.33	0.79
4. I am interested in Japanese language.	4.48	0.58
3. I believe that Japanese is one of the most important foreign languages.	4.24	0.62
	4.35*	0.66
Factor 4: Integrated Regulation		
6. I would like to communicate with Japanese people.	4.48	0.78
10. I would like to be able to read Japanese books, magazines or newspaper.	4.19	0.86
11. I would like to get a job in tourism for Japanese people.	4.00	1.01
	4.22	0.88
Intrinsic Motivation		
	4.29	0.77
Extrinsic Motivation		
	Japanese learners	
	M	S.D.
Factor.1: Identified Regulation		
5. I would like to work for a Japanese company.	4.06	0.94
12. I would like to go abroad to study in Japan.	4.15	0.83

Table 4.4 Means and Standard Deviations of the different types of intrinsic motivation and extrinsic motivation on various question items for Thai Japanese learners (cont.)

Extrinsic Motivation		
	Japanese learners	
	M	S.D.
Factor.1: Identified Regulation		
8. I would like to live in Japanese some day.	4.04	1.05
2. I would like to travel for a holiday to Japan.	4.50	0.80
	4.19	0.91
Factor 3: Introjected Regulation		
14. I thought it would be easy to learn Japanese.	3.10	0.98
9. I thought Japanese course would be easy to obtain a good grade.	3.12	1.10
	3.11**	1.04
Factor 2: External Regulation 1		
16. My parents urged me to study Japanese.	3.04	1.28
13. I would like to be with my friends who are studying Japanese.	3.77	1.11
17. I have heard that Japanese teachers are friendly and helpful.	4.52	0.61
7. My friends convinced me to take Japanese course.	3.48	1.21
	3.70	1.05
Extrinsic Motivation		
	3.78	0.99

Note. High mean score is marked *, low mean score is marked **

As shown in Table 4.4, the reason for choosing Japanese most important factor by Japanese learners was Factor 5 “Intrinsic Regulation” (M=4.35), and for the least important factor was Factor 3 “Introjected Regulation” (M=3.11). This revealed Japanese learners were more motivated by intrinsic reason (M=4.29) than extrinsic reason (M=3.78).

4.4.2 Significant factors choosing Chinese

Table 4.5 Means and Standard Deviations on the Motivational Questions for Thai Chinese learners

Questions	M	S.D.
1. I am interested in the Chinese pop culture such as songs, cartoons, animated films, TV games, films and fashion.	4.11	0.72
2. I would like to travel for a holiday to China.	4.31	0.94
3. I believe that Chinese is one of the most important foreign languages.	4.65*	0.54
4. I am interested in Chinese language.	4.64*	0.59
5. I would like to work for a Chinese company.	3.93	0.79
6. I would like to communicate with Chinese people.	4.58*	0.67
7. My friends convinced me to take Chinese course.	3.63**	1.14
8. I would like to live in China some day.	3.70	1.01
9. I thought Chinese course would be easy to obtain a good grade.	3.72	0.95
10. I would like to be able to read Chinese books, magazines or newspaper.	4.36	0.74
11. I would like to get a job in tourism for Chinese people.	4.17	0.79
12. I would like to go abroad to study in China.	4.06	0.95
13. I would like to be with my friends who are studying Chinese.	4.11	0.87
14. I thought it would be easy to learn Chinese.	3.53**	0.90
16. My parents urged me to study Chinese.	3.65**	1.28
17. I have heard that Chinese teachers are friendly and helpful.	4.69*	0.72
	4.12	0.85

Note. High mean scores are marked *, low mean scores are marked **

As shown in Table 4.5, the reasons for choosing Chinese most strongly agreed to by all the Chinese learners were number 17 “I have heard that Chinese teachers are friendly and helpful” (M=4.69), and number 2 “I believe that Chinese is one of the most important foreign languages” (M=4.65), followed by number 4 “I am interested in Chinese language” (M=4.64) and number 6 “I would like to communicate with Chinese people” (M=4.58). For the reasons least agree to were number 14 “I thought it would be easy to learn Chinese” (M=3.53), followed by number 7 “My friends convinced me to take Chinese course” (M=3.63) and number 16 “My parents urged me to study Chinese” (M=3.65).

According to the above results, it can be said that the students chose Chinese because of the importance of the language, personal enrichment, preference for the teacher or the language. It can be concluded, also that parents' suggestion and friends' conviction did not play an important influence on their choice of the program.

Table 4.6 Means and Standard Deviations of the different types of intrinsic motivation and extrinsic motivation on various question items for Thai Chinese learners

Intrinsic Motivation		
	Chinese learners	
	M	S.D.
Factor 5: Intrinsic Regulation		
1. I am interested in the Chinese pop culture such as songs, cartoons, animated films, TV games, films and fashion.	4.11	0.72
4. I am interested in Chinese language.	4.64	0.59
3. I believe that Chinese is one of the most important foreign languages.	4.65	0.54
	4.47*	0.62
Factor 4: Integrated Regulation		
6. I would like to communicate with Chinese people.	4.58	0.67
10. I would like to be able to read Chinese books, magazines or newspaper.	4.36	0.74
11. I would like to get a job in tourism for Chinese people.	4.17	0.79
	4.37	0.73
Intrinsic Motivation		
	4.41	0.68
Extrinsic Motivation		
	Chinese learners	
	M	S.D.
Factor 1: Identified Regulation		
5. I would like to work for a Chinese company.	3.93	0.79
12. I would like to go abroad to study in China.	4.06	0.95
8. I would like to live in China some day.	3.70	1.01
2. I would like to travel for a holiday to China.	4.31	0.94
	4.00	0.92

Table 4.6 Means and Standard Deviations of the different types of intrinsic motivation and extrinsic motivation on various question items for Thai Chinese learners (cont.)

Extrinsic Motivation		
	Chinese learners	
	M	S.D.
Factor 3: Introjected Regulation		
14. I thought it would be easy to learn Chinese.	3.53	0.90
9. I thought Chinese course would be easy to obtain a good grade.	3.72	0.95
	3.63**	0.93
Factor 2: External Regulation		
16. My parents urged me to study Chinese.	3.65	1.28
13. I would like to be with my friends who are studying Chinese.	4.11	0.87
17. I have heard that Chinese teachers are friendly and helpful.	4.69	0.72
7. My friends convinced me to take Chinese course.	3.63	1.14
	4.02	1.00
Extrinsic Motivation		
	3.93	0.96

Note. High mean score is marked *, low mean score is marked **

As shown in Table 4.6, the reason for choosing Chinese most important factor by Chinese learners was Factor 5 “Intrinsic Regulation” (M=4.47), and for the least important factor was Factor 3 “Introjected Regulation” (M=3.63). This revealed Chinese learners were more motivated by intrinsic reason (M=4.41) than extrinsic reason (M=3.93).

4.5 Gender differences affecting students' motivation

4.5.1 Gender differences affecting Thai Japanese learners' motivation

Table 4.7 Means and Standard Deviations on the Motivational Questions for Thai male and female Japanese learners

Questions	Gender		Female	
	Male		M	S.D.
1. I am interested in the Japanese pop culture such as songs, cartoons, animated films, TV games, films and fashion.	4.63*	0.50	4.19	0.86
2. I would like to travel for a holiday to Japan. ***	4.88*	0.34	4.33	0.89
3. I believe that Japanese is one of the most important foreign languages.	4.20	0.56	4.25	0.65
4. I am interested in Japanese language.	4.63*	0.50	4.42*	0.60
5. I would like to work for a Japanese company.	4.19	0.98	4.00	0.93
6. I would like to communicate with Japanese people.	4.37	1.09	4.53*	0.61
7. My friends convinced me to take Japanese course.	3.69	1.20	3.39	1.23
8. I would like to live in Japan some day. ***	4.38	0.72	3.89	1.14
9. I thought Japanese course would be easy to obtain a good grade.	3.13	1.31	3.11**	1.01
10. I would like to be able to read Japanese books, magazines or newspaper.	4.19	0.75	4.19	0.92
11. I would like to get a job in tourism for Japanese people.	3.87	1.15	4.06	0.96
12. I would like to go abroad to study in Japan.	4.00	0.97	4.22	0.76
13. I would like to be with my friends who are studying Japanese. ***	4.19	0.66	3.58	1.23
14. I thought it would be easy to learn Japanese.	2.88**	1.15	3.19	0.89
16. My parents urged me to study Japanese.	3.00**	1.03	3.06**	1.39
17. I have heard that Japanese teachers are friendly and helpful.	4.62	0.50	4.47*	0.65
	4.08	0.84	3.93	0.92

Note. High mean scores are marked *, low mean scores are marked **, the items remarkable difference between male and female are marked ***

Table 4.7 revealed that the reasons for choosing Japanese most strongly agreed to by male Japanese learners were number 2 “I would like to travel for a holiday to Japan” (M=4.88), followed by number 1 “I am interested in the Japanese pop culture such as songs, cartoons, animated films, TV games, films and fashion” (M=4.63) and number 4 “I am interested in Japanese language” (M=4.63). For the reasons least agree to were number 14 “I thought it would be easy to learn Japanese” (M=2.88), followed by number 16 “My parents urged me to study Japanese” (M=3.00).

On the other hand, the reason for choosing Japanese most strongly agreed to by female Japanese learners were number 6 “I would like to communicate with Japanese people” (M=4.53), followed by number 17 “I have heard that Japanese teachers are friendly and helpful” (M=4.47) and number 4 “I am interested in Japanese language” (M=4.42). For the reasons least agree to were number 16 “My parents urged me to study Japanese” (M=3.06), followed by number 9 “I thought Japanese course would be easy to obtain a good grade” (M=3.11).

Moreover, the items which were the most obvious difference between male and female Japanese learners was number 13 “I would like to be with my friends who are studying Japanese” (Male: M=4.19, Female: M=3.58), followed by number 2 “I would like to travel for a holiday to Japan” (Male: M=4.88, Female: M=4.33) and number 8 “I would like to live in Japan some day” (Male: M=4.38, Female: M=3.89).

According to the above result, it can be assumed that male students were more interested in Japan, Japanese culture, and Japanese language than female students, although the gaps were not great.

Table 4.8 Means and Standard Deviations of the different types of intrinsic motivation and extrinsic motivation on various question items for Thai male and female Japanese learners

	Intrinsic Motivation			
	Male		Female	
Factor 5: Intrinsic Regulation	M	S.D.	M	S.D.
1. I am interested in the Japanese pop culture such as songs, cartoons, animated films, TV games, films and fashion.	4.63	0.50	4.19	0.86
4. I am interested in Japanese language.	4.63	0.50	4.42	0.60

Table 4.8 Means and Standard Deviations of the different types of intrinsic motivation and extrinsic motivation on various question items for Thai male and female Japanese learners (cont.)

Intrinsic Motivation				
	Male		Female	
	M	S.D.	M	S.D.
Factor 5: Intrinsic Regulation				
3. I believe that Japanese is one of the most important foreign languages.	4.20	0.56	4.25	0.65
	4.47*	0.52	4.29*	0.70
Factor 4: Integrated Regulation				
6. I would like to communicate with Japanese people.	4.37	1.09	4.53	0.61
10. I would like to be able to read Japanese books, magazines or newspaper.	4.19	0.75	4.19	0.92
11. I would like to get a job in tourism for Japanese people.	3.87	1.15	4.06	0.96
	4.14	1.00	4.26	0.83
Intrinsic Motivation				
	4.32	0.76	4.27	0.77
Extrinsic Motivation				
	Male		Female	
	M	S.D.	M	S.D.
Factor 1: Identified Regulation				
5. I would like to work for a Japanese company.	4.19	0.98	4.00	0.93
12. I would like to go abroad to study in Japan.	4.00	0.97	4.22	0.76
8. I would like to live in Japan some day.	4.38	0.72	3.89	1.14
2. I would like to travel for a holiday to Japan.	4.88	0.34	4.33	0.89
	4.36	0.75	4.11	0.93
Factor 3: Introjected Regulation				
14. I thought it would be easy to learn Japanese.	2.88	1.15	3.19	0.89
9. I thought Japanese course would be easy to obtain a good grade.	3.13	1.31	3.11	1.01
	3.01**	1.23	3.15**	1.01

Table 4.8 Means and Standard Deviations of the different types of intrinsic motivation and extrinsic motivation on various question items for Thai male and female Japanese learners (cont.)

	Extrinsic Motivation			
	Male		Female	
Factor 2: External Regulation	M	S.D.	M	S.D.
16. My parents urged me to study Japanese.	3.00	1.03	3.06	1.39
13. I would like to be with my friends who are studying Japanese.	4.19	0.66	3.58	1.23
17. I have heard that Japanese teachers are friendly and helpful.	4.62	0.50	4.47	0.65
7. My friends convinced me to take Japanese course.	3.69	1.20	3.39	1.23
	3.88	0.84	3.63	1.13
Extrinsic Motivation				
	3.90	0.88	3.72	1.01

Note. High mean score is marked *, low mean score is marked **

Table 4.8 revealed that the most important factor for choosing Japanese by male students was Factor 5 “Intrinsic Regulation” (M=4.47), as well as by female students (M=4.29). On the other hand, the least important factor by male students was Factor 3 “Introjected Regulation” (M=3.01), as well as by female students (M=3.15). Furthermore, both male and female students were more motivated by intrinsic reason (Male: M=4.32, Female: M=4.27) than extrinsic reason (Male: M=3.90, Female: M=3.72).

4.5.2 Differences by gender of Thai Chinese learners

Table 4.9 Means and Standard Deviations on the Motivational Questions for Thai male and female Chinese learners

Questions	Gender		Female	
	Male		M	S.D.
	M	S.D.	M	S.D.
1. I am interested in the Chinese pop culture such as songs, cartoons, animated films, TV games, films and fashion.	4.13	0.69	4.10	0.74
2. I would like to travel for a holiday to China.	4.39	1.08	4.27	0.88
3. I believe that Chinese is one of the most important foreign languages.	4.59*	0.59	4.67*	0.52
4. I am interested in Chinese language.	4.57	0.66	4.67*	0.56
5. I would like to work for a Chinese company. ***	3.74	0.96	4.02	0.69
6. I would like to communicate with Chinese people.	4.61*	0.78	4.57	0.61
7. My friends convinced me to take Chinese course.	3.48**	1.53	3.69	0.92
8. I would like to live in China some day.	3.73	0.88	3.69	1.07
9. I thought Chinese course would be easy to obtain a good grade. ***	3.52**	1.08	3.82	0.88
10. I would like to be able to read Chinese books, magazines or newspaper.	4.30	0.77	4.39	0.73
11. I would like to get a job in tourism for Chinese people.	4.00	0.80	4.24	0.78
12. I would like to go abroad to study in China.	4.17	1.07	4.00	0.89
13. I would like to be with my friends who are studying Chinese. ***	4.30	0.88	4.02	0.86
14. I thought it would be easy to learn Chinese.	3.52**	1.04	3.53**	0.84
16. My parents urged me to study Chinese.	3.70	1.36	3.62**	1.25
17. I have heard that Chinese teachers are friendly and helpful.	4.61*	0.78	4.73*	0.70
	4.09	0.93	4.13	0.81

Note. High mean scores are marked *, low mean scores are marked ** the items remarkable difference between male and female are marked ***

Table 4.9 revealed that the reasons for choosing Chinese most strongly agreed to by male Chinese learners were 6 “I would like to communicate with Chinese people” (M=4.61), followed by number 17 “I have heard that Chinese teachers are friendly and helpful” (M=4.61) and number 3 “I believe that Chinese is one of the most important foreign languages” (M=4.59). For the reasons least agree to were number 7 “My friends convinced me to take Chinese course” (M=3.48), followed by number 9 “I thought Chinese course would be easy to obtain a good grade” (M=3.52) and number 14 “I thought it would be easy to learn Chinese” (M=3.52).

On the other hand, the reason for choosing Chinese most strongly agreed to by female Chinese learners were number 17 “I have heard that Chinese teachers are friendly and helpful” (M=4.73), followed by number 3 “I believe that Chinese is one of the most important foreign languages” (M=4.67) and number 4 “I am interested in Chinese language” (M=4.67). For the reasons least agree to were number 14 “I thought it would be easy to learn Chinese” (M=3.53), followed by number 16 “My parents urged me to study Chinese” (M=3.62).

Moreover, the items which were the most noticeable difference between male and female Chinese learners was number 9 “I thought Chinese course would be easy to obtain a good grade” (Male: M=3.52, Female: M=3.82), followed by number 5 “I would like to work for a Chinese company” (Male: M=3.74, Female: M=4.02) and number 13 “I would like to be with my friends who are studying Chinese” (Male: M=4.30, Female: M=4.02).

According to the above result, it can be assumed that female students chose Chinese of their own accord more than male students did, although the gaps were not great.

Table 4.10 Means and Standard Deviations of the different types of intrinsic motivation and extrinsic motivation on various question items for Thai male and female Chinese learners

	Intrinsic Motivation			
	Male		Female	
Factor 5: Intrinsic Regulation	M	S.D.	M	S.D.
1. I am interested in the Chinese pop culture such as songs, cartoons, animated films, TV games, films and fashion.	4.13	0.69	4.10	0.74
4. I am interested in Chinese language.	4.57	0.66	4.67	0.56

Table 4.10 Means and Standard Deviations of the different types of intrinsic motivation and extrinsic motivation on various question items for Thai male and female Chinese learners (cont.)

Intrinsic Motivation				
	Male		Female	
	M	S.D.	M	S.D.
Factor 5: Intrinsic Regulation				
3. I believe that Chinese is one of the most important foreign languages.	4.59	0.59	4.67	0.52
	4.43*	0.65	4.48*	0.61
Factor 4: Integrated Regulation				
6. I would like to communicate with Chinese people.	4.61	0.78	4.57	0.61
10. I would like to be able to read Chinese books, magazines or newspaper.	4.30	0.77	4.39	0.73
11. I would like to get a job in tourism for Chinese people.	4.00	0.80	4.24	0.78
	4.30	0.78	4.4	0.71
Intrinsic Motivation				
	4.37	0.72	4.44	0.66
Extrinsic Motivation				
	Male		Female	
	M	S.D.	M	S.D.
Factor 1: Identified Regulation				
5. I would like to work for a Chinese company.	3.74	0.96	4.02	0.69
12. I would like to go abroad to study in China.	4.17	1.07	4.00	0.89
8. I would like to live in China some day.	3.73	0.88	3.69	1.07
2. I would like to travel for a holiday to China.	4.39	1.08	4.27	0.88
	4.01	1.00	4.00	0.88
Factor 3: Introjected Regulation				
14. I thought it would be easy to learn Chinese.	3.52	1.04	3.53	0.84
9. I thought Chinese course would be easy to obtain a good grade.	3.52	1.08	3.82	0.88
	3.52**	1.06	3.68**	0.86

Table 4.10 Means and Standard Deviations of the different types of intrinsic motivation and extrinsic motivation on various question items for Thai male and female Chinese learners (cont.)

	Extrinsic Motivation			
	Male		Female	
Factor 2: External Regulation	M	S.D.	M	S.D.
16. My parents urged me to study Chinese.	3.70	1.36	3.62	1.25
13. I would like to be with my friends who are studying Chinese.	4.30	0.88	4.02	0.86
17. I have heard that Chinese teachers are friendly and helpful.	4.61	0.78	4.73	0.70
7. My friends convinced me to take Chinese course.	3.48	1.53	3.69	0.92
	4.02	1.14	4.02	0.93
Extrinsic Motivation				
	3.92	1.07	3.94	0.90

Note. High mean score is marked *, low mean score is marked **

Table 4.10 revealed that most important factor for choosing Chinese by male students was Factor 5 “Intrinsic Regulation” (M=4.43), as well as by female students (M=4.48). On the other hand, the least important factor by male students was Factor 3 “Introjected Regulation” (M=3.52), as well as female students (M=3.68). Furthermore, both male and female students were more motivated by intrinsic reason (Male: M=4.37, Female: M=4.44) than extrinsic reason (Male: M=3.92, Female: M=3.94).

4.6 Differences between Thai Japanese learners and Thai Chinese learners

Table 4.11 Means and Standard Deviations on the Motivational Questions for Thai Japanese learners and Thai Chinese learners

Questions	Japanese learners		Chinese learners	
	M	S.D.	M	S.D.
1. I am interested in the Japanese / Chinese pop culture such as songs, cartoons, animated films, TV games, films and fashion.	4.33	0.79	4.11	0.72
2. I would like to travel for a holiday to Japan / China.	4.50	0.80	4.31	0.94
3. I believe that Japanese / Chinese is one of the most important foreign languages. ***	4.24	0.62	4.65*	0.54
4. I am interested in Japanese / Chinese language.	4.48*	0.58	4.64*	0.59
5. I would like to work for a Japanese / Chinese company.	4.06	0.94	3.93	0.79
6. I would like to communicate with Japanese / Chinese people.	4.48*	0.78	4.58*	0.67
7. My friends convinced me to take Japanese / Chinese course.	3.48	1.21	3.63**	1.14
8. I would like to live in Japan / China some day. ***	4.04	1.05	3.70	1.01
9. I thought Japanese / Chinese course would be easy to obtain a good grade. ***	3.12**	1.10	3.72	0.95
10. I would like to be able to read Japanese / Chinese books, magazines or newspaper.	4.19	0.86	4.36	0.74
11. I would like to get a job in tourism for Japanese / Chinese people.	4.00*	1.01	4.17	0.79
12. I would like to go abroad to study in Japan / China.	4.15	0.83	4.06	0.95
13. I would like to be with my friends who are studying Japanese / Chinese. ***	3.77	1.11	4.11	0.87
14. I thought it would be easy to learn Japanese / Chinese. ***	3.10**	0.98	3.53**	0.90
16. My parents urged me to study Japanese / Chinese. ***	3.04**	1.28	3.65**	1.28
17. I have heard that Japanese / Chinese teachers are friendly and helpful.	4.52*	0.61	4.69*	0.72
	3.97	0.91	4.12	0.85

Note. High mean scores are marked *, low mean scores are marked **, the items remarkable difference between Japanese learners and Chinese learners are marked ***

As shown in Table 4.11, six items indicated the most noticeable difference between Japanese learners and Chinese learners, from the highest to the lowest, respectively. The highest was number 16, “My parents urged me to study Japanese / Chinese” (Japanese learners: M=3.04, Chinese learners: M=3.65), followed by number 9, “I thought Japanese / Chinese course would be easy to obtain a good grade” (Japanese learners: M=3.12, Chinese learners: M=3.72), number 14 “I thought it would be easy to learn Japanese / Chinese” (Japanese learners: M=3.10, Chinese learners: M=3.53), and number 3 “I believe that Japanese / Chinese is one of the most important foreign languages” (Japanese learners: M=4.24, Chinese learners: M=4.65). In addition, the two lowest were number 13 “I would like to be with my friends who are studying Japanese / Chinese” (Japanese learners: M=3.77, Chinese learners: M=4.11) and number 8 “I would like to live in Japan / China some day” (Japanese learners: M=4.04, Chinese learners: M=3.70).

According to the above result, it can be said that Japanese learners chose Japanese of their own volition than Chinese learners. Japanese learners thought it was more difficult to learn Japanese and obtain a good grade than Chinese learners. Moreover, this revealed that ‘importance of the language’ played an important role for Chinese learners.

Table 4.12 Means and Standard Deviations of the different types of intrinsic motivation and extrinsic motivation on various question items for Thai Japanese learners and Thai Chinese learners

	Intrinsic Motivation			
	Japanese learners		Chinese learners	
	M	S.D.	M	S.D.
Factor 5: Intrinsic Regulation				
1. I am interested in the Japanese / Chinese pop culture such as songs, cartoons, animated films, TV games, films and fashion.	4.33	0.79	4.11	0.72
4. I am interested in Japanese / Chinese language.	4.48	0.58	4.64	0.59
3. I believe that Japanese / Chinese is one of the most important foreign languages.	4.24	0.62	4.65	0.54
	4.35*	0.66	4.47*	0.62
Factor 4: Integrated Regulation				
6. I would like to communicate with Japanese / Chinese people.	4.48	0.78	4.58	0.67
10. I would like to be able to read Japanese / Chinese books, magazines or newspaper.	4.19	0.86	4.36	0.74

Table 4.12 Means and Standard Deviations of the different types of intrinsic motivation and extrinsic motivation on various question items for Thai Japanese learners and Thai Chinese learners (cont.)

Intrinsic Motivation				
	Japanese learners		Chinese learners	
	M	S.D.	M	S.D.
Factor 4: Integrated Regulation				
11. I would like to get a job in tourism for Japanese / Chinese people.	4.00	1.01	4.17	0.79
	4.22	0.88	4.37	0.73
Intrinsic Motivation				
	4.29	0.77	4.41	0.68
Extrinsic Motivation				
	Japanese learners		Chinese learners	
	M	S.D.	M	S.D.
Factor.1: Identified Regulation				
5. I would like to work for a Japanese / Chinese company.	4.06	0.94	3.93	0.79
12. I would like to go abroad to study in Japan / China.	4.15	0.83	4.06	0.95
8. I would like to live in Japan / China some day.	4.04	1.05	3.70	1.01
2. I would like to travel for a holiday to Japan / China.	4.50	0.80	4.31	0.94
	4.19	0.91	4.00	0.92
Factor 3: Introjected Regulation				
14. I thought it would be easy to learn Japanese / Chinese.	3.10	0.98	3.53	0.90
9. I thought Japanese / Chinese course would be easy to obtain a good grade.	3.12	1.10	3.72	0.95
	3.11**	1.04	3.63**	0.93
Factor 2: External Regulation				
16. My parents urged me to study Japanese / Chinese.	3.04	1.28	3.65	1.28
13. I would like to be with my friends who are studying Japanese / Chinese.	3.77	1.11	4.11	0.87

Table 4.12 Means and Standard Deviations of the different types of intrinsic motivation and extrinsic motivation on various question items for Thai Japanese learners and Thai Chinese learners (cont.)

	Extrinsic Motivation			
	Japanese learners		Chinese learners	
Factor 2: External Regulation	M	S.D.	M	S.D.
17. I have heard that Japanese / Chinese teachers are friendly and helpful.	4.52	0.61	4.69	0.72
7. My friends convinced me to take Japanese / Chinese course.	3.48	1.21	3.63	1.14
	3.70	1.05	4.02	1.00
Extrinsic Motivation				
	3.78	0.99	3.93	0.96

Note. High mean score is marked *, low mean score is marked **

As shown in Table 4.12, Chinese learners were more motivated by intrinsic reason (Japanese learners: M=4.29, Chinese learners: M=4.47) than Japanese learners. It should be noted that the mean score of Japanese learners in identified regulation was higher than Chinese learners (Japanese learners: M=4.19, Chinese learners: M=4.00). Furthermore, there was much difference between Japanese learners and Chinese learners regarding introjected regulation (Japanese learners: M=3.11, Chinese learners: M=3.63). Moreover, the mean scores of Japanese learners were lower than the mean scores of Chinese learners in all items in external regulation.

At this point, it seems appropriate to suggest that those who are engaged in teaching Japanese or Chinese should bear in mind the outcomes when redesigning Japanese or Chinese curriculum. They would facilitate teachers' lesson preparations to meet students' learning purposes. The conclusion and recommendations based on the outcomes of the data analysis will be discussed in Chapter 5.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 Summary of the study

This study was conducted with two groups of second-year students. The first one chose Japanese as a minor subject, while the other preferred Chinese. They were tertiary level students at Panyapiwat Institute of Management. The aims of this research project are to investigate the following factors: 1) why some Thai students chose Japanese as a minor subject rather than Chinese, 2) why some chose Chinese as a minor subject rather than Japanese, 3) to explore gender differences affecting the decision made by male and female students, and finally, 4) to explore the different factors influencing students' choice of a minor subject between Chinese and Japanese.

This study was a quantitative type of research. The research tools were two sets of questionnaires containing 17 items each. These questionnaires were designed to see how students chose their minor subject. Both questionnaires were categorized into 5 regulations (*non-regulation, external regulation, introjected regulation, identified regulation, integrated regulation, and intrinsic regulation*). They were analyzed by using factor analysis, and each regulation was classified into intrinsic motivation or extrinsic motivation according to the definition of *Organismic Integration Theory* (Deci and Ryan, 1985). Participants were 124 second year Thai students at Japanese and Chinese beginner's level, 52 of whom selected Japanese course, whereas 72 took Chinese course as a minor subject.

The results on motivational questions showed that the reasons for choosing both Japanese and Chinese most strongly agreed to by all the subjects was number 17, "I have heard that Japanese / Chinese teachers are friendly and helpful" (Japanese learners: $M=4.52$, Chinese learners: $M=4.69$). However, in my opinion as a teacher in Thai educational contexts for 8 years, I reconsider that item 17 could be misleading. Students in this research had previously studied with the Japanese and

Chinese teachers respectively. Being Thai, students might feel disrespectful if they expressed negative feeling forwards the teachers. Therefore, it seemed reasonable to omit this item to prevent data bias.

With the exception of question number 17, the significant reasons of Japanese learner's making decision were "I would like to travel for a holiday to Japan", "I am interested in Japanese language" and "I would like to communicate with Japanese people". However, Japanese learners did not agree to the following reasons, "My parents urged me to study Japanese", "I thought it would be easy to learn Japanese" and "I thought Japanese course would be easy to obtain a good grade".

As for Chinese, the significant reasons of Chinese learner's making decision were "I believe that Chinese is one of the most important foreign languages", "I am interested in Chinese language" and "I would like to communicate with Chinese people". On the other hand, they did not agree to the following reasons, "I thought it would be easy to learn Chinese", "My friends convinced me to take Chinese course" and "My parents urged me to study Chinese".

In addition, both Japanese learners and Chinese learners were motivated by intrinsic reasons rather than extrinsic reasons. Such a result was to be expected because Japanese and Chinese language courses are not a compulsory course. Therefore, if students are not interested in studying Japanese or Chinese, they are able to choose another course as a minor subject.

In terms of gender, the result showed that male students were more interested in traveling to Japan, living in Japan, and enjoying Japanese pop culture than female students. Moreover, male students were more motivated than female students in the light of intrinsic and extrinsic motivation. However, the figures representing the differences of choice between male and female were not great. On the other hand, there was hardly any difference in figures between male and female students studying Chinese. Therefore, it can be assumed that sexes did not have a great influence on either Japanese or Chinese learners' choices.

Finally, based on intrinsic reasons, the findings demonstrated that Chinese learners were more motivated than Japanese learners. Interestingly enough, in terms of extrinsic reasons, Japanese learners were more motivated by identified regulation than Chinese learners. Next, the differences

between Japanese learners and Chinese learners in terms of introjected regulation were significant (e.g. Japanese learners: $M=3.11$, Chinese learners: $M=3.63$). This showed that Japanese learners seemed to be more aware than their Chinese counterparts that it would be more difficult to learn Japanese and to obtain a good grade. Moreover, the mean scores of Japanese learners were lower than those of Chinese learners' in all items in external regulation (Japanese learners: $M=3.70$, Chinese learners: $M=4.02$). Therefore, it could be concluded that Japanese learners chose Japanese of their own volition than Chinese learners did.

5.2 Discussion

This study revealed that Chinese learners were more motivated by intrinsic reasons than Japanese learners, which indicated the most significant factor was that Chinese learners regarded Chinese as one of the most important foreign languages. The reason for this could be found from the phenomenal and rapid Chinese economic growth in the 21st century and recent years' explosive increase of Chinese tourists to Thailand. It can be said that a country which has great economic power completely grasp the trends in the world economy in a capitalist society, and the economic power of a country can be one of the most influential factors to increase its language learners. In addition, the students probably understood that Chinese is the most widely spoken language by "First language" speakers (Ethnologue, 2009). This must be a major advantage for Chinese language education to increase Chinese learners and to raise their motivation towards learning.

Surprisingly, the mean scores of Chinese learners were higher than the mean scores of Japanese learners in all items of intrinsic reasons except item1, "I am interested in the Japanese / Chinese pop culture such as songs, cartoons, animated films, TV games, films and fashion". However, "Japanese pop culture" was not selected as one of the most significant reasons of Japanese learner's decision making process. It can be possible that as 'Korean pop' came to the fore, Japanese pop culture fell behind and lost its influence on the young generation in Thailand.

As for extrinsic reasons, Japanese learners were more motivated by instrumental reason than Chinese learners. However, finding employment at Japanese companies did not play an important role for Japanese learners. If the research was conducted with participants who were the

students taking Japanese as a major subject, most likely the result would not be the same. It could be expected that they would put a stronger focus on finding job opportunities with Japanese companies.

As a consequence, it would be a great disadvantage for Japanese language education if the students thought that studying Japanese was difficult. This is a serious matter for Japanese language education to raise and maintain learner's motivation towards learning. Based on my experience as a Japanese instructor, it can be claimed that Japanese is more difficult than Chinese for Thais, because Thai language is very close in resemblance to Chinese language (Thai language belongs to *Tai-Kadai Language family*, while, Chinese language belongs to *Sino-Tibetan language family*).

The Tai-Kadai languages were formerly considered to be part of the Sino-Tibetan family, but outside of China they are now classified as an independent family. They contain large numbers of words that are similar in Sino-Tibetan languages. However, these are seldom found in all branches of the family, and do not include basic vocabulary, indicating that they are old loan words (Ostapirat, 2005).

From the above reason, it can be said that to study Chinese is not a heavier burden than studying Japanese for Thais. Based on this finding, it needs to be emphasized that for those who are engaged in teaching Japanese language, they should be aware of Thai students' perception of Japanese as difficult. Thus, teachers of the Japanese language need to improve their teaching approaches and lesson plans to make Japanese a much more attractive language to learn.

However, the findings discussed above are not totally negative for Japanese language education. As previously mentioned, the most significant reason of Japanese learners' decision making process was "I would like to travel for a holiday to Japan". Based on this fact, the Ministry of Foreign Affairs of Japan announced that the Government of Japan has decided that citizens of Thailand are welcomed to the country with no visa requirements from July 1, 2013. In my opinion, this action must be good news for Japanese language education to raise learners' motivation towards learning.

5.3 Suggestion to the program and the institute

Based on the results of this research, it is recommended that for those who are engaged in teaching Japanese or Chinese, they should consider the students' choices, whether Japanese or Chinese, as each of them can be motivated by different factors, and the learning curriculum should be redesigned to utilize their merits.

In addition, it is clear that in teaching any subject, the teacher has to understand students' preferences, interesting and enjoyable activities, as well as their needs. This knowledge is crucial because it would most likely help the teacher in preparing lessons to meet the students' learning purposes.

The findings would be useful for the institute's courses and syllabus designs, marketing, and ideas for other researchers who may have different or similar contexts.

5.4 Suggestion to future research

This study was conducted to investigate factors influencing Thai students' choice of Japanese or Chinese as a minor subject. Participants were not the students who take Japanese or Chinese as a major subject. Therefore, it seemed that the students' motive for choosing Japanese or Chinese did not emerge clearly. At the time of this study, Panyapiwat Institute of Management has an on-going Business Chinese program; it has been offered since 2009, while a Business Japanese program was offered four years later, in the academic year of 2013. However, this study concerns only students' motive for choosing either Japanese or Chinese as a minor subject. It would be recommended that there be replication studies but with major business Japanese and Chinese students at the institute in order to make their motives and purpose for choosing Japanese or Chinese more valid.

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APPENDIX

มหาวิทยาลัยรังสิต
Rangsit University

1. Appendix1 Questionnaire

1-1. Questionnaire English version for Japanese Learners

Why I'm studying Japanese

1. Gender Male Female

Instructions

This research aims to find out why you are learning Japanese. First read the statements listed below, then please circle the number (1-5) that you feel is most applicable to you. The meaning of each number is as follows:

Strongly Disagree	Disagree	Not sure Not important	Agree	Strongly Agree
1	2	3	4	5

I chose Japanese as my minor subject because;

1. I am interested in the Japanese pop culture such as songs, cartoons, animated films, TV games, films and fashion.	1	2	3	4	5
2. I would like to travel for a holiday to Japan.	1	2	3	4	5
3. I believe that Japanese is one of the most important foreign languages.	1	2	3	4	5
4. I am interested in Japanese language.	1	2	3	4	5
5. I would like to work for a Japanese company.	1	2	3	4	5
6. I would like to communicate with Japanese people.	1	2	3	4	5
7. My friends convinced me to take Japanese course.	1	2	3	4	5
8. I would like to live in Japan some day.	1	2	3	4	5
9. I thought Japanese course would be easy to obtain a good grade.	1	2	3	4	5

1-1. Questionnaire English version for Japanese Learners (cont.)

10. I would like to be able to read Japanese books, magazines or newspaper.	1	2	3	4	5
11. I would like to get a job in tourism for Japanese people.	1	2	3	4	5
12. I would like to go abroad to study in Japan.	1	2	3	4	5
13. I would like to be with my friends who are studying Japanese	1	2	3	4	5
14. I thought it would be easy to learn Japanese.	1	2	3	4	5
15. I would like to have Japanese friends.	1	2	3	4	5
16. My parents urged me to study Japanese.	1	2	3	4	5
17. I have heard that Japanese teachers are friendly and helpful.	1	2	3	4	5

มหาวิทยาลัยรังสิต
Rangsit University

1-2. Questionnaire Thai version for Japanese Learners

เหตุใดท่านจึงเลือกเรียนภาษาญี่ปุ่น

1. เพศ ชาย หญิง

คำชี้แจง
งานวิจัยฉบับนี้มีเป้าหมายศึกษาถึงเหตุผลใดที่ท่านจึงเลือกเรียนภาษาญี่ปุ่น กรุณาอ่านข้อความและวงกลมเลือกระดับหมายเลข (1-5) ที่ตรงกับความเป็นจริง หรือตรงกับความคิดเห็นของท่านมากที่สุด ความหมายของตัวเลขเป็นดังนี้

ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	ไม่แน่ใจ หรือ ไม่สำคัญ	เห็นด้วย	เห็นด้วยอย่างยิ่ง
1	2	3	4	5

ข้าพเจ้าเลือกเรียนภาษาญี่ปุ่นเป็นวิชาโทเนื่องจาก...

1. ข้าพเจ้าสนใจในวัฒนธรรมญี่ปุ่น (J-pop) อย่างเช่น เพลง การ์ตูน ภาพยนตร์ อนิเมชัน รายการเกมส์โชว์ ภาพยนตร์และแฟชั่น	1	2	3	4	5
2. ข้าพเจ้าอยากไปเที่ยวประเทศญี่ปุ่นในวันหยุดพักผ่อน	1	2	3	4	5
3. ข้าพเจ้าเชื่อว่าภาษาญี่ปุ่นเป็นภาษาต่างประเทศที่สำคัญที่สุดอีกภาษาหนึ่ง	1	2	3	4	5
4. ข้าพเจ้าสนใจในภาษาญี่ปุ่น	1	2	3	4	5
5. ข้าพเจ้าอยากทำงานในบริษัทญี่ปุ่น	1	2	3	4	5
6. ข้าพเจ้าต้องการสื่อสารกับชาวญี่ปุ่นได้	1	2	3	4	5
7. เพื่อน ๆ ชักชวนให้เรียนภาษาญี่ปุ่น	1	2	3	4	5
8. สักวันหนึ่ง ข้าพเจ้าอยากอาศัยอยู่ในประเทศญี่ปุ่น	1	2	3	4	5
9. ข้าพเจ้าคิดว่าวิชาภาษาญี่ปุ่นเป็นวิชาที่ทำให้ข้าพเจ้าทำผลการเรียนได้ง่าย	1	2	3	4	5

1-2. Questionnaire Thai version for Japanese Learners (cont.)

10. ข้าพเจ้าอยากที่จะอ่านหนังสือ นิตยสารหรือหนังสือพิมพ์ ภาษาญี่ปุ่นได้	1	2	3	4	5
11. ข้าพเจ้าอยากที่จะทำงานในสายการท่องเที่ยวให้นักท่องเที่ยว ชาวญี่ปุ่น	1	2	3	4	5
12. ข้าพเจ้าอยากไปศึกษาต่อในประเทศญี่ปุ่น	1	2	3	4	5
13. ข้าพเจ้าอยากเรียนภาษาญี่ปุ่นกับเพื่อนที่เรียนอยู่แล้ว	1	2	3	4	5
14. ข้าพเจ้าคิดว่าภาษาญี่ปุ่นเป็นภาษาที่เรียนง่าย	1	2	3	4	5
15. ข้าพเจ้าอยากมีเพื่อนเป็นชาวญี่ปุ่น	1	2	3	4	5
16. พ่อแม่ของข้าพเจ้าต้องการให้เรียนภาษาญี่ปุ่น	1	2	3	4	5
17. ข้าพเจ้าได้ทราบมาว่าครู-อาจารย์ที่สอนภาษาญี่ปุ่นมีความเป็น มิตร และชอบช่วยเหลือ	1	2	3	4	5

1-3. Questionnaire English version for Chinese Learners

Why I'm studying Chinese

1. Gender Male Female

Instructions

This research aims to find out why you are learning Chinese. First read the statements listed below, then please circle the number (1-5) that you feel is most applicable to you. The meaning of each number is as follows:

Strongly Disagree	Disagree	Not sure Not important	Agree	Strongly Agree
1	2	3	4	5

I chose Chinese as my minor subject because;

1. I am interested in the Chinese pop culture such as songs, cartoons, animated films, TV games, films and fashion.	1	2	3	4	5
2. I would like to travel for a holiday to China.	1	2	3	4	5
3. I believe that Chinese is one of the most important foreign languages.	1	2	3	4	5
4. I am interested in Chinese language.	1	2	3	4	5
5. I would like to work for a Chinese company.	1	2	3	4	5
6. I would like to communicate with Chinese people.	1	2	3	4	5
7. My friends convinced me to take Chinese course.	1	2	3	4	5
8. I would like to live in China some day.	1	2	3	4	5
9. I thought Chinese course would be easy to obtain a good grade.	1	2	3	4	5

1-3. Questionnaire English version for Chinese Learners (cont.)

10. I would like to be able to read Chinese books, magazines or newspaper.	1	2	3	4	5
11. I would like to get a job in tourism for Chinese people.	1	2	3	4	5
12. I would like to go abroad to study in China.	1	2	3	4	5
13. I would like to be with my friends who are studying Chinese.	1	2	3	4	5
14. I thought it would be easy to learn Chinese.	1	2	3	4	5
15. I would like to have Chinese friends.	1	2	3	4	5
16. My parents urged me to study Chinese.	1	2	3	4	5
17. I have heard that Chinese teachers are friendly and helpful.	1	2	3	4	5

มหาวิทยาลัยรังสิต
Rangsit University

2. Appendix2 Tables and Figures

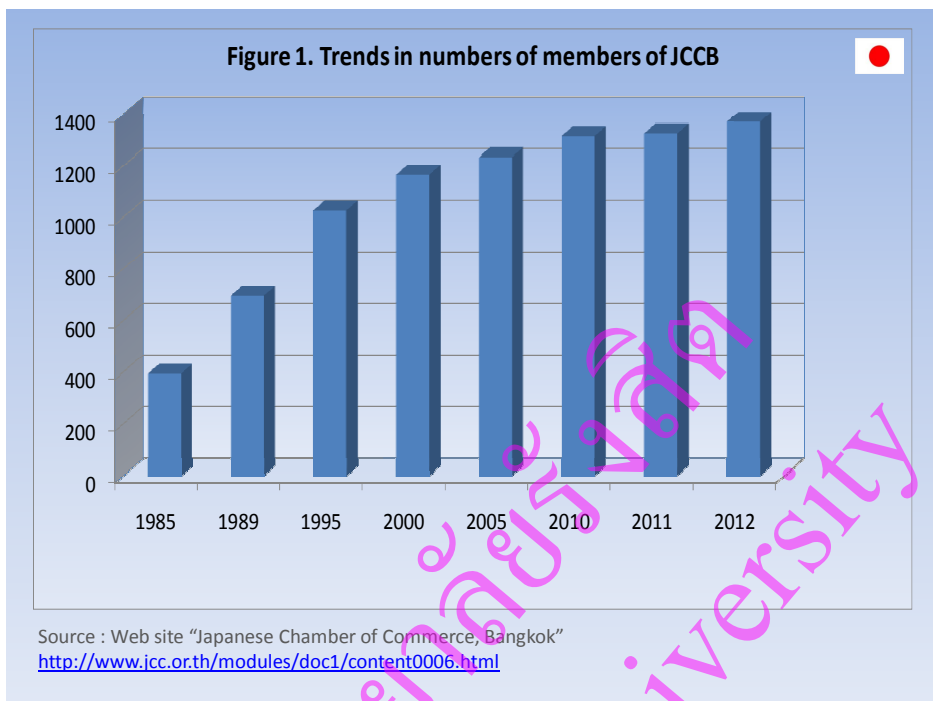


Figure 1. Trends in number of members of JCCB

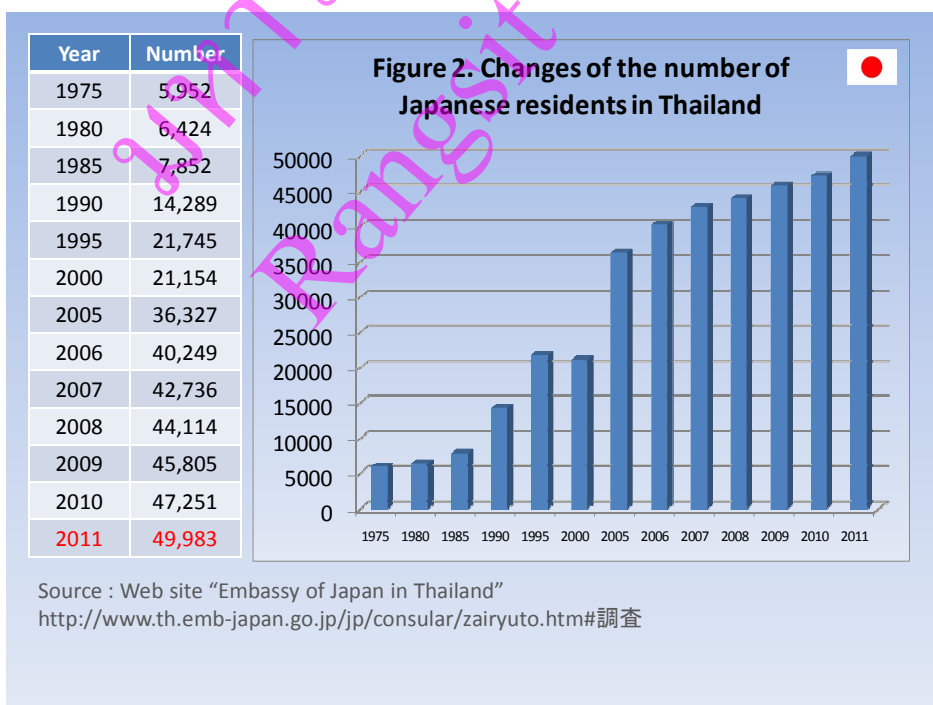


Figure2. Changes of the number of Japanese residents in Thailand

Table 1. Top 10 most visiting nationalities in Thailand

Table 1. Top 10 most visiting nationalities in Thailand 

Rank	Country of territory	2012	2011	2010	2009	2008	2007	2006
	 ASEAN	6,253,480	5,594,577	4,534,235	3,968,579	3,971,429	3,520,051	3,389,342
1	 China	2,789,345	1,721,247	1,122,219	777,508	826,660	907,117	949,117
2	 Malaysia	2,560,963	2,500,280	2,058,956	1,757,813	1,805,332	1,540,080	1,591,328
3	 Japan	1,371,253	1,127,893	993,674	1,004,453	1,153,868	1,277,638	1,311,987
4	 Russia	1,317,387	1,054,187	644,678	336,965	324,120	277,503	187,658
5	 South Korea	1,169,131	1,006,283	805,445	618,227	889,210	1,083,652	1,092,783
6	 India	1,015,865	914,971	760,371	614,566	536,964	536,356	459,795
7	 Laos	951,090	891,950	715,345	655,034	621,564	513,701	276,207
8	 Australia	930,599	829,855	698,046	646,705	694,473	658,148	549,547
9	 U.K.	870,164	844,972	810,727	841,425	826,523	859,010	850,685
10	 Singapore	821,056	682,364	603,538	563,575	570,047	604,603	687,160

Data from Department of Tourism, Ministry of Tourism and sports

Figure 4. Comparison the number of Japanese and Chinese tourists in Thailand

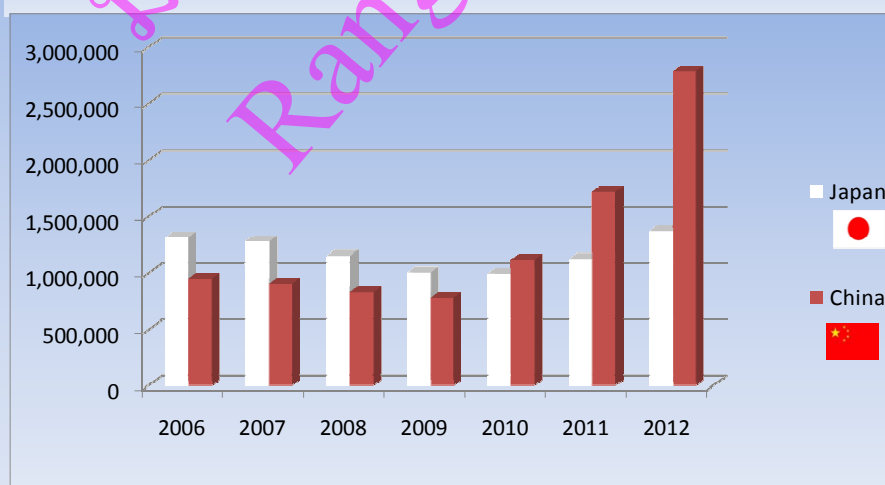













Figure 3. Comparison the number of Japanese and Chinese tourists in Thailand

Table 2. 10 countries with highest number of students in the world studying Japanese

Table 2. 10 Countries with Highest Number of students in the world studying Japanese (2006,2009 and 2012) 

Rank	Country/(District)	No. of Students /2012	No. of Students /2009	No. of Students /2006
1	 China	1,046,490	827,171	684,366
2	 Indonesia	872,406	716,353	272,719
3	 Korea	840,187	964,014	910,957
4	 Australia	296,672	275,710	366,165
5	 Taiwan	232,967	247,641	191,367
6	 USA	155,939	141,244	117,969
7	 Thailand	129,616	78,802	71,083
8	 Vietnam	46,762	44,272	29,982
9	 Malaysia	33,077	28,856	22,920
10	 Philippines	32,418	22,362	18,199

Data from Japan Foundation - Survey Report on Japanese-Language Education Abroad 2009 and Preliminary results of the "Survey on Japanese-Language Education Abroad 2012"

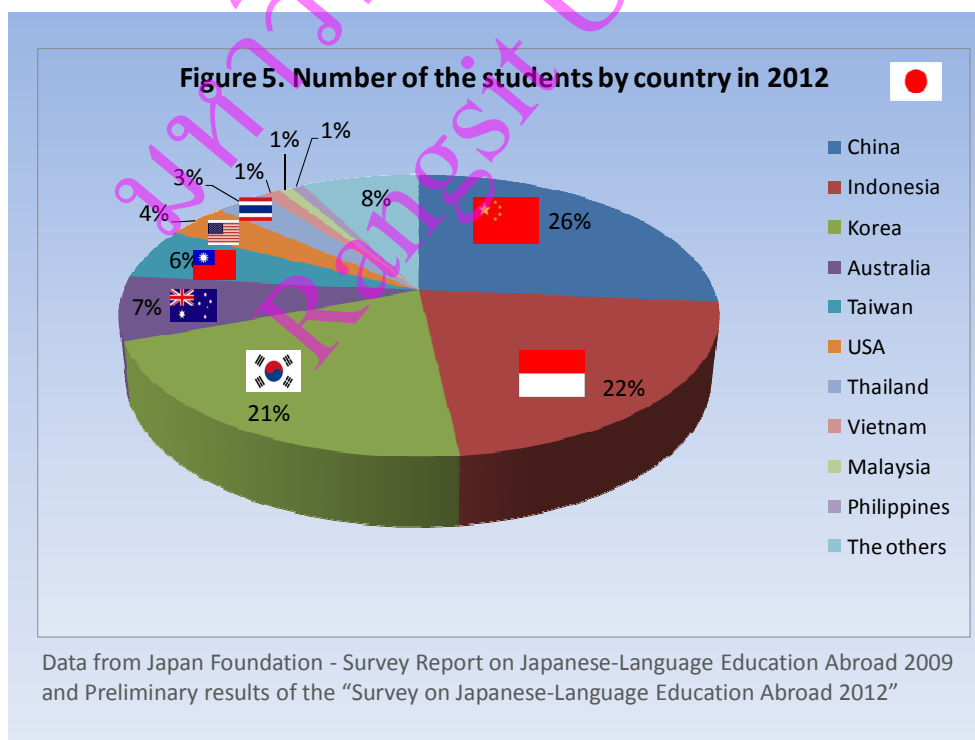


Figure 4. Number of the students by country in 2012

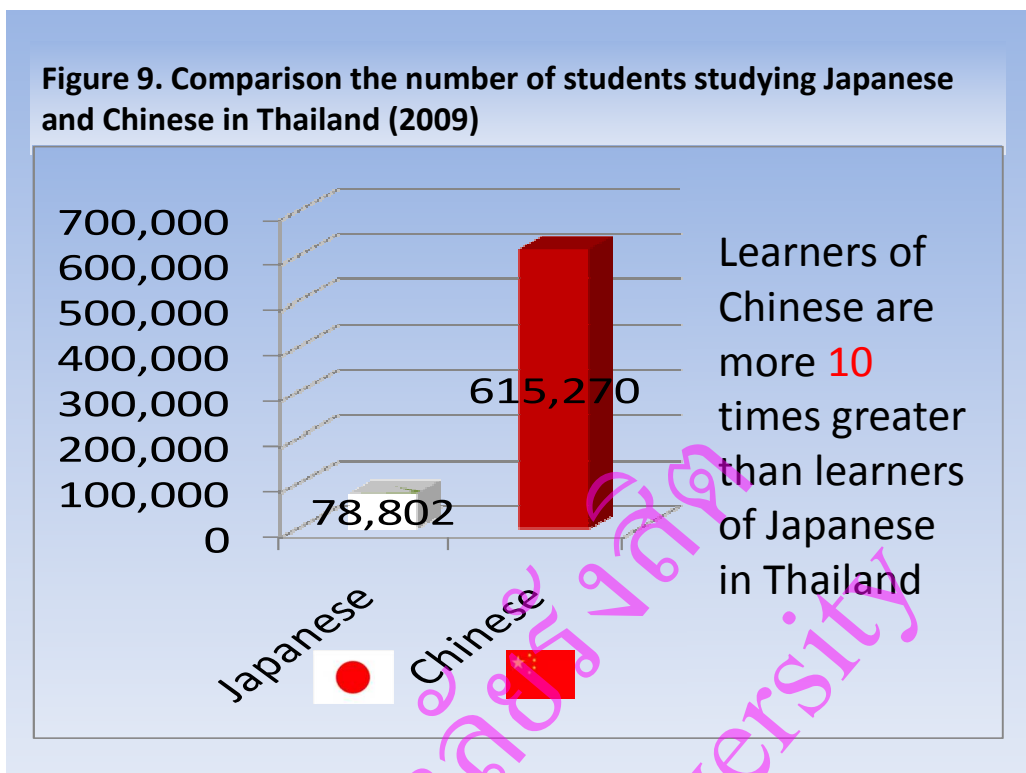


Figure 5. Comparison the number of students studying Japanese and Chinese in Thailand (2009)

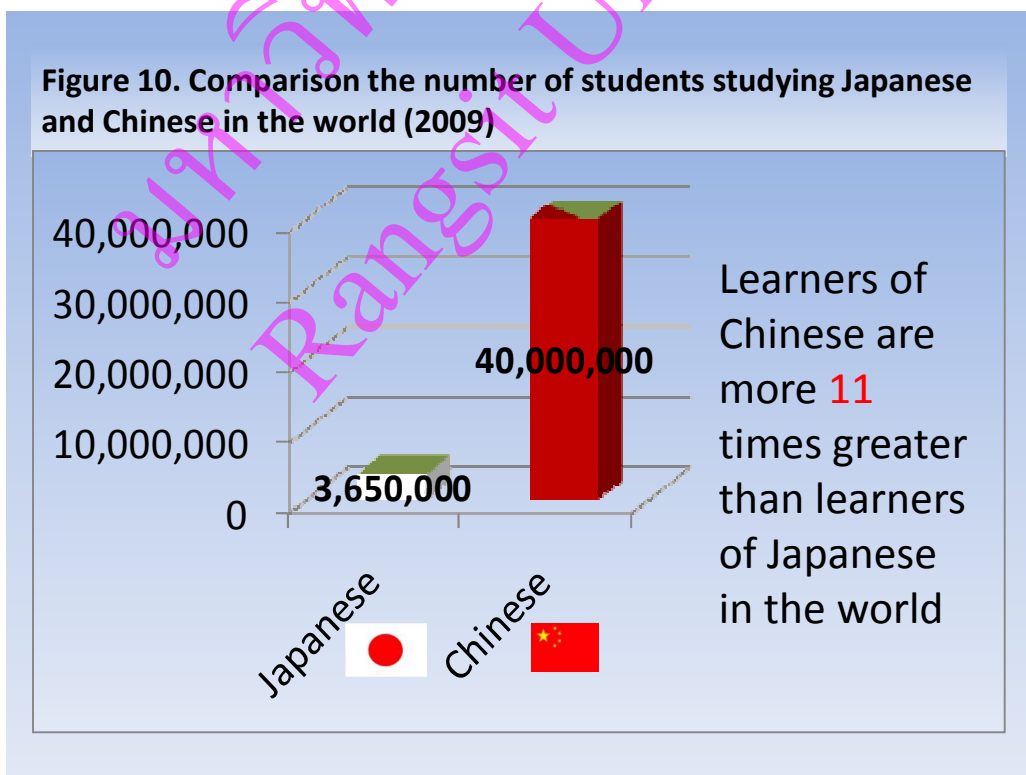



Figure 6. Comparison the number of students studying Japanese and Chinese in the world (2009)

Table 3. Confucius Institute in the world

Table 4. Confucius Institutes in the world 

Year	Institutes	Classrooms	Total	Countries	Students	Dispatched Chinese teachers and volunteers
2006	117	5	122	49	13,000	No mention
2007	205	21	226	66	46,000	3,000
2008	249	56	305	78	No mention	4,000
2009	282	272	554	88	260,000	4,800
2010	322	369	691	96	360,000	6,000

Source : Web site "Hanban (Confucius Institute Headquarters) 2010 Annual Report"
<http://www.hanban.edu.cn/report/index.html>

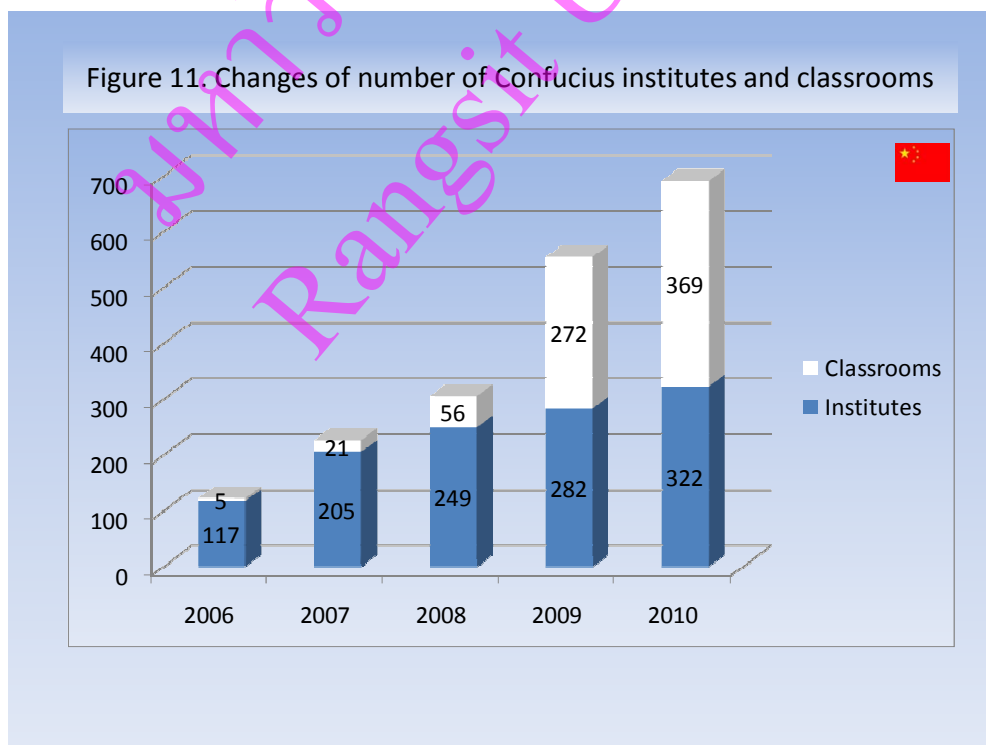


Figure 7. Changes of number of Confucius Institute and classroom

Table 4. List of Confucius Institutes in Thailand

Table5. List of Confucius Institutes in Thailand		
S.N.	Thai Institutions for Confucius Institute	Chinese Partner
1	Chulalongkorn University	Beijing University
2	Kasetsart University	Huaqiao University
3	Khon Kaen University	South-West China University
4	Mae Fah Luang University	Xiamen University
5	Chiang Mai University	Yunan Normal University
6	Prince of Songkla University	Guangxi Normal University
7	Maharakham University	Guangxi University for Nationalities
8	Bansomdejchaopraya Rajabhat University	Tianjin Normal University
9	Suan Dusit Rajabhat University at Suphanburi	Guangxi University
10	Phuket, Prince of Songkla University	Shanghai University
11	Betong International Chinese University	Chongqing University
12	Burapha University	Wenzhou Medical College

Source : Zhao, X. C. (2012). Sino-Thai Educational Exchanges and Cooperation in the case of Confucius Institutes. First Thai-Chinese Strategic Research Seminar, Bangkok , 24-26 Aug. 2012

Table 5. List of Confucius Classrooms in Thailand

Table6. List of Confucius Classrooms in Thailand		
S.N.	Thai Institutions for Confucius Classrooms	Locations
1	Trimit Wittayalai High School	Bangkok
2	Srinakorn School	Hatyai, Songkhla
3	Suankularb Wittayalai School	Bangkok
4	Xingmin School	Phisanulok
5	Swang Boriboon Witaya School	Pattaya
6	Kanlayanee School	Lampang
7	Chitralada School, Suanchitralada Palace	Bangkok
8	Rayong Wittayakorm School	Rayong
9	Horwang Nonthaburi School	Nonthaburi
10	Phuket Wittayalai School	Phuket
11	Assumption Commercial College	Bangkok

Source : Zhao, X. C. (2012). Sino-Thai Educational Exchanges and Cooperation in the case of Confucius Institutes. First Thai-Chinese Strategic Research Seminar, Bangkok , 24-26 Aug. 2012

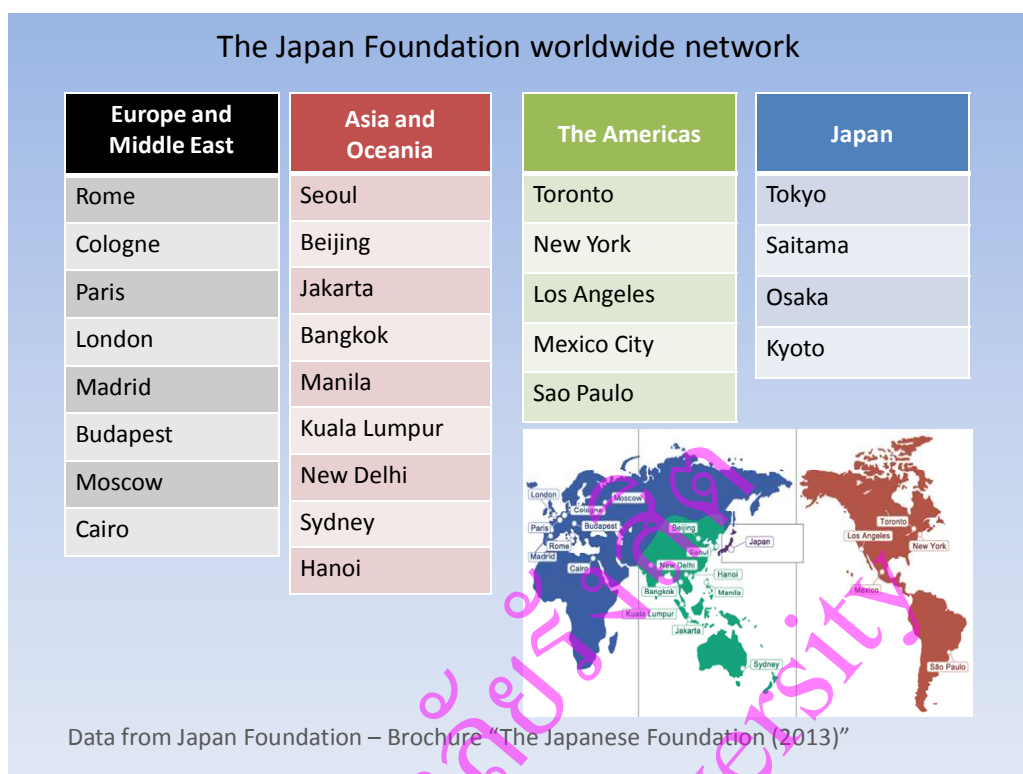


Figure 8. The Japan Foundation worldwide network

BIOGRAPHY

NAME	Kazuyoshi Tajima
DATE OF BIRTH	08 January 1970
PLACE OF BIRTH	Tokyo, Japan
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