THAI UNDERGRADUATE STUDENTS' MOTIVATION AND ACHIEVEMENT IN LEARNING CHINESE AS A FOREIGN LANGUAGE: A CASE STUDY AT A PRIVATE UNIVERSITY IN THAILAND

BY

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Abstract

This study aimed to investigate the way in which Thai undergraduate students in their first, second, third, and fourth years of study were motivated to study Chinese in Thailand and test a hypothesis if their motivation correlated with learning achievement. L2 motivational self-system framework with dimensions of ideal L2 self, ought-to L2 self and L2 learning experience explained that 274 students were inspired to learn Chinese due to their positive attitudes towards interacting with foreigners in Chinese fluently, using Chinese as a tool to have a good job and pursuing higher education in the future, their personal and cultural duties to obey their parents and their personal values to finish the bachelor's degree, their friendly and helpful classmates, useful Chinese materials, interesting teaching approaches, and useful Chinese classes highly inspired them to learn Chinese. The qualitative results supported these findings. The hypothesis was disconfirmed, but the freshmen were mostly inspired to accomplish learning by what they personally and socially valued, rather than by being externally pressured from their friends, their parents, and people they respected. The sophomores studied hard as they wanted to be educated and wanted to please their parents. The juniors' achievement was highly motivated by their innate desire and interest. However, the framework could not predict the seniors' achievement as there was no correlation between them.

(Total 148 pages)

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

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Chapter 1

Introduction

The chapter introduces the study background, the significance of the research problem and the context of study. Then, it presents objectives, research questions, research framework and the definitions of terms. Finally, it presents the significance of the study.

1.1 Background of the study

China's economy is growing rapidly under the influence of economic globalization. According to the World Bank (2011), China has become the world's second largest economy for over a decade. In 2010, China's GDP reached 6,087.16 billion USD, surpassing Japan and becoming the second largest economy after the United States. In 2014, its GDP reached 10,475.68 billion USD (World Bank, 2014). It broke 10,000 billion USD for the first time. In 2018, its GDP reached 13,894.82 billion USD (World Bank, 2018). In the process, China's economy has dramatically improved which shows a significant growth in its GDP. In 2020, China's GDP reached even higher at 14,722.73 billion USD (World Bank, 2020), and this situation has strengthened China's ties with the world.

China's global economic status has brought some benefits to Chinese people. First, the economic conditions of the Chinese people have improved markedly. According to the World Bank (2021), from 2010 to 2020, China's GDP per capita increased from 4,550 to 10,500 thousand USD. Secondly, The Chinese people live a better life as they live longer and healthier during the last decade. According to The World Bank (2020), Chinese people's life expectancy increased two years. As

Morrisono (2019) reported, China's economic development had improved the standard of living of the Chinese, making life more comfortable and prolonging the average life span. Finally, Chinese people have more opportunities to choose their job in different countries. Zheng (2021) stated that the economic development created more jobs for the Chinese people. As The World Bank (2020) reported, almost a million people had worked abroad every year since 2010. By the end of 2019, the number of Chinese people working abroad had reached nearly 10 million.

The relationship between China and foreign countries is closer. As Qiu and Zhan (2016) stated that the China's global economic status not only made some benefits for Chinese people, but also attracted more attention to the world. China's growing international connections have set off a wave of 'Chinese fever' in the global. McGinnis (2013) concluded that the relationship between China and other countries had promoted the spread of the Chinese language and culture learning around the world. Scholars and universities in various countries have designed Chinese language courses for their own students because their government set up the educational policy to support Chinese language learning. The China Daily (2021) reported that more than 70 countries had promoted and included Chinese language learning as part of their education system. In this case, an increasing number of learners from different countries have great enthusiasm and interest in learning Chinese as a foreign or second language.

Thailand is one of the countries where a large number of people are interested in learning Chinese. The number of Thai learners has increased since 2013. About 863,056 people studied Chinese in Thailand (China News Service, 2013) and that Thailand is the largest number of non-native Chinese learners in the entire Asian countries (Xi, 2015). By 2020, the number of people learning Chinese in Thailand had exceeded 1 million (Yang, 2021). There are two reasons of the growth of the Thai learners who learn Chinese in Thailand. On the one hand, Thai students have a geographical advantage in learning Chinese because it is a neighboring country of China.

It is very close, although it does not border with China. It only takes 6 hours from the north of China to Bangkok, Thailand. On the other hand, Thailand's national policy brings a close relationship with China. As Chansiri (2006) states that the friendly relationship between Thailand and China is driven by the friendly policies of both countries. If Thailand national policy is the beginning of China-Thailand friendly relations, "the Belt and Road" policy will promote the interaction between these two nations. Zeng, Wang, Qu and Li (2018) mentioned that "the Belt and Road" policy strengthened the contact of the two countries. In the process of development, frequent trade exchanges between China and Thailand have enhanced Thailand economic income and the number of Chinese and Thai student exchanges has increased. In this case, there are many Thai students who learn Chinese.

Learning Chinese as a foreign language (CFL) has become popular for students in Thailand (Liu & Ye, 2015). Wei and Weerasawainon (2019) state that Chinese language gradually becomes the second most studied foreign language in Thailand, where languages other than Thai are not spoken daily as part of their life for three main reasons. First, people use Chinese only for specific purposes, so the need to develop Chinese skills become a social skill. Thais who can speak Chinese have more job opportunities and higher incomes because of the exchanges and development between Thailand and China in trade, culture and other aspects (China News, 2018). Secondly, the Thai Princess Sirindhorn's promotion and learning of Chinese has provided favorable conditions for learning CFL (Manomaiviboon, 2004) as she established not only the "Sirindhorn Scholarship" but also the first Chinese language learning institute for Thai officials in Thailand's history. In addition, Thai and Chinese governments provided funds for CFL learning, and the actions have prompted more Thai students to learn the language in Thailand. Finally, Chinese immigrants are a large group in Thailand and want their children to learn Chinese, who have already migrated and assimilated into this country since Sukhothai Dynasty (Liu & Ye, 2015).

Despite the fact that Thai students have many supports to learn CFL in Thailand, some of them still cannot master it even though they have learned Chinese at school for years. It appears that lack of efficient teaching CFL is an educational gap that negatively influence Thai students' interest in learning CFL (Teng, 2017). Past studies consistently reported that there were not enough qualified native Chinese teachers in Thailand, for many of them lacked CFL teaching experience, knowledge and skills (Kanoksilapatham, 2011; Ronnaphol, 2013; Burns, 2014; Xie, 2018; Worawiwat & Qian, 2019), which could bring boring atmosphere to the classroom. On the other hand, the teachers, who instruct the lessons with proper or suitable for Thai CFL students, can create interesting atmosphere in the class and motivate their students to learn more effectively and actively (Ma, Gong, Gao & Xiang, 2017; Luo & Yang, 2018; Riengthong, 2021).

A large number of studies have shown that motivation is closely related to foreign language learning achievement throughout the entire process of foreign language learning (Gardner, 1985; Bandura, 1993; Mahadi, 2014; Schunk & DiBenedetto, 2020). According to Mahadi (2014), motivation is an indispensable part of successful foreign language learning because it runs through the entire language learning process for people to learn a foreign language. In addition, motivation is a part of internal factors which can make people unconsciously emit enthusiasm and consciously put in practice and effort for their learning goals (Dörnyei, 1994, 2020) and can promote and maintain the occurrence of language learning behaviours (Bandura, 1993; Li & Lynch, 2016; Schunk & DiBenedetto, 2020). Different levels of motivation also have different effects (McCombs & Miller, 2007) in that learners with high level of motivation can perform and learn better than the ones with low level (Cai & Lynch, 2016). It can be said that it is crucial for Thai learners to have high motivation in learning CFL so as to acquire the language.

1.2 Significance of the Research Problem

Despite the relationship between motivation and achievement in learning Chinese, fewer studies on these two variables in Thai contexts (e.g. Cai & Lynch, 2016; Li & Lynch, 2016; Hou & Lynch, 2016; Huang & Lynch, 2019; Zheng & Lynch, 2021) were found, and they mainly investigated primary school and middle school students' degrees of motivation in CFL learning and its relationship with achievement. There is no study that attempts to explain the way in which Thai undergraduate students are aspired to learn Chinese as their major or minor, either. Although it can imply that the nature of personal selection of such major and minor reflects their intrinsic motivation, the context where Thai is mainly used outside the classroom can negatively affect accomplishment due to limited opportunities to language exposure. Thus, it is worthwhile to examine the way in which Thai undergraduate students are motivated to major or minor in Chinese and whether their motivation correlates with achievement.

Rangsit University located in the vicinity of Bangkok was chosen as a research site because it has offered Chinese major for Thai undergraduate students since 1999 with a high level of CFL educational quality among other private universities in Thailand. Students are not required to take the official Hanyu Shuiping Kaoshi (HSK Test), the most authoritative Chinese proficiency test of learning CFL for older learners before entering the program, yet they must pass the level of HSK5 after completing all the coursework, or they cannot graduate from the program. In addition, during their first year, they should pass the official HSK2, HSK3 in their second year, and HSK4 in their third year (Rangsit University, 2021).

Dörnyei's (2005) second language motivational self-system (L2MSS) was applied because it was a comprehensive framework that was built on several previous motivational constructs practical for classroom learning contexts (Dörnyei, 2014). L2MSS has been heavily applied to study motivation in learning English as a foreign language in different contexts (e.g. Taguchi, Magid & Papi, 2009; Moskovsky, Assulaimani, Racheva & Harkins, 2016; Subekti, 2018) and fewer in Chinese (e.g. Tan,

Lin & Hoe, 2017; Lin, 2018; Kong et al., 2018; Li & Diamantidaki, 2018). This study used the L2MSS framework and the scores of the official HSK Test to investigate: 1) the way in which Thai undergraduate students at a private university in Thailand were motivated to major in Chinese; and 2) its relationship with achievement in CFL learning.

1.3 Objectives

The aims are to investigate:

1.3.1 Thai undergraduate students' motivation in learning CFL at Rangsit University.

1.3.2 The relationship between Thai undergraduate students' motivation and CFL learning achievement.

1.4 Research Question

What was Thai undergraduate students' motivation in learning CFL at Rangsit University?

1.5 Hypothesis

This study hypothesizes that the relationship between Thai undergraduate students' motivation and CFL learning achievement was positive.

1.6 Research Framework

The present study investigates Thai undergraduate students' motivation which is based on Dörnyei's L2MSS and achievement in learning CFL in Thailand. It is argued that motivation in learning CFL in Thailand is an independent variable which influences

Thai undergraduate students' learning achievement, a dependent variable. Their motivation may be high or low. If they have high motivation, they will get a high score of HSK; on the other hand, if they have low motivation, they will get a low score of HSK. Moreover, the students should reach the level of HSK 2, 3, 4 and 5, in their first, second, third and fourth year, which is required by Rangsit University. This argument shows the correlation between these two variables as shown in Figure 1.6.
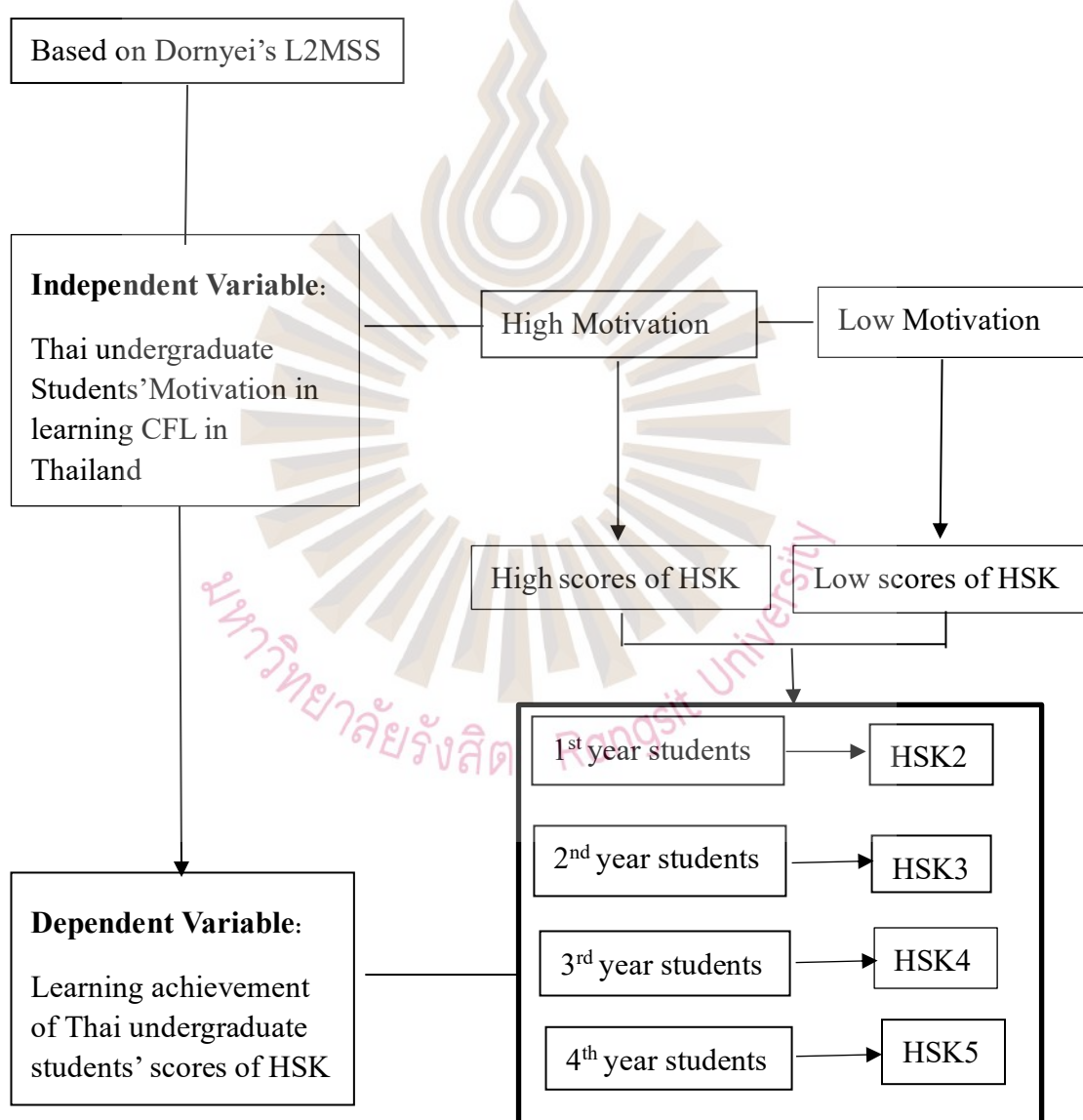
Figure 1.6 Research Framework

1.7 Definitions of Terms

Thai Undergraduate Students

Thai undergraduate students refer to Chinese major students of first, second, third and fourth years at Rangsit University enrolled in 2022.

Learning CFL

Learning CFL refers to learning Chinese in the context of Thailand where the learners do not use Chinese in their daily life, but for specific purposes, it refers to learning Chinese in the Chinese Program at Rangsit University.

Motivation in Learning CFL

Motivation in learning CFL is defined as a driving force for learning Chinese with the three dimensions of Dörnyei's (2005) L2MS: Ideal L2 Self, Ought-to L2 Self, and L2 Learning experience.

Achievement in Learning CFL

Achievement in learning CFL is the Thai undergraduate students' scores of the official HSK which included two kinds of evaluation criteria.

Out of 200 marks, the students are required to get 120 marks to pass HSK1 and HSK2. If they receive over 160 marks, they highly achieve their CFL learning.

Out of 300 marks, the students are required to get 180 marks to pass HSK3, HSK4, HSK5 and HSK6. If they receive over 240 marks, they highly achieve their CFL learning.

A Private University in Thailand

A private university in Thailand is Rangsit University.

1.8 Significance of the Study

The present study showed the factors that influenced the students' motivation in CFL learning in a Thai context. Importantly, the findings were also beneficial to lecturers of Chinese in a Thai context to give more opportunities to their Thai students so that they acquired the Chinese language more effectively.

Chapter 2

Literature Review

Based on the research purpose, the chapter would present four parts in the literature review. It started with the theories and definitions of the learning motivation. Then, the learning achievement was reviewed. In the last part, the related studies involved the history and motivation in CFL learning.

2.1 Theories of Learning Motivation in a Foreign Language

In the study of motivation in foreign language learning, it was first discovered by Gardner and Lambert. They are from Canada where English and French are frequently spoken. They studied the students from Canada and the United States who were in English-speaking school learning French in the Canadian context. According to Gardner and Lambert (1972), the successful learning of a foreign language skill is not only related to the learners' own language innate ability, but also related to their attitude towards the foreign language learning and whether they are willing to make efforts in learning a foreign language.

Gardner and Lambert (1972) proposed that there were interaction and instrument orientations when the learners studied a foreign language. The learners with interaction orientations were willing to join the group of the target language. They needed to learn the foreign culture, meet and communicate with the native speakers more and more. In this way, they could learn better and understand more about the life of the target language group. The learners with instrument orientations were not willing to join the group of the target language. When they learn a foreign language, they only consider whether it will help them get a job or whether it will lead to higher academic

achievement. Gardner and Lambert (1972, 2001) believe that the learners with integrative orientation will get higher academic achievement in a foreign language learning and the learners with instrument orientation will get better developing performance. Zhao (2012) also stated that internal motivation and external motivation had different but important effects on motivation level and achievement in a foreign language learning.

Gardner (1985) argued that there were four important terms of motivation when the learners learned a foreign language: goal, desire, positive attitude and effort. He emphasized that motivation was the most important factor in foreign language learning and he designed a research instrument to measure motivation, called AMTB (Attitude Motivation Test Battery). In order to study and prove the validity and reliability of this instrument, Gardner carried out a large number of research. The instrument was valid for only the last three terms, the term of goal could not be measured. Based on that, Gardner (2001) put forward the socio-educational model. There are five parts: integrative, attitude, motivation, language ability and achievement. From the model, it indicates that integrative and attitude can influence the motivation, motivation and language ability can influence the achievement in a foreign language learning (Lin, 2018).

The socio-educational model made a great contribution to the research of motivation. Since the socio-educational model was proposed, no other research on motivation could shake its position in foreign language learning for a long time (MacIntyre, 2002). However, other researchers begin to criticize the socio-educational model and raise three questions of their own since 1990s. First of all, the division of integrativeness and instrumentality was extreme (Dörnyei, 1994) and it overstated the role of the integrativeness in the language learning achievement (Au,1988). Secondly, there was no applicability in foreign language settings (Dörnyei, 1990; Oxford, 1996) because the context of the research on motivation in foreign language learning was in

Canada. A question by Takahashi (2013) arose if it was helpful to study motivation in foreign language learning in other different contexts. In this case, the measurement was difficult to ensure the validity and accuracy of motivation (MacIntyre, 2002). Finally, Dörnyei and Ushioda (2009) stated that the model was out of date. On the one hand, the model was developed in the 20th century and it had passed many years since then; on the other hand, the model's target language was English and it was not a specific foreign language in the 21th century (Liu, 2018). MacIntyre (2002) stated that Gardner's theory in motivation could not direct the foreign language learners to use the term in the process of a foreign language learning.

Although the socio-educational model has a lot of criticism, it still be the beginning and foundation of motivation theory research. It had put a lot of energy into the development of the whole motivation for foreign language learning. Since Gardner (1985) defined motivation as the behavior of the learners in order to meet their own internal needs to make effort, other researchers had put forward more theories to study motivation. For example, Deci and Ryan (2002) put forward the Self-determination theory. They thought learners' motivation happened at any time and defined three terms of motivation: intrinsic motivation, extrinsic motivation and amotivation (Deci & Ryan, 1985). Intrinsic motivation comes from learners' inner need. If the learners have intrinsic motivation, their learning behaviour will come from their curiosity and enjoyment when they learn a foreign language (Ryan & Deci, 2017). Extrinsic motivation is opposite of intrinsic motivation. When learners have extrinsic motivation, their learning behavior will be influenced by rewards, punishments, tests and encouragement rather than their inherent satisfactions (Ryan & Deci, 2020). In addition, If the learners' learning behavior is not influenced by these internal and external factors, then they suffer from the amotivation (Vansteenkiste, 2006; Ortega, 2009).

According to Yu (2015), Gardner's socio-educational model overlooked the target language community. Dörnyei (1994) also indicated that the emphasis in

Gardner's model was in the social context rather than in the foreign language classroom. Therefore, Dörnyei (1994) put forward a three-level framework in the process of a foreign language learning. He took advantage of his bilingual contexts in Hungary, absorbed psychological research and the influence of self-determination theory to complete the framework which had two important features. On the one hand, it filled the vacancy of classroom environment in the socio-educational model. On the other hand, it combined motivation with the teaching situation. The framework researched and measured motivation from multiple levels and made the relationship between learning motivation and foreign language learning closer and clearer.

The three levels of Dörnyei's (1994, p.280) framework are language level, learner level and learning situation level. For the language level, it has two subsystems: integrative and instrumental. The two terms refer to Gardner's socio-educational model. For the learner level, it has more to do with the factors of learners themselves: need for achievement and self-confidence. Self-confidence includes self-efficacy, causal attributions, perceived L2 competence and language use anxiety. For the learning situation level, it includes intrinsic and extrinsic motivation and three motivational components (Liu, 2018). As Pintrich, Smith, Garcia and McKeachie (1991) stated that the intrinsic motivation came from the learners' internal reasons, such as academic achievement and language challenge when the learners decided to put in the effort to learn. The extrinsic motivations are from the foreign language learning environment. When the learners decided to make efforts for their learning behavior, the motivation came from the external environment, such as academic performance and the teacher's encouragement. The course-specific motivational components are made up of syllabus, textbook and learning task; the teacher-specific motivational components are made up of the teachers 'personality, authority type and direct socialization of learners' motivation; the group-specific motivational components include goal-orientedness, norm and reward system, group cohesion and classroom goal structure (Dörnyei, 1994,

p.280).

Dörnyei and Csizer (1993, 1999, 2004) did the motivation and attitude survey repeatedly, which involved five target languages: English, German, French, Italian and Russian. Dörnyei and Csizer (2005) demonstrated that integrativeness had a large-scale in the process of foreign language learning. According to Taguchi (2009), the integrativeness made important influence in a foreign language context. At the same time, Dörnyei (2000, 2002) concluded three disadvantages of socio-educational model. First, it cannot comprehensively analyze the motivation factors that influence learners' behaviors in the classroom. Secondly, it emphasizes the influence factors before the occurrence of learning behavior, ignore the influence of motivational factors in different periods when the behaviors occur. Finally, it lacks the concern that motivation is constantly changing as learning behavior takes place. Therefore, Dörnyei (2005) based the three-level framework and put forward the L2MSS to shift the theoretical research in the L2 motivation.

There are three dimensions of the L2MSS: ideal L2 self, ought-to L2 self and L2 learning experience. Ideal L2 self is the L2-specific facet of one's ideal self (Dörnyei, 2005). Ought-to L2 self is the learners believe that they ought to obtain the ability to meet expectations and avoid negative outcomes (Dörnyei, 2005). The two dimensions are from Higgins's (1989) self-discrepancy theory. As Higgins (1987) explained that ideal self was the representation of the learners' hopes and the ought to self was the representation of the learners with the ability that should have been acquired. L2 learning experience, which is a belief that motivation is related to the learners' past learning experience (Dörnyei, 2005). Dörnyei and Ushioda (2011) explained that the L2 learning experience could be influenced by the learners' environment. In general, Dörnyei's (2000, 2002, 2005) theory paid more emphasis on what people think, believe and imagine in which can influence their level of motivation. The learners can use expectations to guide their learning behavior in order to achieve the goals.

The present study used L2MSS as a research framework to investigate Thai undergraduate students' motivation and achievement in learning CFL. There were two reasons for that. Firstly, the study's context of classroom was the same as L2MSS of Dörnyei (2005) while the others were in the social context. Secondly, the theory of L2MSS provided a synthesis framework of motivation, which was divided into three versions of self based on the previous motivational theories. For example, the influenced factors of L2 Learning experience: the teachers and classmates, were extrinsic elements of integrative motivation. As Tan, Ismail, Hoe and Ho (2015) stated that L2MSS not only maintained the foundation but also created a comprehensive motivational framework. The summary of motivational theories was shown in Table 2.1.

Table 2.1 Summaries of Motivational Theories

Theory	Socio-educational model	Self-determination			L2MSS		
Researchers	Gardner	Deci and Ryan			Dörnyei		
Year	2001	2002			2005		
Period	Social Psychological				Socio-Dynamic		
Context	Social context				Classroom context		
Focus on	Socio-cultural factors				The Versions of Self		
	Social environment (rewards\jobs….)						
Kinds of Motivation	Integrative	instrumental	Intrinsic	Extrinsic	Amotivation	Ideal L2 Self	Ought-to L2 Self	L2 Learning experience

Source: Gardner, 2001; Deci & Ryan, 2002; Dörnyei, 2005

Many studies confirmed that the L2MSS had credibility and accuracy for motivation in a foreign language learning (e.g., Taguchi, Magid & Papi, 2009; Moskovsky et al., 2016). Taguchi, Magid and Papi (2009) was the largest quantitative research to investigate L2MSS in the contexts of China, Japan and Iran, which involved

5,000 participants. According to the contexts, they found that the learners' motivation was influenced by the factors which surrounded them, for example, attitude toward learning and learning environment. At the same time, the questionnaire they developed has been widely used to investigate the motivation which was based on the theory of L2MSS. The items of Ideal L2 Self were designed as the attitude towards the L2 community. It also included that applying L2 for the future, for example, "Whenever I think of my future career, I imagine myself using English". The items of Ought-to L2 Self included the impact of various duties, obligations, or responsibilities in L2 learning. However, the items of the L2 learning experience were not included in their study. Similar studies were conducted in other different contexts as well, for example, Moskovsky et al. (2016) developed a questionnaire to investigate the relationship between the Saudi learners' motivation and achievement, which constructed the items of L2 learning experience in learning English as a foreign language (EFL). Moreover, the items of L2 learning experience involved the motivational influenced factors: English teachers, classmates, teaching materials, and EFL classroom. Thus, the questionnaire of present study adapted two parts: Ideal L2 Self and Ought-to L2 Self from Taguchi, Magid and Papi (2009); Items of L2 Learning experience were drawn from Moskovsky et al. (2016) with alterations.

2.2 Defining Motivation in Learning CFL

There are different definitions of motivation. It follows that motivation is a complex and multifaceted process. It has many domains in a foreign language learning, including cognitive, affective and behavioral, which is an internal process that motivates people to meet their need and desire. The idea of motivation is similar to the definition of Gardner. He stressed the importance of goal and hard work. Gardner (1985) defined motivation as the learning behavior that learners had postive emotional attitudes towards the clear goals and made efforts to achieve them. He defined the scope of motivation as

learner's own effort behavior. For Gardner (1985), the definition has three factors: desire to learn a foreign language, satisfaction to learn a foreign language and effort to achieve the goal. It is widely accepted by educational researchers. It becomes the basis of many studies on motivation in a foreign language learning. However, it pays more attention to social context, but ignores the influence of learning environment (classroom environment). Gardner didn't research motivation in the classroom context.

Contrary to Gardner, Williams and Burden (1997) emphasized the emotional state that preceded a decision to take action toward a goal. They indicated that affective was the most important domain. They believed that motivation was a state under the influence of affection and cognition. There are four parts on motivation: mobility, directivity, strength and maintainability. For mobility, the learners' desire to learn a foreign language leads to the action. For directivity, the learners become more interesting in the process of foreign language learning. For strength, the level of effort that the learners put into the learning process. For maintainability, the length of time the learners can maintain interest and effort in learning a foreign language. Thus, Williams and Burden (1997) defined motivation as the learner's emotion that triggers a conscious effort toward a goal that was short and sustained. However, the definition is more intuitive and emotional. It is too difficult to measure in practical evaluation. The deficiency leads to the inaccuracy on motivation of foreign language learning.

The two mentioned above definitions of motivation mainly consider the influence of external factors on motivation, Dörnyei (1998) was different and changed the emphasis on motivation. Instead of emphasizing the correlation between the learner's positive attitude and motivation, he puts more attention on goals and effort. He thought of motivation as the process from inducement to action. In the process of foreign language learning, motivation can still play a role without the influence of external factors until learners reach their learning goals. Dörnyei (1998) stated that motivation included the direction and intensity of human action in foreign language learning.

In order to define the term of motivation more clearly, Dörnyei (2005) put forward a new theory of L2MSS to research motivation, which has three dimensions: Ideal L2 Self, ought-to L2 Self, and L2 Learning experience. Ideal L2 Self means "the L2-specific facet of one's ideal self: If the person we would like to become speaks an L2, the Ideal L2 Self is a powerful motivator to learn the L2 because of the desire to reduce the discrepancy between our actual and ideal selves" (Dörnyei, 2005). It refers to ideal motivational elements that the learners hope to obtain, which can reduce the gap between reality and ideal selves in foreign language learning. Ought-to L2 Self is "the attributes that one believes one ought to possess (i.e. various duties, obligations, or responsibilities) in order to avoid possible negative outcomes" (Dörnyei, 2005). It is external motivational elements that the learners believe them should acquire, which can avoid negative impact in the process of foreign language learning. The L2 Learning experience refers to "situation-specific motives related to the immediate learning environment and experience" (Dörnyei, 2005), for example, the possible impacts of teachers, classmates, atmosphere in the CFL classroom, and teaching materials. It refers to executive motivational elements which involves foreign language learning environment and experience.

In the process of a foreign language learning, motivation is an important factor of the affective domain. Gardner (1985) concluded that many studies had shown the motivation factor was the most closely related to foreign language learning. Winnie and Marx (1989) also stated that motivation was essential for successful foreign language learning, which were agreed with the researches of motivation in foreign language learning. However, the definitions of motivation in foreign language learning are constantly developing and improving in different stages. In this study, motivation in learning CFL is defined as Dörnyei's (2005) L2MSS with three dimensions of ideal L2 self, ought-to L2 self and L2 learning experience.

The ideal L2 self is an individual's future desire for what he or she hopes to use the target language for, so this motivational dimension departs from one's personal needs associated with both integrative and instrumental orientations, similar to intrinsic and extrinsic motivation. Language learners are driven to success by the ideal L2 self when they have positive attitudes towards the people and the culture of the target language community as they hope to be part of the community and interact with the native speakers (integrative orientation). They may also highly desire to use the target language as a tool to reach success in the future such as a dream job, passing a language exam and a pursuit of higher education (instrumental orientation).

Ought-to L2 self refers to attributes (i.e., personal and social duties, obligations and responsibilities) learners believe they should possess (Dörnyei, 2014), influenced by their personal values, their parents, their friends, their teachers, their family, and the people they respected, mostly related to the extrinsic motivation and fewer instrumental orientations (Subekti, 2018). The learners are inspired to acquire the target language by the ought-to L2 self when they study hard because they want to maintain good relationships with others who think the language is important; because they think the language can help them become an educated person (instrumental orientation). The L2 learning experience explains factors that are related to learners' immediate learning environment like teachers, curriculum, and learner groups can motivate them to learn the target language (Dörnyei, 2014, p.521). This motivational dimension plays an important role in language learning when they perceive they can learn the target language better if their teachers are helpful, their classmates are friendly, and their class is interesting with various activities and useful teaching materials (Moskovsky et al., 2016).

2.3 The Relationship between Motivation and Learning Achievement

Many studies confirmed that motivation had a significant correlation with learning achievement in foreign language learning (Nir & Hameiri, 2014; Sharma, 2018; Atma, Azahra, Mustadi & Adina, 2021). Atma et al. (2021) stated that motivation was an important factor to improve learning achievement and indicated that motivation stimulates the students to get a high level of learning achievement, which investigated the relationship between motivation and learning achievement in Italy. It was in line with Rosmayanti (2018) who stated that motivation was helpful for learning achievement in the context of Austria. However, in the context of Thailand, although Zheng and Lynch (2021) argued in their study that motivation could influence the achievement in CFL learning positively, the relationship between them was weak, which was different with other studies because they revealed that Thai primary school students highly desired to learn CFL but the lowly attitude towards Chinese learning (Cai & Lynch, 2016; Hou & Lynch, 2016; Li & Lynch, 2016; Huang & Lynch, 2019).

These results also reflected the key concept of Doenyei's (2005) L2MSS indicating that the relationship between motivation and CFL learning achievement was important to investigate by using this framework (Tan, Ismail, Hoe & Ho, 2015; 2017; McEown, Sawaki & Harada, 2017; Kong et al., 2018; Lin, 2018; Li & Diamantidaki, 2018). These previous studies found diverse relationships between these three dimensions of L2MSS and achievement in CFL learning in different contexts. All of them implied that the ought-to L2 Self had no influence on their learning achievement, contrary to the Ideal L2 Self had positively correlated to achievement (McEown et al., 2017; Kong et al., 2018; Lin, 2018; Li & Diamantidaki, 2018). Tan et al. (2017) also indicated that the L2 Learning experience was the most influential dimension in CFL learning achievement. Therefore, it was important to investigate the relationship between motivation and achievement in CFL learning by using the framework of Dörnyei's (2005) L2MSS in the context of Thailand.

The official HSK Test has been used by the target university to measure the target students' individual achievement in learning CFL, an international standard measurement for non-native speakers' Chinese proficiency, comprising six levels: HSK1 indicates their Chinese knowledge in mastering 150 vocabulary and related grammar; HSK2 indicates their knowledge in mastering 300 vocabulary and related grammar; HSK3 indicates their knowledge in mastering 600 vocabulary and related grammar; HSK4 indicates their knowledge in mastering 1200 vocabulary and related grammar; HSK5 indicates their knowledge in mastering 2500 vocabulary and related grammar; HSK6 indicates their knowledge in mastering 5000 vocabulary or above, and two kinds of evaluation criteria: out of 200 marks, they should get 120 marks to pass HSK1 and HSK2, if they receive over 160 marks, they highly accomplish it; out of 300 marks, they should get 180 marks to pass HSK3, HSK4, HSK5, and HSK6, if they receive over 240 marks, they have high achievement (Chen, 2022).

Ye (2016) found that Thailand was the country that the most takers of HSK in Asia, but only one study by Cai and Lynch (2016) employed an unofficial HSK test to assess middle school students' Chinese learning achievement in a Thai context. The results showed that their high level of achievement was extrinsically motivated by their past learning experience although they lacked exposure to Chinese in their daily life, and the relationship between their motivation and learning achievement was significant. Therefore, the measurement of HSK test was chosen in the present research to get the results of the learners' CFL learning achievement in Thailand.

2.4 Related Studies

Since learning CFL becomes more common as Liu (2014) points out, China is developing and changing so fast that higher education in Chinese is also increasing dramatically. Therefore, the research of learning CFL is increasing fast. Chen and Du (2021) also said that there were many research studies on Chinese curriculum design,

Chinese education policy and development of Chinese culture. The first academic article about the learning CFL was Zhou (1953) "Some Issues in Chinese Learning for Non-Chinese Students". In the late 1970s, the number of studies on CFL research has strongly increased (Zhao, 2011; Jiang & Cohen, 2012; Gao, Liao & Li, 2014; Gong, Lyu & Gao, 2020). By 2004, 30 million learners were recorded in learning CFL through various kinds of language schools around the globe.

CFL publications already made great efforts to meet the increasing number of Chinese language teaching and learning around the world, especially in Western countries (Liu & Chen, 2017; Gong & Gao, 2018). However, fewer CFL publications studied on motivation of L2MSS (Lin, 2018; Li & Diamantidaki, 2018). For example, in the United States, Lin (2018) investigated the undergraduate students' motivation applying the questionnaire from Liu (2014), Taguchi, Magid and Papi (2009), and You and Dörnyei (2016), which were based on the Dörnyei's L2MSS (2005). It was found that the ideal L2 self and L2 learning experience of the L2MSS made more efforts to motivate the students' CFL learning with achievement, whereas ought-to L2 self of the L2MSS did not make a significant association with achievement in predicting CFL learning. However, the measurement of CFL learning achievement should be made more reliable for the future studies.

In the context of United Kingdom, Li and Diamantidaki (2018) examined the undergraduate students' motivation in CFL learning by adapting questionnaire of Dörnyei's L2MSS (2005), which involved Ideal L2 Self and Ought-to L2 Self. It also conducted interview questions to get more information of motivation. The findings were in line with Lin (2018) who found that the students who hoped their Chinese to be like a native speaker would hold higher motivation. However, the Ought-to L2 Self would make a negative relationship with CFL learning. It also recommended that mixed-method should use explanatory design, which constructed the interview questions based

on the results of questionnaire. That can provide an insight on motivation in CFL learning.

Compared with the studies in western countries, in the context of Asia, the application of L2MSS in motivation on CFL learning is richer, such as the country of Japan, Malaysia, and Korea (McEown et al., 2017; Tan et al., 2015; 2017; Kong et al., 2018). These studies selected adult participants or university students to investigate the relationship between the three dimensions of L2MSS and CFL learning. McWown et al. (2017) and Kong et al. (2018) found that Ideal L2 Self had a strong impact on CFL learning. Moreover, Ideal L2 Self was highlighted as the stronger motivator than Ought-to Self in learning a foreign language (Kong et al., 2018). However, Tan et al. (2017) showed that Ideal L2 Self and Ought-to Self had no significant relationship with the students' CFL learning achievement. It also found that the L2 Learning experience had a powerful correlation with students' learning achievement, especially learning atmosphere and teaching methods played important roles in CFL learning.

Furthermore, a single research method was applied for these studies, whose questionnaire was adapted from different researchers. For example, McEown et al. (2017) and Kong et al. (2018) adapted a questionnaire from Taguchi, Magid and Papi (2009), which investigated the dimensions of L2MSS; and Tan et al. (2017) adopted from Papi (2010). They also suggested that the context of China or others should be selected to study undergraduate students' motivation. In addition, a large population is needed for future studies.

In the current context of the study, learning CFL in Thailand, fewer researchers were interested in investigating the relationship between students' motivation and learning achievement because only five studies were found (Cai & Lynch, 2016; Hou & Lynch, 2016; Li & Lynch, 2016; Huang & Lynch, 2019; Zheng & Lynch, 2021). Four of them found that the students' motivation and learning achievement had a positive

correlation in the process of CFL learning. Extrinsic motivation had a stronger association with learning achievement than intrinsic motivation and learning achievement. However, based on the same variables of the previous studies, one of the studies (Zheng & Lynch, 2021) showed the opposite results, which was a weak relationship between motivation and achievement in CFL learning. Therefore, there is a need to do more research about the relationship between them at different schools in the Thai context.

Furthermore, there are three key differences between the five studies. First and foremost, primary and middle school students were selected as target groups. Four of them chose primary school students to investigate their motivation, learning achievement and the relationship between these two variables (Hou & Lynch, 2016; Li & Lynch, 2016; Huang & Lynch, 2019; Zheng & Lynch, 2021). There was only one research on middle school students' motivation and achievement in learning CFL (Cai & Lynch, 2016). None of them studied motivation with undergraduate students. Secondly, to assess students' motivation, all of the five studies did not apply Dörnyei's L2MSS, but used Gardner's (1958) AMTB questionnaire and Motivated Strategies for Learning Questionnaire (MLSQ) of Pintrich et al. (1991). They suggested that future research should use different framework to study motivation in CFL. Finally, the results of learning achievement were not standard because of the unofficial measurement of achievement learning in CFL. For example, the study of Hou and Lynch (2016) employed the Chinese Test which was made by Chinese teachers to examine the students' CFL learning achievement. Only Cai and Lynch (2016) measured the learning achievement in CFL using an unofficial version of HSK test and recommended that future research should use a standard version of the HSK test in order to obtain more valid results. It can be said that HSK test is essential for investigating the students' CFL learning achievement in the Thai context.

Although the application of L2MSS was diverse in other learning contexts such as America, England, Japan, Malaysia and Korea, none of them investigated Thai undergraduate students' motivation using the L2MSS framework and including all university years of study from freshman to senior. In addition, none of them applied scores of an official HSK Test for CFL learning achievement. Therefore, this study used the L2MSS framework and the scores of the official HSK Test to investigate the way in which Thai undergraduate students in their first, second, third and fourth years of study were motivated to major in Chinese in Thailand and test a hypothesis whether their motivation correlated with their learning achievement.

Chapter 3

Research Methodology

The chapter presents details of research methodology of the present study. It involves five parts and starts with research design. The part of research design includes the research method and the reasons why the study selects this kind of research method. It is then introducing the population and samples, research instruments, data collection and analysis.

3.1 Research Design

The present study applied a mixed-method to answer the research question which investigated Thai undergraduate students' motivation in CFL learning at Rangsit University in Thailand. It started with quantitative data collection through an online questionnaire, followed by qualitative data collection through online open-ended questions. Quantitative data can do better in obtaining general information about Thai students' CFL learning motivation; qualitative data can refine more details and analysis of the numeric data by investigating experience and opinion of participants which was useful to explain and crosscheck the results of quantitative data (Creswell, Clark & Garrett, 2008).

A quantitative research method with a correlational design was selected to test the hypothesis, which is convenient and easy to collect data of large samples (Wang, 2018). In addition, quantitative method can be defined as a paradigm on measuring variables (Rahman, 2020) and correlational design is famous to explain the relationship between two variables. In the present study, the independent variable was the Thai undergraduate students' motivation and the dependent variable was their learning

achievement. The results of the questionnaire of L2MSS and HSK scores were used to examine the correlation.

3.2 Population and Samples

3.2.1 Population

In the present study, the population was Thai undergraduate students who were majoring in Chinese at Rangsit University in 2022 academic year. Based on Rangsit University Registration (2022), there were 332 of them, including: 82 first-year students, 81 second-year students, 85 third-year students and 84 fourth-year students.

3.2.2 Samples

In order to make the results more representative and complete, a stratified random sampling technique were applied to select the first type of samples (Cohen, Manion & Morrison, 2018). It had two steps to complete a stratified random sampling. Firstly, the entire population was divided into homogeneous stratum. Secondly, random samples were selected from each stratum. The entire population of the present study is 332, which were divided into four groups. As Taherdoost (2009) stated that more than two hundred of the research population would be required to select samples by using the simplified formula of Yamane (1967), which made the samples more acceptable. The formula requires that confidence level is 95% and precision level is 5%. In addition, Singh and Masuku (2014) refer that N is the target population, e is the level of precision which is usually required as 0.05 and the n is the samples of the research. The formula:

$$n = \frac{N}{1+N \times (e)^2} \qquad (3\text{-}1)$$

Therefore, N can be changed to 82 of the first-year students, 81 of the second-year students, 85 of the third-year students, and 84 of the fourth-year students. Then, the

four groups of first samples were calculated and then integrated the four samples to get the total samples of the present study to complete the questionnaires of L2MSS. The details of population and samples were shown in Figure 3.2 below.
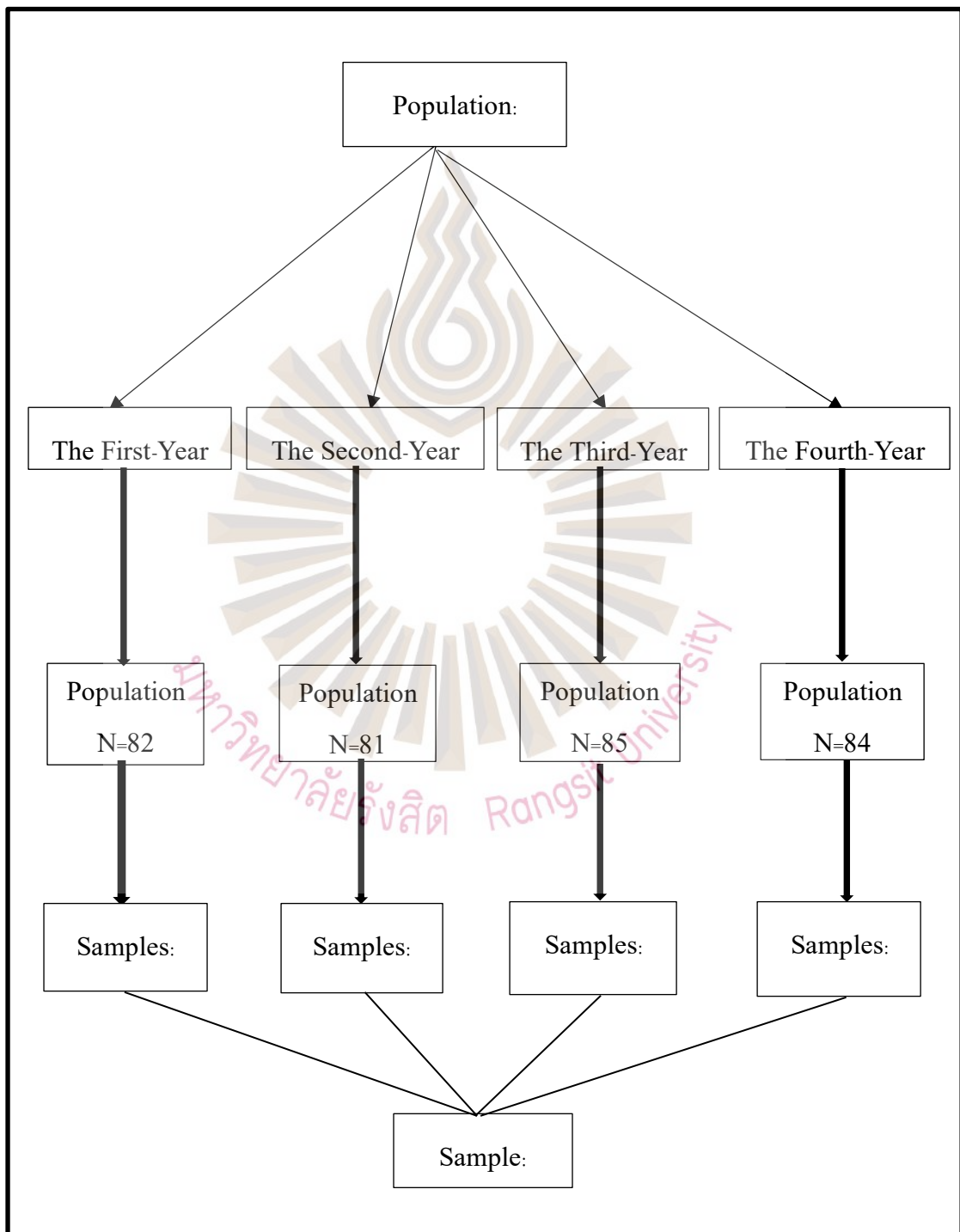
Figure 3.2 Population and Samples

Therefore, the first sample of the present study to collect the quantitative data on motivation and achievement in CFL learning is 274 drawn from each year of study, 68 of the first-year students, 67 of the second-year students, 70 of the third-year students and 69 of the fourth-year students.

For the second sample, according to the results of the questionnaire, the first sample was divided into two groups by using 27% technique (Hughes, 1989): the top 27% was high level of motivation group and bottom 27% was low level of motivation group. Then, about 70 students were labeled as high level of motivation group and 70 students with low level of motivation group. Finally, it applied the simple random sampling technique to select the second sample from these two groups. Thus, 24 Thai undergraduate students were selected to writing the answers of open-ended questions.

3.3 Research Instruments

There are two research instruments: online questionnaire and online open-ended questions. Because of the Covid-19 epidemic, online questionnaire and open-ended questions were more convenient. In addition, they were translated from English into Thai language, ensuring the participants to understand and answer the questions better.

3.3.1 Questionnaire

The questionnaire had two parts (see Appendix A). The first part involved demographic information (gender, age, year of study, situation of using CFL, length of learning CFL, and HSK level and scores). The second part examined the participants' motivation in learning CFL, which consists of 27 items. Items 1-10, which measure Ideal L2 Self, and Items 11-20 for Ought-to L2 Self were adapted from Taguchi, Magid and Papi (2009). Items 21-27 measure L2 Learning experience drawn from Moskovsky

et al. (2016) with alterations. As Chomeya (2010) suggested that 5-Likert scales made the results clearer, which usually investigated their individual perceptions and options, all items of the questionnaire are designed by 5-Likert which can be chosen between "strongly disagree" and "strongly agree" (disagree as 1, disagree as 2, uncertain as 3, agree as 4, and strongly agree as 5). All the items were made through Google Forms.

3.3.2 Open-ended Questions

In the present study, open-ended questions were distributed to participants by using Google Forms which become a common instrument to collect qualitative data and support the quantitative data to analyze better. In addition, the results of the questionnaire were used to construct the following seven open-ended questions which were made through Google Forms:

1) How will you use Chinese in the future?

2) Is it important for you to speak like a native Chinese speaker? Why so or why not?

3) How about writing in Chinese?

4) How is learning Chinese important to you?

5) Has anyone had any impacts on your Chinese learning? If yes, in what way?

6) What do you think about your Chinese classes? Why so or why not?

7) How about your classmates?

3.3.3 Validity and Reliability

The version of questionnaire was adapted from Taguchi, Magid and Papi (2009), and Moskovsky et al. (2016), which combined with three parts: ideal L2 self, ought-to L2 self, and L2 learning experience. Thus, the validity and reliability were necessary to measure whether the items of the three parts were suitable for the present study. For the validity, three experts were invited to evaluate each questionnaire item

(see Appendix B). In the process of checking the validity, Index of Item Objective Congruence (IOC) was as a formula to calculate the rate (Thankdenchai, 2017). In the formula of IOC, N refers to total numbers of experts, R refers to points given by experts, which had three choices of the points (+1 is congruent with clearly understand, -1 is not congruent and 0 is uncertain). $\sum R$ is a summary of target items' points by three experts given. In addition, if the rate gets the level of equal or above 0.67, the items can be adopted for the questionnaire. The formula is:

$$IOC = \frac{\sum R}{N}$$ (3-2)

The questionnaire was considered valid, which was revised and modified according to the suggestions of three experts (see Appendix C). Most items were scored between 0.67 and 1.00, which showed that they were valid for data collection. Those seven open-ended questions had scores of 0.33, which were modified. One item scored 0, which was deleted.

After checking the validity of the questionnaire, the reliability was measured by doing a pilot study with a similar group of the target group from another private university. The reliability of Cronbach's alpha should get the level with 0.7 or higher, if not, the questionnaire will be revised. If the level of Alpha lower than 0.5, the questionnaire will be unacceptable. The standard for evaluation is shown in Table 3.3.

Table 3.3 The Standard for Evaluation:

Alpha ≥ 0.9	Excellent
0.9 > Alpha ≥ 0.8	Good
0.8 > Alpha ≥ 0.7	Acceptable
0.7 > Alpha ≥ 0.6	Questionable

Table 3.3 The Standard for Evaluation (cont.)

0.6 >Alpha ≥ 0.5	Poor
0.5 >Alpha	Unacceptable

The formula of measuring the reliability is:

$$\text{Alpha} = \frac{k}{k-1}\left(1 - \frac{\Sigma \varsigma_i^2}{s_x^2}\right) \tag{3-3}$$

k = total numbers of the questionnaire

S_i^2 = variance of the marks in an item

S_x^2 = variance of all marks in the whole set

$\sum S_i^2$ = total variance of the marks in an item

According to the standard for evaluation, the items of the questionnaire can be adopted when the reliability rate of the pilot study was equal or above 0.7. In the present study, the pilot study got a score of 0.804 (see Appendix D). Therefore, the questionnaire was considered reliable.

3.4 Data Collection and Research Ethics Clearance

In the present study, there are two types of data collection: quantitative data collection and qualitative data collection.

3.4.1 Research Ethics Clearance

To ensure the research ethical consideration, the research ethics certificate (see Appendix E) was approved before data collection. Then, the informed consent forms were sent to the participants to sign. It included that the details of the purpose of the

research, the steps of data collection and the rights of participants, which ensure their personal information and research results were kept confidential and were only applied for the present study.

3.4.2 Quantitative Data Collection

For the quantitative data collection, the researcher had a direct contact with the lecturers of the Chinese Program for assistance in recruiting the participants who could complete the online questionnaire on a voluntary basis. The lecturers emailed the link of the questionnaire to the participants in May, 2022. After two months, the questionnaire was closed by Google Forms, because the first sample was collected. In addition, their emails were collected on Google Forms, which were useful to collect qualitative data.

3.4.3 Qualitative Data Collection

After quantitative data collection and analysis, the researcher could see the participants' level of motivation, so the email addresses of 24 participants could be selected and sent to the lecturers. Then, the lectures emailed the link of the open-ended questions to them in July, 2022. Finally, all the 24 participants of the target group voluntarily participated in writing the answers of open-ended questions on Google Forms and completed that in two weeks. During the qualitative data collection, in order to make open-ended questions be understood and answered better, Thai language was used which were translated from the native Thai lecturer who was the researchers' advisor. In addition, the writing of open-ended questions was recorded under the permission of those 24 participants.

3.5 Data Analysis

3.5.1 Quantitative Data Analysis

After data collection, the Statistical Product and Service Solutions (SPSS) was applied to analyse the quantitative data. SPSS has become a common software, which can calculate and analyse the variance from more than two groups (Cohen, Manion & Morrison, 2018). To answer the research question, the quantitative data from the first part of the questionnaire were organized and entered into the SPSS to calculate the frequency and percentage. The second part used the descriptive statistics which included the mean scores and standard deviations (SD). Based on the closer SD, the levels of Thai undergraduate students' motivation were interpreted according to 5-rating scales shown in Table 3.5.

Table 3.5 The Evaluation of the Questionnaire

5-rating scale	Descriptive Rating
4.21 - 5.00	Strongly agree/Highest degree
3.41 - 4.20	Agree/High degree
2.61 - 3.40	Uncertain/Moderate degree
1.81 - 2.60	Disagree/Low degree
1.00 - 1.80	Strongly disagree/Lowest degree

The study also used SPSS to calculate Pearson (r) correlation to identify the relationship between Thai undergraduate students' motivation and achievement in CFL learning at Rangsit University in Thailand, which involved three dimensions (Cohen et al., 2018).

3.5.2 Qualitative Data Analysis

For the qualitative data which were obtained from the open-ended questions, Denscombe's method (2014) was applied, which commonly analyse the content of qualitative data. First, reading through the qualitative data of open-ended questions. Then, the data were coded by MAXQDA which was available to analyze qualitative

data (Creswell, Clark & Garrett, 2008). Next, those answers were regrouped into several sub-themes which can be analysed by category. After that, the results of these sub-themes were gone through peer review, which made the findings reliable.

Chapter 4

Research Results

The chapter reports the analysis of the research results. It included the results of quantitative data and qualitative data.

4.1 Results of Quantitative Data

The present study investigated Thai undergraduate students' motivation and the relationship between motivation and achievement in CFL learning. In order to research on that, questionnaires were distributed to the participants, which included two parts: personal information and motivation in learning CFL.

4.1.1 Personal Information

Table 4.1 showed the results of 274 respondents' personal information, which included 68 students of the first-year (25%), 67 students of the second-year (24%), 70 students of the third-year (26%) and 69 students of the fourth-year (25%). Most of them were female (89%), while males were only 11 percent. In addition, all of them were adults.

The majority of respondents did not join the activities outside the Chinese class (75%) and did not speak Chinese at home (78%), while 22 percent of respondents spoken Chinese at home. In this case, 52 percent of the respondents spoke Chinese occasionally and 8 percent of the respondents spoke Chinese everyday with siblings (28%), parents (15%) and grandparents (2%). Most of the respondents (71%) were not willing to communicate with others in Chinese. In addition, 43 percent of the

respondents have learned Chinese for 4-6 years, while 38 percent of the respondents have learned Chinese 1-3 years.

Table 4.1 Personal Information

Item	Choice	Frequency	Percent
Gender	Female	244	89.0
	Male	30	11.0
Age	18	4	1.0
	19	60	22.0
	20	52	19.0
	21	79	29.0
	Over 21	79	29.0
Year of study at Rangsit University	The first-year	68	25.0
	The second-year	67	24.0
	The third-year	70	26.0
	The fourth-year	69	25.0
Do you join any activities outside the class that require you to use Chinese?	Yes	69	25.0
	No	205	75.0
Do you speak Chinese at home?	Yes	60	22.0
	No	214	78.0
How often do you speak Chinese at home?	Everyday	22	8.0
	Occasionally	142	52.0
	Never	104	38.0
	Others	6	2.0

Table 4.1 Personal Information (cont.)

Item	Choice	Frequency	Percent
With whom do you speak Chinese at home?	My parents	41	15.0
	My grandparents	5	2.0
	My siblings	77	28.0
	Others	151	55.0
Do you communicate with others in Chinese?	Yes	79	29.0
	No	195	71.0
How long have you studied Chinese?	Less than 1-year	11	4.0
	1-3 years	104	38.0
	4-6 years	118	43.0
	More than 6 years	41	15.0
Please specify your level of HSK test	HSK1	3	1.0
	HSK2	68	25.0
	HSK3	66	24.0
	HSK4	105	38.0
	HSK5	17	6.0
	HSK6	0	0
	Others	15	6.0
Please specify your scores of HSK test	120-200 (HSK1, HSK2)	71	26.0
	180-300 (HSK3, HSK4, HSK5, HSK6)	188	68.0
	Others	15	6.0

Table 4.1 also showed the respondents' levels and scores of HSK test, which were used as their learning achievement. Most of the respondents have got the level 4 of HSK test (38%), while only one percent at the respondents have got the level 1 of HSK test and none of them pass the level 6 of HSK test. Moreover, only 17 respondents have got the level 5 of HSK test, which can make them graduate from the Chinese program. 68 percent of the respondents got the scores in the range of 180-300 and 26 percent of the respondents got the scores in the range of 120-200. In addition, 3 students of the first-year did not pass the HSK2, 9 students of the second-year did not pass the HSK3, 9 of the third-year students did not pass the HSK4, 43 students of the fourth-year did not pass the HSK5, and 15 students forgot their HSK scores.

4.1.2 Motivation in Learning CFL

Dörnyei's (2005) L2MSS which consists of Ideal L2 Self, Ought-to L2 Self and L2 Learning experience was used to answer the research question. Based on the quantitative results collected from 274 respondents in Table 4.2, the overall mean of L2MSS was at a high level ($\bar{x}$=3.49). Both Ideal L2 Self and L2 Learning experience were similarly at a high level ($\bar{x}$=3.62 and $\bar{x}$=3.83), but Ought-to L2 Self was at a moderate level ($\bar{x}$=3.01).

Table 4.2 Descriptive Statistics of L2MSS (n=274)

Dimension	$\bar{x}$	SD	Meaning
Ideal L2 Self	3.62	0.89	High degree of motivation
Ought-to L2 Self	3.01	1.23	Moderate degree of motivation
L2 Learning experience	3.83	0.95	High degree of motivation
Overall Mean	**3.49**	**1.02**	**High degree of motivation**

The results of the Ideal L2 Self were shown in Table 4.3. Although the level of the overall mean was high ($\bar{x}$ =3.62), not all the items were high. Items 6 and 10 were moderate while Items 4, 7 and 8 were the highest mean. These results meaned that the respondents agreed they could imagine themselves using Chinese for the things they wanted to do in the future ($\bar{x}$ = 3.87), using Chinese when thinking about their future career ($\bar{x}$ = 3.84), speaking Chinese with international friends or colleagues ($\bar{x}$ = 3.81) speaking Chinese with foreigners in a situation ($\bar{x}$ = 3.78), living abroad and having a discussion in Chinese ($\bar{x}$ = 3.64), studying in a university where all the courses were taught in Chinese ($\bar{x}$ = 3.56), speaking Chinese fluently ($\bar{x}$ = 3.52) and living abroad and using Chinese effectively for communicating with the locals ($\bar{x}$ = 3.46). The respondents however moderately agreed that they could imagine themselves being good at writing e-mails in Chinese ($\bar{x}$ = 3.37) and speaking Chinese as if they were a native speaker of Chinese ($\bar{x}$ = 3.34).

Table 4.3 Descriptive Statistics of Ideal L2 self (n=274)

Item	$\bar{x}$	S.D.	Meaning
1. I can imagine myself living abroad and having a discussion in Chinese.	3.64	0.89	Agree/High degree
2. I can imagine myself living abroad and using Chinese effectively for communicating with the locals.	3.46	0.93	Agree/High degree
3. I can imagine a situation where I am speaking Chinese with foreigners.	3.78	0.71	Agree/High degree
4. I can imagine myself speaking Chinese with international friends or colleagues.	**3.81**	**0.76**	**Agree/High degree**
5. I can imagine myself as someone who is able to speak Chinese fluently.	3.52	0.98	Agree/High degree

Table 4.3 Descriptive Statistics of Ideal L2 self (n=274) (cont.)

Item	$\bar{x}$	S.D.	Meaning
6. I can imagine myself speaking Chinese as if I were a native speaker of Chinese.	**3.34**	**1.00**	**Uncertain/ Moderate degree**
7. Whenever I think of my future career, I can imagine myself using Chinese.	**3.84**	**0.89**	**Agree/High degree**
8. I can imagine myself using Chinese for the things I want to do in the future.	**3.87**	**0.87**	**Agree/High degree**
9. I can imagine myself studying in a university where all my courses are taught in Chinese.	3.56	0.96	Agree/High degree
10. I can imagine myself being good at writing e-mails in Chinese.	**3.37**	**0.92**	**Uncertain/ Moderate degree**
Overall Mean	**3.62**	**0.89**	**Agree/High degree**

The results of the Ought-to L2 Self were shown in Table 4.4. Although the level of overall mean was moderate ($\bar{x}$=3.01), not all the items were moderate. Items 14 and 15 were particularly high while Items 16 and 20 were similarly low. These results meaned that the respondents agreed they learned Chinese because they wanted to be educated ($\bar{x}$=3.67) and they did not want to disappoint their parents ($\bar{x}$=3.42). The respondents also moderately agreed that they learned Chinese because their parents thought it could educate them ($\bar{x}$=3.31), people around them expected them so ($\bar{x}$=3.30), they wanted to gain the approval of their peers, teachers and family ($\bar{x}$=3.05), the people they respected thought that they should do it ($\bar{x}$=2.95), other people would respect them more ($\bar{x}$=2.93), and they did not want to disappoint people they respected ($\bar{x}$=2.65). The respondents however disagreed that they learned Chinese because their close friends

thought it was important ($\overline{\text{x}}$=2.40), and they wanted to avoid a negative impact on their life ($\overline{\text{x}}$=2.40).

Table 4.4 Descriptive Statistics of Ought-to L2 Self (n=274)

Item	$\overline{\text{x}}$	S.D.	Meaning
11. Learning Chinese is necessary because people around me expect me to do so.	3.30	1.30	Uncertain/ Moderate degree
12. Learning Chinese is important to me in order to gain the approval of my peers, teachers and family.	3.05	1.31	Uncertain/ Moderate degree
13. My parents believe that learning Chinese made me an educated person.	3.31	1.23	Uncertain/ Moderate degree
14. Learning Chinese is important to me because I want to be an educated person.	**3.67**	**1.00**	**Agree/High degree**
15. Learning Chinese because I don't want to disappoint my parents.	**3.42**	**1.25**	**Agree/High degree**
16. I learn Chinese because close friends of mine think it is important.	**2.40**	**1.26**	**Disagree/ Low degree**
17. Learning Chinese is important to me because the people I respect think that I should do it.	2.95	1.33	Uncertain/ Moderate degree
18. Learning Chinese is important to me because other people will respect me more if I have knowledge of Chinese.	2.93	1.22	Uncertain/ Moderate degree
19. If I fail to learn Chinese, I'll disappoint people I respect.	2.65	1.24	Uncertain/ Moderate degree
20. If I don't learn Chinese, my life will have a negative impact.	**2.40**	**1.20**	**Disagree/ Low degree**
Overall Mean	**3.01**	**1.23**	**Uncertain/ Moderate degree**

The results of the L2 Learning experience were shown in Table 4.5. Although the level of the overall mean was high ($\bar{x}$=3.83), not all the items were high. Items 23 and 29 were moderate while Items 21, 27 and 28 were the highest mean. These results meaned that the respondents agreed that their classmates were really friendly ($\bar{x}$=4.13), their Chinese texts used in their classes were really useful ($\bar{x}$=3.91), they liked the overall atmosphere of their Chinese classes ($\bar{x}$=3.89), they enjoyed learning Chinese ($\bar{x}$=3.87), their Chinese teachers had interesting teaching styles ($\bar{x}$=3.74), they enjoyed the activities of their Chinese classes ($\bar{x}$=3.70), and they preferred to spend more time in their Chinese classes ($\bar{x}$=3.59).

Table 4.5 Descriptive Statistics of L2 Learning experience (n=274)

Item	$\bar{x}$	S.D.	Meaning
21. I like the overall atmosphere of my Chinese classes.	3.89	0.86	**Agree/High degree**
22. I really enjoy learning Chinese.	3.87	1.00	Agree/High degree
23. I would rather spend more time in my Chinese classes.	3.59	1.04	Agree/High degree
24. I enjoy the activities of my Chinese classes.	3.70	0.91	Agree/High degree
25. My Chinese teachers have interesting teaching styles.	3.74	0.92	Agree/High degree
26. I find the Chinese texts used in my classes really useful.	3.91	0.76	**Agree/High degree**
27. I find my classmates in my Chinese classes really friendly.	4.13	0.70	**Agree/High degree**
Overall Mean	**3.83**	**0.95**	**Agree/High degree**

4.1.3 Relationship between Motivation and Achievement in CFL Learning

Table 4.6 showed the relationship between motivation and achievement in CFL learning, which indicated that the first-year students with a high level of motivation had a high level of learning achievement. The second-year students had a high level of motivation, but they got a low level of learning achievement. The third-year and the fourth-year students got a low level of learning achievement, but both groups had a moderate level of motivation. The overall results showed a negative relationship because the students with a high level of motivation had a low level of learning achievement.

Table 4.6 The Respondents' Level of Motivation and HSK Scores

Respondents' Year of Study	Mean Score of Motivation	Degree of motivation	HSK Mean Scores	Degree of Learning Achievement
1st year students (n=62)	3.48	High	187	High
2nd year students (n=67)	3.48	High	205	Low
3rd year students (n=70)	3.40	Moderate	238	Low
4th year students (n=60)	3.35	Moderate	207	Low

When using the Pearson (r) correlation to calculate the overall relationship between the students' motivation and achievement in CFL learning, the results shown in Table 4.7 indicated that there was a negative correlation between these two variables because $r(259) = -.079$, $p > .05$.

Table 4.7 Pearsons (r) correlation between the overall students' motivation and their

learning achievement

		Motivation
Learning	Pearson Correlation	-.079
Achievement	Sig. (2-tailed)	.414
	n	259

*Correlation is significant at the 0.05 level (2-tailed).

Table 4.8 showed the relationship between L2MSS and the students' learning achievement, which indicated that there was no relationship between ideal L2 self and their overall learning achievement because the r (259) = .034, p > .05, while ought-to L2 self and L2 learning experience had a negative relationship with their learning achievement: r (259) = -.169, r (259) = -.080, p > .05.

The first-year students' learning achievement showed a weak relationship with ideal L2 self and negatively correlated with ought-to L2 self and L2 learning experience: r (62) = .115, r (62) = -.101, r (62) = -.150, p > .05. The results of the second-year students indicated that ideal L2 self and L2 learning experience had a negative relationship with their learning achievement because r (67) = -.036, r (67) = -.143, p > .05 while there was a weak relationship between ought-to L2 self and their learning achievement because the r (67) = .172, p > .05.

The third-year students' learning achievement had a weak relationship with their ideal L2 self, and their L2 learning experience had no relationship with their achievement because the r (70) = .107, r (70) = .094, p > .05 while ought-to L2 self negatively correlated with their learning achievement: r (70) =-.059, p > .05.

The results of the fourth-year students showed that there was no relationship between their learning achievement and ideal L2 self because the r (60) = .079, p > .05 while ought-to L2 self had a significantly negative relationship with their learning achievement: r (60) = -.418 and p < .05. L2 learning experience also negatively correlated with their learning achievement: r (60) = -.193, p >.05.

Table 4.8 Pearsons (r) correlation between L2MSS and the student's learning
   achievement

Learning Achievement		Ideal L2 Self	Ought-to L2 Self	L2 Learning experience
The First-Year (n=62)	Pearson Correlation	.115	-.101	-.150
	Sig. (2-tailed)	.672	.710	.579
The Second-Year (n=67)	Pearson Correlation	-.036	.172	-.143
	Sig. (2-tailed)	.833	.309	.400
The Third-Year (n=70)	Pearson Correlation	.107	-.059	.094
	Sig. (2-tailed)	.628	.791	.670
The Fourth-Year (n=60)	Pearson Correlation	.079	-.418*	-.193
	Sig. (2-tailed)	.669	.017	.290
Overall (n=259)	Pearson Correlation	.034	-.169	-.080
	Sig. (2-tailed)	.739	.099	.436

*Correlation is significant at the 0.05 level (2-tailed).

4.2 Results of Qualitative Data

The qualitative data collected from 24 participants were analyzed. Since motivation in learning in this study is defined as Ideal L2 Self, Ought-to L2 Self, and L2 Learning experience, the results were grouped into themes based on these three dimensions. Three themes emerged: ideal L2 self, ought-to L2 self and L2 learning experience with seven sub-themes: plans of using Chinese in the future, importance of Chinese accent, the importance of writing in Chinese, benefits of learning Chinese, others' impacts on Chinese learning, how about the Chinese classes, and how about the classmates as shown in Table 4.9. In addition, the answers of open-ended questions were showed in Appendix F.

Table 4.9 Summaries of Themes and Sub-themes

Themes	Sub-themes
Ideal L2 Self	1. Plans of Using Chinese in the Future
	2. Importance of Chinese Accent
	3. Importance of Writing in Chinese
Ought-to L2 Self	1. Benefits of Learning Chinese
	2. Others' Impacts on Chinese Learning
L2 Learning experience	1. How about the Chinese classes
	2. How about the classmates

4.2.1 Theme 1: Ideal L2 Self

Under this theme, three sub-themes emerged: plans of using Chinese in the future; the importance of Chinese accents; and the importance of writing in Chinese. Based on Table 4.10, 11 respondents with a high level of learning motivation and 9 with a low level of learning motivation mentioned that they learned Chinese because they wanted to use Chinese for work in the future. Nine respondents thought that they learned

Chinese because they could communicate better with other foreigners when they made new Chinese friends in their daily life. In addition, three respondents would use Chinese for travel in the future who were for the high-level motivation group. Two participants learned Chinese because they wanted a higher education in CFL learning. Especially, interviewee 6 with a high level of motivation indicated that he/she learned Chinese because he/she wanted to teach his/her niece/ nephew. However, only one participant said that he/she did not have any clear future plans in using Chinese who was from a low-level motivation group. More details of responses were in Appendix G.

Table 4.10 Frequency of students' responses of the first sub-theme from Ideal L2 Self

Plans of Using Chinese in the Future	Frequency		
	High-level motivation	Low-level motivation	Total
For work	11	9	20
For higher education	1	1	2
For communication	3	6	9
For travel	3	0	3
For teaching the family members	1	0	1
No future plans	0	1	1

Table 4.11 revealed that 8 respondents with a high level of motivation and 6 respondents with a low level of motivation thought that speaking Chinese as a native speaker was very important in learning CFL. In this case, nine participants mentioned that speaking like a native Chinese speaker could make the Chinese people understand easily, while six participants said that it was important because it could bring advantages in many ways which could make them get a dream job and look professional. However, eight respondents referred that it was not important to speak like a native Chinese speaker. There were two respondents from the high-level motivation group and the other six were from the low-level motivation group. Six of them said that understanding was

enough in communication and only one participant mentioned that speaking like a native Chinese speaker was not important because native speakers had different accents while only two respondents wrote this answer: not important. In addition, two respondents said that it was moderately important who were from the high-level motivation group. Although they thought understanding was ok, it was better to speak like a native Chinese speaker. More details of responses were in Appendix H.

Table 4.11 Frequency of students' responses of the second sub-theme from Ideal L2 Self

Importance of Chinese Accent	Frequency		
	High-level motivation	Low-level motivation	Total
Very important	8	6	14
Moderately	2	0	2
Not important	2	6	8

As seen in Table 4.12, 11 respondents with a high level of motivation and 9 respondents with a low level of motivation thought that writing in CFL learning is very important in different aspects: learning Chinese, work, easy understanding, and recognizing Chinese characters. However, three respondents who thought writing in Chinese was not important because communication was through listening and speaking, were from a low-level motivation group. In other words, bad writing could also be understood. Particularly, Interviewee 13 thought it was moderately important because typing was more convenient, who was from the high-level motivation group. More details of responses were in Appendix I.

Table 4.12 Frequency of students' responses of the third sub-theme from Ideal L2 Self

Importance of writing in Chinese	Frequency		
	High-level motivation	Low-level motivation	Total
Very important	11	9	20
Moderately	1	0	1
Not important	0	3	3

4.2.2 Theme 2: Ought-to L2 Self

Under this theme, three were two sub-themes: benefits of learning Chinese; and others' impacts on Chinese learning. According to Table 4.13, 2 respondents with a high level of motivation and 2 with a low level of motivation mentioned that learning Chinese was beneficial for work which could help them get a dream job. Eight respondents referred that learning Chinese was important for communication for the reason that Chinese is the most used language after English in many ways. Especially, 4 of them with a high level of motivation said that Chinese was the most used language after English, which could help them communicate better with foreign friends.4 respondents with a high level of motivation mentioned that they learned Chinese because they wanted to study more Chinese knowledge, while only one respondent with a low level of motivation learned Chinese for study. Apart from that, only two respondents said that learning Chinese helped them survive in the future. In addition, three respondents mentioned that learning Chinese was important for self-improvement. For example, Interviewee 22 said that learning Chinese was an additional option. More details of responses were in Appendix J.

Table 4.13 Frequency of students' responses of the first sub-theme from the Ought-to

L2 Self

Benefits of learning Chinese	Frequency		
	High-level motivation	Low-level motivation	Total
For work	2	7	9
For study	4	1	5
For the future	2	0	2
For self-improvement	2	1	3
For communication	4	4	8

As seen in Table 4.14, Twenty-one respondents mentioned that they learned Chinese without any impact from others. In the high-level motivation group, all of them said that no one impacted them on Chinese learning. There were only three respondents said that someone impacted them on Chinese learning, who were from the low-level motivation group. Two of them mentioned that family members influenced them to learn Chinese. For example, interviewee 22 wanted to be close to her grandmother who passed away, and have the same perspective as hers. In addition, only one participant said that the teacher helped and attracted his/her interest in Chinese learning, which made him/her try to do their best. More details of responses were in Appendix K.

Table 4.14 Frequency of students' responses of the second sub-theme from the Ought to L2 Self

Others' impacts on Chinese learning	Frequency		
	High-level motivation	Low-level motivation	Total
No one	12	9	21
Yes, family members	0	2	2
Yes, teachers	0	1	1

4.2.3 L2 Learning experience

Under this theme, two sub-themes emerged: how about the Chinese classes; and how about the classmates. Based on Table 4.15, 8 respondents with a high level of motivation and 6 with a low level of motivation referred that the Chinese classes were beneficial for them, which they could learn a lot. For example, interviewee 18 with a low level of motivation mentioned that Chinese classes provided more opportunities to use Chinese for communication. However, there were four respondents said that Chinese classes were bad: one of them mentioned that the classes were boring and lacked some content on the subject matters; one said that the classes lacked communication because of online classes; one participant thought the lecturers could not be able to oversee all students; the other participant thought that the Chinese classes were not beneficial because he/she was not diligent yet. Apart from that, two respondents mentioned that the Chinese classes were ordinary, nothing much. More details of responses were in Appendix L.

Table 4.15 Frequency of student' responses of the first sub-theme from the L2
　　　　Learning experience

How about the Chinese classes	Frequency		
	High-level motivation	Low-level motivation	Total
Beneficial	8	6	14
Ordinary	2	0	2
Critical	1	3	4
Bad	1	3	4

As seen in Table 4.16, 7 respondents with a high level of motivation and 11 with a low level of motivation mentioned that their classmates were friendly and lovely, which they could get along well with everyone to do the group work. Six respondents

said that they had helpful classmates who helped each other and gave some advice. Moreover, five respondents of them were from the high-level motivation group and only one from the low-level motivation group. In addition, one respondent said that it was critical to describe his/her classmates. However, one respondent mentioned that he/she did not know his/her classmates. More details of responses were in Appendix M.

Table 4.16 Frequency of students' responses of the second sub-theme from the L2 Learning experience

How about the classmates	Frequency		
	High-level motivation	Low-level motivation	Total
Helpful	5	1	6
Friendly	7	10	17
Critical	0	1	1
Don't know	1	0	1

Chapter 5

Discussion, Conclusion and Recommendation

In this chapter, the results of the present study were discussed. Then, the present study was concluded. Finally, the recommendation for future study was presented.

5.1 Discussion

The present study aimed to investigate Thai undergraduate students' motivation and achievement in learning CFL in Thailand, using Dörnyei's (2005) L2MSS and the results of the official HSK Test. It was argued that motivation in learning CFL in Thailand was an independent variable which influenced Thai undergraduate students' learning achievement, a dependent variable. Their motivation may be high or low. If they had high motivation, they would get high scores of HSK; on the other hand, if they had low motivation, they would get low scores of HSK. Moreover, the students should reach the level of HSK 2, 3, 4 and 5, in their first, second, third and fourth year, required by Rangsit University. This argument shows the correlation between these two variables. To fulfill the aims, the researcher had a research question and a hypothesis.

5.1.1 Research Question: What was Thai undergraduate students' motivation in learning CFL at a private university?

According to the quantitative results, Thai undergraduate students had a high level of motivation in learning CFL with an overall mean of a high level ($\bar{x}=3.49$). From the dimension of ideal L2 self, the students were highly motivated to learn Chinese because in the future they hoped to use or speak Chinese fluently rather than natively

for work, international communication with friends or colleagues, effective daily conversations with people from China, and an educational pursuit. These findings reflected their attitude towards the target community and culture or integrative motivation as well as instrumental motivation (Dörnyei, 2005; 2014), which indicated that the students had positive attitudes towards communicating with foreigners in Chinese fluently and used Chinese as a tool to get a good job and pursue higher education in the future. In line with the research findings of Kong et al. (2018) in a Korean context, undergraduate students had a strong desire to picture themselves using and speaking Chinese fluently rather than natively in the future and made an effort to learn CFL. Contrary to Li and Diamantidaki (2018), English undergraduate students highly desired to talk like native speakers. The qualitative results also supported these quantitative outcomes as most of the participants with a high level of motivation hoped to use Chinese for their future work and a pursuit of higher education. Most of them also hoped to additionally use Chinese for future travel overseas and to teach their family members. Three participants had positive attitudes towards the Chinese community because they highly desired to use Chinese to communicate with native Chinese speakers.

From the dimension of ought-to L2 self, the students were moderately influenced to learn Chinese because of their parents' value in learning Chinese, their friends, their teachers, their family, and people they respected. However, they were highly influenced to learn Chinese because of their personal values in both being educated and having a good relationship with their parents. Apparently, they disagree that their close friends were influential in their Chinese learning and that they learned the language in order to avoid a negative impact. The findings revealed the impacts of personal and social duties from others and themselves on their Chinese learning to avoid the negative impacts, reflecting Dörnyei's (2005) construct of the ought-to L2 self. Similar to Li and Diamantidaki's (2018) study conducted in England in that their

motivation in CFL learning mostly derived from themselves and Taguchi, Magid and Papi (2009) reflected "instrumental motivation" in this dimension. In line with the qualitative results, all of the participants with a high level of motivation showed that nobody influenced them to learn CFL. Two high-motivated students and seven low-motivated students thought that learning Chinese could fulfill their dream job while five people said it brought benefits to the pursuit of higher education.

From the dimension of the L2 learning experience, the students were positively impacted to learn Chinese due to their friendly classmates, useful Chinese texts used in their classes, the overall atmosphere of their Chinese classes, their teachers' interesting teaching styles, the activities of their Chinese classes, and their preference to spend more time in their classes. Some of these findings were consistent with Dörnyei's (2005) construct of the L2 learning experience (i.e. classmates, teaching materials, Chinese classes, and teachers). In parallel with the study of Tan, Lin and Hoe (2017) in Malaysia, reporting that this dimension was the most powerful motivation in learning CFL and further implied that students' learning experience and environment could increase their level of CFL learning motivation. The qualitative results also showed that Chinese classes and classmates had powerful impacts on their learning since eight participants with a high level of motivation thought their Chinese classes were beneficial and motivated them to learn more. Eleven participants had positive attitudes toward group work with classmates perceived to be friendly and helpful, and they felt motivated to learn Chinese in the classroom.

5.1.2 Hypothesis: The relationship between Thai undergraduate students' CFL learning motivation and their achievement was positive

The quantitative findings did not confirm the hypothesis since the students' motivation negatively correlated with their learning achievement ($r = -.079$, $p > .05$). Their ideal L2 self had no relationship with their learning achievement ($r = .034$, $p > .05$);

there was a negative correlation between their ought-to L2 self and achievement ($r =$ -.169, $p > .05$) as well as between their L2 learning experience and achievement ($r =$ -.080, $p > .05$).

Although the first-year students' motivation in CFL learning was as high as their learning achievement, the findings showed a weak relationship between the ideal L2 self and the achievement, indicating that the students with a positive attitude and a stronger desire to use Chinese as an instrument in the future would highly achieve in learning. This positive result was congruent with previous studies conducted in America and England in that the ideal L2 self could predict language learners' achievement (Lin, 2018; Li & Diamantidaki, 2018) while the ideal L2 self had a strong impact on CFL learning in a Korean context (Kong et al., 2018). The ought-to L2 self and L2 learning experience were negatively correlated with the achievement, which implied that these two dimensions negatively impacted the students' learning and highly demotivated them to make efforts to study hard. The negative results were the same as the study in England (Li & Diamantidaki, 2018) in that the ought-to L2 self had no relationship with language learners' CFL learning, contrary to the study in Malaysia (Tan, Lin & Hoe, 2017) in which the L2 learning experience and the achievement were positively correlated.

The second-year students' motivation in CFL learning was high contrary to their learning achievement; correlations between their ideal L2 self and achievement as well as their L2 learning experience and achievement were negative. These negative results were the same as the study in Malaysia (Tan et al., 2017). The ought-to L2 self had a weak correlation with the achievement, contrary to the study in England (Li & Diamantidaki, 2018).

While the third-year students' motivation in CFL learning was moderate, their learning achievement was low. Their ideal L2 self had a weak relationship with the achievement, in line with Lin's (2018) study in America in which the ideal L2 self could

make language learners' effort to improve their learning achievement. Contrary to the findings conducted in Malaysia (Tan et al., 2017), the Thai students' L2 learning experience and achievement were strongly correlated while their ought-to L2 self was negatively correlated with their achievement. However, the non-relationship between their L2 learning experience and achievement was similar to Tan et al. (2017).

The fourth-year students' motivation was moderate while they had low learning achievement. There was no relationship between their ideal L2 self and achievement, contrary to Lin's (2018) study in America and Kong et al. (2018) in Korea revealing that the ideal L2 self could boost language learners' efforts to learn Chinese as it was the stronger motivator in CFL learning. Both of their ought-to L2 self and L2 learning experience were negatively correlated with their achievement, the same as the study in Malaysia (Tan et al., 2017) in that the ought-to L2 self had no significant relationship with the achievement and that the L2 learning experience was significantly correlated with the achievement.

The Thai undergraduate students' levels of motivation were found to vary perhaps because they lacked opportunities to practice Chinese in a suitable environment which may cause them to lose interest in learning Chinese (Sudsa-ard, 2013). Based on their demographic information, 75% of the respondents did not use Chinese to join any activities outside the class, 78% did not speak Chinese at home, and 71% did not communicate with others in Chinese. In fact, most of them (42%) have only learned Chinese for less than four years, which was said to be inadequate as Dewi (2020) contended that Indonesian students who had studied Chinese for more than four years would be highly motivated to make much effort for CFL learning achievement.

5.2 Conclusion

The present study used a mixed-method design and Dörnyei's (2005) L2MSS

framework consisting of three dimensions (i.e. ideal L2 self, ought-to L2 self, and L2 learning experience) to investigate the way in which Thai undergraduate students were motivated to major in Chinese. The quantitative results collected from 274 Thai undergraduate students enrolled in the Chinese Program showed that they had a high level of CFL learning motivation. In the present context, the ideal L2 self explained that positive attitudes towards communicating with foreigners in Chinese fluently rather than natively (integrative motivation), using Chinese as a tool to get a good job, and pursuing higher education in the future (instrumental motivation) were factors that highly inspired them to learn CFL. The ought-to L2 self explained their personal and cultural duties to obey their parents and personal values to finish the bachelor's degree (instrumental motivation). In Thai culture, it is important to maintain a good relationship with their parents, win honors and gain face (Suvongse & Chanyoo, 2022). The L2 learning experience explained that friendly and helpful classmates, useful Chinese materials, Chinese teachers' interesting teaching styles, and useful Chinese classes were factors that highly inspired them to learn CFL. The qualitative results from 12 high-motivated students and other 12 low-motivated students also were in line with the quantitative outcomes, which indicated that they intrinsically desired to communicate with foreigners using Chinese fluently rather than natively as a tool for to get a good job and pursue higher education, while their Chinese classes taught by native and non-native Chinese lecturers and Thai classmates extrinsically increase their positive attitudes toward learning CFL. Their power of self was mostly a driving force for learning CFL.

Although the quantitative results analyzed by Pearson (r) correlation disconfirmed the hypothesis, for the students' motivation negatively correlated with their learning achievement, the findings of the first-year student explained that they were mostly inspired to accomplish learning by what they personally and socially valued, rather than by being externally pressured from their friends, their parents, and the people they respected. The second-year students studied hard because they wanted to be

educated and did not want to disappoint their parents. The third-year students' CFL learning achievement was highly motivated by their innate desire and interest. However, all three dimensions of L2MSS could not predict the fourth-year students' CFL learning achievement because none of these dimensions was correlated with their learning achievement or their HSK scores.

5.3 Limitation

One limitation was about a single target group from one university. Since 274 participants of the present study were from the Chinese Program at Rangsit University in the Thai context, therefore, the results might not be generalized to all universities in Thailand.

5.4 Recommendations

5.4.1 For Future Studies

The same studies replicated in different contexts are recommended for future studies.

5.4.2 For Chinese Lecturers

Lecturers of Chinese in a Thai context, where Thai is the only language officially used in Thailand, should be aware of the study environment and the length of learning the language. They should also consider giving more opportunities to their Thai students to Chinese exposure both inside and outside of the class. Activities such as affordable excursions and short-term exchange programs are recommended.

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APPENDIXS

Appendix A

Questionnaire

Questionnaire (แบบสอบถาม)

Hello, my name is Cao Ting, and I am a student in M.Ed. Program in Bilingual Education, Suryadhep Teachers College, Rangsit University. The questionnaire is not a test, but it is a part of my graduate study. Your answers to this survey will be used only for my study into motivation and achievement in learning Chinese as a foreign language in Thailand, and they will be kept confidential. Thanks very much for your assistance. สวัสดี ฉันชื่อ Cao Ting และฉันเป็นนักศึกษาหลักสูตรศึกษา ศาสตรมหาบัณฑิต สาขาวิชาการศึกษาระบบสองภาษา วิทยาลัยครูสุริยเทพ มหาวิทยาลัยรังสิต แบบสอบถามนี้ไม่ใช่แบบทดสอบ แต่เป็นส่วนหนึ่งของการศึกษาระดับบัณฑิตศึกษาของฉัน คำตอบของคุณสำหรับการสำรวจนี้จะใช้สำหรับการศึกษาแรงจูงใจและสัมฤทธิผลในการเรียน ภาษาจีนในฐานะภาษาต่างประเทศในประเทศไทยของฉันเท่านั้น และคำตอบในแบบสำรวจนี้จะถูก เก็บเป็นความลับ ขอบคุณมากสำหรับความช่วยเหลือของคุณ

PART 1: PERSONAL INFORMATION (ข้อมูลส่วนบุคคล)

Please choose the answer based on your personal information. โปรดเลือกคำตอบ ตามข้อมูลส่วนบุคคลของคุณ

1. Gender เพศ:

❏ Female หญิง   ❏ Male ชาย

2. Age อายุ：

❏ 18 ปี   ❏ 19 ปี   ❏ 20 ปี   ❏ 21 ปี   ❏ Over 21 มากกว่า 21 ปี

3. Year of study at Rangsit University ปีที่ศึกษาที่มหาวิทยาลัยรังสิต:

❏ The first-year ปีที่ 1   ❏ The second-year ปีที่ 2

❑ The third-year ปีที่ 3   ❑ The fourth-year ปีที่ 4

4. Do you join any activities outside the class that require you to use Chinese?

คุณเข้าร่วมกิจกรรมนอกชั้นเรียนที่ต้องใช้ภาษาจีนหรือไม่

❑ Yes ใช่   ❑ No ไม่ใช่

 If yes ถ้าใช่, please specify โปรดระบุ _____

5. Do you speak Chinese at home? คุณพูดภาษาจีนที่บ้านหรือไม่

❑ Yes พูด   ❑ No ไม่พูด

5.1 How often do you speak Chinese at home? คุณพูดภาษาจีนที่บ้านบ่อยแค่ไหน

❑ Everyday ทุกวัน ❑ Occasionally นานๆครั้ง ❑ Never ไม่เคย

❑ Others, please specify อื่นๆ โปรดระบุ _____

5.2 With whom do you speak Chinese at home? คุณพูดภาษาจีนกับใครที่บ้าน

❑ My parents พ่อแม่ของฉัน ❑ My grandparents ปู่/ย่า/ตา/ยาย

❑ My siblings พี่น้องของฉัน ❑ Others, please specify อื่นๆ โปรดระบุ _____

6. Do you communicate with others in Chinese? คุณสื่อสารกับผู้อื่นเป็นภาษาจีนหรือไม่

❑ Yes ใช่   ❑ No ไม่ใช่

7. How long have you studied Chinese? คุณเรียนภาษาจีนกี่ปีแล้ว

❑ Less than 1-year น้อยกว่า 1 ปี   ❑ 1-3 years 1-3 ปี

❑ 4-6 years 4-6 ปี   ❑ More than 6 years

มากกว่า 6 ปี

8. Please specify your level of HSK test โปรดระบุระดับผลการสอบ HSK ของคุณ:

❑. HSK1   ❑. HSK2   ❑. HSK3

❑. HSK4   ❑. HSK5   ❑. HSK6

9. Please specify your scores of HSK test โปรดระบุระดับคะแนนการสอบ HSK ของคุณ:

____

PART 2: MOTIVATION (แรงจูงใจ)

Please choose how much you disagree or agree with the given statements. (1=strongly disagree, 2=disagree, 3=uncertain, 4=agree, 5=strongly agree). โปรดเลือกว่าคุณไม่เห็นด้วยหรือเห็นด้วยกับข้อความที่ให้มามากน้อยเพียงใด (1 = ไม่เห็นด้วยอย่างยิ่ง, 2 = ไม่เห็นด้วย, 3 = ไม่แน่ใจ, 4 = เห็นด้วย, 5 = เห็นด้วยอย่างยิ่ง)

	Items	1	2	3	4	5
Ideal L2 self	1. I can imagine myself living abroad and having a discussion in Chinese. ฉันสามารถจินตนาการว่าตัวเองอาศัยอยู่ต่างประเทศและสนทนาเป็นภาษาจีน					
	2. I can imagine myself living abroad and using Chinese effectively for communicating with the locals. ฉันสามารถจินตนาการว่าตัวเองอาศัยอยู่ต่างประเทศและใช้ภาษาจีนเพื่อสื่อสารกับคนในท้องถิ่นได้อย่างมีประสิทธิภาพ					
	3. I can imagine a situation where I am speaking Chinese with foreigners. ฉันสามารถจินตนาการถึงสถานการณ์ที่ฉันกำลังพูดภาษาจีนกับชาวต่างชาติ					

4. I can imagine myself speaking Chinese with international friends or colleagues. ฉันสามารถจินตนาการว่าตัวเองกำลังพูดภาษาจีนกับเพื่อนต่างชาติหรือเพื่อนร่วมงาน						
5. I can imagine myself as someone who is able to speak Chinese fluently. ฉันสามารถจินตนาการว่าตัวเองเป็นคนที่พูดภาษาจีนได้อย่างคล่องแคล่ว						
6. I can imagine myself speaking Chinese as if I were a native speaker of Chinese. ฉันสามารถจินตนาการว่าตัวเองกำลังพูดภาษาจีนประหนึ่งว่าฉันเป็นเจ้าของภาษาจีน						
7. Whenever I think of my future career, I can imagine myself using Chinese. เมื่อไหร่ก็ตามที่ฉันนึกถึงอาชีพในอนาคตของฉัน ฉันสามารถจินตนาการว่าตัวเองใช้ภาษาจีน						
8. I can imagine myself using Chinese for the things I want to do in the future. ฉันสามารถจินตนาการว่าตัวเองใช้ภาษาจีนสำหรับสิ่งที่ฉันอยากทำในอนาคต						
9. I can imagine myself studying in a university where all my courses are taught in Chinese. ฉันสามารถจินตนาการว่าตัวเองเรียนในมหาวิทยาลัยที่ทุกหลักสูตรสอนด้วยภาษาจีน						

	10. I can imagine myself being good at writing e-mails in Chinese. ฉันสามารถจินตนาการว่าตัวเองเขียนอีเมลเป็นภาษาจีนได้ดี					
Ought-to L2 Self	11. Learning Chinese is necessary because people around me expect me to do so. การเรียนภาษาจีนเป็นสิ่งจำเป็นเพราะคนรอบข้างฉันคาดหวังให้ฉันทำ					
	12. Learning Chinese is important to me in order to gain the approval of my peers, teachers and family. การเรียนภาษาจีนสำคัญต่อฉันเพื่อที่ฉันจะได้รับการยอมรับจากเพื่อน ครู และครอบครัว					
	13. My parents believe that learning Chinese made me an educated person. พ่อแม่ของฉันเชื่อว่าการเรียนภาษาจีนทำให้ฉันเป็นคนมีการศึกษา					
	14. Learning Chinese is important to me because I want to be an educated person. การเรียนภาษาจีนสำคัญสำหรับฉันเพราะฉันอยากเป็นคนมีการศึกษา					
	15. Learning Chinese is important to me because I don't want to disappoint my parents. การเรียนภาษาจีนสำคัญสำหรับฉันเพราะฉันไม่อยากทำให้พ่อแม่ผิดหวัง					

	16. I learn Chinese because close friends of mine think it is important. ฉันเรียนภาษาจีนเพราะเพื่อนสนิทของฉันคิดว่าสำคัญ					
	17. Learning Chinese is important to me because the people I respect think that I should do it. การเรียนภาษาจีนสำคัญต่อฉัน เพราะบุคคลที่ฉันนับถือคิดว่าฉันควรเรียน					
	18. Learning Chinese is important to me because other people will respect me more if I have knowledge of Chinese. การเรียนภาษาจีนสำคัญสำหรับฉัน เพราะคนอื่นจะเคารพฉันมากขึ้น ถ้าฉันมีความรู้ภาษาจีน					
	19. If I fail to learn Chinese, I'll disappoint people I respect. ถ้าฉันเรียนภาษาจีนไม่ได้ ฉันจะทำให้บุคคลที่ฉันนับถือผิดหวัง					
	20. If I don't learn Chinese, my life will have a negative impact. ถ้าฉันไม่เรียนภาษาจีน ชีวิตของฉันจะได้รับผลกระทบทางลบ					
L2 Learning Experience	21. I like the overall atmosphere of my Chinese classes. ฉันชอบบรรยากาศโดยรวมของการเรียนภาษาจีนในชั้นเรียน					

	22. I really enjoy learning Chinese. ฉันสนุกกับการเรียนภาษาจีนจริงๆ					
	23. I think my Chinese class is boring. ฉันคิดว่าชั้นเรียนภาษาจีนของฉันน่าเบื่อ					
	24. I would rather spend more time in my Chinese classes. ฉันอยากจะใช้เวลาเรียนภาษาจีนในชั้นเรียนมากขึ้น					
	25. I enjoy the activities of my Chinese classes. ฉันสนุกกับการทำกิจกรรมในชั้นเรียนภาษาจีนของฉัน					
	26. My Chinese teachers have interesting teaching styles. ครูภาษาจีนของฉันมีรูปแบบการสอนที่น่าสนใจ					
	27. I find the Chinese texts used in my classes really useful. ฉันพบว่าตำราภาษาจีนที่ใช้ในชั้นเรียนของฉันมีประโยชน์จริงๆ					
	28. I find my classmates in my Chinese classes really friendly. ฉันพบว่าเพื่อนร่วมชั้นเรียนภาษาจีนของฉันเป็นมิตรมาก					

Appendix B

Three Letters of Invitations for Three Experts

Memorandum

STC.4800/0015

8 February 2022

Subject: Invitation for you to be our IOC (Item Objective Congruence) expert

Dear Assistant Prof Dr. Pimurai Limpapath,
Suryadhep Teachers College, Rangsit University

Our student, Miss Ting Cao student number 6204957, who has already completed her coursework and thesis proposal defense on 24 January 2022. Her research title is "Thai Undergraduate Students' Motivation and Achievement in Learning Chinese as a Foreign Language: A Case Study in a Private University in Thailand". Currently, she is in the stage of collecting and analyzing data.

Miss Ting Cao has finished designing her research instruments: the questionnaire and the interview questions. Thus, the college would like to invite you to validate these instruments. The package has been attached herewith.

I truly appreciate your kind support in this matter and hope that you will accept my invitation.

Sincerely yours,

Malivan Praditteera, Ed.D.
Dean
Suryadhep Teachers College
Rangsit University

Memorandum

STC 4800/0016

8 February 2022

Subject: Invitation for you to be our IOC (Item Objective Congruence) expert

Dear Assistant Prof Dr. Ubon Sanpatchayapong,
English Language Institute, Rangsit University

Our student, Miss Ting Cao student number 6204957, who has already completed her coursework and thesis proposal defense on 24 January 2022. Her research title is "Thai Undergraduate Students' Motivation and Achievement in Learning Chinese as a Foreign Language: A Case Study at a Private University in Thailand". Currently, she is in the stage of collecting and analyzing data.

Miss Ting Cao has finished designing her research instruments: the questionnaire and the interview questions. Thus, the college would like to invite you to validate these instruments. The package has been attached herewith.

I truly appreciate your kind support in this matter and hope that you will accept my invitation.

Sincerely yours,

Malivan Praditteera, Ed.D.
Dean
Suryadhep Teachers College
Rangsit University

Memorandum

STC 4800/0017

8 February 2022

Subject: Invitation for you to be our IOC (Item Objective Congruence) expert

Dear Associate Professor Suchada Nimmannit,
English Language Institute, Rangsit University

Our student, Miss Ting Cao student number 6204957, who has already completed her coursework and thesis proposal defense on 24 January 2022. Her research title is "Thai Undergraduate Students' Motivation and Achievement in Learning Chinese as a Foreign Language: A Case Study at a Private University in Thailand". Currently, she is in the stage of collecting and analyzing data.

Miss Ting Cao has finished designing her research instruments: the questionnaire and the interview questions. Thus, the college would like to invite you to validate these instruments. The package has been attached herewith.

I truly appreciate your kind support in this matter and hope that you will accept my invitation.

Sincerely yours,

Malivan Praditteera, Ed.D.
Dean
Suryadhep Teachers College
Rangsit University

Appendix C

Index of Item Objective Congruence (IOC)

Dear Expert,

AN INVITATION FOR VALIDATION OF RESEARCH INSTRUMENT

I wish to invite you to validate the following research instrument: questionnaire and interview questions with translations in Thai. These are to enhance a successful study on the topic: THAI UNDERGRAUDUATE STUDENTS' MOTIVATION AND ACHIEVEMENT IN LEARNING CHINESE AS A FOREIGN LANGUAGE: A CASE STUDY AT A PRIVATE UNIVERSITY IN THAILAND.

Please find below the summary of the thesis proposal.

1. Background

China's economy is growing rapidly under the influence of economic globalization, which not only make benefits for Chinese people, but also attract more attention to the Qiu) world& Zhan, Since the relationship between China and foreign countries .(2016 is closer, it hasset off a wave of 'Chinese fever' in the global , which has promoted the As the China .spread of the Chinese language and culture learning around the word reported that more than (2021) Daily70 countries had promoted and included Chinese In this case .language learning as part of their education system, an increasing number of learners from different countries have great enthusiasm and interest in learning Chinese as a foreign language (CFL).

Thailand is one of the countries where a large number of people are intersted in Between .learning Chinese2013 and2021 ,the number of Thai learners grew from 863, 056to more than 1million (Yang, The reason for the increase is China's .(2021 In addition .close proximity to Thailand, Thailand's national policy brings a close relationship with China and " the Belt and Road" policy strengthens the contact of the In the process of development .two countries, the number of Chinese and Thai student Thus .exchanges has increased, there are many Thai students who learn CFLand Chinese language gradually becomes the second most foreign language in Thailand (Wei&Weerasawainon , (2019. Since the exchanges and development between Thailand and China in trade, culture and other aspects which have attracted more and more Chinese tourists to Thailand, Thais who can speak Chinese can get more job opportunities and higher incomes (China News, 2018). In addition, the Thai Princess Sirindhorn provided favorable conditions for learning CFL (Manomaiviboon, 2004) as she established not only the "Sirindhorn Scholarship" but also the first Chinese language learning institute for Thai officials in Thailand's history. The action has prompted more Thai students to choose CFL.

A large number of studies have shown that motivation is closely related to foreign language learning achievement throughout the entire process of foreign language

learning (Gardner, 1985; Bandura, 1993; Mahadi, 2014; Schunk & DiBenedetto, 2020). According to Mahadi (2014), motivation is an indispensable part of successful foreign language learning because it runs through the entire language learning process for people to learn a foreign language. In addition, motivation is a part of internal factors which can make people unconsciously emit enthusiasm and consciously put in practice and effort for their learning goals (Dörnyei, 1994, 2020) and can promote and maintain the occurrence of language learning behaviours (Bandura, 1993; Li & Lynch, 2016; Schunk & DiBenedetto, 2020). Different levels of motivation also have different effects (McCombs & Miller, 2007) in that learners with high level of motivation can perform and learn better than the ones with low level (Cai & Lynch, 2016). It can be said that it is crucial for Thai learners to have high motivation in learning CFL so as to acquire the language.

2. Significance of Research Problem

There are not many studies in the context of Thailand (Cai & Lynch, 2016; Li & Lynch, 2016; Hou & Lynch, 2016; Huang & Zheng, 2019; Zheng & Lynch, 2021). Those related studies focused on primary school and middle school students' motivation and achievement in CFL learning. None of them examined undergraduate students, nor used Doreyei's (2005) L2 Motivational Self-System (L2MSS) in their studies although his theory is suitable for classroom learning context, not social context. Therefore, it is worth to investigate Thai undergraduate student' motivation and achievement in learning CFL at a private university using Dörnyei's L2MSS.

3. The objectives

1) Thai undergraduate students' motivation in learning CFL.

2) The relationship between Thai undergraduate students' motivation and achievement in learning CFL.

4. The Research Questions

1) What is Thai undergraduate students' motivation in learning CFL?

2) Is there the relationship between Thai undergraduate students' motivation and achievement in learning CFL?

5. Definitions of Key Terms

5.1 Motivation in Learning CFL is defined based on Dörnyei's (2005) L2MSS, which consists of three dimensions: Ideal L2 Self, Ought-to L2 Self, and L2 Learning experience. Ideal L2 Self means "the L2-specific facet of one's ideal self: If the person we would like to become speaks an L2, the *Ideal L2 Self* is a powerful motivator to learn the L2 because of the desire to reduce the discrepancy between our actual and ideal selves" (ibid, p. 105). Ought-to L2 Self is "the attributes that one believes one ought to possess (i.e. various duties, obligations, or responsibilities) in order to avoid possible negative outcomes" (ibid, pp.105-106). The L2 Learning experience refers to "situation-specific motives related to the immediate learning environment and experience" (ibid, p.106), for example, the possible impacts of teachers, classmates, atmosphere in the CFL classroom, and teaching materials.

5.2 Achievement in Learning CFL is the Thai undergraduate students' level of HSK, which consists of six levels. HSK1 indicates their Chinese knowledge in mastering 150 vocabulary and related grammar; HSK2 indicates their knowledge in mastering 300 vocabulary and related grammar; HSK3 indicates their knowledge in mastering 600 vocabulary and related grammar; HSK4 indicates their knowledge in mastering 1200 vocabulary and related grammar; HSK5 indicates their knowledge in mastering 2500 vocabulary and related grammar; HSK6 indicates their knowledge in mastering 5000 vocabulary or above. Out of 200 marks, they are required to get 120 marks to pass HSK1 and HSK2; 180 out of 300 marks to pass HSK3, HSK4, HSK5 and HSK6.

6. Research Instruments

There are two research instruments: questionnaire, interview questions.

6.1 Questionnaire

The questionnaire has two parts: demographic information (gender, age, year of study, situation of using CFL, length of learning CFL, and HSK level and scores); and L2MSS (Ideal L2 Self, Ought-to L2 Self and L2 Learning experience). The second part consists of 30 items. Items 1-10, which measure Ideal L2 Self, and Items 11-20, for Ought-to L2 Self were adapted from Taguchi, Magid and Papi (2009). Items 21-30

measure L2 Learning experience drawn from Moskovsky (2016) with alterations.

6.2 Interview Questions

The questions for semi-structured interviews were constructed based on Dörnyei's (2005) L2MSS which consists of three dimensions: Ideal L2 Self, Ought-to L2 Self and L2 Learning experience.

Direction:

Please tick (✓) the item that corresponds to your opinion towards content validity.

Rate +1, if the item clearly matches the stated objectives.
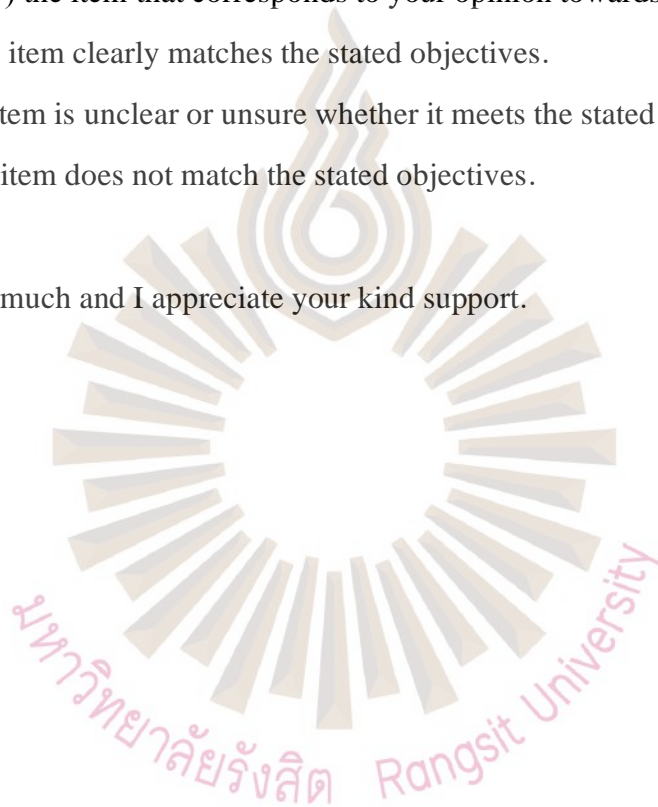
Rate 0, if the item is unclear or unsure whether it meets the stated objectives.

Rate -1, if the item does not match the stated objectives.

Thank you so much and I appreciate your kind support.

TING CAO

Researcher

ITEM OBJECTIVE CONGRUENCE (IOC) FOR THE QUESTIONNAIRE

	ITEMS	EXPERT'S REVIEW		
		+1	0	-1
PART ONE (Personal Information)	1. Gender: ❏ Female ❏ Male			
	2. Age: ❏ 18 ❏ 19 ❏ 20 ❏ 21 ❏ Over 21			
	3. Year of study at Rangsit University: ❏ The first-year ❏ The second-year ❏ The third-year ❏ The fourth-year			
	4. Do you join any activities outside the class that require you to use Chinese? ❏ Yes ❏ No If yes, please specify _____			
	5. Do you speak Chinese at home? ❏ Yes ❏ No			
	6. Do you communicate with others in Chinese Mandarin? ❏ Yes ❏ No			
	7. How long have you studied Chinese? ❏ Less than 1-year ❏ 1-3 years ❏ 4-6 years ❏ More than 6 years			
	8.Your level of HSK test: ❏ HSK1 ❏ HSK2 ❏ HSK3 ❏ HSK4 ❏ HSK5 ❏ HSK6			
	9.Your scores of HSK test_____			

PART TWO (Ideal L2 Self)	1. I can imagine myself living abroad and having a discussion in Chinese.			
	2. I can imagine myself living abroad and using Chinese effectively for communicating with the locals.			
	3. I can imagine a situation where I am speaking Chinese with foreigners.			
	4. I can imagine myself speaking Chinese with international friends or colleagues.			
	5. I imagine myself as someone who is able to speak Chinese.			
	6. I can imagine myself speaking Chinese as if I were a native speaker of Chinese.			
	7. Whenever I think of my future career, I imagine myself using Chinese.			
	8. The things I want to do in the future require me to use Chinese.			
	9. I can imagine myself studying in a university where all my courses are taught in Chinese.			
	10. I can imagine myself writing Chinese e-mails fluently.			
PART TWO (Ought-to L2 Self)	11. I study Chinese because close friends of mine think it is important.			
	12. I have to study Chinese, because, if I do not study it, I think my parents will be disappointed with me.			
	13. Learning Chinese is necessary because people surrounding me expect me to do so.			
	14. My parents believe that I must study Chinese to be an educated person.			
	15. I consider learning Chinese important because the people I respect think that I should do it.			

	16. Studying Chinese is important to me in order to gain the approval of my peers/teachers/family/boss.			
	17. It will have a negative impact on my life if I don't learn Chinese.			
	18. Studying Chinese is important to me because an educated person is supposed to be able to speak Chinese.			
	19. Studying Chinese is important to me because other people will respect me more if I have a knowledge of Chinese.			
	20. If I fail to learn Chinese, I'll be letting other people down.			
PART TWO (L2 Learning experience)	21. I like the overall atmosphere of my Chinese classes.			
	22. I really enjoy learning Chinese.			
	23. I would rather spend more time in my Chinese classes and less in other classes.			
	24. I enjoy the activities of our Chinese class much more than those of my other classes.			
	25. My Chinese teachers have interesting teaching styles.			
	26. I find the Chinese books that we are studying really useful.			
	27. I find the other students at my Chinese classes really friendly.			
	28. I am sometimes worried that the other students in class will laugh at me when I speak Chinese.			

Appendix D

Cronbach's Alpha Score of Pilot Study

Cronbach's Alpha Score of Pilot Study

The following form is the outpour of the pilot study from SPSS.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.804	0.806	30

Appendix E

Ethics Certificate

Research Ethics Certificate

DPE. No. RSUERB2022-032

Documentary Proof of Exemption
By
Ethics Review Board of Rangsit University

DPE. No.	RSUERB2022-032
Protocol Title	Thai Undergraduate Students' Motivation and Achievement in Learning Chinese as A Foreign Language: A Case Study at A Private University in Thailand
Principle Investigator	TING CAO
Affiliation	Suryadhep Teachers College, Rangsit University
How to review	Exemption Review

This protocol complies with a "Research with Exemption"

Date of Approval:	9 March 2022
Date of Expiration:	9 March 2024

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

Signature...

(Associate Professor Dr. Panan Kanchanaphum)
Chairman, Ethics Review Board for Human Research

Ethics Review Board of Rangsit University, 5th floor, Aadni Ourninal Building (Bldg. 1) Rangsit University
Tel. 0-2791-5728 Email: rsuethics@rsu.ac.th

Appendix F

The answers of open-end questions

1. How will you use Chinese in the future?

Student 1: ใช้เพื่อทำงาน for work

Student 2: ในการเรียนต่อ และทำงาน for higher education and work

Student 3: ใช้เพื่อในการทำงาน for work

Student 4: ใช้ในการทำงานและสื่อสาร for work and communication

Student 5: ทำงานที่ใช้ภาษาจีน for work that needs to use Chinese

Student 6: จะใช้ตอนที่ทำงาน หรือไปเที่ยว และก็สอนหลาน for work or travel and teaching my niece/ nephew

Student 7: ใช้ในการทำงานหรือศึกษาต่อทั้งในและต่างประเทศ for work or higher education in and out of Thailand

Student 8: ใช้ในการทำงานและสื่อสารกับเพื่อนชาวจีนและชาวต่างชาติอื่นๆที่ใช้ภาษาจีนได้ for work and communication with Chinese friends and other foreigners who can use Chinese

Student 9: for work and travel

Student 10: ทำงาน for work

Student 11: ใช้ในการสื่อสารในชีวิตประจำวันและการทำงาน for daily life communication and work

Student 12: ใช้ภาษาในการสื่อสารในอนาคต for communication in the future

Student 13: ทำงาน for work

Student 14: ทำงาน for work

Student 15: สื่อสารกับชาวจีนไปเรียนต่อ for communicating with Chinese people and higher education

Student 16: ไปเที่ยว สื่อสาร ทำงาน for travel, communication and work

Student 17: ทำงานเกี่ยวกับสายอาชีพที่ใช้ภาษาจีน for work in the fields that require to use Chinese

Student 18: หาเพื่อนคุย/ใช้ในการทำงาน for making new friends and work

Student 19: ฉันยังไม่มีแผนในอนาคตที่แน่ชัด I don't have any clear future plans.

Student 20: ใช้ในการทำงาน for work

Student 21: สนทนากับชาวต่างชาติ for conversing with foreigners

Student 22: ใช้หาเพื่อน ทำธุรกิจ ทำงาน for making friends and doing a business

Student 23: ใช้ในการทำงานค่ะ for work

Student 24: เอาไปต่อยอดในการทำงาน พยายามหัดฟัง หัดพูดให้คุ้น

ชิน for work – I try to practice listening and speaking in Chinese and to be familiar with these skills.

2. Is it important for you to speak like a native Chinese speaker? Why so or why not?

Student 1: ไม่ แค่เข้าใจก็พอ No, only to understand it is enough.

Student 2: สำคัญ เพราะทำให้เจ้าของภาษาเข้าใจได้ง่าย Yes, it's important because it will help the native speakers understand easily.

Student 3: สำคัญ เพราะมันจะดู professional Yes, it's important because it makes me look professional.

Student 4: ไม่สำคัญมากเพราะการสื่อสารที่เข้าใจกันสำคัญกว่า No, it's not because communication with understanding is more important.

Student 5: ไม่ เพราะแค่พูดได้และเข้าใจรูปประโยคก็สามารถเข้าใจได้ No, it's not because only the ability to speak the language and understand the sentence patterns can be understandable.

Student 6: สำคัญ Yes, it is important.

Student 7: สำคัญ เพราะต้องพูดให้ถูกตามหลักของเจ้าของภาษา จะได้เข้าใจความหมายตรงกัน Yes, it is important because

speaking like the native will make the same understanding.

Student 8: ไม่จำเป็นต้องมีการพูดเหมือนกับเจ้าของภาษา เพราะสิ่งที่สำคัญที่สุดคือการสื่อสารให้เข้าใจตรงกันไม่ว่าจะวิธีใดก็ตาม It's not necessary to speak like a native because communication for mutual understanding by any means is the most important.

Student 9: important because if you can speak like a native speaker, you will get more chances about work

Student 10: สำคัญ เข้าใจและสื่อสารกันได้ Yes, it is important because it brings understanding and good communication.

Student 11: สำคัญเพราะการที่เราพูดได้เหมือนเจ้าของภาษาก็จะทำให้เราได้เปรียบทางด้านการสื่อสารและยังใช้คำพูดที่ถูกต้องทั้งสำเนียงและเสียง Yes, it is important because being able to speak like a native will give us an advantage in communication and use of correct words, both accent and tone.

Student 12: สำคัญเพราะ ถ้าออกเสียงไม่เหมือน เจ้าของภาษาจะฟังผิด Yes, it is important because if the pronunciation is not the same as the native, the native can get it wrong.

Student 13: สำคัญเพราะจะใช้ติดต่อคนจีน Yes, it's important because I will use it to communicate with Chinese people.

Student 14: สำคัญ เพราะการพูดที่คล่องทำให้เราได้เอาภาษาไปใช้

ประโยชน์ในหลายๆทาง Yes, it's important because speaking fluently enables us to make use of the language in many ways.

Student 15: สำคัญเพราะว่าถ้าเราพูดผิดหรืออย่างไรคนจีนก็สับสนว่าเราพูดอะไร Yes, it's important because if we speaking it incorrectly, Chinese people can be confused with what we want to say.

Student 16: ไม่ แค่ให้เข้าใจก็พอ No, it's not. Only understanding is enough.

Student 17: ไม่สำคัญ เพราะ เจ้าของภาษามีหลากหลายสำเนียงแตกต่างกันไป No, it's not because the native speakers speak Chinese with different accents.

Student 18: ไม่จำเป็นเท่าไหร่ แค่สื่อสารให้เข้าใจก็พอ แต่ทั้งนี้ทั้งนั้นก็ขึ้นอยู่กับอาชีพที่ทำว่ามีความจำเป็นมากน้อยแค่ไหน Not that necessary, only communication for understanding is enough, but it really depends on the job. Some jobs need it.

Student 19: ไม่สำคัญ เพราะสิ่งที่สำคัญคือการที่สามารถสื่อสารกับเจ้าของภาษาได้อย่างเข้าใจมากกว่า It doesn't matter, because the important thing is to be able to communicate with native speakers more understandably.

Student 20: สิ่งแรกที่สำคัญในตอนนี้คือการพยายามสื่อสารให้

เจ้าของภาษาเข้าใจในสิ่งที่เราต้องการสื่อสาร และเราสามารถพัฒนาให้พูด ได้เหมือนเจ้าของภาษาเป็นสิ่งที่ดีอย่างยิ่ง The first thing that matters right now is to try to communicate what we want to say to native speakers comprehensibly. We can develop our speaking skills to be more like a native is a great deal.

Student 21: สำคัญ เพราะ คนอื่นจะฟังออกได้ง่าย Yes, it's important because it can be understood to others.

Student 22: สำคัญ เพราะฝันอยากพูดให้เหมือน ทำตามความฝัน Yes, it's important because it's my dream to speak like a native. I want my dream to come true.

Student 23: ปลานกลางค่ะ คิดว่าพูดให้เข้าใจก็โอเคแล้วค่ะแต่ยิ่งพูดได้ดี ก็จะดีมากขึ้น Moderately, I think communicating for understanding is OK, but speaking well is better.

Student 24: ใช่ เพราะ มันก็จะดีกับตัวเราไปด้วยเลย Yes, it's important because it is good for our own sake.

3. How about writing in Chinese?

Student 1: ค่อนข้างสำคัญเพราะถ้าเขียนผิดอาจเข้าใจผิดได้ It's quite important because making errors can cause misunderstanding.

Student 2: สำคัญต่อการจำตัวจีน เพราะการเขียนจะยิ่งทำให้เราจำได้ มากกว่าเดิม It's important to recognize the Chinese

characters because writing will reinforce the recognition.

Student 3: สำคัญ เพราะการเขียนภาษาจีนให้ถูกต้องนั้น จะทำให้เรา ได้เขียนตัวจีนที่ถูกต้อง It's important because correct writing will make correct Chinese characters.

Student 4: สำคัญในบริบทที่ต่างกันถ้าใช้ในการทำงานการเขียนจะ สำคัญ It's important for different contexts. Writing is important for work.

Student 5: สำคัญ เพราะ การเขียนทำให้รู้ว่าตัวอักษรภาษาจีนคือตัว ไหน และเมื่อเขียนบ่อยก็จะทำให้การอ่านได้ It's important because writing helps me recognize Chinese characters. The more I write, the better I can read.

Student 6: สำคัญ It's important.

Student 7: สำคัญ เพราะจะทำให้รู้จักตัวอักษรจีน สามารถอ่านออก เขียนได้ It's important because writing helps me acquire more Chinese characters and become literate in Chinese.

Student 8: เทียบกับทักษะอื่นแล้ว การเขียนถือว่าสำคัญน้อยที่สุด เพราะการสื่อสารในปัจจุบันใช้การฟังและพูดเป็นหลัก Comparing with other language skills, writing is considered the least important because communication in the current era is mainly through listening and speaking.

Student 9: important because if you can write in Chinese

well, you can explain it clearly.

Student 10: สำคัญ จำเป็น It's important and necessary.

Student 11: สำคัญ เพราะการเรียนภาษาจีนถ้าเรายิ่งเขียนมากๆก็จะทำให้เราจำได้ง่ายมากขึ้นและยังมีประโยนช์ในอีกหลายๆด้าน It's important because the more I write, the better I can learn Chinese and recognize Chinese characters more easily. Plus, writing is useful in many ways.

Student 12: สำคัญเพราะถ้าเราเขียนผิด เจ้าของภาษาก็จะอ่านผิดและรู้ก็จะเขียนแบบผิดๆไปตลอด It's important because if I make errors in writing, the native speakers will misunderstand and I will make the same errors.

Student 13: สำคัญพอประมาณเพราะใช้พิมพ์สะดวกกว่า It is moderately important because typing is more convenient.

Student 14: สำคัญ เพราะมันจำเป็นต้องฝึกควบคู่กัน It is important because it is a necessary skill to practice along with speaking.

Student 15: สำคัญเพราะว่าชาวจีนเข้ามาทำธุรกิจที่ไทยและมาท่องเที่ยวเป็นจำนวนมาก It is important because a large number of Chinese people have come to Thailand for business and sightseeing.

Student 16: สำคัญ ในการทำงานกับเรียน It is important for

work and study.

Student 17: สำคัญ เพราะการเขียนเป็นสิ่งสำคัญในการเรียน ภาษาจีน It is important because writing is necessary for Chinese learning.

Student 18: คิดว่าไม่เท่าไหร่ เพราะส่วนใหญ่จะเน้นพิมพ์พินอินแล้ว จำตัวจีนเอา ทั้งนี้ก็ต้องดูความจำเป็นในสายอาชีพที่ทำด้วย I think it is not so much because mostly I use pinyin to help me recognize Chinese characters. However, it depends on the requirements of each field of work.

Student 19: สำคัญ เพราะเราไม่เพียงสื่อสารกันผ่านแค่การพูด แต่ การอ่าน การเขียน ก็เป็นอีกทางหนึ่งในการสื่อสาร It is important because we not only communicate through speaking, but reading and writing are other means of communication.

Student 20: สำคัญเพราะเป็นส่วนในการสื่อสารผ่านสิ่งพิมพ์ ผ่าน ข้อความ หรือผ่านฟอร์มแพลตอื่นๆอีมากมาย It is important because it is a part of communication through printing, messages or many other platforms.

Student 21: ไม่สำคัญมาก เพราะ เขียนไม่สวยมากก็สามารถอ่านออก It is not so much important because bad writing in Chinese can be still understood.

Student 22: สำคัญ เพราะตัวอักษรภาพไม่ว่าภาษาจีนถิ่นไหนก็ใช้

เหมือนกัน It is important because Chinese characters are used locally among all dialects.

Student 23: สำคัญค่ะเพราะจำเป็นในการใช้ชีวิตเหมือนกันเวลาทำงาน It is important because it is necessary for work.

Student 24: สำคัญ เพราะ มันจะทำให้เราได้จดจำขึ้นง่าย It is important because it helps me recognize Chinese characters more easily.

4. How is learning Chinese important to you?

Student 1: ใช้ในการทำงาน to use it for work

Student 2: สำคัญมากเป็นภาษาที่คนใช้เยอะ it's very important because it is used by many people.

Student 3: สำคัญ เพราะมันสามารถเอาไปใช้ได้หลายทาง It's important because it can be used in many ways.

Student 4: สำคัญเพราะเป็นการต่อยอดในการทำงาน It's important because I can use it extensively for work.

Student 5: เพราะภาษาจีนทำให้สามารถหางานทำได้ และมีเงินเดือนไม่น้อย It's important because it can help me find a good job with good salary.

Student 6: ทำให้เรามีความรู้ในภาษาจีนมากขึ้น เพราะเดี๋ยวนี้ภาษาจีนก็สำคัญ I acquire Chinese knowledge more. Chinese is an important language nowadays.

Student 7: สามารถนำใช้ในการทำงานในอนาคตได้ และเป็นสิ่งที่จะ ติดตัวไปตลอด I can use Chinese in the future at work and the Chinese knowledge stays with me forever.

Student 8: ภาษาจีนเป็นภาษาที่ใช้มากรองจากภาษาอังกฤษ การ เรียนภาษาจีนเป็นสิ่งสำคัญในการขยายกรอบในการสื่อสารกับ ชาวต่างชาติได้มากขึ้น Chinese is the most used language after English. Learning Chinese is important for more contacts with foreigners.

Student 9: for my future

Student 10: มีผลต่อการเรียน for study

Student 11: การเรียนภาษาจีนสำคัญมากเพราะเป็นภาษาที่กำลัง ศึกษาอยู่และยังใช้สื่อสารในชีวิตประจำวันด้วย Learning Chinese is very important because it is the language I am studying and I also use it in my daily life.

Student 12: สำคัญเพราะว่า ภาษาจีนเป็นภาษาที่คนส่วนมากใช้เพื่อ การสื่อสาร ลองจากภาษาอังกฤษ It's important because Chinese is the most used language for communication after English.

Student 13: ใช้ประกอบอาชีพ It's important for career.

Student 14: เพราะจะเอาไปไว้ใช้หาอาชีพในอนาคต It's important to get a job in the future.

Student 15: สำคัญเพราะว่าอยากทำงานกับชาวจีน It's important because I want to work with Chinese people.

Student 16: ทำให้พูดภาษาที่3 ได้ เอาตัวรอดได้ในอนาคต Learning Chinese helps me become trilingual. It can also help me survive in the future.

Student 17: การเรียนภาษาจีนทำให้ได้ทำอาชีพที่ใฝ่ฝัน Learning Chinese helps me find a dream job.

Student 18: เพิ่มความสามารถในการนำไปประกอบอาชีพในอนาคต Learning Chinese increases my ability to do a professional job in the future.

Student 19: ภาษาจีนเป็นภาษาที่มีอิทธิพลมากพอๆกับภาษาอังกฤษ ไม่ว่าจะไปอยู่ที่ไหน ก็สามารถใช้ภาษาจีนสื่อสารได้ Chinese is as influential as English. no matter where you go, you can use Chinese to communicate with others.

Student 20: การพัฒนาศักยภาพของตนเองเป็นสิ่งสำคัญในยุค ปัจจุบัน Developing my own potential is important nowadays.

Student 21: ถ้าได้การพูดเยอะจะเป็นสิ่งที่ดีเพราะต้องใช้การสื่อสาร Good speaking skills can be good for communication.

Student 22: เรียนไว้เพื่อเป็น option เสริม I studied it as an additional option.

Student 23: สำคัญค่ะเพราะทำให้ได้ความรู้เพิ่มมากขึ้น It is important because it helps me gain more knowledge.

Student 24: สำคัญ เพราะมันเป็นภาษาที่สามของเราได้เลย และสามารถนำภาษาที่เราใช้ไปคุยกับคนจีนได้รู้เรื่อง It is important because it can be my third language and I can use it to communicate with native Chinese speakers comprehensibly.

5. Has anyone had any impacts on your Chinese learning? If yes, in what way?

Student 1: ไม่มี No

Student 2: ไม่มี No

Student 3: ไม่มีค่ะ No

Student 4: ไม่มี No

Student 5: ไม่มี No

Student 6: ไม่มี No

Student 7: ไม่ No

Student 8: ไม่มี No

Student 9: No

Student 10: ไม่ No

Student 11: ไม่มี No

Student 12: ไม่มีผลกระทบ No

Student 13: ไม่มี No

Student 14: ผู้ปกครอง แต่ก็อยากเรียนด้วยตัวเองด้วย เพราะชอบ ภาษา My parents but I also want to study Chinese because I like languages.

Student 15: ไม่มี No

Student 16: ไม่มี No

Student 17: ไม่มี No

Student 18: อาจารย์ที่สอน ถ้าในระหว่างที่เราเรียนแล้วเกิดคำพูดที่ มันบั่นทอนจิตใจบ่อยครั้งก็จะทำให้เราค่อยๆหมดความสนใจในสิ่งที่เรา กำลังพยายามอยู่ The teachers – during the class if there's any discouraging words, I can lose interest in what I am trying to do my best.

Student 19: ไม่มี No one.

Student 20: ไม่มี No

Student 21: ไม่ No

Student 22: คุณย่าที่เสียชีวิต อยากใกล้ชิดกับคุณย่า มองในมุมของ คุณย่า

Student 23: ไม่มีค่ะ No

Student 24: ไม่ No

6. What do you think about your Chinese classes? Why so or why not?

Student 1: ในชั้นมีทั้งอาจารย์ที่ดีและไม่ดี แต่ส่วนใหญ่จะดีส่วนคนที่ไม่ดีเป็นคนที่ควบคุมอารมณ์ตัวเองได้ค่อนข้างต่ำใช้คำพูดที่แย่(มากๆ)ทำให้รู้สึกไม่อยากเรียนวิชาที่อาจารย์คนนั้นสอนไปเลย There are both good and bad lecturers, but most of them are good. The bad ones can slightly control their emotion and use (very) bad words.

Student 2: ดีมาก เพราะทำให้เข้าใจได้ง่ายและสนุกต่อการเรียน They are very good because the lecturers simplify the lessons easy to understand and fund to learn with.

Student 3: ดีค่ะได้เรียนรู้อะไรหลายๆในชั้นเรียน Good as I can learn a lot in the classes

Student 4: อยากให้สนุกในการสอนสอดแทรกสาระ I want the classes to be fun with teaching and adding some content of the subject matters.

Student 5: เรียนสนุก เข้าใจง่าย I had fun in the class, easy to understand the subjects.

Student 6: คิดว่าการเรียนภาษาจีนในชั้นเรียนสนุก I think learning Chinese in the class is fun.

Student 7: ดี เพราะเพื่อนร่วมห้องดี Good because my classmates are good.

Student 8: ในชั้นเรียนภาษาจีนเป็นพื้นที่ที่ทำให้ได้ใช้ภาษาจีนในการ

สื่อสาร เพราะได้ใช้ภาษาจีนมากกว่าในชีวิตประจำวัน The Chinese classes provide me with more opportunities to use Chinese for communication as compared to my daily life.

Student 9: It is fun but sometimes I get bored because it gets harder every year.

Student 10: เฉยๆ ไม่มีอะไร It is all right, nothing much.

Student 11: เป็นชั้นเรียนที่ดีมากเพราะอาจารย์ดีสอนให้เข้าใจและตอบทุกปัญหาที่สงสัยเป็นกันเอง The Chinese classes are very good because the lecturers are good and the lectures are easily understood. They know how to teach and can answer all the students' questions, and they are friendly.

Student 12: คิดว่าดี เพราะว่ารู้สึกสนุกสนานกับการเรียนมากขึ้น I think they are good because I have more fun with my Chinese study.

Student 13: มีความสุขเพราะได้เรียนในสิ่งที่ตนชอบ I am happy because I study what I like.

Student 14: ดีค่ะ Good

Student 15: รู้สึกสนุกในการเรียน I have fun with study.

Student 16: ปกติ เป็นชั้นเรียนที่ปกติ Usual – the classes are just ordinary.

Student 17: ดีมาก เพราะอาจารย์และเพื่อนๆดีมาก Very good

because the lecturers and classmates are very good

Student 18: อาจารย์ส่วนใหญ่เป็นคนน่ารักใจดีมีรูปแบบการสอนที่
พอเข้าใจได้สำหรับคนที่ไม่มีความรู้พื้นฐานใดๆเกี่ยวกับจีนเลย แต่ใน
บางวิชาที่สำคัญอย่างการแปลที่จำเป็นต้องเรียนรู้ทักษะหลายอย่าง
กลับแทบไม่ได้อะไรเลยจากวิชานี้ เลยรู้สึกผิดหวังนิดหน่อย Most
lecturers are lovely and kind. Their teaching styles are
satisfactory for students who do not have any Chinese
background. However, I learn nothing from the class like
translation that involves a variety of skills.

Student 19: ฉันคิดว่าการเรียนในชั้นเรียนของฉันยังขาดการสื่อสาร
เพราะการเรียนออนไลน์ทำให้มีส่วนร่วมในชั้นเรียนน้อยลง I think my
class lacks communication because online learning makes
the classroom less involved.

Student 20: ยังขยันไม่มากพอ เรียนภาษาต้องขยันนำมาใช้จริงและ
ฝึกฝนอยู่เสมอ I am not that diligent yet. Learning a language
must study hard, use it in the real world and practice.

Student 21: อาจารย์อาจจะสอนนักเรียนไม่ทั่วถึง The lecturers
may not be able to oversee all the students in the class.

Student 22: It's great but it's like you need to learn and
improve all about the language by yourself and no one can
send you a little help. Laoshi just pushes you and give

some suggestions.

Student 23: ชอบเรียนค่ะ I like them.

Student 24: ได้เรียนรู้หลายๆหมวดในหมวดของคำศัพท์ และยังสนุก ที่ได้เรียนภาษาจีน I learn a lot about Chinese genre vocabulary and it is fun to learn Chinese.

7. How about your classmates?

Student 1: เพื่อนร่วมห้องนิสัยดีทุกคน All classmates are nice.

Student2: เพื่อนร่วมห้องก็ช่วยเหลือกันในด้านการเรียนได้เป็นอย่างดี My classmates are very helpful when it comes to study.

Student 3: มีหลายรูปแบบดีบ้างไม่ดีบ้างปะปนกันไป There are all kinds of classmates – good and bad.

Student 4: ดีมาก Very good

Student 5: เพื่อนน่ารัก เป็นกันเอง They are lovely and friendly.

Student 6: เพื่อนๆน่ารัก ให้คำปรึกษาได้ They are lovely and they can give some advice.

Student 7: ดีมาก Very good

Student 8: มีความกระตือรือร้นในการเรียน They are enthusiastic to study.

Student 9: They're friendly and kind

Student 10: ไม่รู้ ไม่รู้จัก I don't know. I don't know them.

Student 11: เพื่อนร่วมห้องดีมากเฟรนลี่เวลามีงานกลุ่มก็คุยกันได้กับ

ทุกคนทุกคนน่ารักมาก They are friendly and lovely. Whenever I have to do some group work, I can get along with everyone.

Student 12: ดีมาก Very good

Student 13: โดยทั่วไปก็ใช้ได้ In general, they are fine.

Student 14: น่ารักค่ะ lovely

Student 15: นิสัยดี nice

Student 16: โอเค มีเพื่อนช่วยในทุกเรื่อง OK – I have classmates who help me with everything

Student 17: เพื่อนๆทุกคนดีมาก ช่วยเหลือเกื้อกูลกัน all of them are very good. They help each other

Student 18: หลายๆคนพอคุยด้วยทำงานด้วยได้ Many of them are nice as we can talk and work together.

Student 19: ทุกคนเก่งและสามารถใช้ภาษาจีนได้อย่างดี Everyone is good and can use Chinese language well.

Student 20: เป็นเพื่อนที่สุดยอดและน่าทึ่ง They are fabulous and amazing.

Student 21: ดี ช่วยกันเสมอเวลาที่ไม่รู้คำศัพท์ Good, they are always helpful, especially when I don't know any vocabulary.

Student 22: สนุกเมื่อได้เรียนกับเพื่อน ไม่ค่อยมีเพื่อนคนจีน แทบจะ

ไม่มี คนจีนที่มาที่ไทยส่วนมากก็จะอยู่กับคนจีนด้วยกัน ไม่แม้แต่จะทัก ส่วนเพื่อนคนจีนที่มีก็ไม่ได้สนิทแบบไปไหนมาไหนด้วยกัน เหมือนแค่รู้ จักกันเฉยๆ It is fun to study with them. I don't have many Chinese friends. I can say I hardly have one. Most Chinese students will hand out with their own Chinese people. They don't even greet me. The Chinese students I know are not that close to hang out with them. It's like we are just acquaintances.

Student 23: ดีค่ะ good

Student 24: ช่วยเหลือกันดีมาก ไม่ค่อยเห็นแก่ตัว มีอะไรก็จะคอย ช่วยเหลือกันในทุกๆเมื่อในเวลาที่เราไม่ได้เข้าใจในบางส่วน They are very helpful. They are not selfish. Whenever I don't understand some lessons, they will help me.

Appendix G

The Responses from the First Open-ended Question

The responses of interview question one

Document	Responses	Codes
Interviewee 1, Pos. 3L	for work	For work
Interviewee 2, Pos. 3H	for higher education and work.	For work; For higher education
Interviewee 3, Pos. 3L	for work.	For work
Interviewee 4, Pos. 3L	for work and communication.	For work; For communication
Interviewee 5, Pos. 3L	for work that needs to use Chinese.	For work
Interviewee 6, Pos. 3H	for work or travel and teaching my niece/ nephew	For work; For travel; For teaching the family members
Interviewee 7, Pos. 3L	for work or higher education in and out of Thailand.	For work; For higher education
Interviewee 8, Pos. 3L	for work and communication with Chinese friends and other foreigners who can use Chinese.	For work; For communication
Interviewee 9, Pos. 3H	for work and travel.	For work; For travel
Interviewee 10, Pos. 3H	for work.	For work
Interviewee 11, Pos. 3H	for daily life communication and work.	For work; For communication

Interviewee 12, Pos. 3H	for communication in the future	For communication
Interviewee 13, Pos. 3H	for work.	For work
Interviewee 14, Pos. 3L	for work.	For work
Interviewee 15, Pos. 3L	for communication with Chinese people and higher education	For higher education; For communication
Interviewee 16, Pos. 3H	for travel, communication and work.	For work; For communication; For travel
Interviewee 17, Pos. 3H	for work in the fields that require to use Chinese.	For work
Interviewee 18, Pos. 3L	for making new friends and work	For work; For communication
Interviewee 19, Pos. 3L	I don't have any clear future plans.	No future plans
Interviewee 20, Pos. 3H	for work.	For work
Interviewee 21, Pos. 3L	for conversing with foreigners	For communication
Interviewee 22, Pos. 3L	for making friends and doing a business.	For work; For communication
Interviewee 23, Pos. 3H	for work.	For work
Interviewee 24, Pos. 3H	for work – I try to practice listening and speaking in Chinese and to be familiar with these skills.	For work

Appendix H

The Responses from the Second Open-ended Question
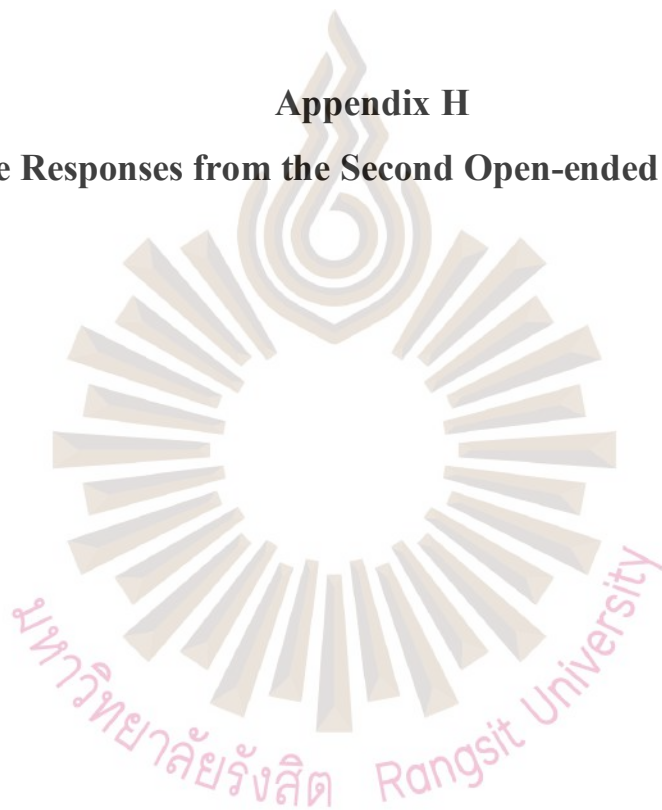
The responses of interview question two

Document	Responses	Codes
Interviewee 1, Pos. 5L	No, only to understand it is enough.	Not important
Interviewee 2, Pos. 5H	Yes, it's important because it will help the native speakers understand easily.	Very important
Interviewee 3, Pos. 5L	Professional Yes, it's important because it makes me look professional.	Very important
Interviewee 4, Pos. 5L	No, it's not because communication with understanding is more important	Not important
Interviewee 5, Pos. 5L	No, it's not because only the ability to speak the language and understand the sentence patterns can be understandable	Not important
Interviewee 6, Pos. 5H	Yes, it is important	Very important
Interviewee 7, Pos. 5L	Yes, it is important because speaking like the native will make the same understanding	Very important
Interviewee 8, Pos. 5L	It's not necessary to speak like a native because communication for mutual understanding by any means is the most important	Not important
Interviewee 9, Pos. 5H	Important because if you can speak like a native speaker, you will get more chances about work	Very important

Interviewee 10, Pos. 5H	Yes, it is important because it brings understanding and good communication.	Very important
Interviewee 11, Pos. 5H	Yes, it is important because being able to speak like a native will give us an advantage in communication and use of correct words, both accent and tone.	Very important
Interviewee 12, Pos. 5H	Yes, it is important because if the pronunciation is not the same as the native, the native can get it wrong.	Very important
Interviewee 13, Pos. 5H	Yes, it's important because I will use it to communicate with Chinese people.	Very important
Interviewee 14, Pos. 5L	Yes, it's important because speaking fluently enables us to make use of the language in many ways.	Very important
Interviewee 15, Pos. 5L	Yes, it's important because if we speaking it incorrectly, Chinese people can be confused with what we want to say.	Very important
Interviewee 16, Pos. 5H	No, it's not. Only understanding is enough	Not important

|		
Interviewee 17, Pos. 5H	No, it's not because the native speakers speak Chinese with different accents.	Not important
Interviewee 18, Pos. 5L	Not that necessary, only communication for understanding is enough, but it really depends on the job. Some jobs need it.	Not important
Interviewee 19, Pos. 5L	It doesn't matter, because the important thing is to be able to communicate with native speakers more understandably.	Not important
Interviewee 20, Pos. 5H	The first thing that matters right now is to try to communicate what we want to say to native speakers comprehensibly. We can develop our speaking skills to be more like a native is a great deal.	Moderately
Interviewee 21, Pos. 5L	Yes, it's important because it can be understood to others.	Very important
Interviewee 22, Pos. 5L	Yes, it's important because it's my dream to speak like a native. I want my dream to come true.	Very important

Interviewee 23, Pos. 5H	Moderately, I think communicating for understanding is OK, but speaking well is better.	Moderately
Interviewee 24, Pos. 5H	Yes, it's important because it is good for our own sake.	Very important

Appendix I

The Responses from the Third Open-ended Question
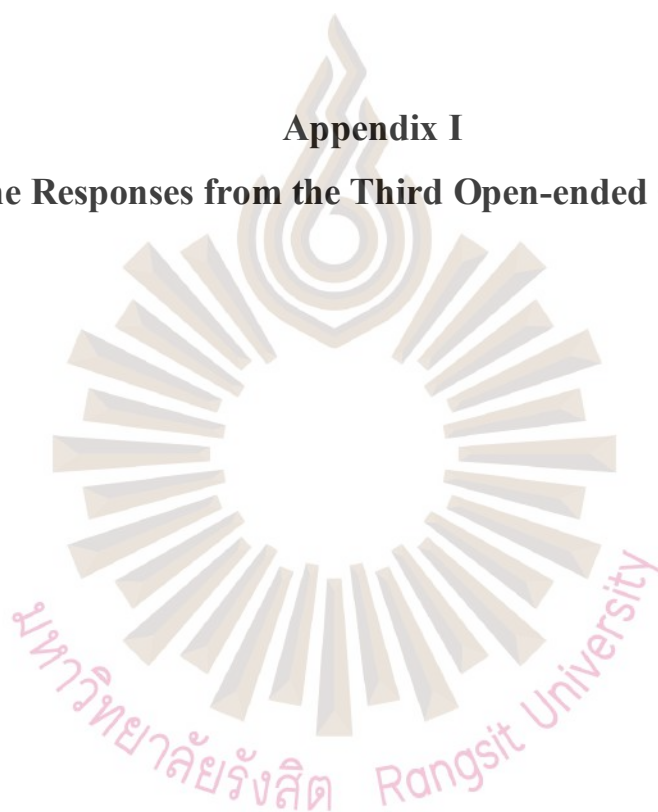
The responses of interview question three

Document	Responses	Codes
Interview 1, Pos. 7L	It's quite important because making errors can cause misunderstanding.	Very important
Interview 2, Pos. 7H	It's important to recognize the Chinese characters because writing will reinforce the recognition.	Very important
Interview 3, Pos. 7L	It's important because correct writing will make correct Chinese characters.	Very important
Interview 4, Pos. 7L	It's important for different contexts. Writing is important for work.	Very important
Interview 5, Pos. 7L	It's important because writing helps me recognize Chinese characters. The more I write, the better I can read.	Very important
Interview 6, Pos. 7H	It's important.	Very important
Interview 7, Pos. 7L	It's important because writing helps me acquire more Chinese characters and become literate in Chinese.	Very important
Interview 8, Pos. 7L	Comparing with other language skills, writing is considered the least important because communication in the current era is mainly through listening and speaking.	Not important.

Interview 9, Pos. 7H	Important because if you can write in Chinese well, you can explain it clearly.	Very important
Interview 10, Pos. 7H	It's important and necessary	Very important
Interview 11, Pos. 7H	It's important because the more I write, the better I can learn Chinese and recognize Chinese characters more easily. Plus, writing is useful in many ways.	Very important
Interview 12, Pos. 7H	It's important because if I make errors in writing, the native speakers will misunderstand and I will make the same errors.	Very important
Interview 13, Pos. 7H	It is moderately important because typing is more convenient.	Moderately
Interview 14, Pos. 7L	It is important because it is a necessary skill to practice along with speaking.	Very important
Interview 15, Pos. 7L	It is important because a large number of Chinese people have come to Thailand for business and sightseeing.	Very important
Interview 16, Pos. 7H	It is important for work and study.	Very important
Interview 17, Pos. 7H	It is important because writing is necessary for Chinese learning.	Very important
Interview 18, Pos. 7L	I think it is not so much because mostly I use pinyin to help me recognize Chinese characters. However, it depends on the requirements of each field of work.	Not important.

Interview 19, Pos. 7L	It is important because we not only communicate through speaking, but reading and writing are other means of communication.	Very important
Interview 20, Pos. 7H	It is important because it is a part of communication through printing, messages or many other platforms.	Very important
Interview 21, Pos. 7L	It is not so much important because bad writing in Chinese can be still understood.	Not important.
Interview 22, Pos. 7L	It is important because Chinese characters are used locally among all dialects.	Very important
Interview 23, Pos. 7H	It is important because it is necessary for work.	Very important
Interview 24, Pos. 7H	It is important because it helps me recognize Chinese characters more easily.	Very important

Appendix J

The Responses from the Fourth Open-ended Question

The responses of interview question four

Document	Responses	Codes
Interviewee 1, Pos. 9L	to use it for work	For work
Interviewee 2, Pos. 9H	it's very important because it is used by many people.	For communication
Interviewee 3, Pos. 9L	It's important because it can be used in many ways.	For communication
Interviewee 4, Pos. 9L	It's important because I can use it extensively for work.	For work
Interviewee 5, Pos. 9L	It's important because it can help me find a good job with good salary.	For work
Interviewee 6, Pos. 9H	I acquire Chinese knowledge more. Chinese is an important language nowadays.	For study
Interviewee 7, Pos. 9L	I can use Chinese in the future at work and the Chinese knowledge stays with me forever	For work; For study
Interviewee 8, Pos. 9L	Chinese is the most used language after English. Learning Chinese is important for more contacts with foreigners	For communication
Interviewee 9, Pos. 9H	for my future	For the future
Interviewee 10, Pos. 9H	for study	For study
Interviewee 11, Pos. 9H	Learning Chinese is very important because it is the language I am studying and I also use it in my daily life.	For communication

Interviewee 12, Pos. 9H	It's important because Chinese is the most used language for communication after English.	For communication
Interviewee 13, Pos. 9H	It's important for career	For work
Interviewee 14, Pos. 9L	It's important to get a job in the future.	For work
Interviewee 15, Pos. 9L	It's important because I want to work with Chinese people.	For work
Interviewee 16, Pos. 9H	Learning Chinese helps me become trilingual. It can also help me survive in the future.	For the future For self-improvement
Interviewee 17, Pos. 9H	It helps me find a dream job	For work
Interviewee 18, Pos. 9L	Learning Chinese increases my ability to do a professional job in the future.	For work
Interviewee 19, Pos. 9L	Chinese is as influential as English. no matter where you go, you can use Chinese to communicate with others.	For communication
Interviewee 20, Pos. 9H	Developing my own potential is important nowadays.	For self-improvement
Interviewee 21, Pos. 9L	Good speaking skills are good for communication.	For communication
Interviewee 22, Pos. 9L	I studied it as an additional option.	For self-improvement
Interviewee 23, Pos. 9H	It is important because it helps me gain more knowledge.	For study
Interviewee 24, Pos. 9H	It is important because it can be my third language and I can use it to communicate with	For study; For communication

native Chinese speakers
comprehensibly.

Appendix K

The Responses from the Fifth Open-ended Question

The responses of interview question five

Document	Responses	Codes
Interviewee 1, Pos. 11L	No	No one
Interviewee 2, Pos. 11H	No	No one
Interviewee 3, Pos. 11L	No	No one
Interviewee 4, Pos. 11L	No	No one
Interviewee 5, Pos. 11L	No	No one
Interviewee 6, Pos. 11H	No	No one
Interviewee 7, Pos. 11L	No	No one
Interviewee 8, Pos. 11L	No	No one
Interviewee 9, Pos. 11H	No	No one
Interviewee 10, Pos. 11H	No	No one
Interviewee 11, Pos. 11H	No	No one
Interviewee 12, Pos. 11H	No	No one
Interviewee 13, Pos. 11H	No	No one
Interviewee 14, Pos. 11L	My parents but I also want to study Chinese because I like languages.	Yes, family members
Interviewee 15, Pos. 11L	No	No one
Interviewee 16, Pos. 11H	No	No one
Interviewee 17, Pos. 11H	No	No one
Interviewee 18, Pos. 11L	The teachers – during the class if there's any discouraging words, I can lose interest in what I am trying to do my best.	Yes, teachers
Interviewee 19, Pos. 11L	No	No one
Interviewee 20, Pos. 11H	No	No one
Interviewee 21, Pos. 11L	No	No one
Interviewee 22, Pos. 11L	My grandmother who passed away – I wanted to be close to her and have the same perspective as hers.	Yes, family members

Interviewee 23, Pos. 11H	No	No one
Interviewee 24, Pos. 11H	No	No one

Appendix L

The Responses from the Sixth Open-ended Question
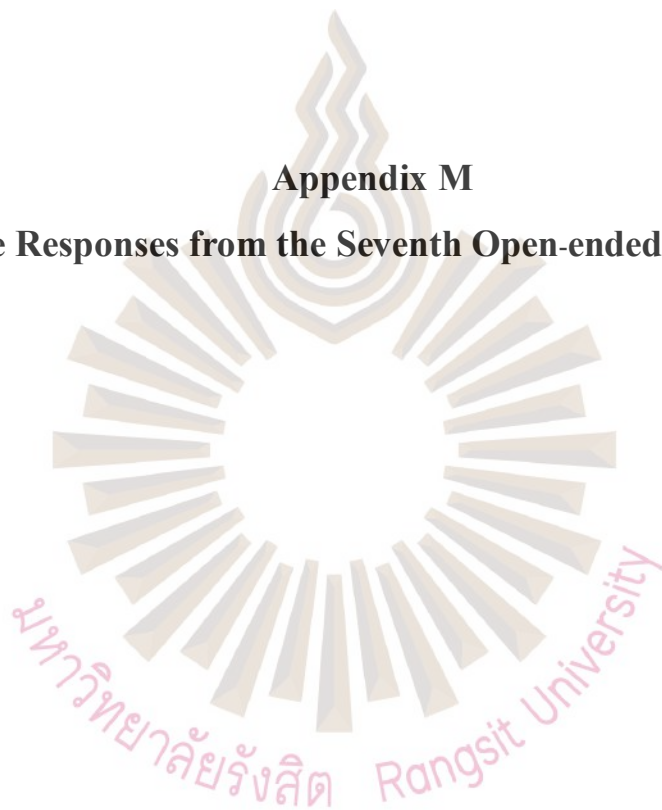
The responses of interview question six

Document	Responses	Codes
Interviewee 1, Pos. 13L	There are both good and bad lecturers, but most of them are good. The bad ones can slightly control their emotion and use (very) bad words.	Critical
Interviewee 2, Pos. 13H	They are very good because the lecturers simplify the lessons easy to understand and fund to learn with.	Beneficial
Interviewee 3, Pos. 13L	Good as I can learn a lot in the classes	Beneficial
Interviewee 4, Pos. 13L	I want the classes to be fun with teaching and adding some content of the subject matters.	Bad
Interviewee 5, Pos. 13L	I had fun in the class, easy to understand the subjects.	Beneficial
Interviewee 6, Pos. 13H	I think learning Chinese in the class is fun.	Beneficial
Interviewee 7, Pos. 13L	Good because my classmates are good.	Beneficial
Interviewee 8, Pos. 13L	The Chinese classes provide me with more opportunities to use Chinese for communication as compared to my daily life.	Beneficial
Interviewee 9, Pos. 13H	It is fun but sometimes I get bored because it gets harder every year.	Critical
Interviewee 10, Pos. 13H	It is all right, nothing much	Ordinary
Interviewee 11, Pos. 13H	The Chinese classes are very good because the lecturers are good and the lectures are easily understood. They know how to teach and can answer all	Beneficial

	the students' questions, and they are friendly.	
Interviewee 12, Pos. 13H	I think they are good because I have more fun with my Chinese study.	Beneficial
Interviewee 13, Pos. 13H	I am happy because I study what I like.	Beneficial
Interviewee 14, Pos. 13L	Good	Beneficial
Interviewee 15, Pos. 13L	I have fun with study	Beneficial
Interviewee 16, Pos. 13H	Usual – the classes are just ordinary.	Ordinary
Interviewee 17, Pos. 13H	Very good because the lecturers and classmates are very good	Beneficial
Interviewee 18, Pos. 13L	Most lecturers are lovely and kind. Their teaching styles are satisfactory for students who do not have any Chinese background. However, I learn nothing from the class like translation that involves a variety of skills.	Critical
Interviewee 19, Pos. 13L	I think my class lacks communication because online learning makes the classroom less involved.	Bad
Interviewee 20, Pos. 13H	I am not that diligent yet. Learning a language must study hard, use it in the real world and practice.	Bad
Interviewee 21, Pos. 13L	The lecturers may not be able to oversee all the students in the class.	Bad
Interviewee 22, Pos. 13L	It's great but it's like you need to learn and improve all about the language by yourself and no one can send you a little help. Laoshi just pushes you and give some suggestions.	Critical

Interviewee 23, Pos. 13H	I like them	Beneficial
Interviewee 24, Pos. 13H	I learn a lot about Chinese genre vocabulary and it is fun to learn Chinese.	Beneficial

Appendix M

The Responses from the Seventh Open-ended Question

The responses of interview question seven

Document	Responses	Codes
Interviewee 1, Pos. 15L	All classmates are nice.	Friendly
Interviewee 2, Pos. 15H	My classmates are very helpful when it comes to study.	Helpful
Interviewee 3, Pos. 15L	There are all kinds of classmates – good and bad.	Critical
Interviewee 4, Pos. 15L	Very good	Friendly
Interviewee 5, Pos. 15L	They are lovely and friendly.	Friendly
Interviewee 6, Pos. 15H	They are lovely and they can give some advice.	Helpful
Interviewee 7, Pos. 15L	Very good	Friendly
Interviewee 8, Pos. 15L	They are enthusiastic to study.	Friendly
Interviewee 9, Pos. 15H	They're friendly and kind	Friendly
Interviewee 10, Pos. 15H	I don't know. I don't know them.	Don't know
Interviewee 11, Pos. 15H	They are friendly and lovely. Whenever I have to do some group work, I can get along with everyone.	Friendly
Interviewee 12, Pos. 15H	Very good	Friendly
Interviewee 13, Pos. 15H	In general, they are fine.	Friendly
Interviewee 14, Pos. 15L	lovely	Friendly
Interviewee 15, Pos. 15L	nice	Friendly
Interviewee 16, Pos. 15H	OK – I have classmates who help me with everything	Helpful
Interviewee 17, Pos. 15H	all of them are very good. They help each other	Friendly Helpful
Interviewee 18, Pos. 15L	Many of them are nice as we can talk and work together.	Friendly
Interviewee 19, Pos. 15L	Everyone is good and can use Chinese language well.	Friendly

Interviewee 20, Pos. 15H	They are fabulous and amazing.	Friendly
Interviewee 21, Pos. 15L	Good, they are always helpful, especially when I don't know any vocabulary.	Helpful
Interviewee 22, Pos. 15L	It is fun to study with them. I don't have many Chinese friends. I can say I hardly have one. Most Chinese students will hand out with their own Chinese people. They don't even greet me. The Chinese students I know are not that close to hang out with them. It's like we are just acquaintances.	Friendly
Interviewee 23, Pos. 15H	good	Friendly
Interviewee 24, Pos. 15H	They are very helpful. They are not selfish. Whenever I don't understand some lessons, they will help me.	Helpful

Biography

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