CHINESE LEARNING MOTIVATION AND SELF-EFFICACY OF THAI SENIOR HIGH SCHOOL STUDENTS: A CASE STUDY OF A THAI LOCAL SCHOOL

BY

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Abstract

This study aimed to address a research gap among these variables with the Thai high school students studying Chinese as a foreign language by exploring the level of students' motivation and academic self-efficacy and investigating the relationship between motivation, academic self-efficacy, and individual differences among Thai high school students. A school in Trang, Thailand, was purposively selected as a case study, and 123 high school students from this school were recruited as research participants. The main research design in the quantitative part of the study was correlational study while qualitative data were also sought from the semi-structured interview to supplement the quantitative findings.

The results showed that the participants had a low level of learning motivation from the L2MSS perspectives ($\bar{x} = 2.420$) and had a moderate level of academic self-efficacy ($\bar{x} = 2.639$). Learning motivation and academic self-efficacy were statistically significant correlated with students' age and Chinese language proficiency level, but not statistically significant correlated with gender, ethnicity, and duration of Chinese learning. The regression equation of motivation and academic self-efficacy was derived from linear regression analysis as language motivation=-0.572+1.134*academic self-efficacy. Furthermore, the results of the semi-structured interviews confirmed that the main motivation type of Thai high school students is L2 ideal self; besides, there are many problems in the teaching methods and textbooks of Chinese teaching in Thailand.

(Total 161 pages)

Keywords: Thai senior high school, Chinese learning, Motivation, L2MSS, Academic self-efficacy

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

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Abbreviations

Abbreviation	Meaning
FL	Foreign Language
HSK	Chinese Proficiency Test
IOC	Item Objective Congruence
L2	Second Language
SLA	Second language acquisition
SLL	Second language learner
SLT	Second language teaching
TCSOL	Teaching Chinese to speakers of other languages
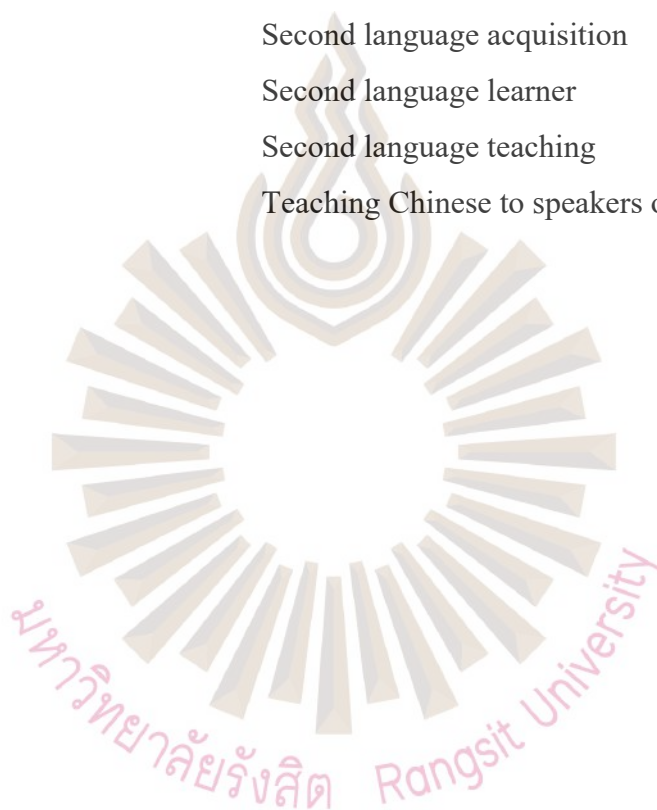
Chapter 1

Introduction

This chapter elucidates the background and rationale of the study, the research objectives, the research questions, the scope of the study, the limitations, and the significance of the study. It also provides conceptual framework and operational definitions.

1.1 Background and Rationale of the Study

As one of the four ancient countries in the world, China has been spreading and introducing culture and language to the outside world for 3000 years (Hayton, 2020). Since China's reform and opening in 1978, China has been moving towards the world step by step, and its contacts with the world have become closer and closer. Since the 21st century, China's economy has developed by leaps and bounds, and several major international events have been held.

In recent years, with the development of China's economy, enthusiasm for learning Mandarin of the whole world has become higher and higher. Although the number of countries that use Chinese is not yet as high as that of English, it is working towards this goal, and is likely to challenge the language dominance of English (Koh& & Haji-Othman, 2021).

Qi & Lemmer (2015) stated that China is not only a global political player, but also an important market and trading partner for the world. Related to these economic and political factors is the rapidly expanding interest of non-Chinese speakers in learning Chinese as a second language in the Chinese education system. Despite the complexity of the process of learning Chinese, the teaching of Chinese at all levels of education shows a striking linguistic pattern.

"Chinese (and all its varieties, such as Mandarin and Wu) is by far the most spoken language in the world, with 1.31 billion speakers. This is about 16% of the world's population." (Eberhard, Simons & Fenni, 2020, p.123). From the figure 1.1, we can clearly see that Chinese has become the most popular language of the moment.

The World's Most Spoken Languages
Estimated number of first-language speakers worldwide in 2019 (millions)*

Language	Speakers
Chinese	1,311
Spanish	460
English	379
Hindi	341
Arabic	319
Bengali	228
Portuguese	221
Russian	154
Japanese	128
Lahnda	119

* Each language also includes associated member languages and varieties
Source: Ethnologue

statista
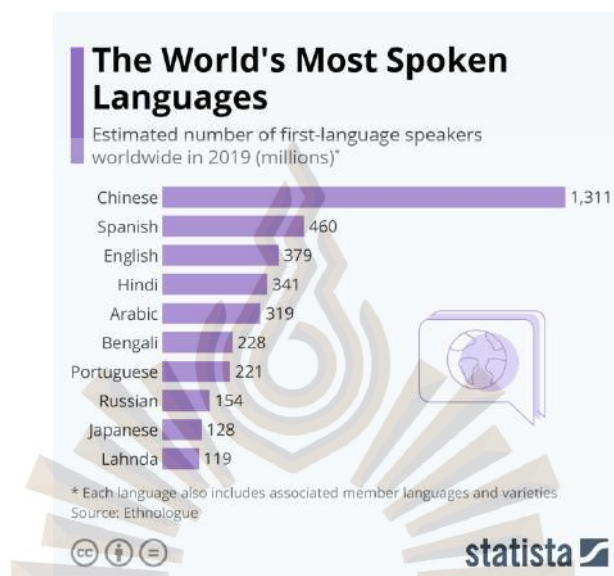
Figure 1.1 Top 10 most spoken languages in the world by native speakers
Sauce: Eberhard et al., 2020, p.123

China's "The belt, and road" policy has brought China and the world's economic development and has also provided a good opportunity for the spread of Chinese. Thailand is one of the most active countries to participate in this policy. More and more Chinese enterprises and Chinese businessmen have come to Thailand to do business, invest, and set up factories. In recent years, Thailand has also attracted many Chinese people to visit Thailand (Punyaratabandhu & Swaspitchayaskun,2018).

The development of tourism has also driven the spread of Chinese in Thailand. Chinese tourists to Thailand grew rapidly before the COVID-19 pandemic. The total number of Chinese tourists to Thailand in 2019 was 10.995 million, making it the largest source of tourists in Thailand. In 2019, Chinese tourists contributed 543.7 million baht to Thailand's tourism revenue (Wang & Kim, 2021).

For the Thai people, Chinese is becoming more and more popular. In Thailand, English and Chinese are integrated into all levels of education (Sirindhorn & Highness, 2018).

Although Chinese teaching has developed rapidly in Thailand, in recent years, students' Chinese learning motivation is unknown, or teachers' grasp of students' Chinese learning motivation is not accurate enough and other related problems have become one of the bottlenecks of Thai local students' Chinese learning, resulting in students' low interest in Chinese learning and low efficiency of Chinese learning (Zhong, 2018).

"When students' motivation to learn Chinese is low, and students' Chinese test scores will be low" (Cai & Lynch, 2017, p.72). Cai and Lynch (2017) believe that learning motivation, learning self-efficacy and academic achievement play an important role in Chinese learning.

Some students are more active in learning foreign languages than those who are not interested in learning foreign languages. They easily lose interest even though their learning environment and similar cognitive abilities are the same. Competence is always an issue of interest to teachers. A suitable, single answer to this question is difficult to find. However, success in learning a foreign language depends on many factors, including students' self-efficacy and motivation (Aktas & Can, 2019).

"Motivation is an ultimate factor in the process of learning a second language. Motivation is known as the core of language teaching and learning. It has been observed that all learning activities are filtered through students' motivation. Motivation is an issue worthy of study because it is implicated in the ultimate mastery of the language by the language learner" (Adwani & Shrivastava, 2017, p.159). Motivation assumes a significant part in second language learning. Whether it can stimulate learners' enthusiasm and how to stimulate and improve students' learning motivation are the more important factors affecting the effectiveness of Chinese teaching.

Hambur (2018) mentioned that learning factors can be classified into two factors: modifiable factors and unmodifiable factors. The modifiable factors include learners' beliefs, learning strategies and motivation, which can be improved through learners' effort; the unmodifiable factors contain aptitude, personality, intelligence, and learners' first language level, etc., which cannot be adjusted easily. Through appropriate instruction and training, those modifiable factors may contribute to successful language achievements and learning outcomes. Although the unmodifiable factors play vital roles in SLA, they are something given that cannot be changed or adjusted easily, thus more attention should be given to those modifiable factors.

From the perspective of modifiable factors, motivation is considered one of the most dynamic and has been of interest to many SLA scholars. Gardner's socio-educational model of SLA is acknowledged as a critical framework for L2 motivation. According to Gardner's model, motivation is defined as "the combination of effort plus the desire to achieve the goal of learning the language plus a good attitude toward learning the language" (Gardner, 1985, pp.202-206). Gardner and Lambert present one of the most common frameworks for understanding the different motivations of language learners. They distinguish between two types of language learning motivation: instrumental and integrative motivation. Deci and Ryan (1985) propose another type of motivation, intrinsic and extrinsic motivation.

Moreover, the complexity of motivation is influenced by variable factors. Over the course of the last many years, numerous researchers have conducted extensive research on the factors that influence learners' motivation. Self-efficacy is one of the most influential theories in the field of motivation. Self-efficacy alludes to an individual's judgment that the person can perform well the strategy expected to adapt to future circumstances well the course of action needed to cope with future situations (Domyei, 1998). Bandura (2000) suggested that among the theories of self-influence, self-efficacy is the most critical or important beliefs. Self-efficacy convictions have shown united legitimacy in affecting key signs of inspiration to learn, like movement decision, diligence, emotional response, and exertion. Bandura (1997) guaranteed that students with high self-viability concentrated on more earnestly, continued longer, and

produced fewer adverse emotional reactions when they experienced troubles than the people who doubted himself. In other words, self-efficacy is an important motivational construct that is about how learners perceive their ability to fulfil a given undertaking and how they take responsibility for their performance.

Self-efficacy is integral to social mental hypothesis. Bandura (1977) defined that Self-efficacy is a singular's judgment of their capacity to organize and ability to implement action programmers to achieve specific goals. Since learners' beliefs about their abilities effectively influence their motivation to achieve, self-efficacy is crucial in predicting the motivation and academic performance of L2 learners.

Individual differences also directly predict the motivation and self-efficacy of students. Students who like to think deeply and ask complex questions, as well as those who feel more capable, are more motivated and work harder in school. These findings relate to learning goals, as the desire for knowledge and understanding drives greater investment in deeper processing of learning tasks and content (Hardré et al., 2015).

The good language learner model was first proposed by Naiman (1996). It consists of five categories of variables in language learning, which can be subdivided into three independent variables and two dependent variables. The independent variables consist of instruction (materials, syllabus, teaching methods and resources), Individual differences of learners (age, intelligence, language proficiency level, attitude, gender, years of learning, personality, family, and cognitive style) and context (EFL/ESL and social environment). The dependent variable is the learning outcomes.

The L2 learners learn the language successfully with appropriate motivation (Nazir, Bashir & Bashir, 2017). Therefore, considering these claims, high school students at the college preparatory level need the relevant motivation to improving commendable capacity development before entering college studies. If Chinese language teachers understand the relationship between Chinese language learners' motivation and self-efficacy and the impact on Chinese language learning and achievement, which can help develop students' motivation and self-efficacy in Chinese

language learning. However, no research has been conducted specifically on Thai students' motivation and self-efficacy in learning Chinese, and most studies on motivation and self-efficacy have only focused on the effects of teaching methods, academic stress, learning strategies, and learning beliefs while few studies have focused on the effects of individual differences, especially gender, duration of Chinese learning, family, age, and Chinese proficiency level. Therefore, this study is to investigate Thai senior high school students' motivation and self-efficacy in learning Chinese and to explore the relationship between individual differences and motivation and self-efficacy.

1.2 Research Objectives

1.2.1 To investigate the level of Thai senior high school students' Chinese learning motivation and academic self-efficacy.

1.2.2 To examine whether there are differences in Chinese learning motivation and academic self-efficacy related to individual differences (gender, duration of Chinese learning, age, ethnicity, and Chinese proficiency level)

1.2.3 To explore the relationships between Chinese learning motivation, academic self-efficacy of Thai senior high school students.

1.3 Research Questions

1.3.1 What is the level of Thai senior high school students' Chinese learning motivation and academic self-efficacy?

1.3.2 Are there any differences in Thai senior high school students' Chinese learning motivation and academic self-efficacy related to their gender, duration of Chinese learning, age, ethnicity, and Chinese proficiency level?

1.3.3 What are the relationships between Thai senior high school students' Chinese learning motivation, academic self-efficacy?

1.4 Conceptual Framework

This study is a correlation study which used mixed methods. The data in this study were the 123-students sample and there were two data collection techniques. Quantitatively, a questionnaire was used to investigate the level of students' Chinese learning motivation and academic self-efficacy and the relationship between various variables and Chinese learning motivation and academic self-efficacy. For the qualitative purpose, semi-structured interviews were used to supplement to investigate students' motivation and self-efficacy. Finally, quantitative analysis and qualitative analysis were carried out using mixed methods to reveal the results. The independent variable was individual difference of the students, including the gender, duration of Chinese learning, ethnicity, age, and Chinese proficiency level, and the dependent variables were Chinese learning motivation and academic self-efficacy. The following is the conceptual framework.

Independent Variable   **Dependent Variable**

Individual Difference		Chinese Learning Motivation
Gender		
Age		Academic Self-efficacy
Ethnicity		
Duration of Chinese learning		
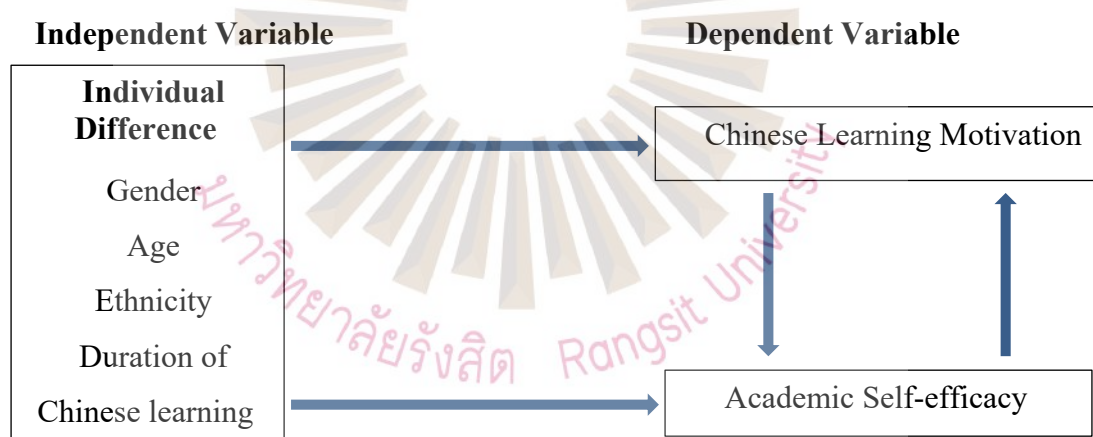
Figure 1.2 Conceptual framework

1.5 Scope of the Study

1.5.1 Contexts of the study

The study was conducted at a school in Trang, Thailand. As a famous tourist province in Thailand, Trang attracts many Chinese tourists every year, and because of

the development of tourism, there are many schools offering Chinese language courses here. There are total 71 schools in Trang Province, of which 25 schools provide Chinese language courses. In these schools, most do not have a complete Chinese language teaching system, and Chinese is also an optional subject, but TNHP School has established a complete Chinese language teaching system from kindergarten to high school and has made Chinese a compulsory subject. TNHP School is a medium-sized middle school located in Yan Ta Khao District, Trang Province, Thailand. The school began to recruit students on June 1, 1976, with 89 students at first. At present, there are 439 students and 39 teachers in this school, including 4 Chinese teachers, all of whom are local teachers.

1.5.2 Population and sample of the study

The study population was the 179 Thai students in seven classes from Grade 10 to Grade 12 of TNHP School. The researcher used the Taro Yamane formula to identify the most appropriate sample for the study of 123 students, and then 123 of these 179 students were selected by using the random sampling method.

1.5.3 Variables

As shown in Figure 1.2, the dependent variables were Chinese learning motivation and academic self-efficacy and the independent variables in this study were individual differences of the research participants, which included gender, age, ethnicity, duration of Chinese learning and Chinese proficiency level.

1.6 Limitations of the Study

1.6.1 The research only investigated the Chinese language learning motivation and self-efficacy of Thai high school students over a period of time, without conducting a longitudinal study, and therefore could not investigate the Chinese language learning motivation and self-efficacy of Thai high school students more deeply over a longer period of time.

1.6.2 This study is only a small-scale survey study conducted for some Thai students in a school in Trang. Consequently, the findings cannot be extended to the students in other places.

1.7 Operational Definition

Chinese Learning refers to the process of acquiring Chinese language in the school environment of Thai high school students.

Chinese Learning Motivation refers to a motivational tendency that triggers and sustains students' behaviors in Chinese language learning and directs them toward certain academic goals. In this study, motivation was referred to language motivational self system which consists of two components:

a. Ideal L2 self: The part of the ideal self that relates to the L2 and is the aspirations and goals that learners want to achieve in relation to their learning of the L2.

b. Ought-to L2 self: The attributes that learners believe they should have in order to meet the expectations of others or to avoid negative outcomes.

c. L2 learning experience: Factors related to the current learning environment and past experiences, such as the pleasantness of the language course, the influence of learning peers, past successes.

In this study motivation was measured by the questionnaire adopted from Subekti (2018) L2 Motivational Self System and L2 achievement: A study of Indonesian EAP learners (Appendix E).

Academic Self-Efficacy refers to the speculation and judgment of an individual on whether he has the ability to complete a certain behavior in Chinese language learning. Self-efficacy was explored by adapting the questionnaire of Shi (2021)'s questionnaire on Chinese Learning Motivation and Learning Efficacy of students in Chinese Vocational Education Class of China-Laos Friendship School in Laos (Appendix E).

Senior High School Students refer to the senior high school students who were studying at TNHP School in Trang Province in the second semester of academic year 2022.

Individual Differences Factors Affecting Learning Motivation and Self-Efficacy refer to the internal (attitude, personality, learning and cognitive styles, learner beliefs, anxiety, learning strategies, language aptitude, age, intelligence, gender) and external (family, duration of learning, language proficiency level, social environment) factors affecting Chinese learning motivation and academic self-efficiency. In this study, it included gender, age, ethnicity, duration of Chinese learning, and Chinese proficiency level. The research participants were surveyed for the mentioned individual differences. (Appendix E)

Chapter 2

Literature Review

This chapter reviews the literature on the theoretical basis of teaching Chinese to speakers of other languages, Chinese teaching in Thailand, learning motivation, self-efficacy, the importance of motivation and self-efficacy, reviews the relevant research at the last.

2.1 Teaching Chinese to Speakers of Other Languages

Chinese is the largest language family in the world, with about 1197 million people using it. The Chinese language family is partitioned into 13 gatherings, of which the Mandarin Group is the biggest, with 848 million local speakers (Lewis, Simons and Fennig, 2015).

Chinese is the only official language of the people's Republic of China. Chinese is also one of the four official languages of the Republic of Singapore and one of the six official languages of Singapore. Therefore, Mandarin can be used to communicate with these governments at different levels (Dong, 2020).

As an economically successful and expanding emerging world power, China's status presents great challenges and opportunities for outsiders to benefit from participating in different entities of China's economy; Chinese can provide these outsiders with access to the country's economic community. With the current opportunities and the widespread use of Chinese, the time is ripe for non-native speakers to learn Chinese, especially Mandarin, is undoubtedly unprecedented. Although it is time to learn Chinese, it is not without difficulties. Chinese is one of the most difficult languages in the world for non-native speakers to master (Spencer, 2015).

The promotion of Chinese is an important strategy of Chinese language diplomacy at present. The Chinese promotion strategy and policy of the Chinese government have promoted the emergence of "Chinese fever" to a corresponding extent. Language plays an important role, so the promotion of Chinese is particularly important and urgent (Zhang, 2019).

In 1990, the State Education Commission of China issued the Measures for the Validation of the Qualification of Teachers of Chinese as a Foreign Language, and in 1996, it revised the implementation rules. In 2004, in order to meet the demand for Chinese language learning in some countries around the world, China launched the International Chinese Language Teacher Volunteer Programme. These Chinese language teachers not only enrich their teaching experience while volunteering, but also deepen the understanding between Chinese people and people from other countries, develop friendship and promote exchanges. In 2007, China released the International Standard for Chinese Language Teachers. From the 1990s to the beginning of the 21st century, the number of international students coming to China has been increasing, and the content, items and forms of Chinese language tests have been improving, and a more complete Chinese proficiency test system, the Chinese Proficiency Test (HSK), has now been formed. At the same time, as the teaching of Chinese as a foreign language continued to progress in China, the number of textbooks produced in China also increased, and the publication and use of various types of textbooks allowed the teaching of Chinese as a foreign language to flourish. On 21 November 2004, the Confucius Institute in Seoul, Korea, the first Confucius Institute in the world, was officially established, marking a new era in international Chinese language education (Hu, 2020).

On the other hand, in 2012, Confucius Institute Headquarters established the China Study Plan, a fellowship for PhD Program, to provide scholarships for PhD candidates in humanities and social sciences, PhD candidates in Sino-foreign cooperation, and those applying for special research grants. In 2014, the programme was renamed the Confucius China Studies Programme, which includes the "Sino-foreign Collaborative Training Programme", the "Doctoral Programme in China" and the "Understanding China" Visiting Scholar Programme. In 2014, the Hanban continued to

offer scholarships to teachers from various countries who wish to teach Chinese as a foreign language, in addition to the master's degree scholarship in Chinese Language International Education. In 2014, the Hanban continued to provide financial support to teachers from various countries who are interested in teaching Chinese as a foreign language, in order to train native Chinese language teachers in these countries. (Wu, 2019).

TCSOL has developed into a new era. Overall, the number of people studying Chinese abroad continues to grow, the learning levels and target needs are diversified, the learning groups are younger, and more and more countries incorporate Chinese into the national education system of primary and secondary schools. The increasing demand for Chinese teaching has caused many problems, the most important one is the lack of high-quality teachers. (Lee, 2020)

This study focused on investigating students' motivation and self-efficacy levels, as well as their learning of Chinese, with the aim of improving students' motivation and self-efficacy in learning Chinese and thus improving their Chinese language skills, which are also required by the Chinese language education system.

2.2 Chinese Teaching in Thailand

Thailand and China have been friendly neighbors since ancient times. As early as the 13th century, Thailand had a large number of Chinese immigrants, making Thailand the world's largest Chinese population. More and more Thais are beginning to learn Chinese, which has led to the rise of a Chinese language boom in Thailand and many universities also established Chinese language programs (Tungkeunkunt & Phuphakdi, 2018).

But historically, the Chinese language has not always had the status it has today in Thailand, and there have been many restrictions on the language in Thailand. It was the boom in trade between China and Thailand in the early 1990s that really prompted the Thai government to pay attention to the Chinese language, and the increase in the

number of Chinese tourists visiting Thailand every year. Local Chinese organizations made strong recommendations to the government, which led to a change in policy on Chinese language education in 1992. The Thai Cabinet announced that the Policy on Foreign Language Teaching and the Establishment of New Chinese Language Schools had been abolished, and Chinese language education was officially put on an equal footing with English, French, German and Japanese. At that time, these liberal policies were mostly applied to private schools, which were allowed to open Chinese kindergartens, primary schools, and all kinds of Chinese language education tuition classes, extending Chinese language education from grade 1 to grade 4 to grade 6, and allowing eligible secondary schools to offer Chinese as a foreign language option (Pan, 2011).

The Chinese language teaching in Thailand has grown rapidly in just a few years and learning Chinese is becoming a fashion. One of the main reasons for this is that the Thai government has formulated a policy on Chinese language education, and the key to this is the Thai government's "Strategic Plan for Promoting Chinese Language Teaching to Enhance National Competitiveness". The five-year plan sets out visionary goals, specific objectives, concrete tasks, and implementation strategies for the teaching of Chinese in Thailand. It specifically supports Chinese language education in five areas: the improvement and development of the management system; the establishment of organizations to support teaching and learning, academic seminars, and teaching resources; the support of the education system; the improvement and refinement of the Chinese language teaching system, including curriculum programs, learning incentives, teacher training, and teaching exchanges; and the training of professionals related to the Chinese language. The specific objectives are set out in stages for each type of school, with very detailed plans for the standard and level of Chinese language learning required for each learning group in each year. It is stipulated that 20% of students in high schools must receive high quality Chinese language teaching in school each year and be able to pass the Chinese language standard examination (Liao, 2011).

In response to the globalization of the Chinese language, since 1998, Chinese has become one of the foreign language requirements for Thai high school students in

addition to English. In fact, more than 300,000 students study Chinese in Thailand every year, 163 public schools and 187 private schools have carried out Chinese courses from kindergarten to high school level, which shows that Chinese is a popular language in Thailand (Riengthong, 2021).

The development of the Chinese language in Thailand has also been very tortuous, as the Thai government did not allow Thai civilians to learn Chinese until 1975 because of political reasons, when diplomatic relations between Thailand and China were re-established, and since then the friendship and cultural ties between the two peoples have become stronger (Draper, 2019).

After 1992, the Chinese language became increasingly popular again, and public learning of the language marked its transformation from a rarely used foreign language to one of the main popular foreign languages in Thailand. Since 2001, Chinese language in the curriculum has assumed a significant part in in foreign language education in Thailand (Ewe & Min, 2021).

Since the Confucius Institute of Khon Kaen University, the first Confucius Institute in Thailand, was established in 2006, a total of 16 Confucius Classrooms and 20 Confucius Institutes have been established in Thailand, distributed in Bangkok and surrounding areas, north, northeast, and south. It is an important platform for the state Hanban to support Chinese education in Thailand. In terms of teachers, in addition to excluding Chinese teacher volunteers and public teachers, it also assists the training of local Chinese teachers in Thailand. With the joint efforts of the host institutions and units in Thailand, remarkable achievements have been made in teaching and cultural communication activities (Zhang, 2019).

It is obvious that Chinese language courses are very popular for Thai, as are private schools with the support of government agencies. Even so, there are still many problems plaguing the Chinese teaching in Thailand. The biggest problem is the lack of qualified Chinese teachers. About 80% of Chinese teachers only learn Chinese in primary school. Some people have teaching experience in other subjects and are learning

Chinese now. They hope to become Chinese teachers in the future, just because Chinese is a very popular subject now. Obviously, these middle school teachers have hardly received training and education in basic elements such as Chinese grammar and pronunciation. In addition, most of them have accents, which makes students often mispronounce at the beginning when imitating teachers' pronunciation (Ye, 2017).

Therefore, this research was essential as it was a worthy investigation into Thai students' motivation to learn Chinese and their self-efficacy, and to provide some suggestions for teaching Chinese in Thailand.

2.3 Learning Motivation Theory

SLA research believes that motivation is the crucial factor in L2 learning (Ellis, 1997). People tend to think that the beginning of learning is most likely due to learners' motivation (Williams & burden, 2000). Motivation is considered to be an internal driving force, not an external driving force. It is a person's impulse, emotion or desire that urges him or her to take specific actions. Scholars have put forward different definitions of motivation. Take for example, Brophy believes that motivation is "a theoretical structure used to explain the beginning, direction, intensity and persistence of behavior, especially goal-oriented behavior" (Brophy, 1985, pp.115-142).

Pintrich and Schunk (1996) defines motivation as "the process by which goal oriented activities are stimulated and maintained". Ellis (1997) believes that motivation is the effort invested by learners out of the need or want to become familiar with a new language.

Among all the definitions of motivation, Gardner's definition is emphasized and often cited in second language learning (SLA). Gardner argues that "motivation is a combination of effort, the desire to achieve the goal of language learning, and a favorable attitude towards language learning" (Gardner, 1985, pp.202-206). Eight years later, Gardner and Macintyre (1993, pp.1-11) defines motivation as "the desire to achieve goals, the effort to extend in this direction, and the satisfaction of the task". A

more generally accepted definition comes from Brow (2000), where motivation is seen as the inner drive, emotion, impulse, or desire that prompts a person to perform a particular behavior.

Scholars like Williams and Burden (2000) have explored motivation within the framework of social constructivism. In their definition, motivation can be regarded as a state of cognitive and emotional arousal, which leads to a conscious action decision and a continuous period of intellectual or physical effort to achieve previously set goals. In addition, Williams, and Burdon divide motivation into three stages: 1) reasoning to do something; 2) decide to do something; 3) insist on doing something. The first two stages of this model are about starting motivation, while the last stage is about maintaining motivation. Williams and Burton put more emphasis on the sustainability of motivation. Motivation is indispensable. Only when a person takes action can his wish lead to the realization of his goal.

In more specialized expressions, motivation is the choices people make about what experiences or goals they will approach or avoid, and the degree of effort they will put into doing so (Keller, 1983).

In general, although there are many different definitions of motivation, the main issues are based on three key points: why people decide to do something, how long they are willing to do it, and the level of effort they pursue (Domyei, 2002).

2.1.1 The classification of motivation

Researchers identified a variety of motivations from different perspectives.

2.3.1.1 Gardner and Lambert's classification of motivation

Gardner and Lambert (1972) distinguished two types of language learning motivation: instrumental motivation and integrative motivation. They focused on second language acquisition and argued that there are two motivational orientations for

learning another language: integrative motivation and instrumental motivation. Integrative motivation refers to the desire of learners to learn the language so that they can become part of the language community or so that they can adapt to the culture of L2. Instrumental motivation means some utilitarian purpose for learning L2, such as satisfying the graduation, obtaining a better work, demanding a high salary, or achieving high social status. Integrative motivation reflects a sincere and personal interest in learning the language and the culture represented by the community. Compared to integrative motivation, those with instrumental motivation were more practical and less interested in the language of study and the culture of the target language community. After investigating the role of both types of motivation in second language acquisition, Gardner and Lambert concluded that integrative motivation is far superior to instrumental motivation in motivating learners to succeed in language acquisition.

2.3.1.2 Deci and Ryan's Classification of Motivation

Deci and Ryan (1985) divided learning motivation into intrinsic motivation and extrinsic motivation. "Intrinsic motivation refers to an activity that has no apparent reward other than the activity itself, whereas extrinsic motivation refers to some expectation of reward from outside and outside the self" (Deci & Ryan, 1975, p.5). Learners who are intrinsically motivated learn a L2 with no apparent reward other than the learning activity itself. They seem to be involved in this activity for themselves, not because the external rewards will be brought. Intrinsically motivated behavior is designed to produce certain intrinsic rewards. Conversely, extrinsically motivated learners engage in learning in order to obtain some extrinsic reward, such as monetary, academic achievements and recognition. These awards offer a sense of fulfilment and enjoyment that the task itself may not offer.

Regarding the dichotomy between intrinsic and extrinsic motivation, the most popular debate in this distinction centers on this question: which motivation is more helpful for successful second language learning? A growing body of motivation research strongly supports intrinsic orientations, especially long-term retention.

Brown (1981) is an important advocate of intrinsic motivation. He argued that too much extrinsic motivation may stifle learners' interest. Intrinsic motivation has gained more support because intrinsically motivated behavior stems from personal needs and reflects the learner's personal choices, decisions, free will, interests, and personal evaluations of self and task.

Maslow (2001) also claimed that intrinsic motivation is significantly better than extrinsic motivation. Depending on his hierarchy of needs, Learners will be motivated to eventually achieve "self-actualization" once basic physical, safety and community requirements are satisfied. Learners strive to gain self-esteem and a sense of achievement, whether external rewards are present or not. Since intrinsic motivation plays a critical role in SLA, the main task of the teacher is to motivate students to learn intrinsically.

2.3.2 Main motivation type

Motivation is a critical factor that influences language learning. However, due to the complexity of learning motivation, the factors that influence the development of motivation are multifaceted rather than a single specific factor. How to distinguish motivation is a difficult problem. Internal and external motivation, integrative and instrumental motivation, achievement motivation are the most widely accepted types of motivation in the study of types of motivation.

2.3.2.1 Internal Motivation and External Motivation

In terms of internal factors, there are affective factors, such as students' goals, beliefs, and perceptions, that motivate students' learning behaviors and ultimately affect their academic performance. First, reasonable goals are the objectives that students must achieve in the learning process. For different learning tasks, students often have different purposes and reasons.

Locke and Latham (1990) developed the goal-setting theory. According to Locke, goal setting implies establishing quantitative and qualitative criteria for learning performance. Students may set a difficult goal to challenge themselves and try to define their own goals. Students can only improve their performance if they stick to their goals and try to achieve them.

Dweck (1985) mentioned that students' goal setting also reflects their beliefs about their performance and intelligence, as well as their typical behavior patterns in achievement situations. In terms of beliefs, students who have high sense of self-efficacy tend to set more difficult targets. and choose tasks that are difficult and make greater efforts to adhere to these goals.

In contrast, extrinsically motivated behaviors are intended to bring extrinsic and extrinsic rewards (Brown, 2002). Typical extrinsic rewards include good grades, some gifts or even money, some prizes and other meaningful feedback rather than punishment from teachers and parents.

It is also difficult to distinguish which of these two types of motivation is more powerful. Some motivation researchers (Brown, 1990; Crookes & Schmidt, 1991) have claimed that intrinsic motivation plays a more significant role in L2 learning when people have long-term goals for second language acquisition. According to Maslow's (1970) famous finding on intrinsic motivation, humans have low-level needs, such as basic physical, safety, and community needs, and when the low-level needs are satisfied, they will pursue some higher-level needs, such as "self-actualization," and they will eventually be motivated to achieve self-actualization whether there is an external reward. Ultimately, they are motivated to achieve self-fulfillment and self-esteem.

Other perspectives on intrinsic motivation come from Bruner and Rummage. Bruner (1966) noted that a person can learn a language more effectively if he is free from punishment or rewards from others. Ramage (1990) carried out research in a foreign language high school and he found that students who focused on entrance

exams usually showed low motivation and weaker performance. In contrast, students who are attracted in learning for more than just getting into university will eventually be motivated to succeed

2.3.2.2 Integrative Motivation and Instrumental Motivation

Of all the studies in motivation, the most famous are Gardner and Lamber (1972). Their historic research efforts have proved the attitude and motivation factors in second language learning (SLL). According to their research, motivation is divided into two basic types: integrative motivation and instrumental motivation. Gardner (1985, pp.202-206) believes that integrative motivation is "the motivation to learn a second language due to the positive emotion towards the community using the language". They believe that learners with integrative motivation want to integrate themselves into the culture of the second language group. They are prepared to join in more social activities and adopt new language models. On the contrary, language learners with instrumental motivation just want to master language knowledge, so as to achieve some instrumental goals, such as further education, better work, more technical materials and so on. Spolsky (1969) and Lambert's (1972) once came to the conclusion that a person with high integrative motivation prefers to obtain greater benefits. Therefore, we often regard integrative motivation as the most important factor for successful language learning.

However, some scholars disagree with their views. Lukmani (1972) studied learners in India. Kachru (1977, 1992) shows us that Indian English is just an example of various English. Indian conclusion shows that a learner can also succeed simply because of instrumentality.

Some contexts found by Gardner and MacIntyre show that instrumental orientation is a more effective motivation for language learners. But in other cases, it is more inclined to comprehensive motivation (Gardner & MacIntyre, 1992).

Different surveys and research results show that there is no single successful SLA, some learners benefit more from integrated motivation, while others

benefit more from instrumental motivation. The two types of motivation must interact. In most cases, the two types of motivation are mixed. For example, if a Thai middle school student studies Chinese in China, he will certainly get further education there and go to the university there. This is some kind of instrumental purpose, but he will certainly put himself in the society there and try to understand more culture, which means that he also has some integrated motivation.

2.3.2.3 Achievement Motivation

Achievement motivation is an individual's motivation to want to outperform others and achieve, and it is an ongoing internal drive that keeps people motivated to complete tasks that are important and difficult for them when they are challenged to do so (Smith, Atkinson, McClelland & Veroff, 1992).

Achievement motivation consists of three internal drives, which are cognitive, self-improvement and subsidiary. The intensity of an individual's behavior becomes greater when the individual wants to receive approval from others. When an individual wants to achieve their goals through a certain behavior, their psychological drive to learn is higher, and the two interact with each other. The internal cognitive drive stems from the student's internal desire to learn and acquire new things. Due to the age of the student, who is active and loves to explore, students are surprised by sensory and cognitive stimuli and are happy to learn new things, so they are influenced by the internal cognitive drive in the process of learning new things. The internal drive for self-improvement is utilitarian in nature, for example, students use the acquisition of knowledge to achieve their goals and is utilitarian in nature; the subsidiary internal drive is when students use this as their primary psychological internal drive to accomplish something in order to receive praise from an authority figure. For example, students are motivated to gain praise and encouragement from teachers at school, to gain the approval of their classmates, or to gain the approval of their parents (McClelland, Atkinson, Clark & Lowell, 1976).

Murray (1938) classified the basic human needs into 20 categories, of which he believed that Achievement needs are the most important. He defines it as "the desire and inclination to solve and do things as well as possible" (Murray, 1938, pp. 35-141).

Lewin (1944), in completing a study on levels of ambition, argued that an individual's success in achieving achievement is influenced by two separate internal psychological drives, namely the individual's ability to work as hard as possible to achieve their and avoiding failure by being as risk averse as possible, and that these two dimensions have a strong influence on the motivation to achieve. These two dimensions have a strong influence on achievement motivation.

Achievement motivation is a psychological disposition that results from people wanting to be better versions of themselves and having high expectations of themselves, a strong psychological tendency for individuals to challenge difficult tasks and outperform others (McClellan, 1961).

2.3.3 Important Research Achievement on Motivation

2.3.3.1 The Socio-Educational Model

The second language is a factor in multicultural environments and motivation is a very important force in learning the language of other communities (Gardner & Lambert, 1972). Gardner developed and formalized the work he began with Lambert. One of his theories is what he called the "socio-educational model" of second language acquisition, which is now considered a model of learning. In this model, Gardner (1985, pp.202-206) defined motivation as "the combination of effort plus the desire to achieve the goal of learning the language, plus a good attitude toward learning the language and the extent to which a person tries to learn a language because of a desire to do so, and the gratification gained from the experience of this event." Gardner (1982) also identifies plenty of factors that are associated with SLL. Gardner's model focuses on the foreign language classroom and places second language acquisition in a

structured classroom setting rather than in a natural environment. The model attempts to link four features of second language acquisition: the social and cultural environment, the learning environment or context, individual learner differences, and language outcomes (Gardner, 1982).

The socio-educational model outlines four different individual differences: language ability, intelligence, motivation, and situational anxiety. The importance of these four factors depends on the beliefs of the community and the values of the language learning model. All of these are necessary in formal classroom learning, and motivation and situational anxiety are superior outside the classroom in informal learning settings. Chinese proficiency level can be developed in both contexts, but because motivation and situational anxiety can determine the extent to which students take advantage of opportunities in informal contexts, their importance is gradually increasing today (Gardner, 1979).

Gardner's socio-educational model indicated that two attitudes will affect the motivation of L2 learners. The first is "a set of attitudes toward a particular language community and a combined orientation toward language study" (Gardner et al., 1983, pp.1-15). The second is attitudes toward language learning contexts, such as teachers and curricula. Motivation itself has three basic components: attitudes toward learning a second language, the desire to learn the language, and the effort to learn the language. The three components of a well-motivated student are certainly true motivation. Achievement and impact can influence each other, but the main causal relationship is that achievement is the result of both attitude and motivation.

Gardner himself (1985, pp.202-206) had this to say about the model: "It is not our intention here to convince others that this model is true or final. I personally do not believe it. I do feel that it contains many factors that must be considered in future development."

2.3.3.2 Three Level Categorization

Domyei (1994) proposed a three-level taxonomy to obtain more findings on the different components of motivation for second language acquisition. These three levels are the language level, the learner level, and the contextual level. In this model, the language level implies different characteristics and motivations for many aspects of the second language, including culture, customs, and the study of language usefulness. They all help learners set goals and make choices about language learning. His learner level includes the relative constancy of personality that learners bring to meeting achievement needs. According to his theory, learners' motivation to learn varies with the need for achievement. If the task brings a sense of success, then the learner readily accepts the task. If the learner has difficulty in learning a second language, he will still continue to learn. As with Moslow's theory, the idea of self-actualization is more important to the learner. The more challenging the task is, the better the achievement will be.

The level of learning context is the most important and meaningful part of the model. It is a typical framework for teaching foreign languages. Course-specific motivational components are factors related to the lesson plan, teaching materials, teaching methods, learning tasks, learners' interests, relevance of the course to learners' individual needs, students' expectations of the subject of study, and students' satisfaction with the learning outcomes. Teacher-specific motivational components focus on the teacher's behavior, personality and teaching style, type of authority, and the direct social product of student motivation. Group-specific motivational components are related to collective learning motivation and include goal orientation, behavioral forms, reward systems, collective cohesion, and course goal structure. According to his theory, all factors are important for foreign language learning, and the whole motivation varies with each factor. This also means that the structure of motivation is very complex and closely interconnected.

2.3.3.3 Social Constructivist Approach

Williams is a researcher who focuses on applied linguistics, while Bird focuses on educational psychology. Their social constructivist model is based on the

strengths of other schools in educational psychology and the development of constructivism. They believe that knowledge is constructed by learners themselves, and that it requires an environment of communication with others and is the result of social interaction. In the teaching and learning process, four elements - teacher, learner, task, and context are intimately linked to learning. The learner is central, and the other three are mediating and external factors. The four elements are closely interwoven. Based on this, a new model of motivation emerged. In the case of Williams and Wrap, Motivation in states of cognitive and emotional arousal can lead to an important decision to maintain intellectual or physical work for a period of time and to take action towards previously set goals (Williams & Wrap, 2000).Since individuals are motivated by intrinsic and extrinsic factors that lead to action toward a goal, once the action is taken, individuals need circumstances, which vary from person to person. Motivation is divided into three stages: a reason to do something, a decision to do something and sustained effort or persistence (Williams & Burden, 2000). In their view, the first two stages are more concerned with initial motivation and the last stage is more concerned with sustained motivation.

In addition to the three motivation theories mentioned above, there are other models, such as Schuman's neurobiological model, Dorney and Otto's process model, etc. These theories explained SLL motivation from different perspectives and offered a theoretical basis for motivating students to learn a foreign language.

2.3.3.4 L2 Motivation Self-system (L2MSS)

Dornyei (2005) proposed the theory of L2 motivational self-system and showed that the L2 motivational self-system is composed of three dimensions: Ideal L2 self, Ought-to L2 self and L2 learning experience.

The ideal L2 self refers to the part of the ideal self that relates to the L2 and is the aspirations and goals that learners want to achieve in relation to their learning of the L2. If proficiency in the target language is the learner's ideal self, then the ideal L2 self will be a strong motivator for the learner to learn. This is because the individual

has a vision of reducing or eliminating the inconsistency between the real self and the ideal self. In the empirical study proposed by Dornyei (2005), traditional integrative motivation and internalized instrumental motivation (elevated instrumental motivation) belong to this component.

Ought-to L2 self refers to the attributes that learners believe they should have in order to meet the expectations of others or to avoid negative outcomes. Similarly, learners are strongly motivated to learn the target language if proficiency in the target language is a component of their ought-to L2 self. In his study, Dornyei (2005) found that extrinsic instrumental motivation (preventive instrumental motivation) was relevant to this concept.

L2 learning experiences refers to factors related to the current learning environment and past experiences, such as the pleasantness of the language course, the influence of learning peers, past successes.

Thus, in the framework of the Self-System Theory of Second Language Motivation, there are three main sources of motivation for learning a second language. (1) the learner's personal intrinsic desire to become a second language speaker; (2) the external pressure under which the learner is learning the second language; and (3) the actual experience of the second language learning process.

This is despite the fact that no theory can comprehensively explain what individuals are doing and why they are doing it. However, L2 motivational self-system theory does have the potential to advance the study of L2 motivation. Although there are significant differences between the L2 motivational self-system theory and Gardner's theory of motivation, there are similarities between the L2 motivational self-system theory concept of motivation and Gardner's concepts of integrative and instrumental motivation. Therefore, it can be argued that the bilingual motivation ego-system theory provides a new overview of L2 motivation research from the perspective of the ego and does not deny past research findings in the field of L2 motivation. The L2 motivational self-system theory not only describes the phenomena that occur in the

second language learning process, but also attempts to explain why they occur, offering a new way to motivate language learners. It is also a valuable new theory of motivation for educators Dornyei (2009).

The theory of L2 motivational self system not only describes the phenomenon in the process of second language learning, but also tries to explain why this phenomenon exists. L2MSS reinterprets L2 motivation in the context of L2 self, providing a new way to motivate language learners. This is a meaningful motivation theory for educators. Therefore, Sumekti (2018)'s motivation questionnaire based on L2MSS was adapted in this study to explore the level of their motivation. Based on motivation theory and L2MSS theory, this research explored the motivation level of TNHP school students and the relationship between motivation and individual differences, and gives some teaching suggestions according to these findings, which provides reference for Thai local teachers to stimulate students' Chinese learning motivation and improve students' Chinese learning.

2.4 Self-efficacy Theory

Bandura, an American cognitive psychologist, proposed a theory of self-efficacy and defined it as a theoretical structure to explain and predict psychological changes in self-efficacy: toward a unified theory of behavioral change. In Bandura's (1982,1986,1989) social cognitive theory, self-efficacy is considered an important construct that shares basic concepts with social cognitive theory. Later, Bandura developed a social cognitive model of behavior. In this model, self-efficacy is defined as "people's judgments about their ability to organize and execute the course of action required to achieve a specified type of performance" (Bandura, 1986, p. 78). Wood and Bandura (1989) extended the definition of self-efficacy as "the belief in one's ability to mobilize motivation, cognitive resources, and direction of action to meet situational demands". In 1997, Bandura systematized self-efficacy in his monograph, Self-Efficacy: The Use of Control. and defined self-efficacy as the individual, beliefs about their performance in a particular environment or in a particular task or domain.

Bandura (1977) argues that self-efficacy should be studied through specific tasks related to specific situations and contexts. Bandura and Locke (2003) point to meta-analyses conducted in different "functional domains". In effect, these functional domains refer to specific areas in which one's beliefs about performance are independent of one's beliefs about performance in other domains. For example, some students' self-efficacy may be higher in mathematics and lower in science. The domains proposed by Bandura and Locke include academic achievement, job performance, health functioning, and psychological functioning. A growing number of scholars have shown a particular interest in academic self-efficacy.

Academic self-efficacy is based on self-efficacy theory (Bandura, 1977) and is a manifestation of self-efficacy in the learning domain. Specifically, academic self-efficacy refers to an individual's belief that he or she is able to complete academic tasks or achieve specific goals at a specified level (Bandura, 1997; Schunk & Pajares, 2002). Self-efficacy is a task-specific assessment, and thus an individual's academic self-efficacy may vary with the difficulty of the task. In other words, some students may have high academic self-efficacy even on difficult tasks, while others have high academic self-efficacy only on some easy tasks. Zimmerman (1989) stated that students with higher academic self-efficacy have better learning strategies and better academic performance compared to students with lower academic self-efficacy. Pintrinch and Schunk (2002) praised academic self-efficacy as playing an important role in determining the learning process. Later, many other researchers have studied the application of academic self-efficacy in academic activities.

2.4.1 Factors Affecting Self-efficacy

The development of learners' self-efficacy is influenced by a variety of factors. The following are the main factors that influence the development of learners' academic self-efficacy.

2.4.1.1 Mastery Experiences

The largest factor affecting academic self-efficacy is one's mastery experience, as it refers to what one has achieved through specific past experiences, and therefore it will provide the most direct evidence of whether one is able to successfully complete a task. Bandura (1997) noted that the past successes increased learners' self-efficacy, while failures decreased it. In other words, learners who believe they can succeed will consistently persist in the activity even when they encounter difficulties, and therefore the likelihood of success will increase, while their positive self-efficacy will be supported. Conversely, learners who doubt their success will avoid or even abandon the learning task, thereby decreasing the likelihood of success and their sense of self-efficacy. Although mastery experience is simply past experience stored in the learner's mind, it can be altered by other factors, such as the difficulty of their new task, how well they completed it, and the help they received from others, among others (Bandura, 1997). Therefore, it cannot simply be said that efficacy beliefs are reflection of one's past experiences.

2.4.1.2 Vicarious Experiences

Learners would likely compare themselves to their peers whom they perceive to be of similar intelligence or ability to themselves. That is, given the same level of knowledge and ability, the successful achievement of peers can give observers confidence in achieving equivalent learning goals, while the failure of the former can reduce the self-efficacy and persistence of the latter. Moreover, similarity determines the degree of influence; the more similar their abilities are, the more susceptible they are to the model's success or failure.

2.4.1.3 Verbal persuasion

Verbal persuasion refers to verbal feedback, evaluation, and encouragement from others. Dornyei (2001) noted that people's self-efficacy may be enhanced by other people's strong belief in their ability to perform specific behaviors.

Learners are often persuaded to believe that they can achieve learning goals, and with verbal persuasion from teachers or parents, they may realize that they can handle tasks that they were unable to do in the past. If learners are verbally persuaded that they are capable of completing a specific activity, they tend to mobilize greater effort and maintain that effort. Therefore, verbal persuasion of learners should be limited to realistic boundaries and not exceed them, otherwise it can have negative effects.

2.4.1.4 Physical and Emotional State

Learners' assessments of their own abilities depend to some extent on their physical and emotional states. In positive physical and emotional states, individuals are likely to increase their level of self-efficacy. In addition, a stable emotional state has a significant effect on learners' academic self-efficacy. However, physical, and emotional states should be well balanced. In English language learning, they usually feel nervous or anxious, which hinders learners' self-efficacy. Therefore, teachers should work with students to create a comfortable and safe classroom environment to help minimize tension and anxiety.

In addition, family factors such as parental education level and economic status, teacher factors such as teacher self-efficacy and teacher authority, and personal factors such as interpersonal relationships and social experiences all influence learners' developmental, academic self-efficacy.

2.4.2 Functions of Self-efficacy

Self-efficacy is a key affective factor that can influence learners' behavior in a variety of ways. High levels of self-efficacy can motivate individuals to improve their abilities. In the light of Bandura (1997), self-efficacy affects learner performance through affective, motivational, cognitive, and choice processes. If learners' self-efficacy is high, they are willing to face challenges rather than avoid or give up, and they will remain more determined to solve problems even when they encounter setbacks. Academic self-efficacy is not only an evaluation of students' future learning behavior,

but also a direct determinant of their thinking, emotions, behavior, and motivation. Consequently, the influence of academic self-efficacy in the learning process is multifaceted and its importance should be recognized. The importance of academic self-efficacy in student learning can be summarized in the following three main functions.

First, academic self-efficacy influences individual choices. In learning situations, learners tend to choose courses in which they feel competent and confident, while avoiding tasks when they believe they cannot successfully complete them. That is, learners' academic self-efficacy directly influences their choice of learning tasks and determines their persistence in them. They prefer to engage in tasks that they are confident of successfully completing.

Second, academic self-efficacy has an important impact on learners' attitudes when faced with difficulties. The self-efficacy beliefs of individuals determine how much effort they put in in the face of obstacles, how long they persist, and how resilient they will show when they have to face setbacks and obstacles (Bandura, 1997). When faced with setbacks or difficulties in the learning process, individuals with high academic self-efficacy work harder to meet the challenge, while individuals with low academic self-efficacy tend to avoid the challenge or even give up altogether.

Third, academic self-efficacy influences learners, thinking patterns, and emotional states, including the level of stress and anxiety they experience during the task. During the learning process, students with high levels of self-efficacy tend to face challenges, and the obstacles they encounter motivate them to make greater efforts. In contrast, learners with low self-efficacy tend to tend to amplify their weaknesses and the underlying problems are more serious than the actual situation. This leads to psychological stress and more likely failure. In fact, self-efficacy beliefs do not directly affect students' academic performance; they influence psychological and behavioral characteristics and affect outcomes.

Based on self-efficacy theory, this study adopted Shi's (2021) self-efficacy questionnaire with the aim of exploring the level of self-efficacy and the relationship

between individual differences and self-efficacy and the relationship between self-efficacy and motivation among Thai students.

2.5 Individual Differences

2.5.1 Main factors in individual differences

Individual differences are defined as persistent dimensions of individual characteristics that are assumed to apply to each individual and on which people differ to varying degrees, and Domyei (2005, p.6) defined the individual differences construct broadly as "persistent dimensions of individual characteristics that typically apply to each individual and on which people differ to varying degrees. Individual differences have consistently been shown to be highly correlated with second language performance, and to an extent that is unmatched by other variables". A complete description of second language acquisition would not be possible without proper consideration of the factors that induce learner individual difference (Ellis, 2008). In psychological research, many psychologists have focused on the relationship between students' motivation and achievement, eventually finding that there is a clear correlation between student achievement and individual differences between learners, with each student having different approaches to learning, motivation, cognitive styles, and other aspects that influence the whole process of student learning. As time goes on, more and more attention is being paid to the learning of a second language, and individual differences in the learning of a second language are an important factor in its effectiveness. The study of individual differences in learners can therefore help them in their second language acquisition.

Many researchers have provided different lists of what is included in individual differences. The following is a summary of what different researchers have identified as individual differences:

Table2.1 Main factors in individual difference

	Skehan (1989)	Dornyei （2005）	Elis (2008)	Zafar& Meenakshi （2012）	Robinson (2002)
1	Intelligence		Intelligence	Age	Intelligence
2	Language aptitude	Language aptitude	Language aptitude	Language aptitude	Language aptitude
3	Working memory	Working memory		Gender	Working memory
4	Motivation	Motivation	Motivation	Motivation	Motivation
5	Learning strategies	Learning strategies	Learning strategies	Learning strategies	
6	personality	personality	personality	personality	
7	Risk-taking	Willingness to communicate	Willingness to communicate		
8	Anxiety	Anxiety	Anxiety		Anxiety
9		Learner beliefs	Learner beliefs		
10		Self-esteem			
11	Field independence	Learning and cognitive styles	Learning style	Learning Styles	

2.5.2 Individual difference in SLA Models

2.5.2.1 The Good Language Learner Model

Naiman and others (1996) first proposed the good language learner model, which consists of five categories of variables in language learning, which can be subdivided into three independent variables and two dependent variables. It consists of five categories of variables in language learning, which can be subdivided into three independent variables and two dependent variables. The independent variables consist

of instruction (materials, syllabus, teaching methods and resources), Individual differences of learns (age, intelligence, Chinese proficiency level, attitude, gender, years of learning, personality, family, and cognitive style) and context (EFL/ESL and social environment). The dependent variable is the learning outcomes. Learning is the most complex and is made up of two different things. One is the learning process, which is the process of developing competence in the target language; the other is the learner strategy, which implies a degree of learner control and distance from the actual learning process.

2.5.2.2 Interactional Model of School Learning

Carroll (1989) proposed this model to explain school learning and therefore focused on a limited set of variables. It is argued that what is urgently needed in second language learning is a model that allows for both instructional and individual difference factors to operate simultaneously. The model therefore consists of two broad categories of variables: instructional factors and individual difference factors. The instructional factor can be broken down into the amount of time spent on learning and excellence in teaching. Individual differences can be broken down into general intelligence, aptitude, and motivation. The strength of Carroll's model is that it is not just a static list of influences. He attempts to demonstrate how differences in one variable can limit the function of other variables. For example, if a learner is under conditions of time pressure and moderate teaching quality, his ability will be well predicted. In contrast, if there is sufficient time for learning and high-quality teaching, then ability propensity is a much smaller predictor of success in language learning because students with low ability propensity may spend more time learning, and good teaching may provide less gifted students with the appropriate amount and quality of instruction they need.

2.5.2.3 The General Model

Spolsky proposed a general model of second language learning in 1989. It consists of social context, attitudes, motivation, other personal characteristics (such

as age, personality, ability and prior knowledge), learning opportunities and learning outcomes. The model can be described as the social context leading to various attitudes, these attitudes manifesting themselves in learners as motivation, then motivation combined with other personal characteristics (e.g. ability) explaining the learner's use of available learning opportunities (formal or informal), and finally, the interaction between the learner and the context determining the learning outcomes. As can be seen, learner characteristics play an important role in the outcome of second language learning.

The Socio-educational was proposed by Gardner in 1985 mode and it consists of four components: Social Environment, Individual Differences, SLA contexts and Leaning outcomes. Linguistic and non-linguistic outcomes are influenced by formal and informal language training, which in turn are influenced by four individual difference variables: intelligence, language ability, motivation, and situational anxiety. The final component of the model is the social environment in which the individual is embedded. The model emphasizes that the interaction between IDs and SLA context determines learning outcomes.

According to the theory of individual differences, this study classified individual differences into age, gender, ethnicity, length of Chinese learning, and Chinese proficiency level, and took these as variables to investigate the relationship between these variables and Chinese learning motivation and academic self-efficacy.

2.6 Related Research and Studies

2.6.1 Studies on Learning Motivation

Since Gardner introduced the concept of motivation, a lot of work has been done in various fields such as learning, health education, career choice and management to demonstrate the impact of motivation. Motivation has also received increasing attention in the field of SLA. A number of researchers have carried out empirical studies on students' motivation in SLL. Yerks and Dobsn (1908) proposed the "Yerks-Dobson law", which states that higher learning efficiency is associated with better academic

performance, but after reaching a peak it decreases as motivation levels rise, implying an inverted u-shaped relationship between efficiency and motivation intensity. This means that the stronger the motivation, the more effective the learning. In addition, higher levels of motivation apply to 8 slightly easier tasks, and lower levels of motivation apply to more difficult and complex learning tasks. Students can therefore set the most appropriate language learning goal for the situation and task.

Liu (2020) conducted an in-depth investigation of the relationship between motivation, learning strategies, and academic performance. This study investigated 398 students from grade 7 to grade 11 in a middle school in Beijing. The results showed that there was a significant positive correlation between learning motivation and academic achievement. Motivation not only influences academic achievement, but also further influences academic achievement through its effect on learning strategies.

Jaffer and others (2021) investigated the relationship between students' motivation and academic achievement. The results showed that internal motivation had the greatest impact on academic achievement, followed by effortful behavior, and external motivation had virtually no impact on academic achievement.

Li (2019) investigated the English learning motivation of Tibetan students in Tibetan high schools in mainland China. The results showed that senior students were more motivated by intrinsic interest than basic and sophomore students, and female students were also significantly more motivated by intrinsic interest than male students. Liu and Shen (2020) investigated 398 students in grade 7 through questionnaires and eventually found a significant positive correlation between motivation and learning in a teacher training secondary school in Beijing.

The basic conclusion that can be drawn from these studies is consistent: there is a correlation between academic motivation and academic achievement, with a significant positive relationship between students' internal motivation and academic achievement, and a negative relationship between students' external motivation and academic achievement.

2.6.2 Studies on Academic Self-efficacy

Students' self-efficacy is an accurate predictor of academic performance. The higher the academic self-efficacy, the better the academic performance of the learner. Conversely, the lower the academic self-efficacy, the worse the student's academic performance. Therefore, many scholars have conducted many studies on self-efficacy.

In a study of 1146 secondary school students from different ethnic groups, including Malay, Chinese and Indian, Malaysian scholars found that students' English self-efficacy was somewhat positively correlated with English language achievement (Mahyuddin, 2006).

Among the different ethnic groups, Indian students' English self-efficacy was significantly higher than that of Malays and Chinese, while Malays' English self-efficacy was significantly higher than that of Chinese. A study conducted by Filipino scholars on the self-efficacy and academic performance of Filipino high school students in science found that high school students' self-efficacy was significantly and positively related to their performance in mathematics, while it was moderately and significantly positively related to their performance in English. High school students' academic performance in English was positively related to learning strategies and self-efficacy (Zhang & Jing, 2021). Self-efficacy affects academic performance. It also plays a mediating role, influencing students' choice and use of learning strategies. In other words, in English language learning, students with high self-efficacy have higher achievement while those with low efficacy have lower achievement, which may explain why some students have lower achievement.

Zuo and Tan (2019) found that self-efficacy, academic motivation, and gender could predict junior high school students' academic performance to some extent and suggested that the divergence in students' performance was partly due to differences in levels of academic self-efficacy and academic motivation.

According to Yang (2019), the influence of students' self-efficacy on English learning has become one of the hot issues in university English teaching. She selected

197 English majors from independent colleges and conducted an empirical study to investigate whether there is a correlation between them. The results showed significant differences in students' self-efficacy across majors as well as significant differences in English self-efficacy and students' English performance. This result also suggests that teachers should use effective teaching methods and strategies that help students improve their self-efficacy to improve their English learning performance.

Bae (2018) examined the relationship between motivation and academic self-efficacy. After a series of studies, it was found that academic self-efficacy can promote the development of learning motivation. In the teaching process, teachers should clarify the teaching objectives and use the promotion effect of academic self-efficacy on learning motivation, which in turn increases learning motivation. Elliott, Perkins & Thevenin (2018), explored the relationship between learning motivation and academic self-efficacy and planning behavior. The results indicated that academic self-efficacy motivates learners to learn and to put enthusiasm and motivation into planned behaviors.

In Malaysia, Mahyuddin and others (2016) conducted a descriptive correlational study with 1146 students from eight secondary schools in the Petaling district of Selangor. The instruments used in their study to measure self-efficacy were the Self-Efficacy Scale developed by Bandura (1995) and the Self-Efficacy Scale developed by Kim and Park (1997). The findings showed that 51% of the students had high self-efficacy while 48% had low self-efficacy. There was a positive relationship between self-efficacy and expected beliefs, self-affirmation, and academic achievement. When students have a high level of self-efficacy in English language learning, their academic performance in English will improve.

2.6.3 Studies on Relationships between Learning Motivation, Academic Self-efficacy, and Learning Achievements

Prat-Sala and Redford (2010) used the Motivation Questionnaire and the Reading and Writing Self-Efficacy Questionnaire to investigate a total of 163 first-year undergraduate psychology students at a university of United Kingdom. The results

showed that students with high self-efficacy (reading and writing) were more likely to adopt a deep or strategic approach to learning, whereas students with low self-efficacy (reading and writing) were more likely to adopt a superficial approach. More importantly, changes in students' approaches to learning over time were related to their self-efficacy beliefs, in which students with low levels of self-efficacy experienced a decrease in their deep approach to learning and an increase in their deep approach to learning. Students with high self-efficacy (reading and writing) did not show such changes in their approaches to learning.

Pan (2021) used a questionnaire to investigate the English learning motivation and learning efficacy of 484 high school students in Yan'an Middle School, and the results of the study found that the overall English learning motivation and self-efficacy of high school students were at an intermediate level. There were significant gender differences in high school students' English learning motivation; there was a significant correlation between high school students' English learning motivation and self-efficacy, and there was also a significant positive correlation between English learning achievement and English learning self-efficacy.

Investigative research by Raoofi and Maroofi (2017) revealed the relationship between self-efficacy, task value, strategy use and writing performance in second language writing among Malaysian ESL undergraduate students. They used a questionnaire and a writing proficiency test to collect data. Results indicated that four motivational constructs (self-efficacy, intrinsic value, achievement value and cost) and four writing strategy categories (metacognitive, cognitive, affective and effort regulation) were significantly associated with writing performance. It was also found that intrinsic value and self-efficacy contributed significantly to the prediction of writing achievement, after controlling for the other predictor variables in this study.

Sharififard, Asayesh, Hosseini & Sepahvandi (2020) used the Demographic Questionnaire, Maslach Burnout Scale, Academic Stress Questionnaire, Academic Self-Efficacy Questionnaire, and the Academic Motivation Scale. The relationship between academic motivation, self-efficacy, stress and academic performance and academic

burnout was investigated in 264 nursing students using the university course average as an academic performance scale. Data were analyzed by linear regression analysis and descriptive statistics. Results indicated that each subscale of the academic achievement variable, namely academic motivation, academic self-efficacy, and academic stress, was associated with academic burnout. The study also found that internal motivation and self-management of family and work capacity assurance were the most important factors for burnout.

Britner (2002) investigated the self-efficacy and motivation of 268 African American seventh graders in a middle school in a southern US city. The results showed that motivation was positively related to self-efficacy and science achievement, and that gender was also related to motivation and self-efficacy, and for girls, achievement was also positively related to science self-concept and negatively related to science values. Girls showed a stronger sense of science self-efficacy and earned higher grades in science classes.

Ugwuanyi, Okeke & Ageda (2020) used a relevant survey research design with a sample of 375 third-year high school physics learners. Data were collected using the Learner Psychosocial Factors Scale and the data were analyzed using linear regression. The results indicated that motivation and self-efficacy were significantly and positively related to the academic performance of physics learners, and that low learner motivation and self-efficacy led to low physics performance.

Torres and Alieto (2019) investigated the levels of motivation and self-efficacy in English among 160 12th grade high school students in the city of Nueva Ecija using two instruments, the English Language Learning Motivation Scale and the English Language Self-Efficacy Scale. Differences in motivation and self-efficacy levels were also examined in terms of the participants' gender and academic trajectory. The results indicated a positive relationship between motivation and self-efficacy in English language learning among Filipino high school students, in addition to the results indicating that there was no significant relationship between gender and motivation and

self-efficacy in English language learning among motivated Filipino students. This finding is different from the finding of Britner (2002).

2.6.4 Studies on Relationships between Learning Motivation, Academic Self-efficacy, and Learning Achievements

Influenced by the research on motivation and self-efficacy in learning English as a foreign language and the Chinese language fever, more and more scholars in the field of teaching Chinese as a foreign language have begun to conduct research on motivation, self-efficacy, and academic achievement. The main research subjects include international students, ethnic Chinese, and learners of Chinese in their native language environment, and there is a predominance of Southeast Asian learners in these studies. The research methods used are mostly questionnaires, supported by interviews and classroom observations. The reference scales for each researcher's questionnaire were different and were generally modified from those designed by foreign researchers. The most common research conducted in these studies is on the motivation and self-efficacy of Chinese learners from different countries.

Zhou (2020) investigated and analyzed the learning motivation of Chinese language students at Asia International Friendship College in Indonesia through questionnaires and interview analysis. The study found that the students' learning motivation types in order of intensity were attitudinal motivation, instrumental motivation, internal motivation, integration motivation, and external motivation. Female students' attitudinal, internal, external and integration motivations were stronger than male students', while male students' instrumental motivation was stronger than female students. As for the duration of learning Chinese, students who had studied Chinese for more than 8 years accounted for 46.2% of the total number of students surveyed, and their attitudinal, internal, and instrumental motivations were significantly higher than those who had not studied for more than 8 years, while their external and integration motivations were lower than those who had not studied for more than 8 years.

Deng (2020) conducted a comprehensive survey and analysis of Thai Chinese learners' motivation, comparing the differences of different learners' motivation and analyzing their uniqueness. He also adopted the methods of classroom observation and follow-up interview survey to derive the learning situation of Thai Chinese learners in different periods and to obtain the overall situation of the dynamic development of learning motivation and put forward corresponding suggestions and countermeasures.

Gao (2018) conducted a study on the motivation and individual differences of non-Chinese major university students in five universities in southern Thailand by using questionnaires and interviews. The results of the study showed that the motivation of non-Chinese majors in southern Thailand was divided into four main categories: internal motivation, external motivation, integration motivation, and instrumental motivation. Among them, internal motivation is the strongest. Individual differences (gender, grade level, family background) were significantly correlated with Chinese language learning motivation.

Huang (2018) used the Chinese Learning Efficacy Questionnaire and the Chinese Learning Motivation Questionnaire to investigate the general self-efficacy, Chinese learning efficacy, and learning motivation of 115 international students in China. Interviews were also conducted with some of the international students to further understand their learning motivation and Chinese learning level. The study found that the Chinese language learning efficacy levels of international students differed greatly by gender and nationality. There is a linear relationship between the Chinese language learning efficacy and general self-efficacy of international students. 95% of the international students' Chinese language learning motivation is at a moderate to high level; integration motivation is the highest, followed by achievement motivation, instrumental motivation, and internal motivation; the level of instrumental motivation varies greatly among international students; there is no significant difference in the level of Chinese language learning motivation among international students of different genders, ages, grades and ethnicities. There is no significant difference in the levels of motivation among international students of different genders, ages, grades, and nationalities. There is no significant correlation between the general self-efficacy and

Chinese learning motivation of international students; there is a significant correlation between the learning motivation and Chinese learning efficacy of international students.

2.6.5 Studies on L2 motivational self-system (L2MSS)

Liu (2020) conducted an empirical study based on the self-system theory of second language motivation. He first conducted a study to investigate the effectiveness of Chinese learners' motivation for second language learning. In his study, he raised several questions about the relationship between this theory and learner motivation. The results of Liu's (2020) study confirm several findings: 1) Dornyei's self-system theory of second language motivation is valid among Chinese students. Moreover, the findings suggest that the ideal L2 self plays a more important role than the integrative one.2) Among L2 learners of different educational levels, the three components of the L2MSS play different roles: for higher level L2 learners, the ideal L2 self plays a very important role; for lower level L2 learners, the L2 learning experience is crucial. As learners' English levels increase, the ideal L2 self and the ought-to-self play an increasingly important role in learning motivation.

Ge and Jin (2016) conducted an empirical study on undergraduate students based on the L2MSS, and their findings demonstrated that 1) the English learning self-system motivation was highly applicable among local university students and had a significant effect on students' English learning status. Among the three factors, the L2 ideal self had the greatest influence on learners, the L2 learning experience the second, and the ought-to-self the least. This result again validates Dornyei's (2005) view that the ideal self is more appropriate for studying foreign language learners' motivation in a foreign language setting. This observation also helps to dispel the researcher's confusion about English language learning motivation and clarifies the differences between English language learning motivation in ESL and EFL settings.2) The findings also point out that some differences do exist between girls and boys in terms of ideal and ought selves. Female had higher levels of both ideal self and should-self than male.3) Students' ideal self and L2 learning experience were positively correlated with English language achievement; the higher the learners' ideal self, the more enjoyable the foreign

language learning experience, and the better the learners' English language achievement. However, there was no significant correlation between ought-to-self and foreign language learning performance.

Yasser (2017) used L2MSS as a theoretical framework to investigate the motivational status of English language learning among 524 EFL adolescent students. In this study, it was found that ideal L2 self promoted Iranian students' motivation, while ought-to-self had a preventive effect. Moreover, according to the findings, the ideal L2 self performed much better than the ought-to-self in motivating students' L2 learning.

Vahtrick and Bot (2013) conducted a cluster analysis of students from English language courses in the Netherlands and English language training schools in Australia to explore the influence of second language and native language learning environments on the L2 self. The study found that the positive effect of the native language learning environment on the second language self was greater.

The relationship between motivational variables was investigated by Liu and Thompson (2018) in a study of Chinese EFL learners. They found that female learners were increasingly influenced by the ideal L2 Self compared to male learners. However, there were no differences by gender in the factors of Ought-to-self Self. In addition, the investigation examined the relationship between the motivation of these EFL learners and their English proficiency, showing that students performed better with strong motivation of the Ideal-L2 Self.

At the theoretical level of second language motivational self-system research, Xue (2016) combined Doneyi's second language motivational self-system with Higgins' Adjustment Focus Theory and used cluster analysis to explore how five types of learners' ideal-L2 Self., ought-to-self, and L2 learning experience dynamically construct their second language self-system. It was found that different types of learners mobilized their potentially different motivational factors through different motivational pathways, which led to different motivational outcomes.

2.7 Chapter Summary

This chapter details theories related to motivation and academic self-efficacy, and presents empirical research on the relationship between motivation, academic self-efficacy, and academic performance, as well as empirical research related to motivation and self-efficacy in Chinese language teaching. Previous research has also identified limitations and it also needs to be explored further.

Firstly, previous studies have focused on the relationship between motivation, academic self-efficacy and performance in various areas of English, and few have examined students' motivation and self-efficacy in learning Chinese. Secondly, most of the previous studies have focused on undergraduate students, and fewer studies have been conducted on high school students. Finally, research on students' motivation and self-efficacy in foreign language learning has tended to focus on variables such as teaching methods, academic pressure, learning strategies and learning beliefs, while individual differences, which are important variables influencing motivation and self-efficacy, have received little attention, especially the impact of individual differences on L2 motivational self-system (L2MSS).Therefore, this study examined Thai high school students' motivation and self-efficacy in learning Chinese, as well as the impact of students' individual differences on motivation and self-efficacy.

Chapter 3

Research Methodology

This chapter describes the methodology used for the study, the research design, the research instrument, the reliability, validity of the instruments, Data collection procedures and statistical data analysis.

3.1 Research Design

This study is a correlation study which used mixed methods. Mixed methods research is an approach that combines quantitative and qualitative methods single study to provide a broader and more complete vision of the problem (Almeida, 2018). Mixed methods research can answer research questions that cannot be answered by other methods. Although there is no necessary and perfect link between purpose and method, quantitative research usually prefers theory testing or validation, while qualitative research is usually more concerned with theory construction or generation. A major advantage of mixed methods research is that it allows researchers to generate and validate theories simultaneously in the same study. Secondly, mixed methods research provides stronger inferences (Molina, 2012). Consequently, the researcher used a mixed method approach to the study.

The study aimed to investigate the motivation and self-efficacy levels of Thai high school students in Chinese language learning and their relationships, as well as the relationship between individual differences and motivation and academic self-efficacy. In view of the research question and objectives of the study, a mixed-method approach was adopted for this study as in Figure 3.1. Both quantitative and qualitative data were elicited from two research instruments used in this study: questionnaires and semi-structure interviews. Questionnaires were used as quantitative data mainly to measure the level of motivation and self-efficacy, the relationship between individual differences and motivation and self-efficacy, and the relationship between motivation and self-

efficacy. Semi-structured interviews were used as qualitative data to supplement the quantitative data (10% of the respondents of which 2 students from each level of the 123 students were recruited.).
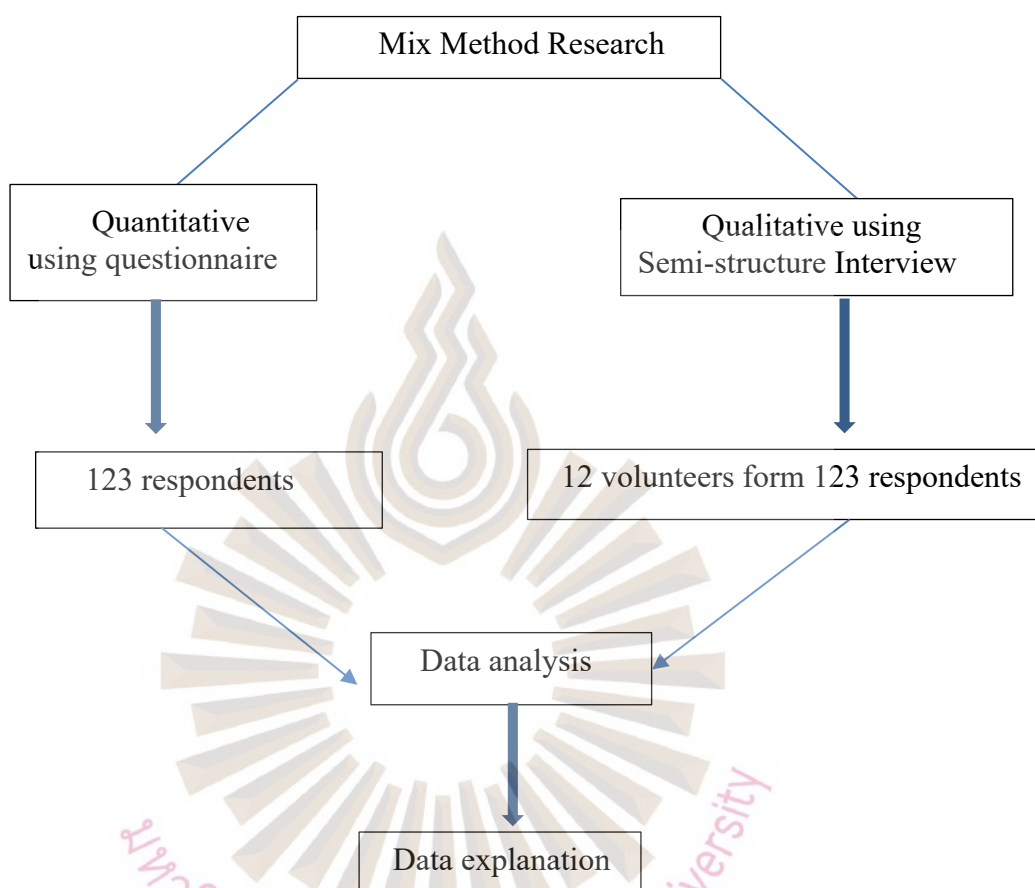
Figure 3.1 Research design

3.2 Population and Sample of This Study

3.1.1 Population and sample

The population of this research consisted of 179 students from seven classes in Grade10-12 from TNHP School in Trang. Among the schools providing Chinese courses in Trang, most do not have a complete Chinese language teaching system, and Chinese is also an optional subject, but TNHP School has established a complete Chinese language teaching system and has made Chinese a compulsory subject.

The determination of sample size is a necessary step in research. Researchers should determine the appropriate sample size to receive an excellent representative and receive reliable information for their research (Muongthong et al., 2017). The sample size was calculated according to the Taro Yamane formula. The existing target population is 179, and the sample size calculation formula is n= $\frac{N}{1+Ne^2}$ = $\frac{179}{1+179 \times 0.05^2}$ ≈ 123. The n means the sample, N means the population, and e (degree of error expected) was set to 0.05. Thus, the most optimum sample size is about 123. In this study, 123 research samples were selected by random sampling according to the list of the students. Secondly, according to the scores in Chinese language tests (Lowest to highest), two volunteers from each level and a total of 12 volunteers were selected to participate in the interview, so as to ensure that students in each level could participate in the interview.

3.3 Research Instruments

A mixed method approach was adopted in this study, consisting of a questionnaire for quantitative analysis and semi-structure interviews to supplement the qualitative analysis. The answers to the questionnaire and the interview responses of the respondents were kept confidential and used only for this study to ensure research ethics that the students were not affected by participating this research.

3.3.1 Questionnaire

The questionnaire (Refer to Appendix E) on motivation was adapted from the questionnaire of Subekti (2018) on L2 Motivational Self System and L2 achievement: A study of Indonesian EAP learners. The questionnaire (Refer to Appendix E) on self-efficacy adopted the questionnaire of Shi's questionnaire on Chinese Learning Motivation and Learning Efficacy of students in Chinese Vocational Education Class of China-Laos Friendship School in Laos (Shi, 2021).

Firstly, the original motivation questionnaire is in English, a translation-back translation approach was taken to translation of the questionnaire. First, the original

questionnaire was translated into Thai and Chinese by the researcher, and two linguistic experts from the Chinese department were invited to evaluate the questionnaire, and then back translated into English by an expert who was proficient in Thai, Chinese and English. The researcher compared the back-translated version with the original English questionnaire, and only the item 18 was consistent with less than 90% with the original, and after re-translation and back-translation, the final requirement of 90% consistency was achieved. According to the evaluation rate of the three experts, the questionnaire was revised again, and the final questionnaire was formed.

Secondly, the researcher added items to the basic information section of the questionnaire asking whether the respondent was of Thai Chinese and the years they lean Chinese. Thirdly, according to the comments of three experts, the researcher deleted item 11, 12, 21 in the original motivation questionnaire and item 4 of the self-efficacy questionnaire. Finally, the researcher redivided the motivation section of the original questionnaire into three sections according to the L2MSS: Ideal L2 self, Ought-to L2 self and L2 learning experience.

The questionnaire was divided into three parts：The first part is the basic information, including the respondents' gender, age, ethnicity, duration of Chinese learning, and their Chinese proficiency level (Chinese test scores). The second part is the motivation in Chinese language learning which included 18 items (According to the expert's recommendation, the researcher deleted to 18 items from the original 20 items) and the third part is the self-efficacy in Chinese language learning which included 16 items (According to the expert's recommendation, the researcher deleted to 16 items from the original 18 items). The questionnaire used Likert's five-degree scale to allow the respondents to choose their level of agreement on their motivation in learning Chinese and their self-efficacy in learning Chinese.

Table 3.1 Classification of motivation for questions in the questionnaire

	Content of the questionnaire	Title No.
Ideal L2 self	我经常想象自己住在中国，用中文与当地居民交流。 ฉันมักจะจินตนาการว่าตัวเองอาศัยอยู่ที่ประเทศจีนและพูดคุยกับคนจีนในท้องถิ่นเป็นภาษาจีน	1
	我经常想象自己与中国朋友说中文。 ฉันมักจะจินตนาการว่าตัวเองกำลังพูดภาษาจีนกับเพื่อนชาวจีน	2
	我经常想象自己能流利地写中文电子邮件。 ฉันมักจะจินตนาการว่าตัวเองเขียนอีเมลเป็นภาษาจีนได้อย่างคล่องแคล่ว	3
	我经常想象自己在说中文，就好像我是一个以中文为母语的人。 ฉันมักจะจินตนาการว่าตัวเองกำลังพูดภาษาจีนราวกับว่าภาษาแม่ของฉันเป็นภาษาจีน	4
	当我想到未来职业时，我经常想象自己会使用中文。 เมื่อใดก็ตามที่ฉันนึกถึงอาชีพในอนาคต ฉันมักจะจินตนาการว่าตัวเองใช้ภาษาจีน	5
	我经常想象，如果我获得了良好的中文成绩，我得到更多的赞赏。 ฉันมักจะจินตนาการว่าถ้าได้เกรดดีๆในภาษาจีน ฉันจะได้รับความชื่นชมมากขึ้น	6
Ought-to L2	我学习中文是因为我不想让我的家人或朋友失望。 ฉันเรียนภาษาจีนเพราะฉันไม่อยากทำให้ครอบครัวหรือเพื่อนผิดหวัง	7
	我认为学习中文很重要，因为我尊敬的人认为我应该这样做。 ฉันคิดว่าการเรียนภาษาจีนมีความสำคัญเพราะคนที่ฉันเคารพคิดว่าฉันควรเรียน	8
	学习中文是必要的，因为周围的人都希望我这样做。 การเรียนภาษาจีนเป็นสิ่งจำเป็นเพราะคนรอบตัวฉันหวังว่าฉันทำอย่างนั้น	9
	我学习中文是为了获得朋友、老师和家人的认可。 ฉันเรียนภาษาจีนเพื่อให้ได้รับการยอมรับจากเพื่อนและครอบครัว	10
	学习中文对我来说很重要，因为在未来受过教育的人应该都会说中文。 การเรียนภาษาจีนมีความสำคัญมากสำหรับฉัน เพราะในอนาคตคนที่มีการศึกษาควรจะสามารถพูดภาษาจีนได้	11
	学习中文对我来说很重要，因为如果我会说中文，别人会更尊重我。 การเรียนภาษาจีนมีความสำคัญมากสำหรับฉัน เพราะถ้าฉันพูดภาษาจีนได้ คนอื่นจะเคารพฉันมากขึ้น	12

Table 3.1 Classification of motivation for questions in the questionnaire (cont.)

	我喜欢中文课的气氛。 ฉันชอบบรรยากาศของวิชาภาษาจีน	13
	我非常享受学习中文。 ฉันสนุกกับการเรียนภาษาจีนมาก	14
	当我学习中文时，我觉得时间过得更快。 เมื่อฉันเรียนภาษาจีน ฉันรู้สึกว่าเวลาผ่านไปเร็วขึ้น	15
L2 learning experience	我一直盼望着上中文课。 ฉันมุ่งหวังตลอดที่จะเรียนภาษาจีน	16
	我觉得中文非常有趣 ฉันรู้สึกว่าภาษาจีนน่าสนใจมาก	17
	我希望能有更多的中文课。 ฉันหวังว่าจะได้มีวิชาภาษาจีนเพิ่มมากขึ้น	18

3.3.2 Semi-structure Interview

The researcher selected 2 students from each level with total of 12 student from the 123 people who participated in the questionnaire to be interviewed. Based on Guest (2006) 12 interviews of a homogenous group are all that is needed to reach saturation. The questions of the interview designed by the researcher which included 9 items (According to the expert's recommendation, the researcher deleted to 9 items from the original 10 items) and the students were required to answer all the questions honestly (Refer to Appendix F). The interview was intended for a more detailed conversation with the students and to analyze the results of the questionnaire to explain the results of the questionnaire, making the findings more professional, scientific, and credible.

3.4 Validity and Reliability of Research Instruments

3.4.1 Validity

Validity is the extent to which the instrument accurately measures the properties of a concept (LoBiondo & Haber, 2015). Consequently, the content validity was used in this study. A successful data collection survey is more than just a set of well-designed questions that are recorded and applied to a sample population. A good survey generates key information and provides an important window into the heart of

the topic of interest, and validity and reliability are fundamental measures of the quality of the survey (Fink & Litwin, 1995). Thus, the content validity was performed by inviting two Thai experts and one Chinese expert. IOC (Item Objective Congruence) was used to assess the correspondence of projects to objectives based on scores +1, 0 and -1.

+1: The item clearly meets the objectives or ensures that the following measures meet the stated objectives.

0: It is not certain or obvious whether the measure meets the objective.

-1: The items obviously do not meet the objectives or ensure that the measures do not meet the designated objectives.

The following formula was used to calculate the IOC for this study, $\Sigma\frac{r}{n}$ the "r" represents the experts' total points and "n" represents the number of experts who validated the item. Test items with values between 0.67 and 1.00 were considered accurate and acceptable, with values below 0.67 indicating the need to rephrase the item based on expert advice.

One Chinese expert and two Thai experts ensured the validity of the research instruments through a detailed review of content coverage, relevance, linguistic accuracy, applicability, feedback, and recommendations.

3.4.2 Reliability

Reliability is a central concept in classical test theory and is often described as a requirement that a particular standard of reliability must be achieved to ensure that it is of sufficient quality for practical use before the test is used to collect data (Adams 2005). Reliability testing is important because it refers to the consistency between the various parts of the measuring instrument. The most commonly used measure of internal consistency is the Cronbach's alpha coefficient. It is considered when using the Likert scale. There is no absolute rule for the most appropriate internal consistency of a

reliability measure, but most people agree on a minimum internal consistency factor of 0.70 (Taherdoost, 2016).

Before conducting a formal questionnaire of 123 students, the researcher conducted reliability test with the pilot group, who are 30 students of the same grade from another school (they share similar characteristics with the students of the main study) to ensure the reliability of the motivation and self-efficacy questionnaire.

The Cronbach's alpha coefficient is commonly applied to test the reliability of the study (Karaguven,2012). If the Cronbach's alpha coefficient value is higher than 0.9 it is excellent, between 0.9 and 0.8 it is good, between 0.8 and 0.7 it is acceptable and if it is less than 0.7 this questionnaire is questionable or unacceptable (George & Mallery ,2010).

Table 3.2 The Cronbach's alpha coefficient Rating Scale

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

The researchers tested the reliability of the questionnaires, and the results showed that: the motivation questionnaire and self-efficacy questionnaire were found at the level of excellent with a score of 0.928 and 0.921, respectively.

3.5 Data Collection

The data collection process is a fundamental part of data statistics and a prerequisite for data analysis. Only a good data collection procedure can ensure the reliability and validity of the data analyzed in data analysis (Yang, 2011).

3.5.1 Questionnaire

The researcher administered the questionnaire to 123 respondents and interviewed 12 volunteers. All research activities were approved by the director of Chinese teacher in TNHP School. The researcher received approval documents from the director of Chinese language teachers at TNHP Schools (Refer to Appendix B).

The questionnaire was prepared in both Chinese and Thai languages and the accuracy of the Thai translation was checked by using the back translation method. Before the students answer the questionnaire, the researcher used about 10 minutes to give some necessary instructions in order to get more valid answers. This time was given so that the students may ask questions and to ensure that they completely understand the content of the questionnaire. Half an hour was given to the students to complete the questionnaires. They were required to answer all the questions honestly and accurately. Their answers were kept as secret. The three sections included basic information, motivation questionnaire, and self-efficacy questionnaire (Refer to Appendix E).

3.5.2 Semi-structure Interview

In the interviews, 10% of the respondents of which a total of 12 were recruited. They were interviewed online in their mother tongue Thai. At last, the interview answers were audio-recorded, translated into English, and analyzed using content analysis by the researcher.

3.5.3 Ethical consideration

The researcher is committed to obtaining each participant's consent and approval prior to the study; participants were informed the purpose of the study, the overall process. They were explained that the research data and their opinions were presented as anonymous. The data were kept confidential and used only for this study and not for any other purpose. The ethical research was approved by the Research Ethics Office of Rangsit University (Appendix A).

3.6 Data Analysis

Data analyses were conducted by using SPSS 27 for quantitative analysis of the questionnaire and qualitative analysis of the interviews. The details are as follows:

3.6.1 Statistics Data Analysis

After analyzing and collating the data, the maximum, minimum, mean, standard deviation and variance were calculated and subjected to independent t-test, significance test of difference, Pearson correlation analysis , content analysis to reveal motivation and self-efficacy levels, one-way ANOVA, test of Homogeneity of Variances, post Hoc tests and each variable were included in the calculation of the effect on the subjects' motivation and self-efficacy to reveal the relationship between gender, age, ethnicity, duration of Chinese learning, Chinese proficiency level and the learners' motivation and self-efficacy in learning Chinese.

To quantify the motivation and self-efficacy levels of the students, the researcher set criteria to interpret the level of motivation and self-efficacy similar to that of Namkha (2019), the following criteria to interpret the mean scores of motivation and self-efficacy as illustrated in Table 3.3.

Table 3.3 The interpretation of motivation and self-efficacy mean scores

Likert scale	Answers	Motivation and self-efficacy level	Score
5	Strongly Agree	Highest	4.50 - 5.00
4	Agree	High	3.50 - 4.49
3	Not sure	Moderate	2.50 - 3.49
2	Disagree	Low	1.50 - 2.49
1	Strongly Disagree	Lowest	1.00 - 1.49

The score for each item indicates the student's perceived level, the higher the score, the higher the student's level of motivation and self-efficacy, while the lower the score, the lower the student's level of motivation and self-efficacy.

3.6.2 Qualitative analysis

The experts conducted the evaluation and checked the content to ensure the reliability of the data and results of the qualitative analysis. The interview data analysis was conducted as following. The language of the interview was in Thai and all answers to the interview questions were transcribed into English and recorded in the Thesis. Next, the researcher categorized the data from the interviews according to the different themes. Finally, the researcher analyzed the information from the participants' interviews, conduct an analysis to identify the causes, collect detailed information about them and complete the report. Another teacher from TNHP school was also involved in completing the coding process (refer to the intercoder agreement in Appendix G). After analyzing the interview transcripts from the qualitative analysis, the semi-structured interviews were categorized into seven themes: 1) reasons for learning 2) methods to motivate 3) L2 learning experience 4) feelings about learning Chinese 5) perceptions about exams 6) favorite teaching methods 7) recommendations. Table 3.4 shows the categories of the semi-structured interviews, and the key words used in the coding process.

Table 3.4 Categories of semi-structured interview findings

Themes	Sub theme
Reasons for learning	self-interest, influence from others
Methods to motivate	future planning, intense interest, positive self-suggestion
Language learning experience	previous successful learning experience, unsatisfactory experience
Feelings about learning Chinese	self-confidence, difficulties in pronunciation, difficulties in characters
Perceptions about exams	promoting learning, not related to learning
Favorite teaching methods	interesting teaching
Recommendations	teaching methods, teaching materials

3.7 Chapter Summary

This chapter introduced the research methodology and provided details of the research design, the research instruments, the reliability and validity of the research instruments, the data collection procedures, and the data analysis procedures. The following is the relationship between research questions, research instruments and data.

Table 3.5 The relationship between research questions, research instruments and data analysis

Research Questions	Research Instruments	Data Analysis
1.What is the level of Thai senior high school students' Chinese learning motivation and academic self-efficacy?	Questionnaire on Chinese learning motivation and academic self-efficacy	Descriptive Statistical Analysis
2.Are there any differences in Thai senior high school students' learning motivation and self-efficacy related to their gender, duration of Chinese learning, age, ethnicity, and Chinese language level?	Questionnaire on Chinese learning motivation and academic self-efficacy	Test of Homogeneity of Variances One-way ANOVA Significance test of difference Post Hoc tests Independent-samples T test
3.What are the relationships between Thai senior high school students' learning motivation, academic self-efficacy?	Questionnaire on Chinese learning motivation and academic self-efficacy	Linear regression analysis Pearson Correlation Analysis

Chapter 4

Results of Data Analysis

This chapter presents the results of the analysis based on a quantitative analysis of the questionnaire and a qualitative analysis of the semi-structured interviews. Both data were used for three main research objectives, which are as follows: 1) To investigate the level of Thai senior high school students' Chinese learning motivation and academic self-efficacy. 2) To examine whether there are differences in learning motivation and academic self-efficacy related to individual differences (gender, duration of Chinese learning, age, ethnicity, and Chinese proficiency level) 3) To explore the relationships between learning motivation, academic self-efficacy of Thai senior high school students.

4.1 Items of Background Information

The statistical profile of the research sample are shown in Figures 4.1 to 4.5.

4.1.1 Students' gender in the study
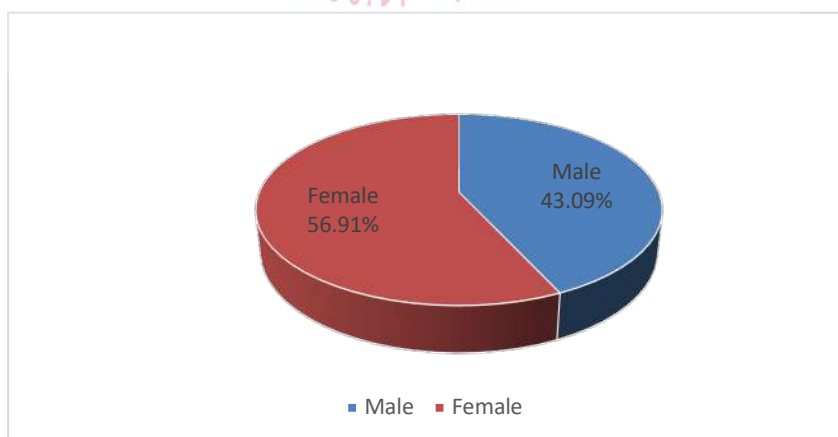
Figure 4.1 The proportion of male and female student

The 123 participants included 53 male and 70 female students. Male students accounted for 43.09% and female students accounted for 56.91%. According to the results, there were slightly more female students than male students.

4.1.2 Students' age in the study
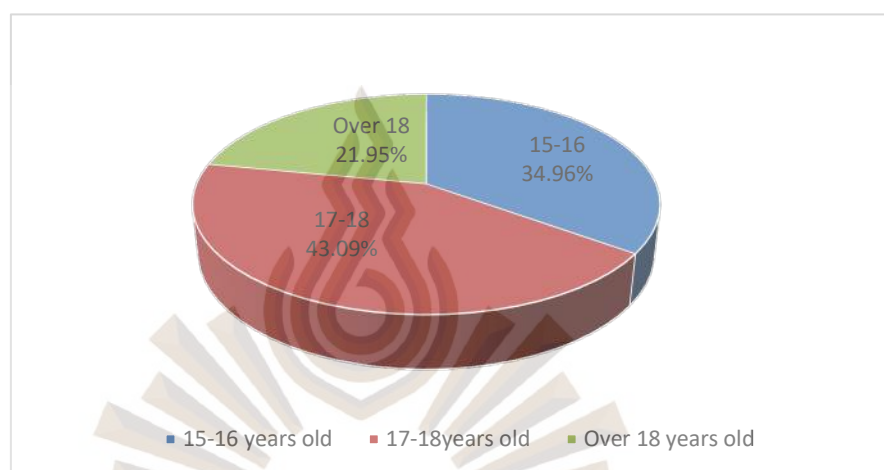
Figure 4.2 The proportion of students' age in the study

Of the 123 respondents, 43 students were aged 15-16 (34.96%), 53 students were aged 17-18 (43.09%) and 27 students were aged 18 or older (21.95%). The majority of the students in this group were aged 15-16.

4.1.3 Students' ethnic in the study
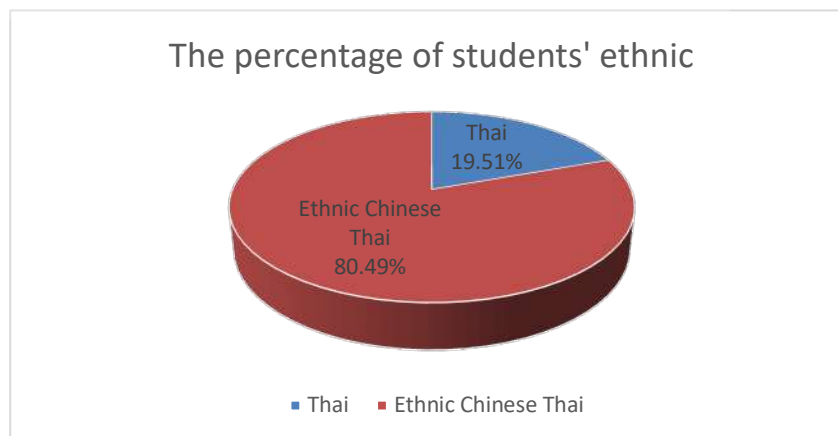
Figure 4.3 The proportion of students' ethnic in the study

The 123 students surveyed included 24 ethnic Chinese Thai students and 99 Thai student students. Chinese Thai students accounted for 19.51% and Thai students accounted for 80.49%. According to the survey results, most students are Thai students, with only a small percentage of ethnic Chinese Thai students.

4.1.4 Students' Duration of Chinese learning
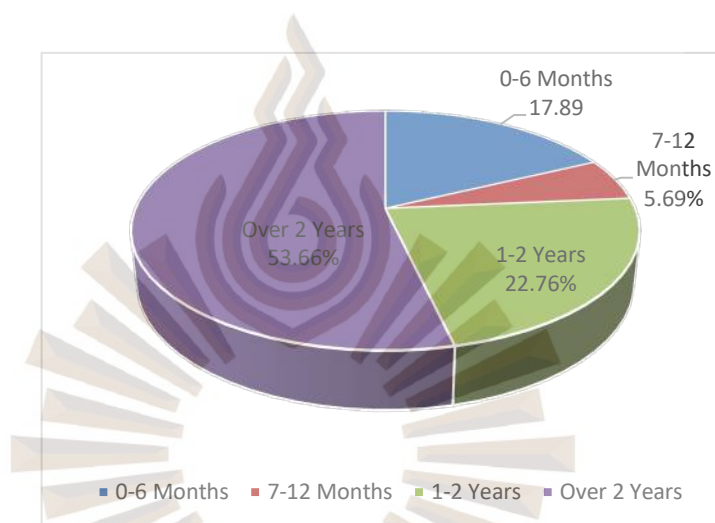
Figure 4.4 The proportion of students' Duration of Chinese learning

Of the 123 students, the majority of participants had studied Chinese for more than one year, with a total of 28 (22.76%) having studied Chinese for 1-2 years and a total of 66 (53.66%) having studied for more than two years. Only a small number of participants had studied Chinese for less than one year, with 22 participants having studied Chinese for 0-6 months (17.89%) and 7 participants having studied Chinese for 7-11 months (5.69%).

4.1.5 Students' Chinese Language proficiency level
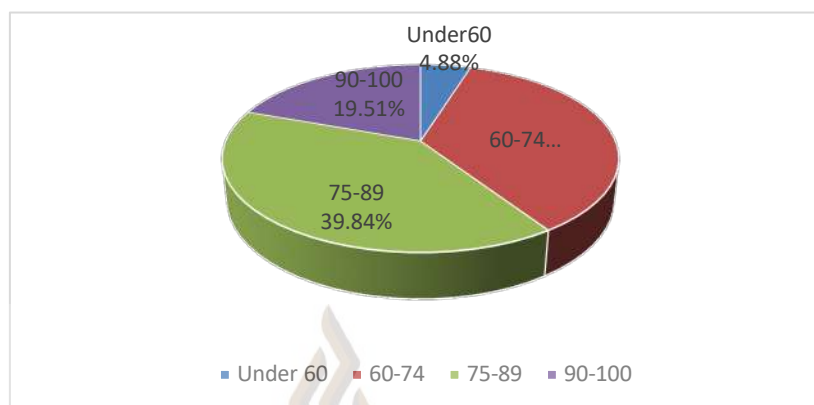
Figure 4.5 The proportion of students' Chinese Language Exam Results

Of the 123 participants, 6 students scored below 60 (4.88%), 44 students scored 60-74 (35.77%), 49 students scored 75-89 (39.84%), and 24 students scored 90-100 (19.51%) on the Chinese language exam. Most of the students in this group scored 75-89 on the Chinese exam.

4.2 Results for Research Question 1

This section mainly deals with the Research Question 1: What is the level of Thai high school students' Chinese learning motivation and academic self-efficacy? To analyze the quantitative data from the questionnaire, the following criteria for descriptive statistics (i.e., mean) were established. The same criteria which were explained in Chapter 3 were used to interpret the mean scores obtained. The mean scores indication of Motivation in 4.50-5.00 is the highest, 3.50-4.49 is high, 2.50-3.49 is moderate, 1.50-.2.49 is the lowest, and 1.00-1.49 is the lowest. These results are shown below.

4.2.1 The level of Thai senior high school students' Chinese learning motivation

A descriptive statistical analysis of students' motivation (Table 4.1) showed that the mean value of students' motivation was M=2.42, with a standard deviation of 0.62, a maximum value of 4.222 and a minimum value of 1. The data indicated that there were both students with high motivation and students with low motivation. Based on the criteria set up for this study, the students' motivation level was found at a moderate level.

Table 4.1 Descriptive Statistics of high school Students' Motivation in Chinese
　　　　　Learning

Item	N	Max	Min	Mean	SD	Md
Leaning Motivation	123	4.222	1	2.42	0.62	2.333

The results of the descriptive statistics of the three types of motivation data in the Chinese learning motivation questionnaire are shown in the following table:

Table 4.2 Descriptive statistics on Chinese learning Ideal L2 self of high school
　　　　　students

	Item	Max	Min	Mean	SD	Var	Mean of 6 items
Ideal L2 self	Q1	5	1	2.561	0.942	0.888	2.621
	Q2	5	1	2.569	0.95	0.903	
	Q3	5	1	2.992	0.996	0.992	
	Q4	5	1	2.756	1.027	1.055	
	Q5	5	1	2.691	0.985	0.969	
	Q6	5	1	2.154	0.95	0.902	

Table 4.3 Descriptive statistics on Chinese learning Ought-to L2 of high school
students

	Item	Max	Min	Mean	SD	Var	Mean of 6 items
Ought-to L2	Q7	5	1	2.740	1.047	1.096	2.489
	Q8	5	1	2.301	0.958	0.917	
	Q9	5	1	2.488	0.970	0.940	
	Q10	5	1	2.699	1.138	1.294	
	Q11	5	1	2.000	0.800	0.639	
	Q12	5	1	2.707	1.084	1.176	

Table 4.4 Descriptive statistics on Chinese learning L2 learning experience of high
school students

	Item	Max	Min	Mean	SD	Var	Mean of 6 items
L2 learning experience	Q13	5	1	2.138	0.782	0.612	2.150
	Q14	5	1	2.033	0.757	0.537	
	Q15	5	1	2.220	0.845	0.714	
	Q16	4	1	2.285	0.784	0.615	
	Q17	5	1	2.000	0.701	0.492	
	Q18	5	1	2.228	0.885	0.784	

The ideal L2 self refers to the part of the ideal self related to the L2, which is
the part of the learner's aspirations and goals that learners want to achieve. Table 4.2

shows that the mean value for Ideal L2 self was 2.621. The level of the ideal L2 was at a moderate level based on the agreed criteria.

The ought-to L2 refers to the attributes that learners believe they should have in order to comply with the expectations of others or to avoid negative outcomes. Table 4.3 shows that the mean value for ought-to L2 was 2.489. The level of ought-to L2 was at a low level based on the agreed criteria.

The L2 learning experience refers to factors related to the current learning environment and past experiences, such as: the enjoyment of the language course, the influence of peers, past successes, etc. Table 4.4 shows that the mean value for L2 learning experience was 2.150. The level of L2 learning experience was at a low level based on the agreed criteria.

On the basis of the above data analysis, research question 1 can be answered. The results reveal that the high school students have a moderate level of motivation in Chinese language learning. In terms of the student's L2MSS，the learning motivation category with the highest mean was Ideal L2 self, followed by Ought-to L2 and L2 learning experience.

4.2.1 The level of Thai senior high school students' Chinese learning self-efficacy

Table 4.5 Descriptive Statistics of high school Students' Chinese Learning self-efficacy

	Item	N	Max	Min	Mean	SD	Md
Academic self-efficacy	Q1-Q16	123	3.938	1.563	2.639	0.432	2.625
Learning ability	Q1-Q7 Q12-16	123	4.417	1.000	2.526	0.648	2.500
Locus of control	Q8-Q11	123	4.000	1.500	2.978	0.537	3.00

Table 4.5 presents the participants' academic self-efficacy in Chinese language learning. From the descriptive statistics of self-efficacy in Table 4.5, based on the agreed criteria, the level of participants' academic self-efficacy was at a moderate level, with a mean score of 2.639. Of the two dimensions of self-efficacy, locus of control was the highest (M = 2.978, SD = 0.537). Locus of control refers to how students perceive the reasons for their success or failure in their studies. There were four items on this dimension. Sense of learning ability (M=2.526, SD=0.648) was at a low level. Learning ability refers to the participants' sense of ability to complete Chinese learning tasks. There are 12 items on this dimension in the academic self-efficacy questionnaire.

To conclude, based on the results of research question 1, Thai high school students have a moderate level of academic self-efficacy in Chinese learning. Students tended to learn Chinese confidently, but they lacked the ability to complete Chinese learning tasks. Some students lacked confidence in their ability to encounter setbacks and overcome difficulties in the learning process, while others were able to face difficulties bravely and solve them effectively.

4.3 Results for Research Question 2

This section mainly deals with the Research Question 2: Are there any differences in Thai senior high school students' learning motivation and self-efficacy related to their gender, duration of Chinese learning, age, ethnicity, and Chinese proficiency level?

For items with only two groups, such as gender and ethnicity of the participants, the results were first analyzed with a descriptive analysis using the SPSS27 to calculate the mean, standard deviation, and standard error, and then an independent t-test was conducted for each item to investigate whether there was significant correlation between the two groups. Afterwards, the researcher reported the results in tabular form.

For items with three or more groups, such as age, duration of Chinese learning, and Chinese proficiency level, the SPSS27 was used to conduct Test of Homogeneity

of Variances, one-way ANOVAs, and post hoc multiple comparisons, with the aim of investigating whether there were statistically significant and whether there was significant correlation between groups. For items with significant differences between groups, correlation analysis was also used to determine whether the significant correlation was positively or negatively correlated. Finally, the investigators reported detailed results using tables.

The following is a table of the significance value between each item in individual differences and motivation and self-efficacy.

Table 4.6 The significance value between each item in individual differences and motivation and academic self-efficacy

	Gender	Age	Ethnicity	Duration of Chinese learning	Chinese proficiency level
Chinese Learning motivation	p=0.39	p=0.018	p=0.153	p=0.566	p=0.000
Academic Self-efficacy	p=0.14	p=0.000	p=0.371	p=0.607	p=0.001

As a result of the above analysis, only two items, age and Chinese proficiency level, had significance value less than 0.05. Therefore, question 2 can be answered. There was no significant correlation between learning motivation and self-efficacy and gender, ethnicity, and duration of Chinese learning. There was a statistically significant correlation between learning motivation and self-efficacy and age, and Chinese proficiency level. The following is the elaborated analysis of each item in individual differences.

4.3.1 Differences in Learning Motivation and Self-efficacy Related to Gender

Table 4.7 presents the descriptive results of the two groups in learning motivation and self-efficacy related to gender

Table 4.7 Two groups of descriptive results on learning motivation and academic self-efficacy related to gender

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Learning motivation	Male	53	2.48	.65	.090
	Female	70	2.38	.60	.071
Academic self-efficacy	Male	53	2.71	.46	.064
	Female	70	2.59	.41	.049

The results (see Table 4.7) show that both male and female participants had low level of motivation, with a mean score of 2.48 for the male group and 2.38 for the female group. The results of self-efficacy levels were at a moderate level, with mean scores of 2.71 and 2.51 for male and female participants respectively. In terms of gender, male participants had higher level in both motivation and self-efficacy than female participants. The independent sample test was used to compare the motivation and academic self-efficacy scores of the two groups to investigate whether there were significant differences between male and female students in terms of motivation and academic self-efficacy between the male and female participants.

Table 4.8 Independent Samples Test of the Two Groups' Scores on learning
   motivation and self-efficacy related to gender

		Levene's Test for Equality of Variances		T-test for Equality of Means						
		F	Si.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Learning motivation	Equal Variance assumed	1.315	.254	.869	121	.387	.09811	.11294	-.12547	.32170
	Equal Variance not assumed			.858	106.463	.393	.09811	.11436	-.12860	.32483
Self-efficacy	Equal Variance assumed	1.687	.196	1.487	121	.140	.11680	.07856	-.03872	.27545
	Equal Variance not assumed			1.460	103.667	.147	.11680	.08000	-.04186	.27545

The results in Table 4.8 show that the significance value of learning motivation
and gender was 0.39 and 0.39 is greater than 0.05, as a result there is no significant
difference between learning motivation and gender. Regarding self-efficacy, the
significance value of self-efficacy and gender was 0.14 and 0.14 was greater than 0.05.
Therefore, there was also no statistically significant difference between self-efficacy and
gender.

4.3.2 Differences in Learning Motivation and Self-efficacy Related to Age

As these participants were randomly selected from Grade10-12, they were divided into three groups based on their age: 15-16 years, 17-18 years and over 18 years. The researcher first conducted a homogeneity test of the three groups of participants' motivation and self-efficacy, and the results showed that the variance was homogeneous across the three levels (Refer to appendix H). A one-way ANOVA was conducted to examine whether there were significant differences between the three levels of Learning motivation and self-efficacy, and the results are shown in Table 4.9.

Table 4.9 One-way ANOVA: the Differences of Participants' learning motivation and self-efficacy related to age

		Sum of Squares	df	Mean Square	F	Sig.
Chinese Learning motivation	Between Groups	3.022	2	1.511	4.139	.018
	Within Groups	43.818	120	.365		
	Total	46.840	120			
Academic Self-efficacy	Between Groups	3.502	2	1.751	10.813	.000
	Within Groups	19.432	120	.162		
	Total	22.934	122			

The results of the one-way ANOVA in Table 4.9 indicated that there was a statistically significant difference between these three groups (F=4.139, Sig.=0.018<0.05). In addition, the F (10.813) and Sig. value (0.000) for self-efficacy also indicated that there was a significant difference between these three groups. To confirm this result, the post hoc multiple comparisons were performed to examine the differences. (Refer to appendix H). The results also confirmed that in One-way ANOVA.

To further validate the correlation between age, motivation and self-efficacy, a bivariate correlation analysis was applied.

Table 4.10 Bivariate correlation analysis between age and learning motivation

		Learning motivation	Age
Learning motivation	Pearson correlation	1	-.246**
	Sig.(2-tailed)		.006
	N	123	123
Age	Pearson correlation	-.246**	1
	Sig.(2-tailed)	.006	
	N	123	123

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.11 Bivariate correlation analysis between age and self-efficacy

		Self-efficacy	Age
Self-efficacy	Pearson correlation	1	-.390**
	Sig.(2-tailed)		.000
	N	123	123
Age	Pearson correlation	-.390**	1
	Sig.(2-tailed)	.000	
	N	123	123

** Correlation is significant at the 0.01 level (2-tailed).

As displayed in Table 4.10 and 4.11, the correlation coefficient between age and motivation was -0.246 and a statistical significance was found at the 0.01 level, thus indicating that there is a statistically significant negative correlation between age and learning motivation, meaning that Chinese learning motivation decreased as students grow older. Besides, the Pearson correlation coefficient between age and self-efficacy was -0.390 and a statistical significance was found at the 0.01 level, thus indicating that

there is a statistically significant negative correlation between age and self-efficacy, which means that self-efficacy in Chinese learning decreased as students grow older.

4.3.3 Differences in Learning Motivation and Self-efficacy Related to Ethnic

Table 4.12 presents the descriptive results of the two groups in learning motivation and self-efficacy related to ethnic.

Table 4.12 Two groups of descriptive results on learning motivation and self-efficacy related to ethnic

	Gender	N	Mean	Std. Deviation	Std. Error Mean
learning motivation	Ethnic Chinese Thai	24	2.44	.56	.114
	Thai	99	2.42	.64	.064
self-efficacy	Ethnic Chinese Thai	53	2.74	.39	.069
	Thai	70	2.61	.45	.045

The results displayed in Table 4.12 shows that both ethnic Chinese Thai and Thai participants had low level of motivation, with a mean score of 2.44 for the ethnic Chinese Thai group and 2.42 for the Thai group. The results for the level of self-efficacy were similar to those of the low level of motivation, with mean scores of 2.74 and 2.61 for ethnic Chinese Thai and Thai participants, respectively. In terms of ethnic, ethnic Chinese Thai participants had higher motivation and self-efficacy than Thai participants. Independent sample tests were used to compare the motivation and academic self-efficacy scores of the two groups to investigate whether there were significant differences between ethnic Chinese Thai and Thai students in terms of motivation and self-efficacy.

Table 4.13 Independent Samples Test of the Two Groups' Scores on learning motivation
   and self-efficacy related to ethnic

		Levene's Test for Equality of Variances		T-test for Equality of Means						
		F	Si.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Learning motivation	Equal Variance assumed	1.145	.153	.869	121	.879	.02168	.14155	-.25856	.30191
	Equal Variance not assumed			. 166	38.908	.869	.02168	.13055	-.24240	.28576
Self-efficacy	Equal Variance assumed	.808	.371	1.240	121	.217	.12208	.09843	-.07279	.31695
	Equal Variance not assumed			1.476	45.135	.147	.12208	.08274	-.04455	.28871

The results in Table 4.13 reflect that there was no statistically significant
difference in the learning motivation of ethnic Chinese Thai and Thai participants (Sig.
value=0.88>0.05). In terms of self-efficacy, the difference between ethnic Chinese Thai
and Thai participants was above the statistically significant level (Sig. value=0.22>0.05)
and therefore there was also no statistically significant difference in self-efficacy.

4.3.4 Differences in Learning Motivation and Academic Self-efficacy Rel ated to Duration of Chinese learning

Participants were divided into four groups based on the duration of their Chinese language learning: 0-6 months, 7-11 months, 1 to 2 years, and more than 2 years. The researcher first conducted a Test of Homogeneity of Variances of the four groups of participants' motivation and academic self-efficacy (Refer to appendix H), and the results showed that the variance was homogeneous across the four groups. After testing for homogeneity of variances, the one-way ANOVA in Table 4.14 was used to determine if there was a statistically significant difference between the learning motivation and self-efficacy of the four groups.

Table 4.14 One-way ANOVA: the Differences of Participants' learning motivation
and self-efficacy related to duration of Chinese learning

		Sum of Squares	df	Mean Square	F	Sig.
Learning motivation	Between Groups	.789	3	.263	.680	.566
	Within Groups	46.051	119	.387		
	Total	46.840	122			
Self-efficacy	Between Groups	.350	3	.117	.615	.607
	Within Groups	22.584	119	.190		
	Total	22.934	122			

The results in Table 4.14 reflect that there are no statistically significant learning motivation differences between these four groups at the level of F=.680 and Sig. value=0.566>.05. In addition, the results also showed that there are no statistically significant Self-efficacy differences between these four groups at the level of F=.615

and Sig. value=0.607>.05. Since the Sig. value was much greater than 0.05, it is not necessary to perform further post hoc multiple comparisons.

4.3.5 Differences in Learning Motivation and Self-efficacy Related to Chinese Proficiency Level

The respondents all participated in the last semester Chinese language examination and their scores in the Chinese language examination were used as their Chinese language proficiency level. The total score was 100, and four achievement level were divided: under 60, 60-74, 75-89 and 90-100. A Test of Homogeneity of Variances of the participants' learning motivation and academic self-efficacy related to the Chinese proficiency level is conducted (Refer to appendix H). The results indicated that the homogeneity test was passed which means that the variance was homogeneous. After testing for homogeneity of variances, the one-way ANOVA in Table 4.15 was used to determine if there was a statistically significant difference between the learning motivation and self-efficacy of the four groups.

Table 4.15 One-way ANOVA: the Differences of Participants' learning motivation and self-efficacy related to Chinese proficiency level

		Sum of Squares	df	Mean Square	F	Sig.
Learning motivation	Between Groups	10.563	3	3.521	11.551	.000
	Within Groups	36.277	119	.305		
	Total	46.840	122			
Self-efficacy	Between Groups	2.975	3	.992	5.914	.001
	Within Groups	19.958	119	.168		

Table 4.15 One-way ANOVA: the Differences of Participants' learning motivation
and self-efficacy related to Chinese proficiency level (cont.)

Total	22.934	122			

The results of the one-way ANOVA in Table 4.15 indicate a statistically significant learning motivation difference between these four levels (F=11.551, Sig. value=0.000<0.05). In addition, F (5.914) and Sig. value (0.001) of self-efficacy also indicate a statistically significant difference in self-efficacy between these four levels. To confirm this result, post-hoc multiple comparisons were conducted to examine for differences (Refer to appendix H), the results showed that statistically significant differences in learning motivation were found between these four levels

To further validate the correlation between Chinese proficiency level, motivation and self-efficacy, a bivariate correlation analysis was applied.

Table 4.16 Bivariate correlation analysis between Chinese proficiency level and
learning motivation

		Chinese proficiency level	Learning motivation
Chinese proficiency level	Pearson correlation	1	.431**
	Sig.(2-tailed)		.000
	N	123	123
Learning motivation	Pearson correlation	.431**	1
	Sig.(2-tailed)	.000	
	N	123	123

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.17 Bivariate correlation analysis between Chinese proficiency level and self-
efficacy

		Chinese proficiency level	Self-efficacy
Chinese proficiency level	Pearson correlation	1	.340**
	Sig.(2-tailed)		.000
	N	123	123
Self-efficacy	Pearson correlation	.340**	1
	Sig.(2-tailed)	.000	
	N	123	123

** Correlation is significant at the 0.01 level (2-tailed).

As shown in Tables 4.16 and 4.17, the correlation coefficient between Chinese language proficiency level and motivation was 0.431, which was statistically significant at the 0.01 level, indicating that there was a statistically significant positive correlation between Chinese language proficiency level and motivation, which implies that students with higher Chinese language proficiency level have higher level of motivation. In addition, the correlation coefficient between Chinese proficiency level and self-efficacy was 0.340, which was significant at the 0.01 level, indicating that there was a statistically significant positive correlation between Chinese proficiency level and self-efficacy, meaning that students with higher Chinese proficiency level have higher level of self-efficacy.

4.4 Results for Research Question 3

Question 3 will be answered in this section: What are the relationships between learning motivation, self-efficacy among Thai high school students? A series of analyses were used to report and analyze the relationships between learning motivation and self-efficacy. First, correlation analysis was used to determine whether there was a statistically significant correlation between learning motivation and self-efficacy and

whether there was a statistically positive or negative correlation, and then linear regression equations were used to analyze learning motivation and self-efficacy to derive a linear regression equation model.

4.4.1 Correlation between Chinese Learning Motivation and Self-efficacy

Table 4.18 shows the correlation analysis to explore the relationship between learning motivation and self-efficacy.

Table 4.18 Bivariate correlation analysis between learning motivation and self-efficacy

		Learning motivation	Self-efficacy
Learning motivation	Pearson correlation	1	.793**
	Sig.(2-tailed)		.000
	N	123	123
Self-efficacy	Pearson correlation	.793**	1
	Sig.(2-tailed)	.000	
	N	123	123

** Correlation is significant at the 0.01 level (2-tailed).

As shown in Table 4.18, the correlation between participants' motivation and self-efficacy was statistically and positively correlated at the 0.01 level, with a correlation coefficient of 0.793. Therefore, it is possible to conclude that the participants with higher level of learning motivation had higher level of self-efficacy at the same time. Meanwhile, a higher sense of self-efficacy also gave them a stronger motivation to learn Chinese.

4.4.2 Regression Analysis of Learning Motivation and Self-efficacy

A correlation analysis was conducted between high school students' Chinese learning motivation and self-efficacy, and it was found that there was a significant

correlation between students' motivation and self-efficacy. A linear regression analysis was conducted on the data and the results are shown in Table 4.19-4.21.

Table 4.19 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.793[a]	. 629	.626	.37875

a. Predictors: (Constant), Self-efficacy
a. Dependent Variable: Learning motivation

Table 4.20 ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	29.483	1	29.483	205.524	.000[b]
	Residual	17.358	121	.143		
	Total	46.840	122			

a. Dependent Variable: Learning motivation

b. Predictors: (Constant), Self-efficacy

Table 4.21 Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.572	.211		-2.704	.008
	Self-efficacy	1.134	.079	.793	14.336	.000

a. Dependent Variable: Learning motivation

Table 4.20 shows that there is the statistically significant p=0.000<0.05, which is the same as the result obtained from the correlation analysis. The F-value was 205.524, which means that the model from this regression analysis is statistically significant. The results in Table 4.21 shows that b=1.134 with a constant of -.572, and the regression equation from this model analysis is Chinese language motivation= -.572 + 1.134 * Self-efficacy. Table 4.21 shows a non-zero t-value, indicating that there is indeed an effect of Chinese learning efficacy on Chinese learning motivation among the students of TNHP School. The adjusted R-squared value of the coefficient of determination in the

regression analysis in Table 4.19 was 0.626, which does not take a very large value between 0 and 1, indicating that Chinese learning efficacy affects Chinese learning motivation, but it is not decisive.

After the above analysis, question 3 can be answered. To conclude, there is a statistically significant positive correlation between learning motivation and self-efficacy and the linear regression equation between learning motivation and self-efficacy is Chinese language motivation= -.572 + 1.134 * Self-efficacy. As a result, the average increase in learning motivation was 0.562 units for each unit increase in Chinese language learning efficacy.

4.5 Data Analysis of The Semi-structured Interview

Semi-structure interviews were used as a qualitative data to obtain a deeper perspective on the Chinese language learning of the participants. The interview consisted of 9 items and 12 respondents including 8 females and 4 males participated in semi-structured interviews in their native language Thai. They were interviewed online and then the responses were transcribed, translated, analyzed, and summarized by the researcher. There were no alterations to the interviews, and the researchers translated them from Thai to English.

The core themes of the focus group interviews were based on nine questions and for the purpose of participant confidentiality, the researchers used numbers to code the respondents according to the sequence of their interview responses (Interviewee 1, Interviewee 2). Details of the responses can be found in Appendix G. The interview texts were analyzed to summarize the thematic category occurrences of the interviews. The categorical items were also subsequently formulated according to the frequency of keywords occurring in the interviews.

Theme 1: Reasons for learning

Most students choose to study Chinese because they like the language and are interested in Chinese culture, so they want to improve their listening, speaking, reading, and writing skills. Some students choose to study Chinese because they want to find a better job, as the importance of the language is becoming more and more apparent and those who can speak it have a competitive advantage over others. In addition to their own interests and employment advantages, some participants chose to study Chinese for other reasons. For example, the participants' parents asked them to study and for further education purposes.

Subtheme 1.1 Self-interest

Most students choose to learn Chinese because they like Chinese, are interested in Chinese, and have a strong vision of learning Chinese and want to narrow the gap between their real self and their ideal self.

"I like Chinese stars and I often follow the news about them, some of which I can't understand without translation, so I want to learn Chinese." (Interviewee 5, personal communication, October 6, 2022)

"I am very fond of Chinese culture, I am an ethnic Chinese Thai and have been influenced by Chinese culture since I was a child." (Interviewee 8, personal communication, October 6, 2022)

"I want to work in China, I think China is very developed and I would like to live there." (Interviewee 7, personal communication, October 6, 2022)

"There are many jobs in Thailand that require a high level of Chinese language skills, and many of these jobs are very well paid, so I would like to work in a job related to the Chinese language." (Interviewee 9, personal communication, October 6, 2022)

"I study Chinese in order to become a Chinese teacher in the future."
(Interviewee 10, personal communication, October 6, 2022)

Subtheme 1.2 Influence from others

Only two respondents indicated that the reason for learning Chinese was because they were influenced by others or expected by others.

"My parents felt that Chinese was important, so they advised me to learn Chinese." (Interviewee 2, personal communication, October 6, 2022)

"At present, Chinese is very important and those who know Chinese will have an advantage over those who don't. Many people are learning Chinese, and I think I should learn Chinese too." (Interviewee 12, personal communication, October 6, 2022)

Theme 2 Methods to motivate

Recent years, many Chinese enterprises have invested and set up factories in Thailand, and Chinese talents are in short supply. Learning Chinese well may lead to better jobs. For the sake of future planning and consideration, many participants hope to improve their competitiveness by learning Chinese. Many participants choose to study Chinese because of their own interest in Chinese language and Chinese culture. They hope to learn Chinese to understand China and Chinese culture more closely, and the in-depth study will make them more motivated to study. Some participants said they often gave themselves positive self-suggestion, and the positive self-suggestion always helped to increase their motivation to learn.

Subtheme 2.1 Future planning

Recent years, many Chinese enterprises have invested and set up factories in Thailand, and Chinese talents are in short supply. Learning Chinese well may lead to

better jobs. For the sake of future planning and consideration, many participants hope to improve their competitiveness by learning Chinese.

"The south of Thailand is an important tourist destination. Many Chinese tourists will travel to the south, so there is a large demand for Chinese talents. I often tell myself that if I know Chinese, it will bring me competitive advantages." (Interviewee 2, personal communication, October 6, 2022)

"Since my family runs a store, if I know Chinese, I will be more able to attract tourists to store in the store." (Interviewee 3, personal communication, October 6, 2022)

"Chinese language is very important at present, those who know it will have an advantage over those who don't. For your future, I must learn Chinese well." (Interviewee 12, personal communication, October 6, 2022)

Subtheme 2.2 Intense interest

Many participants choose to study Chinese because of their own interest in Chinese language and Chinese culture. They hope to learn Chinese to understand China and Chinese culture more closely, and the in-depth study will make them more motivated to study.

"I have a strong interest in Chinese characters and Chinese culture, and I want to write Chinese characters as fluently as Chinese people do, and I will learn to write Chinese characters according to Chinese writing habits." (Interviewee 1, personal communication, October 6, 2022)

"Because I like it, I want to be able to speak and write, so I will learn it hard." (Interviewee 4, personal communication, October 6, 2022)

"Chinese language is very important at present, those who know it will have an advantage over those who don't. For your future, I must learn Chinese well." (Interviewee 12, personal communication, October 6, 2022)

Subtheme 2.3 Positive self-suggestion

Some participants said they often gave themselves positive self-suggestion, and the positive self-suggestion always helped to increase their motivation to learn.

"I would suggest to myself that if I want to get good grades, if I want to get A on my grade report, I have to study Chinese seriously." (Interviewee 7, personal communication, October 6, 2022)

"I would suggest that I had to learn Chinese well in order to travel to China and to understand Chinese culture." (Interviewee 8, personal communication, October 6, 2022)

Theme 3 Language learning experience

Most of the participants said that they had studied other foreign languages before learning Chinese, and that all of these languages were helpful to them in current Chinese learning, which means that their past success in L2 learning is helpful to them in learning Chinese. However, some respondents also reported that there are various problems with the existing Chinese language teaching, and they are not satisfied with their current second language learning experience.

Subtheme 3.1 Previous successful L2 learning experience

"I have studied English, and I believe that the methods of learning languages are similar, and the methods I used to learn English can be applied to learning Chinese." (Interviewee 1, personal communication, October 6, 2022)

"I have studied Japanese, and since Japanese has kanji in it, it helps me a lot to write Chinese characters." (Interviewee 3, personal communication, October 6, 2022)

"I have studied English, and the grammar of English is similar to that of Chinese, so I am very confident when I learn Chinese grammar." (Interviewee 9, personal communication, October 6, 2022)

Subtheme 3.2 Unsatisfactory learning experience

"The teacher's teaching is very difficult and sometimes the teacher leaves the class before explaining what we don't understand. The content of the teaching is also very boring, I hope to see more Chinese culture and history." (Interviewee 3, personal communication, October 6, 2022)

"The teachers teach well, but the Chinese native teachers cannot speak either Thai or English, which makes some things difficult to understand." (Interviewee 9, personal communication, October 6, 2022)

"The textbooks are easy, but they are all things that can be used in everyday life." (Interviewee 10, personal communication, October 6, 2022)

Theme 4 Feelings about learning Chinese

Most participants found Chinese very difficult, especially after learning the language. Some respondents expressed their confidence in learning Chinese well even though it was difficult, while some said they did not have much confidence in learning Chinese well. A large number of respondents said that there are many problems in writing Chinese characters, and many of them found it difficult to write with complicated strokes and often have more strokes and fewer strokes. Some respondents expressed problems with pronunciation, as many Chinese pronunciations are not found in Thai.

Subtheme 4.1 Self-confidence

"Before I learned Chinese, I thought it was difficult, but after I started to learn Chinese, I found that it was not as difficult as I thought, and I think I can learn Chinese well." (Interviewee 1, personal communication, October 6, 2022)

"After learning Chinese, I think it is not difficult, the teacher taught me very well and I believe I can learn Chinese well." (Interviewee 3, personal communication, October 6, 2022)

"I find it difficult, especially the pronunciation, because the pronunciation of Chinese is different from Thai, and I don't think I can be good at learning Chinese." (Interviewee 10, personal communication, October 6, 2022)

"After learning Chinese, I felt that Chinese was very difficult, and the Chinese characters had many strokes and were very complicated. I began to feel that I could not learn Chinese well." (Interviewee 11, personal communication, October 6, 2022)

Subtheme 4.1 Difficulties in pronunciation

"The biggest problem is pronunciation, because many Chinese pronunciations cannot be found in Thai, so it is difficult to learn them. The position of the tongue is very important in Chinese pronunciation, which makes me feel a bit strange, and because of the pronunciation problem, it also affects my listening learning." (Interviewee 2, personal communication, October 6, 2022)

"The pronunciation of Chinese was difficult for me, and I couldn't answer the teacher's questions quickly, which required a long reaction time." (Interviewee 4, personal communication, October 6, 2022)

"The most difficult thing is the pronunciation, my pronunciation is not very accurate, and sometimes the meaning will change if the pronunciation is not accurate." (Interviewee 6, personal communication, October 6, 2022)

Subtheme 4.2 Difficulties in Characters

"The most difficult part is the Chinese characters, which have many complex strokes." (Interviewee 3, personal communication, October 6, 2022)

"The biggest problem for me is writing Chinese characters, I can't remember them if there are many strokes." (Interviewee 8, personal communication, October 6, 2022)

"Writing Chinese characters is the hardest part. Chinese characters are like pictures that must be remembered, and there is no connection between the pronunciation of Chinese characters thus I have to remember how to write and read each Chinese character." (Interviewee 12, personal communication, October 6, 2022)

Theme 5 Perceptions about exams

Some respondents believed that test scores reflect daily learning levels and have a positive effect on their own learning. Some respondents believed that test scores are not related to learning, that test scores are not good even after learning hard, and the exam focus is not the same as daily learning.

Subtheme 5.1 Promoting Learning

"The test scores can reflect my learning situation, and I will enjoy learning Chinese more if I do well in the test." (Interviewee 2, personal communication, October 6, 2022)

"I will get a lot of praise if I get good grades, and this will be the motivation for me to learn Chinese." (Interviewee 7, personal communication, October 6, 2022)

"If I get a good grade, my classmates will be admiring me, which will make me love learning Chinese even more." (Interviewee 10, personal communication, October 6, 2022)

Subtheme 5.2 Not related to learning

"I felt that sometimes even if I study Chinese seriously my grades are not good" (Interviewee 5, personal communication, October 6, 2022)

"I believe that there is no connection between the test and Chinese language level, because I usually like to speak Chinese, but the test mainly examines listening, reading and writing." (Interviewee 8, personal communication, October 6, 2022)

"I do not think there is a strong connection between the test and the Chinese level, the teacher usually pays more attention to listening and speaking in class, while the test focuses more on writing, especially Chinese characters, many words I can read but not write." (Interviewee 12, personal communication, October 6, 2022)

Theme 6 Favorite teaching methods

Almost all of respondents expressed that they did not like the monotonous and boring learning style, they were more receptive to the game approach and enjoyed the classroom activities and Chinese culture teaching.

Subtheme 6.1 Interesting teaching

"I like the teaching method with more activities, it will make the learning not boring." (Interviewee 12, personal communication, October 6, 2022)

"I like it when teachers teach something about Chinese culture and liven up the class by adding games, which can better engage students in learning Chinese." (Interviewee 1, personal communication, October 6, 2022)

"I prefer the teaching with games, but at present the teachers just simply ask the students to dictate and read the words. And there is also very little introduction to the content of the lesson other than what is presented." (Interviewee 6, personal communication, October 6, 2022)

Theme 6 Recommendations for teaching

Some participants expressed the view that there are some problems with the current Chinese teaching methods of teachers. For example, Thai teachers have accent in their pronunciation, Chinese native teachers have the standard pronunciation, but they cannot speak Thai and the students do not understand what they teach. The teaching is boring and do not engage the students. Some participants would like to request the teachers adjust their teaching methods to improve the efficiency of their teaching. Some interviewees expressed that they hope that schools would change the textbooks they use. Some of the textbooks are designed for Chinese learners from Western and the content is mostly about Western culture and holidays and not about Thai culture. These materials also do not have Thai commentaries, which can make it difficult for students to understand and they also can't use the Chinese they have learned in real-life situations.

Subtheme 6.1 Teaching methods

"The teachers teach well, but the Chinese native teachers cannot speak either Thai or English, which makes some things difficult to understand." (Interviewee 9, personal communication, October 6, 2022)

"I hope the teacher will use more pictures to explain the content and teaching games to make the class more interesting." (Interviewee 7, personal communication, October 6, 2022)

"The teacher's teaching is very difficult and sometimes the teacher leaves the class before explaining what we don't understand. The content of the teaching is also very boring, I hope to see more Chinese culture and history." (Interviewee 3, personal communication, October 6, 2022)

Subtheme 6.1 Teaching Materials

"The textbook is not well suited, and the content of the materials is also not relevant to our daily life." (Interviewee 1, personal communication, October 6, 2022)

"The textbook was a bit inappropriate for us because it was set in the West and much of the material was about Western culture, such as Christmas, and there were also no Thai commentaries in the textbook." (Interviewee 6, personal communication, October 6, 2022)

"The content of the textbook is not difficult, but not very relevant to Thailand, Thailand's tourism is very developed, I hope that there is some knowledge related to the tourism of Thailand." (Interviewee 11, personal communication, October 6, 2022)

In the interviews with the 12 participants, the participants all indicated their responses to the individual interview questions in different ways. Their interview transcripts were used to analyze their Chinese language learning, and these were categorized into different themes. From the interviews, the main reasons why these 12 participants chose to study Chinese were to have a better job in the future and their interest in learning Chinese. The 12 participants gave different answers about their feelings after learning Chinese, some found it difficult, some found it easy, all gave their own reasons. And some students had higher academic self-efficacy, but some had lower

academic self-efficacy levels. They also discussed the influence of their pervious language learning experience on their Chinese learning, and most of the participants indicated that their previous foreign language learning helped them learn Chinese. In addition, they also talked about how test scores could be a motivating factor for their learning. Finally, the participants talked about their preferred teaching methods and gave some suggestions for teaching Chinese. The results of the interviews also proved that there are many problems in teaching Chinese in Thailand, including various problems in teaching methods, school support, and shortage of qualified teachers, and leads to participants being dissatisfied with their existing L2 learning experience. These were discussed in detail in Chapter 5.

4.6 CHAPTER SUMMARY

In this chapter, through the quantitative analysis of the questionnaire combined with the qualitative analysis of the semi-structured interviews, three research questions have been answered.1) High school students in TNHP School had a moderate level of motivation and self-efficacy in learning Chinese. In terms of L2MSS, the learning motivation category with the highest mean was ideal L2 self, followed by ought-to L2 self and L2 learning experience. 2) High school students' Chinese language learning motivation level and self-efficacy level in TNHP School had a negative correlation with age and a positive correlation with Chinese proficiency level, while there was no correlation with gender, ethnicity, or duration of Chinese learning. 3) There is a positive correlation between motivation and self-efficacy in Chinese language learning among high school students in TNHP School.

Chapter 5

Conclusion, Discussion and Recommendations

The purpose of this study is to investigate the levels of motivation and academic self-efficacy in Chinese language learning among Thai high school students, to examine whether there are differences in learning motivation and self-efficacy related to individual differences, and to explore the relationship between learning motivation and self-efficacy of Thai high school students.

A mixed-method approach was used in this study. The questionnaire was first analyzed quantitatively to explore the levels of motivation and self-efficacy in Thai high schools and the relationship between the two and with individual differences. Qualitative data from focus group interviews were analyzed to further explore participants' Chinese language learning and learning feedback and to seek more evidence on the issues.

In this chapter, first, the findings of the quantitative and qualitative studies are concluded. Then, the main findings are discussed. Finally, recommendations and pedagogical implications for Chinese teaching in Thailand, limitations of the study, and suggestions for future research are presented.

5.1 Conclusion of the research findings

5.1.1 The Results of Quantitative Data

Quantitative findings were concluded and provided based according to the research questions.

5.1.1.1 What is the level of Thai senior high school students' Chinese learning motivation and academic self-efficacy?

The results of the analysis of the motivation questionnaire (mean and standard deviation) showed that the mean value of Thai high school students' motivation in learning Chinese was $\overline{x}$ =2.42 with a standard deviation of 0.62. Based on the criteria set up for this study, Thai students' motivation in learning Chinese was low. According to the mean value, the highest to lowest items of L2MSS were ranked as follows: The ideal L2 self ($\overline{x}$=2.621), The Ought-to L2 ($\overline{x}$=2.489), and The L2 learning experience ($\overline{x}$ =2.150). Of all the items, only the ideal L2 self value ($\overline{x}$ = 3.73) was higher than 2.5. The results reflect that the high school students in TNHP School have a strong personal vision to learn Chinese well, are less influenced by others or feel less academic pressure when learning Chinese and have less pleasure in the process of learning Chinese.

The results of the analysis of the self-efficacy questionnaire (mean and standard deviation) showed that the mean value of Thai high school students' self-efficacy in learning Chinese was $\overline{x}$ =2.639 and the standard deviation was 0.423. According to the criteria set in this study, Thai students' self-efficacy in learning Chinese was in a moderate level. According to the mean, among the two dimensions of self-efficacy, the locus of control was the highest ($\overline{x}$=2.978, SD=0.537) at a moderate level. The sense of learning ability ($\overline{x}$=2.526, SD=0.648) was also at a moderate level.

5.1.1.2 Are there any differences in Thai senior high school students' learning motivation and self-efficacy related to their gender, duration of Chinese learning, age, ethnicity, and Chinese proficiency level?

To investigate whether Thai high school students' motivation and self-efficacy in Chinese language learning were related to gender, age, length of Chinese language learning, ethnicity, and grades, the researchers conducted independent samples t-tests and one-way ANOVAs. The results show that (1) there was no statistically significant difference in motivation and self-efficacy between male and female students (p=0.39, p=0.14); (2) there was a statistically significant difference in motivation and self-efficacy between participants of different age (p=0.018, p=0.000); (3) there was no statistically significant difference between the motivation and self-efficacy of

participants of different duration of Chinese learning (p=0.153, p=0.371); (4) there was no statistically significant difference in the motivation and self-efficacy of participants of different ethnicities (p=0.566, p=0.607); (5) there were statistically significant differences between the motivation and self-efficacy of participants with different grades in Chinese language learning (p=0.000, p=0.001). Finally, the two items (Age and Chinese proficiency level) were analyzed for correlation with learning motivation and self-efficacy, and the results showed that there was a statistically negative correlation between age and learning motivation as well as self-efficacy, and a positive correlation between Chinese language proficiency level and learning motivation as well as self-efficacy.

5.1.1.3 What are the relationships between learning motivation, self-efficacy among Thai high school students?

A Pearson correlation analysis was used to investigate the relationship between motivation and self-efficacy, and the results displayed that there is a positive correlation between motivation and self-efficacy (PCC=0.793), which means that students with higher motivation have higher levels of self-efficacy. The researcher then conducted a regression analysis of learning motivation and self-efficacy and came up with a linear regression equation of motivation = -0.572 + 1.134 * Self-efficacy

5.1.2 The Results of Qualitative Data

Semi-structured interviews were conducted as a qualitative study consisting of 9 items, and 12 respondents (including 8 females and 4 males) participated in semi-structured interviews in their native Thai language. They were interviewed online, then transcribed, translated, analyzed, and summarized responses by the researcher. The interviews were not altered and were translated from Thai to English by the researchers. Each data from interviewee was analyzed and interpreted using content analysis, and then the thematic categories of the interviews were summarized.

According to the subject content, the results of the semi-structured interviews were summarized and analyzed as follows：

1）Reasons for learning Chinese

Most participants choose to learn Chinese because they like the language and are interested in Chinese culture, so they want to improve their listening, speaking, reading and writing skills, and they hope that through Chinese they will be able to get a better job in the future and have a competitive advantage over others. Some other participants chose to learn Chinese for other reasons, for example, the participants' parents felt that Chinese was important, so they asked them to learn Chinese.

2）Difficulties in learning Chinese

Many respondents reported that they had many problems writing Chinese characters, and many of them found it difficult to write with complex strokes and many strokes with few strokes. Some respondents said that they had difficulty pronouncing Chinese because many Chinese pronunciations are not found in Thai, which also caused them to be nervous when speaking Chinese.

3）Suggestions and expectations

Some participants reported that there were some problems with the current Chinese language teaching. For example, Thai teachers have accents in their pronunciation and native Chinese teachers have standard pronunciation, but they do not speak Thai and students do not understand what they are teaching. Some interviewees said they would like the school to change the textbooks they use. Some of the materials are designed for learners from the West and focus on Western culture and holidays rather than Thai culture. These materials also do not have Thai explanations, which can make it difficult for them to understand and to use the Chinese in real-life situations.

In addition, almost all respondents expressed that they did not like the boring and monotonous learning style, and that they were more comfortable with the game approach and enjoyed the classroom activities and the teaching of Chinese culture.

5.2 Discussion

5.2.1 The main findings from research question 1: What is the level of Thai senior high school students' Chinese learning motivation and academic self-efficacy?

The low level of Chinese learning motivation (M=2.42, SD=0.62) was found based on the overall L2MSS and the mean score of the sub-categories of the L2MSS– ideal L2 Self (M=2.621) was found the highest among the others. This means that the students imagine and visualize themselves as speakers of Chinese. At the same time, they want to be people who use Chinese as their target language.

For the L2MSS, the results of the study were consistent with previous findings that the ideal L2 self is at the forefront of L2MSS (Prompakdee, 2021; Swatevacharkul, 2017; Papi, 2010; Darling &Chanyoo, 2018; Liu, 2017; Cao, 2018).The results that the ideal L2 self has a greater impact than ought-to L2 also confirms some arguments that in learning motivation theory, the more self- internal motivation learners have, the stronger motivation in L2 learning they will have (Noels et al, 2000). Furthermore, the results of the current study are in congruence with Öz (2016), where the ideal second language self has a more important impact on establishing and even maintaining connections with foreigners, which may transform into higher motivation and higher levels of second language achievement.

Self-efficacy level was found at the moderate level. As shown in Chapter 4, participants' self-efficacy levels were at a moderate level, with a mean self-efficacy score of 2.639. The locus of control was the highest of the two items of self-efficacy (M = 2.978, SD = 0.537). Learning ability (M = 2.500, SD = 0.648) was at a low level. The results are also supported by some earlier studies. Chen (2007) investigated the level of web-based self-efficacy of 31 college students. The results indicated that the students' self-efficacy was at a moderate to low level. Li and Liu (2013) investigated the writing self-efficacy levels of 294 non-English major undergraduate students. The results indicated that college students' overall writing self-efficacy and task efficacy were relatively low. Qin (2020) found that among independent college students, self-efficacy for English learning was at an intermediate level. Shi's (2018) study on Lao students' Chinese learning efficacy showed that the sense of Chinese learning efficacy was at a moderate level, and that Lao students' sense of basic Chinese competence was higher than their sense of control. The results of this thesis are inconsistent with Shi's (2018) study, and the results of this study were that participants' locus of control was greater

than learning ability. The reason for this may be that the participants in Shi's study were Chinese majors with high Chinese language proficiency, while the participants in this study were high school students, some of whom had only started learning Chinese for a few months.

5.2.2 The main findings from research question 2: Are there any differences in Thai senior high school students' learning motivation and self-efficacy related to gender, duration of Chinese learning, age, ethnicity, and Chinese proficiency level?

5.2.2.1 Relationships between the Thai senior high school students' learning motivation and age, self-efficacy and age

As shown in Chapter 4, p value (p=0.018< 0.05) between learning motivation and age, (p=0.000< 0.05) between self-efficacy and age depicts that there is a significant difference between different age groups in learning motivation and self-efficacy. The results of Pearson's correlation analysis indicated that both the participants' motivation and self-efficacy were negatively correlated with the participants' age. (PCC=-.246**, PCC=-.390**) The result of motivation in this thesis is consistent with Shi's (2018) study, which showed that there is a significant difference in the level of motivation of students at different ages, but with Shi's (2018) study showed that the older the students are, the higher the motivation level in learning Chinese. Regarding the study of self-efficacy, the results of the present study are consistent with Zhao's (2012) study that there is a significant difference in self-efficacy among students in different age groups.

5.2.2.2 Relationships between the Thai senior high school students' learning motivation and Chinese proficiency level, self-efficacy and Chinese proficiency level

As shown in Chapter 4, (p=0.000< 0.05) between learning motivation and Chinese proficiency level, (p=0.001< 0.05) between self-efficacy and Chinese proficiency level depicts that there is a significant difference between different age groups in learning motivation and self-efficacy. The results of the Pearson correlation

analysis showed that both the participants' motivation and self-efficacy were positively correlated to the age of the students. (PCC=0.431**, PCC=0.340**) The results of this study are similar to Chen's (2019) empirical study on the motivation of non-English major college students. Chen's (2019) study found significant differences between high and low subgroups in terms of cultural motivation, while there were no statistically significant differences between high and low subgroups in terms of instrumental and contextual motivation. In Liu's (2020) study on senior high school students, there were only significant differences in motivation between the low and high level of Chinese proficiency groups. In terms of significant differences in self-efficacy, the results of this study were very similar to Liu's study. Liu (2020) also found there were statistically significant differences in self-efficacy between low and intermediate achievement, low and high achievement, and high and intermediate achievement. The result that motivation is proportional to the level of Chinese language proficiency also confirms some arguments in the theory of learning motivation, learners with higher motivation were more likely to succeed in second language learning than those with lower motivation (Gardner & Lambert, 1972).

5.2.2.3 Relationships between the Thai senior high school students' learning motivation and gender, self-efficacy and gender

As shown in Chapter 4, (p=0.39> 0.05) between learning motivation and gender, (p=0.14> 0.05) between self-efficacy and gender depicts that there was no difference between the males and females in learning motivation and self-efficacy. Indeed, there are some conflicting results so far from some studies on gender differences in motivation and self-efficacy. In studies by Ryan (2009) and Henry & Cliffordson (2013), women had stronger visions of themselves as successful language users than their male counterparts. This finding is explained by the fact that women are more likely than men to construct an independent self, which enhances interactions with others. However, a considerable number of studies have not found gender differences in the motivation and self-efficacy of second language learners (Henry & Cliffordson, 2013; Sylven & Thompson, 2015; Thompson & Erdil-Moody, 2014).

5.2.2.4 Relationships between the Thai senior high school students' learning motivation and ethnicity, self-efficacy and ethnicity

As shown in Chapter 4, (p=0.153> 0.05) between learning motivation and ethnicity, (p=0.371> 0.05) between self-efficacy and ethnicity depicts that there is no statistically significant difference between different ethnicity groups in learning motivation and self-efficacy. The results of this study are inconsistent with Zhou's (2019) study, which found that ethnic Chinese Malaysian students had higher level in internal motivation, integrative motivation, instrumental motivation, and self-efficacy than the non- ethnic Chinese students. The reason for this is that Zhou's (2019) study was conducted with Malaysian students, and since Malaysia has been independent, ethnic Chinese in Malaysia have always insisted on Chinese language education, the interest in learning Chinese language and interest in Chinese culture of ethnic Chinese is significantly higher than non-ethnic Chinese. The integration of Thai Chinese into mainstream Thai society was smooth, and many Chinese immigrants stopped speaking Chinese from the second generation onwards. In addition to Thailand's previous language policy, this has led to a lower level of Chinese cultural identity among ethnic Chinese in Thailand than among ethnic Chinese in other countries. While the integration of ethnic Chinese into mainstream Thai society was very smooth, many Chinese immigrants stopped speaking Chinese from the second generation onwards, in addition to Thailand's previous language policy, which also led to a lower level in identity of Chinese language and Chinese cultural among ethnic Chinese in Thailand than ethnic Chinese in other countries (Yang &Yu, 2017).

5.2.2.5 Relationships between the Thai senior high school students' learning motivation and duration of Chinese learning, self-efficacy and duration of Chinese learning

As shown in Chapter 4, (p=0.566> 0.05) between learning motivation and duration of Chinese learning, (p=0.607>0.05) between self-efficacy and duration of Chinese learning depicts that there is no statistically significant difference between different with groups in different duration of Chinese learning in learning motivation and self-efficacy. Gao's (2019) study found that there were no statistically significant differences in motivation and self-efficacy levels among English second

language learners with different duration of learning. In the study of Chinese as a second language, Shi (2018) conducted a study on motivation and self-efficacy of Lao Chinese learners, and the results of the study showed that there was some decrease in motivation of Lao Chinese learners as the duration of learning increased, but it still could not be counted as a significant difference. In addition, the mean vale of the two dimensions of Chinese learning efficacy and its underlying sense of learning ability and locus of control differed among students with different duration of Chinese learning, but both were not regular and did not increase or decrease with increasing l duration of learning and there was no significant difference. The findings of this study were consistent with Gao (2019) and Shi's (2018) result that there is no statistically significant correlation between learning motivation, self-efficacy, and duration of learning.

5.2.3 The main findings from research question 3: What are the relationships between learning motivation, self-efficacy among Thai high school students?

According to the Pearson correlation analysis in Chapter 4, the results showed a statistically positive correlation between learning motivation and self-efficacy (PCC=0.793). In addition, the linear regression equation between learning motivation and self-efficacy was derived after linear regression analysis as language motivation = -0.572 + 1.134 * Self-efficacy. The higher the students' self-efficacy, the higher their learning motivation. The results of this study are consistent with the findings of Wang's (2021) study that motivation affects self-efficacy and self-efficacy counteracts motivation, and those students who have high levels of self-efficacy always have high levels of motivation. Liu et al. (2019) stated that individuals with different levels of academic self-efficacy differ significantly in their choices, perceptions, and behaviors when faced with a task. Students with higher levels of academic self-efficacy are self-confident in their personal abilities and they are willing to attempt more challenging tasks. Even when they encounter difficulties, they do not doubt their abilities, spend time on problem solving, and are able to persist over time to achieve success. Students with low levels of academic self-efficacy tend to question their abilities and often do not believe in themselves. They choose less difficult types of tasks to avoid failure. When

faced with real failure, they blame it on their low ability and fail to succeed even if they try, so they are reluctant to spend time on the task and tend to give up easily. In addition, students with lower levels of academic self-efficacy are less likely to adopt effective cognitive and learning strategies when faced with difficulties, resulting in weaker motivation strengths, which in turn leads them to have poorer academic performance. Lee's (2015) and Cao & Zhang's (2018) studies all showed a statistically positive relationship between English learning motivation and self-efficacy. The current findings are also supported by Bandura (1995). The level of self-efficacy enhances and weakens an individual's motivation, which in turn affects action. Correspondingly, academic self-efficacy can influence individual motivation to learn. Although motivation does not directly affect learning as much as variables such as students' intelligence level, cognitive structural characteristics, and cognitive development level, it has a significant impact on the process of cognitive activity and its outcome indirectly due to its motivational characteristics. This is how self-efficacy can influence students' learning outcomes. Thus, high level of self-efficacy is important for learning, and it is necessary for teachers to help students develop high level of self-efficacy.

5.2.4 Discussion of the Semi-structured Interview

The main purpose of the semi-structured interviews was to investigate the situation of Chinese language teaching in Trang province of Thailand. The analysis of the results of the semi-structured interviews revealed that the respondents had a strong personal vision of learning Chinese, which implies that the main type of motivation of the respondents was ideal L2 self. In the question 1 of the interview, 83% of the respondents answered that they chose to learn Chinese by themselves, while only two respondents indicated that he learned Chinese because the influence from others. This finding also confirms the finding of the quantitative analysis that the main motivation type of the students was ideal L2 self. In addition, the semi-structured interviews also revealed that the respondents' previous successful L2 learning experiences would have a facilitating effect on their current Chinese learning, which supports the L2MSS theory that successful past experiences would have a positive effect on current learning (Dornyei, 2005). However, the interviews revealed that the students were not satisfied

with their current L2 learning experience, and many of them complained that they could not understand the teachers' teaching and that there were many problems with the teaching materials. This also accounted for the lowest level of L2 learning experience among the respondents in L2MSS.

The results of semi-structured interviews also verified students' low level of motivation in learning Chinese. Most of the interviewees have a strong self-vision in Chinese learning, but their motivation for Chinese learning is reduced due to difficulties in Chinese and other reasons. For example, some participants found the pronunciation of Chinese language and Chinese characters too difficult, and some participants also indicated that there are still some problems with the current teaching methods of teachers. Chinese teachers do not speak Thai, Thai teachers have accents in their pronunciation, and some students feel that Chinese classes are boring, and they mostly want to learn in a relaxed and interesting learning environment.

It was also found from semi structured interview that students have positive attitudes toward Chinese learning and are willing to put effort into Chinese learning, but most of them feel that Chinese is more difficult. This also provides an explanation for the low level of learning ability in self-efficacy. According to the interviews, most of the students reported that Chinese is difficult and there are some problems with the teaching materials and teachers' teaching methods, so it is difficult for them to use Chinese correctly, which also leads to a low level of learning ability in their self-efficacy.

All these reasons affect Chinese learning motivation as well as their self-efficacy, which leads to their low grades on tests and exams. The above conclusion corresponds to Ye's (2018) study. Chinese language is very popular in Thailand and Chinese language teaching has been developed in Thailand. However, there are still certain problems and dilemmas in the current development situation.

5.3 Recommendations

As a result of the current situation of Chinese language teaching in Thai secondary schools found in this study, the following recommendations are provided to Thai Chinese language teaching based on the participants' suggestions.

5.3.1 For School Administration

1) Administrators shall seek methods to motivate students to learn Chinese and provide relevant policies and guarantees. For example, scholarships for students with excellent Chinese language learning performance and students with good Chinese language performance in their senior year being sent to study in university in China.

2) Administrators should conduct more training for Chinese language teachers, especially for their professionalism and teaching skills, such as Thai language training for teachers from China.

3) Administrators may improve the Chinese curriculum and reform the Chinese examination mechanism. For example, the Chinese culture courses should be conducted to increase students' interest. And without the pressure by the examination, learning motivation and self-efficacy students cannot be well stimulated.

5.3.2 For Chinese Teachers

1) Teachers should be aware of the students' Chinese language level and psychological needs and establish a relaxed classroom atmosphere.

2) Teachers should choose their teachings materials according to the actual situation of students, and the knowledge in many teaching materials has failed to keep up with the development of the times and has a certain knowledge lag.

3) Teachers should help students build their self-confidence and choose appropriate teaching methods to enhance students' interest in Chinese learning.

5.3.3 For Chinese Language Learners

1) Chinese learners can consciously set milestones for themselves. For example, to achieve a set score on a Chinese language test. Students will also have a sense of accomplishment after completing a stage of goals, and these feelings of accomplishment also give students a greater motivation to learn Chinese.

2) Chinese learners may consolidate the weak areas within their Chinese listening, reading, and writing skills after class. If students are weak in listening and speaking, they can consider communicating more with their Chinese friends. If their reading and writing skills are weak, students can form study groups to critique each of their writing.

3) Chinese learners should encourage themselves more, give themselves positive psychological hints in the process of learning Chinese, and improve their self-confidence in learning Chinese.

5.3.4 For Future Research

There is still relatively few research on Thai students' motivation and self-efficacy in Chinese language learning, and more research is needed to fill the research gap in the future. Based on the results of this study, the following are recommendations for future research.

1) This study only investigated the level of motivation and self-efficacy in Chinese language learning of the Thai high school students and their relationship with individual differences. Future research can use an experimental method to explore teaching methods that improve students' motivation and self-efficacy.

2) For the effect of individual differences on motivation and self-efficacy, only five variables were investigated in this study. Future research may investigate more variables that affect Chinese learning motivation and self-efficacy, such as family income, learning environment, personality, intelligence, and attitude toward learning.

3) The study was limited to the Chinese teaching in Trang province of Thailand. Future studies can be conducted in other provinces in Thailand.

In summary, a conclusion of the results in the study was provided in this chapter, and the Chinese learning motivation and self-efficacy of Thai high school students also has been discussed. In addition, this chapter provided recommendations for Thai school administrators, Chinese language teachers, and future research.

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Appendices

Appendix A

CERTIFICATE OF APPROVAL BY ETHICS REVIEW BOARD
OF RANGSIT UNIVERSITY

COA. No. RSUERB2022-092

RSU-ERB

Certificate of Approval
By
Ethics Review Board of Rangsit University

COA. No.	**COA. No. RSUERB2022-092**
Protocol Title	Chinese Learning Motivation and Self-Efficacy of Thai High School Students: A Case Study of Thai Local School
Principle Investigator	Hao Zhang
Affiliation	Suryadhep Teacher College, Rangsit University
How to review	Expedited Review
Approval includes	1. Project proposal
	2. Information sheet
	3. Informed consent form
	4. Data collection form/Program or Activity plan
Date of Approval:	19 September 2022
Date of Expiration:	19 September 2024

The prior mentioned documents have been reviewed and approved by Ethics Review Board of Rangsit University based Declaration of Helsinki, The Belmont Report, CIOMS Guideline and International Conference on Harmonization in Good Clinical Practice or ICH-GCP

Signature..

(Associate Professor Dr. Panan Kanchanaphum)

Chairman, Ethics Review Board for Human Research

Appendix B

PERMISSION LETTER OF TNHP SCHOOL

Permission Form

29 Sep 2022

To: Mr. HAO ZHANG

This is to certify that you are allowed to collect research data from the Thung Nong Haeng Prachasan school in Thailand.

For more information please contact the Thung Nong Haeng Prachasan school. Email: admin@pstrang.ac.th. Telephone: 075-576207

(Miss Butsaba Sukmechai)

Director of Chinese Language Teaching

Thung Nong Haeng Prachasan school

Appendix C

EXPERTS OF IOC AND BACK TRANSLATION

Experts of IOC and Back Translation

Expert A (For IOC and Back translation)

Name: Dr. Apisara Pornrattananukul

Affiliation: Faculty of Education, Chulalongkorn University, Thailand

Email: Apisara.Po@chula.ac.th

Expert B (For IOC)

Name: Dr. Pattra Pichetsilpa,

Affiliation: Faculty of Education, Chulalongkorn University, Thailand

Email: Pattra.P@chula.ac.th

Expert C (For IOC)

Name: Professor Dr. Hongiie Dong.

Affiliation: Faculty of Liberal Arts, Xi'an university, China

Email: donghongjie@xawl.edu.cn

Appendix D

ITEM OBJECTIVE CONGRUENCE INDEX (IOC) FORM

Item Objective Congruence of the Questionnaire and Semi-structured Interviews of Chinese Learning Motivation and Self-efficacy

Research Objectives:

1) To investigate the level of Thai senior high school students' Chinese learning motivation and academic self-efficacy.

2) To examine whether there are differences in learning motivation and academic self-efficacy related to individual differences (gender, age, ethnicity, duration of Chinese learning, and Chinese proficiency level).

3) To explore the relationships between learning motivation, academic self-efficacy of Thai senior high school students.

Response format: 5-Likert Scale

-Motivation Scale was adapted from Subekti, A. S. (2018). L2 Motivational Self System and L2 achievement: A study of Indonesian EAP learners. *Indonesian Journal of Applied Linguistics, 8*(1), 57-67.

-Self-efficacy Scale was adopted from Shi, Z.M. (2021). *Research on Chinese Learning Motivation and Learning Efficacy of students in Chinese Vocational Education Class of China-Laos Friendship School in Laos* (Unpublished Master's thesis). Yun Nan, Yunnan Normal University, China.

-The interview questions were designed by the researcher himself.

CONTENT VALIDATION OF THE QUESTIONNAIRE AND INTERVIEWS
PART 1: PERSONAL PARTICULARS

Direction: Please tick (✓) that correspond 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 the measures meet the stated objectives.

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

Sl. No	Items	Rating by Experts			IOC Average	Remarks
		Expert 1	Expert 2	Expert 3		
1.	性别 เพศ Gender	+1	+1	+1	+1	Accepted
2.	年龄 อายุ Age	+1	+1	+1	+1	Accepted
3.	你有华裔血统吗？ คุณมีเชื้อสายจีนหรือไม่ Are you of Chinese descent?	+1	+1	+1	+1	Accepted
4.	你学汉语学习多长时间了？ คุณเรียนภาษาจีนมากี่ปีแล้ว How long have you studied Chinese？	+1	+1	+1	+1	Accepted
5.	上学期汉语考试分数 คะแนนสอบภาษาจีนเทอมแล้ว Chinese test results of last semester	+1	+ 1	+ 1	+1	Accepted

PART 2: Chinese Learning Motivation

No	Items	Rating by Experts			IOC Average	Remarks
		Expert 1	Expert 2	Expert 3		
1.	我经常想象自己住在中国，用中文与当地居民交流。 ฉันมักจะจินตนาการว่าตัวเองอาศัยอยู่ที่ประเทศจีนและพูดคุยกับคนจีนในท้องถิ่นเป็นภาษาจีน I often imagine myself living in China and communicating with local residents in Chinese.	+1	+1	+ 1	+ 1	Accepted
2.	我经常想象自己与中国朋友说中文。 ฉันมักจะจินตนาการว่าตัวเองกำลังพูดภาษาจีนกับเพื่อนชาวจีน I often imagine myself speaking Chinese with Chinese friends	+1	+1	+ 1	+ 1	Accepted

No.						
3.	我经常想象自己能流利地写中文电子邮件。 ฉันมักจะจินตนาการว่าตัวเองเขียนอีเมลเป็นภาษาจีนได้อย่างคล่องแคล่ว I often imagine myself writing Chinese emails fluently.	+1	+1	+ 1	+ 1	Accepted
4.	我经常想象自己在说中文，就好像我是一个以中文为母语的人。 ฉันมักจะจินตนาการว่าตัวเองกำลังพูดภาษาจีนราวกับว่าภาษาแม่ของฉันเป็นภาษาจีน I often imagine myself speaking Chinese as if I were a native speaker of Chinese.	+1	+1	+ 1	+ 1	Accepted
5.	当我想到未来的职业时，我经常想象自己会使用中文。 เมื่อใดก็ตามที่ฉันนึกถึงอาชีพในอนาคต ฉันมักจะจินตนาการว่าตัวเองใช้ภาษาจีน Whenever I think of my future career, I often imagine myself using Chinese.	+1	+1	+ 1	+ 1	Accepted
6	我经常想象，如果我获得了良好的中文成绩，我得到更多的赞赏。 ฉันมักจะจินตนาการว่าถ้าได้เกรดดีๆในภาษาจีน ฉันจะได้รับความชื่นชมมากขึ้น I often imagine that if I acquired good Chinese scores, I would attract more admiration.	+1	+1	+ 1	+ 1	Accepted
7	我学习中文是因为我不想让我的家人或朋友失望。 ฉันเรียนภาษาจีนเพราะฉันไม่อยากทำให้ครอบครัวหรือเพื่อนผิดหวัง I study Chinese because I do not want to let my family or friends down.	+1	+1	+ 1	+ 1	Accepted
8	我认为学习中文很重要，因为我尊敬的人认为我应该这样做。 ฉันคิดว่าการเรียนภาษาจีนมีความสำคัญเพราะคนที่ฉันเคารพคิดว่าฉันควรเรียน I consider learning Chinese important because people I respect think I should do it.	+1	+1	+ 1	+ 1	Accepted
9	学习中文是必要的，因为周围的人都希望我这样做。 การเรียนภาษาจีนเป็นสิ่งจำเป็นเพราะคนรอบสอบผ่านได้ในครั้งต่อไป ฉันหวังว่าฉันทำอย่างนั้น Learning Chinese is necessary because people surrounding me expect me to do so.	+1	+1	+ 1	+ 1	Accepted
10	我学习中文是为了获得朋友、老师和家人的认可。	+1	+1	+ 1	+ 1	Accepted

No.	Item					
	ฉันเรียนภาษาจีนเพื่อให้ได้รับการยอมรับจากเพื่อนและ ครอบครัว I study Chinese in order to gain the approval of my peers/ teachers/ Family.					
11	如果我不学中文，我的生活会受到负面影响。 ถ้าฉันไม่เรียนภาษาจีน ชีวิตของฉันจะได้รับผลกระทบในทางลบ I will have a negative impact on my life if I do not learn Chinese.	+1	-1	+ 1	+ 0.33	Rephrased
12	学习中文对我来说很重要，因为如果我没有中文知识，我会被认为不善于学习。 การเรียนภาษาจีนมีความสำคัญมากสำหรับฉัน เพราะถ้าฉันไม่มีความรู้ภาษาจีน ฉันจะถือว่าเรียนไม่เก่ง Studying Chinese is important to me, because if I do not have knowledge of Chinese, I will be considered as a weak learner.	+1	-1	+ 1	+ 0.33	Rephrased
13	学习中文对我来说很重要，因为在未来一个受过教育的人应该会说中文。 การเรียนภาษาจีนมีความสำคัญมากสำหรับฉัน เพราะในอนาคตคนที่มีการศึกษาควรจะสามารถพูดภาษาจีนได้ Studying Chinese is important to me because in the future an educated person will be supposed to be able to speak Chinese.	+1	+1	+ 1	+ 1	Accepted
14	学习中文对我来说很重要，因为如果我会说中文，别人会更尊重我。 การเรียนภาษาจีนมีความสำคัญมากสำหรับฉัน เพราะถ้าฉันพูดภาษาจีนได้ คนอื่นจะเการพฉันมากขึ้น Studying Chinese is important to me because other people will respect me more if I have a knowledge of Chinese.	+1	+1	+ 1	+ 1	Accepted
15	我喜欢中文课的气氛。 ฉันชอบบรรยากาศของวิชาภาษาจีน I like the atmosphere of my Chinese class.	+1	+1	+ 1	+ 1	Accepted
16	我非常享受学习中文。 ฉันสนุกกับการเรียนภาษาจีนมาก I really enjoying learning Chinese.	+1	+1	+ 1	+ 1	Accepted
17	当我学习中文时，我觉得时间过得更快。 เมื่อฉันเรียนภาษาจีน ฉันรู้สึกว่าเวลาผ่านไปเร็วขึ้น I feel time passes faster when I am learning Chinese.	+1	+1	+ 1	+ 1	Accepted
18	我一直盼望着上中文课。 ฉันมุ่งหวังตลอดที่จะเรียนภาษาจีน	-1	+1	+ 1	+ 0.33	Rephrased

No	Items	Expert 1	Expert 2	Expert 3	IOC Average	Remarks
	I always look forward to Chinese lessons.					
19	我觉得中文非常有趣 ฉันรู้สึกว่าภาษาจีนน่าสนใจมาก I find learning Chinese very interesting	+1	+1	+ 1	+ 1	Accepted
20	我希望能有更多的中文课。 ฉันหวังว่าจะมีวิชาภาษาจีนเพิ่มมากขึ้น I hope there will be more Chinese classes.	+1	+1	+ 1	+ 1	Accepted

PART 3: Chinese Learning Self-efficacy

No	Items	Rating by Experts			IOC Average	Remarks
		Expert 1	Expert 2	Expert 3		
1.	对我来说，完成汉语学习目标是比较容易的事。 สำหรับฉัน การบรรลุเป้าหมายการเรียนรู้ภาษาจีนค่อนข้างง่าย It's easier for me to complete my Chinese learning goal	+1	+1	+ 1	+ 1	Accepted
2.	如果这次汉语考试没考好，我相信下次一定能考好。 ถ้าครั้งนี้ฉันสอบภาษาจีนไม่ผ่านฉันเชื่อว่าฉันจะสามารถสอบผ่านได้ในครั้งต่อไป If I don't do well in this Chinese test, I believe I can do well next time.	+1	+1	+1	+ 1	Accepted
3.	我相信自己一定可以学好汉语。 ฉันเชื่อว่าฉันสามารถเรียนภาษาจีนได้ดี I believe I can learn Chinese well.	+1	+1	+ 1	+ 1	Accepted
4.	我相信自己一定能听懂老师说的汉语。 ฉันเชื่อว่าฉันสามารถเข้าใจภาษาจีนที่คุณครูพูด I believe I will be able to understand the Chinese spoken by the teacher.	+1	0	+ 1	+0.67	Accepted
5.	我相信自己一定能使用所学的汉语与同学们交谈。 ฉันเชื่อว่าฉันจะสามารถใช้ภาษาจีนที่เรียนมาไปคุยกับเพื่อน ๆ ได้ I believe I will be able to use the Chinese I have learned to talk to my classmates.	+1	0	+ 1	+0.67	Accepted
6	在阅读中文时，我自信能够很快获得文章的主要信息 เวลาอ่านภาษาจีน ฉันมั่นใจว่าได้ข้อมูลหลักของบทความอย่างรวดเร็ว	+1	0	+ 1	+0.67	Accepted

	When reading Chinese, I am confident that I can quickly get the main information of the article.					
7	我有信心能使用合适的汉语与人们交流。 ฉันมั่นใจว่าฉันสามารถสื่อสารกับผู้คนด้วยภาษาจีนได้อย่างเหมาะสม I am confident that I can communicate with people using proper Chinese.	+1	+1	+ 1	+ 1	Accepted
8	学中文时，当我与其他同学看法不同，我总不太相信自己是对的。 ตอนที่ฉันเรียนภาษาจีน เมื่อฉันมีความคิดเห็นที่แตกต่างจากคนอื่น ฉันมักจะไม่เชื่อว่าฉันคิดถูก When I was studying Chinese, I was not always quite convinced that I was right when I saw things differently from other students.	+1	+1	+ 1	+ 1	Accepted
9	我认为在课堂上无法学会真正的汉语。 ฉันคิดว่าภาษาจีนแท้ ไม่สามารถเรียนรู้จากในห้องเรียนได้ I don't think real Chinese can be learned in the classroom.	+1	+1	+ 1	+ 1	Accepted
10	为了学好汉语，我愿意付出努力让自己进步。 เพื่อที่จะเรียนรู้ภาษาจีนได้ดี ฉันยินดีที่จะพยายามปรับปรุงตัวเอง I am willing to put in the effort to improve myself in order to learn Chinese well.	+1	+1	+1	+ 1	Accepted
11	我觉得即使我学习非常努力，还是不能取得好成绩。 ฉันรู้สึกว่าแม้ฉันจะเรียนหนักมาก ฉันก็ยังไม่ได้เกรดที่ดี I feel that even though I study very hard, I still couldn't get good grades.	+1	+1	+ 1	+ 1	Accepted
12	做汉语作业时，如果朋友叫我出去，我会毫不犹豫地跟他/她一起去。 เวลาทำการบ้านภาษาจีน ถ้าเพื่อนชวนออกไป ฉันจะไปกับเขาโดยไม่รีรอ When doing Chinese homework, if a friend asks me to go out, I will not hesitate to go with him/her.	+1	0	+ 1	+0.67	Accepted
13	与同学们相比，我认为自己在汉语会话中很少会犯影响交流的错误。 เมื่อเทียบกับเพื่อน ๆ ฉันคิดว่าฉันไม่ค่อยทำผิดพลาดที่ส่งผลต่อการสื่อสารเมื่อใช้ภาษาจีน Compared to my classmates, I think I rarely make mistakes in my Chinese	+1	0	+ 1	+0.67	Accepted

No		Rating by Experts				

14	阅读中文文章时，我相信自己能根据已有知识理解文章中的生词。 เมื่ออ่านบทความภาษาจีน ฉันเชื่อว่าฉันสามารถเข้าใจคำศัพท์ใหม่ได้ตามความรู้ของฉันเอง When reading Chinese texts, I believe I can understand the new words in the text based on my knowledge.	+1	+1	+ 1	+ 1	Accepted
15	当和中国人聊天时，我相信自己不需要借助其他语言解释，他们就能理解我在说什么。 เวลาคุยกับคนจีนฉันเชื่อว่าไม่ต้องใช้ภาษาอื่นมาอธิบายเขาก็เข้าใจได้ When talking to Chinese people, I believe I don't need to resort to other languages to explain what I'm talking about.	+1	+1	+ 1	+ 1	Accepted
16	在汉语学习遇到困难时，我总能找到一些解决办法。 เมื่อฉันประสบปัญหาในการเรียนภาษาจีน ฉันสามารถหาทางแก้ไขได้เสมอ When I encounter difficulties in learning Chinese, I can always find some solutions.	+1	+1	+ 1	+0.67	Accepted
17	汉语考试时，我相信自己的答案是对的。 เมื่อฉันสอบภาษาจีน ฉันเชื่อว่าคำตอบของฉันถูกต้อง When I take the Chinese exam, I am confident that I have the right answer.	+1	+1	+1	+ 1	Accepted
18	在学习汉语方面，我相信我比其他人更有天赋。 ในการเรียนภาษาจีน ฉันเชื่อว่าฉันมีพรสวรรค์มากกว่าคนอื่น I believe I am more gifted than others when it comes to learning Chinese.	+1	0	+ 1	+0.67	Accepted

PART 4: Semi-structured interviews

No	Items	Rating by Experts			IOC Average	Remarks
		Expert 1	Expert 2	Expert 3		
1.	你为什么学习汉语？ ทำไมคุณถึงเรียนภาษาจีน	+1	+1	+ 1	+ 1	Accepted

	Why do you study Chinese?					
2.	学习汉语可以给你带来什么好处？ การเรียนภาษาจีนมีประโยชน์ต่อคุณอย่างไร What you can get from learning Chinese?	+1	+1	+ 1	+ 1	Accepted
3.	为了学汉语你会什么办法来激励自己？ คุณทำอย่างไรจูงใจตัวเองตัวเองเรียนภาษาจีน What would you do to motivate yourself in order to learn Chinese?	+1	+1	+ 1	+ 1	Accepted
4.	学汉语前你学过其他外语吗？ คุณเคยเรียนภาษาอื่นก่อนเรียนภาษาจีนหรือไม่ Did you learn any other languages before learning Chinese?	+1	0	+ 1	+0.67	Accepted
5.	学汉语之后你有什么感觉？ คุณรู้สึกอย่างไรหลังจากเรียนภาษาจีน How do you feel after learning Chinese?	+1	0	+ 1	+0.67	Accepted
6	你在学习汉语时遇到过什么困难吗？ คุณเคยประสบปัญหาในการเรียนภาษาจีนหรือไม่ Have you encountered any difficulties in learning Chinese?	+1	0	+ 1	+0.67	Accepted
7	你如何看待考试分数？ คุณรู้สึกอย่างไรกับคะแนนสอบภาษาจีน How do you feel about test scores?	+1	0	+ 1	+0.67	Accepted
8	你喜欢什么样的教学方法？ คุณชอบวิธีการสอนแบบไหน What kind of teaching methods do you like?	+1	+1	+ 1	+ 1	Accepted

| 9 | 你对现在的学习环境满意吗？
คุณพอใจกับสภาพแวดล้อมการเรียนในปัจจุบันของคุณหรือไม่
Are you satisfied with the current learning environment? | +1 | +1 | + 1 | + 1 | Accepted |

Appendix E

QUESTIONNAIRE OF MOTIVATION AND
SELF-EFFICACY SURVEY

Motivation and self-efficacy survey Questionnaire

亲爱的同学：

　　　　这是一份关于汉语学习方面的问卷调查，请你仔细阅读问卷的题目和选项，根据自己的实际情况做出选择，这不是考试，不会影响到你的汉语成绩和老师对你的评价。这份问卷是匿名的，我们也会严格保密，请你根据自己的实际情况如实地填写，这对我们的研究很重要，感谢你的配合！

　　　　แบบสอบถามฉบับนี้เกี่ยวกับการเรียนการสอนวิชาภาษาจีน สำหรับให้นักเรียนอ่านแบบสอบถามในแต่ละข้อ แบบสอบถามนี้ไม่เกี่ยวข้องกับการสอบไม่มีผลกระทบต่อคะแนนภาษาจีนของนักเรียนแบบสอบถามฉบับนี้ทางเราจะเก็บเป็นความลับขอให้นักเรียนทำแบบสอบถามตามความเป็นจริง มีความสำคัญสำหรับการวิจัยของเราขอขอบคุณสำหรับความร่วมมือ

第一部分 ตอนที่ 1

请根据您的情况做出选择 กรุณาเลือกคำตอบที่ตรงกับสถานภาพของตนเอง

1. 性别 เพศ:
   A. 男 ชาย　　　B. 女 หญิง

2. 年龄 อายุ:

3. 你有华裔血统吗？คุณมีเชื้อสายจีนหรือไม่:
   A. 有 มี　　　B. 没有 ไม่มี

4. 汉语学习时长？ระยะเวลาในการเรียนภาษาจีน
   A. 0-6 个月 0-6เดือน　　B. 7-11 个月 7-11เดือน　C. 1-2 年 1-2ปี D. 2 年以上 มากกว่า2ปี

5. 上学期汉语考试成绩 คะแนนสอบภาษาจีนคะเทอมแล้ว
   A. 60 以下 น้อยกว่า60　B. 60-74　C. 75-89 D. 90-100

<div align="center">

第二部分 中文学习动机调查问卷

ตอนที่ 2 แบบสอบถามแรงจูงใจในการเรียนภาษาจีน

请根据您的情况在合适的数字上画 " √ "

ให้ √ ลงในช่องที่ตรงกับความเป็นจริงของตนเอง

1=完全不符合　2=不符合　3=不确定　4=符合　5=非常符合

1= ไม่เห็นด้วยเป็นอย่างยิ่ง 2= ไม่เห็นด้วย 3=ไม่แน่ใจ 4=เห็นด้วย 5=เห็นด้วยเป็นอย่างยิ่ง

</div>

		1	2	3	4	5
1	我经常想象自己住在中国，用中文与当地居民交流。 ฉันมักจะจินตนาการว่าตัวเองอาศัยอยู่ที่ประเทศจีนและพูดคุยกับคนจีนในท้องถิ่นเป็นภาษาจีน					
2	我经常想象自己与中国朋友说中文。 ฉันมักจะจินตนาการว่าตัวเองกำลังพูดภาษาจีนกับเพื่อนชาวจีน					
3	我经常想象自己能流利地写中文电子邮件。 ฉันมักจะจินตนาการว่าตัวเองเขียนอีเมลเป็นภาษาจีนได้อย่างคล่องแคล่ว					
4	我经常想象自己在说中文，就好像我是一个以中文为母语的人。 ฉันมักจะจินตนาการว่าตัวเองกำลังพูดภาษาจีนราวกับว่าภาษาแม่ของฉันเป็นภาษาจีน					
5	当我想到未来职业时，我经常想象自己会使用中文。 เมื่อใดก็ตามที่ฉันนึกถึงอาชีพในอนาคต ฉันมักจะจินตนาการว่าตัวเองใช้ภาษาจีน					
6	我经常想象，如果我获得了良好的中文成绩，我得到更多的赞赏。 ฉันมักจะจินตนาการว่าถ้าได้เกรดดีๆในภาษาจีน ฉันจะได้รับความชื่นชมมากขึ้น					
7	我学习中文是因为我不想让我的家人或朋友失望。 ฉันเรียนภาษาจีนเพราะฉันไม่อยากทำให้ครอบครัวหรือเพื่อนผิดหวัง					
8	我认为学习中文很重要，因为我尊敬的人认为我应该这样做。 ฉันคิดว่าการเรียนภาษาจีนมีความสำคัญเพราะคนที่ฉันเคารพคิดว่าฉันควรเรียน					
9	学习中文是必要的，因为周围的人都希望我这样做。 การเรียนภาษาจีนเป็นสิ่งจำเป็นเพราะคนรอบตัวฉันหวังว่าฉันทำอย่างนั้น					

10	我学习中文是为了获得朋友、老师和家人的认可。 ฉันเรียนภาษาจีนเพื่อให้ได้รับการยอมรับจากเพื่อนและครอบครัว					
11	学习中文对我来说很重要，因为在未来受过教育的人 应该都会说中文。 การเรียนภาษาจีนมีความสำคัญมากสำหรับฉัน เพราะในอนาคตคนที่มี การศึกษาควรจะสามารถพูดภาษาจีนได้					
12	学习中文对我来说很重要，因为如果我会说中文，别 人会更尊重我。 การเรียนภาษาจีนมีความสำคัญมากสำหรับฉัน เพราะถ้าฉันพูดภาษาจีน ได้ คนอื่นจะเคารพฉันมากขึ้น					
13	我喜欢中文课的气氛。 ฉันชอบบรรยากาศของวิชาภาษาจีน					
14	我非常享受学习中文。 ฉันสนุกกับการเรียนภาษาจีนมาก					
15	当我学习中文时，我觉得时间过得更快。 เมื่อฉันเรียนภาษาจีน ฉันรู้สึกว่าเวลาผ่านไปเร็วขึ้น					
16	我一直盼望着上中文课。 ฉันมุ่งหวังตลอดที่จะเรียนภาษาจีน					
17	我觉得中文非常有趣 ฉันรู้สึกว่าภาษาจีนน่าสนใจมาก					
18	我希望能有更多的中文课。 ฉันหวังว่าจะได้มีวิชาภาษาจีนเพิ่มมากขึ้น					

第三部分 中文学习自我效能调查问卷
ตอนที่ 3 แบบสอบถามความสามารถของตนเองในการเรียนภาษาจีน

		1	2	3	4	5
1	对我来说，完成汉语学习目标是比较容易的事。 สำหรับฉัน การบรรลุเป้าหมายการเรียนรู้ภาษาจีนค่อนข้างง่าย					
2	如果这次汉语考试没考好，我相信下次一定能考好。 ถ้าครั้งนี้ฉันไม่ผ่านข้อสอบภาษาจีน ฉันเชื่อว่าฉันจะสามารถผ่านข้อสอบ ครั้งต่อไปได้					
3	我相信自己一定可以学好汉语。 ฉันเชื่อว่าฉันสามารถเรียนภาษาจีนได้ดี					
4	我相信自己一定能听懂老师说的汉语。 ฉันเชื่อว่าฉันสามารถเข้าใจภาษาจีนที่คุณครูพูด					
5	我相信自己一定能使用所学的汉语与同学们交谈。 ฉันเชื่อว่าฉันจะสามารถใช้ภาษาจีนที่เรียนมาไปคุยกับเพื่อน ๆ ได้					
6	在阅读中文时，我自信能够很快获得文章的主要信息 เวลาอ่านภาษาจีน ฉันมั่นใจว่าได้ข้อมูลหลักของบทความอย่างรวดเร็ว					
7	我有信心能使用合适的汉语与人们交流。 ฉันมั่นใจว่าฉันสามารถสื่อสารกับผู้คนด้วยภาษาจีนได้อย่างเหมาะสม					

8	学中文时，当我与其他同学看法不同，我总不太相信自己是对的。 ตอนที่ฉันเรียนภาษาจีน เมื่อฉันมีความคิดเห็นที่แตกต่างจากคนอื่น ฉันมักจะไม่เชื่อว่าฉันคิดถูก				
9	我认为在课堂上无法学会真正的汉语。 ฉันคิดว่าภาษาจีนแท้ ไม่สามารถเรียนรู้จากในห้องเรียนได้				
10	为了学好汉语，我愿意付出努力让自己进步。 เพื่อที่จะเรียนรู้ภาษาจีนได้ดี ฉันยินดีที่จะพยายามปรับปรุงตัวเอง				
11	我觉得即使我学习非常努力，还是不能取得好成绩。ฉันรู้สึกว่าแม้ฉันจะเรียนหนักมาก ฉันก็ยังไม่ได้เกรดที่ดี				
12	阅读中文文章时，我相信自己能根据已有知识理解文章中的生词。 เมื่ออ่านบทความภาษาจีน ฉันเชื่อว่าฉันสามารถเข้าใจคำศัพท์ใหม่ได้ตามความรู้ของฉันเอง				
13	和中国人聊天时，我相信自己不需要借助其他语言解释，他们就能理解我在说什么。 เวลาคุยกับคนจีนฉันเชื่อว่าไม่ต้องใช้ภาษาอื่นมาอธิบายเขาก็เข้าใจได้				
14	在汉语学习遇到困难时，我总能找到一些解决办法。 เมื่อฉันประสบปัญหาในการเรียนภาษาจีน ฉันสามารถหาทางแก้ไขได้เสมอ				
15	汉语考试时，我相信自己的答案是对的。 เมื่อฉันสอบภาษาจีน ฉันเชื่อว่าคำตอบของฉันถูกต้อง				
16	在学习汉语方面，我相信我比其他人更有天赋。 ในการเรียนภาษาจีน ฉันเชื่อว่าฉันมีพรสวรรค์มากว่าคนอื่น				

Appendix F

SEMI-STRUCTURED INTERVIEW

Interview on motivation and self-efficacy in learning
Chinese

1.你为什么学习汉语？ ทำไมคุณถึงเรียนภาษาจีน

2. 学习汉语可以给你带来什么好处？ การเรียนภาษาจีนมีประโยชน์ต่อคุณอย่างไร

3. 为了学汉语你会什么办法来激励自己？ คุณทำอย่างไรจูงใจตัวเองตัวเองเรียน
ภาษาจีน?

4. 学汉语前你学过其他语言吗？ คุณเคยเรียนภาษาอื่นก่อนเรียนภาษาจีนหรือไม่

5. 学汉语之后你有什么感觉？ คุณรู้สึกอย่างไรหลังจากเรียนภาษาจีน?

6. 你在学习汉语时遇到过什么困难吗？ คุณเคยประสบปัญหาในการเรียนภาษาจีน
หรือไม่

7. 你如何看待考试分数？ คุณรู้สึกอย่างไรกับคะแนนสอบภาษาจีน

8. 你喜欢什么样的教学方法？ คุณชอบวิธีการสอนแบบไหน

9. 你对现在的学习环境满意吗？ คุณพอใจกับสภาพแวดล้อมการเรียนในปัจจุบันของ
คุณหรือไม่

Appendix G

**TRANSLATION OF SEMI-STRUCTURED INTERVIEW
RESPONSES**

Question 1. What is the reason that you learn Chinese?	
Student 1	Because I like Chinese, I want to work in a job related to Chinese in the future.
Student 2	My parents felt that Chinese was important, so they let me study.
Student 3	Because I find Chinese very interesting, I don't just want to speak Chinese, I also want to master the three skills of listening, reading and writing.
Student 4	became interested in Chinese TV series, and I learned Chinese in order to be able to watch Chinese TV series without translation.
Student 5	I like Chinese stars and I often follow the news about them, some of which I can't understand without translation, so I want to learn Chinese.
Student 6	I traveled to China with my parents when I was a kid and I really liked the culture.
Student 7	I want to work in China, I think China is very developed and I would like to live there.
Student 8	I am very fond of Chinese culture I am an ethnic Chinese Thai and have been influenced by Chinese culture since I was a child.
Student 9	There are many jobs in Thailand that require a high level of Chinese language skills, and many of these jobs are very well paid, so I would like to work in a job related to the Chinese language.
Student 10	I study Chinese in order to become a Chinese teacher in the future.
Student 11	My dream is to be a tour guide, there are a lot of Chinese tourists in Thailand.
Student 12	At present, Chinese is very important and those who know Chinese will have an advantage over those who don't. Many people are learning Chinese, and I think I should learn Chinese too.

Question 2. What are the benefits of learning Chinese?	
Student 1	Learning Chinese will provide me with a competitive edge in the workplace.
Student 2	The south of Thailand is an important tourist destination. Many Chinese tourists will travel to the south, so there is a large demand for Chinese talents. I often tell myself that if I know Chinese, it will bring me competitive advantages.
Student 3	Since my family runs a store, if I know Chinese, I will be more able to attract tourists to store in the store.
Student 4	It will give me an edge when I look for a job
Student 5	Learning Chinese will help me find a better paying job.
Student 6	It will get me a better job in the future.
Student 7	After learning Chinese, when I speak Chinese, many people praise me for being good at Chinese.
Student 8	Language is a response to culture, learning Chinese can help me understand Chinese culture.
Student 9	It will get me a better job in the future.
Student 10	Learning Chinese helped me to communicate with Chinese tourists without any problems.
Student 11	It allows me to communicate with Chinese tourists without any obstacles.
Student 12	Learning Chinese will allow me to apply for a study abroad program in China to study in China

Question 3. What do you do to motivate yourself to learn Chinese well?	
Student 1	I have a strong interest in Chinese characters and Chinese culture, and I want to write Chinese characters as fluently as Chinese people do, and I will learn to write Chinese characters according to Chinese writing habits.
Student 2	The south of Thailand is an important tourist destination. Many Chinese tourists will travel to the south, so there is a large demand for Chinese talents. I often tell myself that if I know Chinese, it will bring me competitive advantages.
Student 3	Since my family runs a store, if I know Chinese, I will be more able to attract tourists to store in the store.
Student 4	Because I like it, I want to be able to speak and write, so I will learn it hard.
Student 5	It's just that I like it and want to study it seriously.
Student 6	My home is located in Phuket, where the local tourism industry is well developed and there are many Chinese tourists visiting Phuket. I want to help my family to attract Chinese tourists to the store by learning about Chinese culture, and also to learn about the real China and Chinese culture through them.
Student 7	I would suggest to myself that if I want to get good grades, if I want to get A on my grade report, I have to study Chinese seriously.
Student 8	I would suggest that I had to learn Chinese well in order to travel to China and to understand Chinese culture.
Student 9	Chinese is very important to my major, and I can only learn it well if I study it seriously, and then I can find a better job.
Student 10	I would give the hint that I have a much better chance of finding a good job in Thailand if I know Chinese, and if I want to find a job very easily after graduation, I have to learn Chinese well.
Student 11	For a good job in the future, I have to learn Chinese well.
Student 12	Chinese language is very important at present, those who know it will have an advantage over those who don't. For your future, I must learn Chinese well.

	Question 4. Did you learn any other foreign language before learning Chinese?
Student 1	I have studied English, and I believe that the methods of learning languages are similar, and the methods I used to learn English can be applied to learning Chinese.
Student 2	I have studied English, and I think English has helped me to learn Chinese.
Student 3	I have studied Japanese, and since Japanese has kanji in it, it helps me a lot to write Chinese characters.
Student 4	I have studied English, I think Chinese is too difficult, and English is easier.
Student 5	I have studied English, I think English is harder than Chinese so I gave up.
Student 6	I have studied Japanese, and I think the expressions in Japanese are similar to Chinese can help me learn Chinese.
Student 7	Never learned Chinese was the first foreign language I learned.
Student 8	No, I've only studied Chinese since I was a kid.
Student 9	I have studied English, and the grammar of English is similar to that of Chinese, so I am very confident when I learn Chinese grammar.
Student 10	I have studied English, and my success in learning English has given me a lot of confidence in learning Chinese.
Student 11	I studied English, and when I studied Chinese, I often used English grammar to learn Chinese
Student 12	I have studied English and Japanese, I think Chinese is difficult but the study of English and Japanese has helped me to learn Chinese

Question 5. How do you feel after learning Chinese?	
Student 1	Before I learned Chinese, I thought it was difficult, but after I started to learn Chinese, I found that it was not as difficult as I thought, and I think I can learn Chinese well.
Student 2	I find it difficult because the Chinese characters are complicated and I can't remember them, and I don't feel confident in learning Chinese.
Student 3	After learning Chinese, I think it is not difficult, the teacher taught me very well and I believe I can learn Chinese well.
Student 4	I don't think it's hard because I can master everything I've learned.
Student 5	I don't think it's too difficult, the teacher started teaching from the very basics, but the speaking is still not too familiar, still need time to memorize the vocabulary.
Student 6	I don't think it's difficult, and I believe I can learn Chinese well through my own efforts.
Student 7	After learning Chinese, I found it easy and relaxing.
Student 8	I found it difficult to learn Chinese because I couldn't understand what the Chinese teacher was saying. But because I like Chinese, I have the confidence to continue learning it.
Student 9	Before I learned Chinese, I found it difficult to learn how to write Chinese characters, but my teacher taught me how to write Chinese characters by starting with the strokes and stroke order, which helped me to master the writing of Chinese characters to a certain extent.
Student 10	I find it difficult, especially the pronunciation, because the pronunciation of Chinese is different from Thai, and I don't think I can be good at learning Chinese.
Student 11	After learning Chinese, I felt that Chinese was very difficult, and the Chinese characters had many strokes and were very complicated. I began to feel that I could not learn Chinese well.
Student 12	I didn't like Chinese at first and found it difficult, but after learning for a while I found it fun and interesting and wanted to challenge myself.

	Question 6. Have you had any difficulties in learning Chinese?
Student 1	Listening was the hardest part for me. It was hard to understand what people were saying if I didn't listen carefully. Our Chinese teacher also told us that China is a vast country and there are dialects in different places, so many people speak Chinese with an accent.
Student 2	The biggest problem is pronunciation, because many Chinese pronunciations cannot be found in Thai, so it is difficult to learn them. The position of the tongue is very important in Chinese pronunciation, which makes me feel a bit strange, and because of the pronunciation problem, it also affects my listening learning.
Student 3	The most difficult part is the Chinese characters, which have many complex strokes.
Student 4	The pronunciation of Chinese was difficult for me, and I couldn't answer the teacher's questions quickly, which required a long reaction time.
Student 5	The difficulty is that I often forget the vocabulary and pronunciation, and if the sentences are long it takes me longer to understand them because I am afraid of misreading and misunderstanding them.
Student 6	The most difficult thing is the pronunciation, my pronunciation is not very accurate, and sometimes the meaning will change if the pronunciation is not accurate.
Student 7	Most of the problems are in the area of pronunciation some of them are not pronounced correctly.
Student 8	The biggest problem for me is writing Chinese characters, I can't remember them if there are many strokes.
Student 9	I often have trouble remembering Chinese words myself, whether pronounced or written.
Student 10	The biggest problem is writing Chinese characters, and the inability to remember vocabulary.
Student 11	The biggest problem for me is writing Chinese characters, if there are many strokes, I can't remember them.
Student 12	Writing Chinese characters is the hardest part. Chinese characters are like pictures that must be remembered, and there is no connection between the pronunciation of Chinese characters thus I have to remember how to write and read each Chinese character.

Question 7. How do you think about test scores?	
Student 1	If I get a bad score on a test, it makes me feel pressured and I think the pressure promotes me to study.
Student 2	The test scores can reflect my learning situation, and I will enjoy learning Chinese more if I do well in the test.
Student 3	The test scores can reflect my learning situation, and I will enjoy learning Chinese more if I do well in the test.
Student 4	Test scores can reflect some learning achievement.
Student 5	I felt that sometimes even if I study Chinese seriously my grades are not good.
Student 6	If I do well in my exams, it will boost my confidence in learning Chinese.
Student 7	I will get a lot of praise if I get good grades, and this will be the motivation for me to learn Chinese.
Student 8	I believe that there is no connection between the test and Chinese language level, because I usually like to speak Chinese, but the test mainly examines listening, reading and writing.
Student 9	If I do well on the test, I will motivate myself to learn Chinese well.
Student 10	If I get a good grade, my classmates will be admiring me, which will make me love learning Chinese even more.
Student 11	If I do well on the exam, my interest in Chinese will increase.
Student 12	I do not think there is a strong connection between the test and the Chinese level, the teacher usually pays more attention to listening and speaking in class, while the test focuses more on writing, especially Chinese characters, many words I can read but not write.

Question 8. What kind of teaching methods do you prefer？	
Student 1	I like it when teachers teach something about Chinese culture and liven up the class by adding games, which can better engage students in learning Chinese.
Student 2	I like that the teacher shared with us her experience of learning Chinese and studying in China, and her personal experience encouraged me to learn Chinese better.
Student 3	I like the vocabulary and dialogues that I learn from my teachers. The vocabulary broadens my Chinese vocabulary, and the dialogues help me to consolidate what I have learned in Chinese.
Student 4	I like to listen to the teacher talk about Chinese culture.
Student 5	I prefer the combination of teaching and game learning method, but in the actual learning the teacher knowledge emphasizes the dialogue between two people, which is rather monotonous.
Student 6	I prefer the teaching with games, but at present the teachers just simply ask the students to dictate and read the words. And there is also very little introduction to the content of the lesson other than what is presented.
Student 7	I like it when the teacher talks about the teacher's experience of studying in China, and I like to hear about things related to Chinese culture. At the beginning, the teacher often talked about it, but then the teacher didn't mention it much.
Student 8	I like the method of reciting the vocabulary because it allows me to remember well and will be used.
Student 9	Prefer teachers to use multimedia for teaching or use teaching games for teaching.
Student 10	I like that the teacher teaches in a more relaxed way, and I hope the teacher will focus more on pronunciation and let the students speak more Chinese.
Student 11	I like it when teachers use classroom games to teach or have students practice conversations. I like to play games and I like to talk, so I hope the teacher will do that.
Student 12	I like the teaching method with more activities, it will make the learning not boring.

	Question 9. Do you have any suggestions for Chinese language teaching?
Student 1	The textbook is not well suited, and the content of the materials is also not relevant to our daily life. The teachers also have a high level of teaching skills and focus more on the practical application of Chinese. In order to stimulate the interest of learning Chinese, the teachers also share with the students their own experiences and experiences of studying in China.
Student 2	I like my Chinese teacher very much, he can explain the Chinese language to the students very well, and he also understands the students very well and often gives them encouragement. The content of the textbook is also more suitable for my learning and the sentences are easy to understand. The teacher's teaching skills are also very good and he will use classroom activities to help everyone practice Chinese.
Student 3	The teacher's teaching is very difficult and sometimes the teacher leaves the class before explaining what we don't understand. The content of the teaching is also very boring, I hope to see more Chinese culture and history.
Student 4	The teacher explained the material easily and the content was easy to understand and more practical. However, each lesson is two hours long and can be very boring.
Student 5	I am very satisfied with the teaching of this teacher. The teacher teaches very well and often asks questions to the students and helps them practice speaking.
Student 6	The textbook was a bit inappropriate for us because it was set in the West and much of the material was about Western culture, such as Christmas, and there were also no Thai commentaries in the textbook.
Student 7	hope the teacher will use more pictures to explain the content and teaching games to make the class more interesting.
Student 8	The teacher is Chinese, so I couldn't understand him when he spoke. I need the teacher to teach more vocabulary related to travel.
Student 9	The teachers teach well, but the Chinese native teachers cannot speak either Thai or English, which makes some things difficult to understand. The teacher would play Chinese songs during class, which I didn't understand, but I liked it. The teacher will have classroom games during the teaching period, which I like very much.
Student 10	The teacher will also take us to enjoy Chinese music or watch videos. The teacher will try to use Chinese to explain relevant issues and try to make us understand Chinese. Besides the normal teaching, there are many extracurricular activities. The textbooks are difficult and easy, but they are all things that can be used in everyday life.

Student 11	I was satisfied with the teacher's teaching work, and the speed of speech was not too fast, allowing me enough preparation time. The content of the textbook is not difficult, and not very relevant to Thailand, Thailand's tourism is very developed, I hope that there is some knowledge related to the tourism of Thailand."
Student 12	It was difficult to understand what the Chinese teacher was saying, but the teacher would explain what was being said. The content of the textbook is not too difficult and can be used in daily life.

Appendix H

QUALITATIVE RESULTS OF THE QUESTIONNAIRE

Test of Homogeneity of Variances of the three Groups' Scores on

learning motivation and self-efficacy related to age

Test of Homogeneity of Variances				
	Levene Statistic	dfl	df2	Sig.
Learning motivation	2.790	2	120	.066
Self-efficacy	.705	2	120	.486

Post Hoc Tests: Multiple Comparisons of the participants' learning

motivation and self-efficacy differences related to age

Multiple Comparisons							
Dependent Variables	(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
Learning motivation	15-16	17-18	.13395	.12402	.282	-.1116	.3795
		Over 18	.42497*	.14838	.005	.1311	.7187
	17-18	15-16	-.13395	.12402	.282	-.3795	.1116
		Over 18	.29102*	.14288	.044	.0081	.5739
	Over 18	15-16	-.42497*	.14838	.005	-.7187	-.1312
		17-18	-.29107*	.14288	.044	-.5739	-.0081
Self-efficacy	15-16	17-18	.24133*	.08259	.044	.0778	.4049
		Over 18	.45037*	.09881	.000	.2547	.6460
	17-18	15-16	-.24133*	.08259	.044	-.4049	-.0778

		Over 18	.20903*	.09515	.030	.0206	.3974
	Over 18	15-16	-.45037*	.09881	.000	-.6460	-.2547
		17-18	-.20903*	.09515	.030	-.3974	-.0206

*, The mean difference is significant at the 0.05 level.

Test of Homogeneity of Variances of the four Groups' Scores on learning

motivation and self-efficacy related to duration of Chinese learning

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Learning motivation	2.513	3	119	.062
Self-efficacy	3.124	3	119	.059

Test of Homogeneity of Variances of the four Groups' Scores on learning

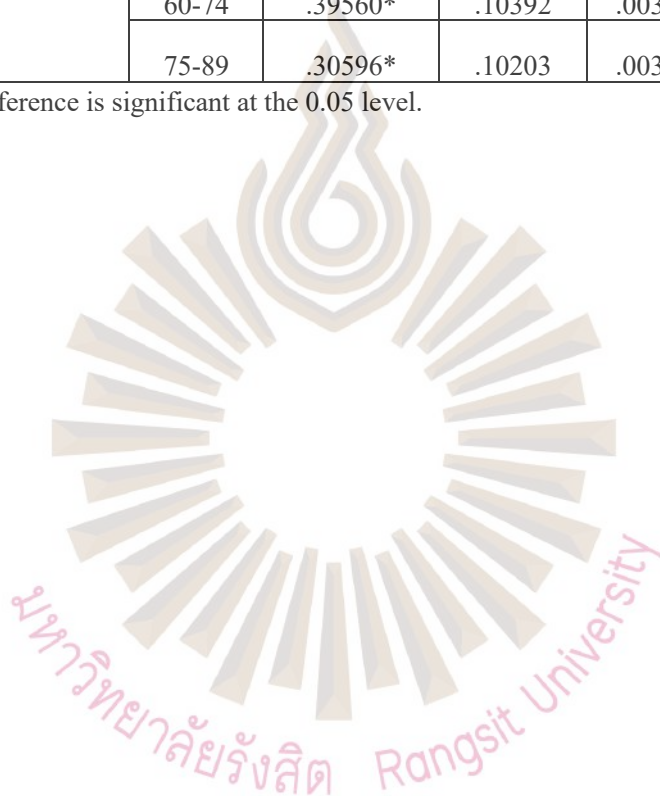motivation and self-efficacy related to Chinese proficiency level

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Learning motivation	1.050	3	119	.373
Self-efficacy	1.533	3	119	.209

Post Hoc Tests: Multiple Comparisons of the participants' learning
motivation and self-efficacy differences related to Chinese proficiency
level

Multiple Comparisons							
Dependent Variables	(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
Learning motivation	Under 60	60-74	-.28872	.24028	.232	-.7645	.1871
		75-89	-.40571	.23881	.092	-.8786	.0672
		90-100	-1.03241*	.25201	.000	-.1.5314	-.5334
	60-74	Under 60	.28872	.24028	.232	-.1871	.7645
		75-89	-.11699	.11467	.310	-.3440	.1101
		90-100	-.74369*	.14011	.000	-1.0211	-.4663
	75-89	Under 60	.40571	.23881	.092	-.0672	.8786
		60-74	.11699	.11467	.310	-.1101	.3440
		90-100	-.62670*	. 13756	.000	-.8991	-.3543
	90-100	Under 60	1.03241*	.25201	.000	.5334	1.5314
		60-74	.74369*	.14011	.000	.4663	1.0211
		75-89	.62670*	.13756	.000	.3543	.8999
Self-efficacy	under 60	60-74	-.16951	.17823	.343	-.5224	.1834
		75-89	-.25914	.17713	.146	-.6099	.0916
		90-100	-.56510*	.18693	.003	-.9352	-.1950
	60-74	Under 60	.16951	.17823	.343	-.1834	.5224
		75-89	-.08963	.08506	.294	-.2581	.07879
		90-100	-.39560*	.10392	.000	-.6014	-.1898

	75-89	Under 60	.25914	.17713	.146	-.0916	.6099
		60-74	.08963	.08506	.294	-.0788	.2581
		90-100	-.30596*	.10203	.003	-.5080	-.1039
	90-100	Under 60	.56510*	.09515	.003	.1950	.9352
		60-74	.39560*	.10392	.003	.1898	.6014
		75-89	.30596*	.10203	.003	.1039	.5080

*, The mean difference is significant at the 0.05 level.

Biography

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