



**LEARNING MOTIVATION AND ATTITUDE TOWARDS
LEARNING THAI AS A THIRD LANGUAGE OF
CHINESE STUDENTS AT A THAI
PRIVATE UNIVERSITY**

**BY
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Abstract

With rising significance of multilingualism in the present world, research on learning motivation for learning a third language needs to be emphasized. The research on the motivation of learning a less commonly taught language as a third language is particularly worth exploring. This study adapted "Attitude/Motivation Test Battery" (AMTB) designed by Gardner (1985) to collect the data from a sample group of 82 Chinese students as questionnaire respondents from a population of 450. Then, with purposive sampling technique, 8 highly motivated students were selected to participate in the structured interview to explore the motivation and attitudes of Chinese students learning Thai as a third language at a private Thai university. In general, there are two types of motivation for students to learn a foreign language: integrative orientation and instrumental orientation. However, the findings revealed that Chinese students in this group had integrative motivation to learn Thai with the mean score of 4.33 (S.D = 1.470), while the mean score of the instrumental orientation, which was the initial motivation, was 4.06 (S.D = 1.590). According to the interview data analysis, external motivational factors including language environment, teacher's professionalism and learning atmosphere, and the Internet, as well as internal motivational factors consisting of learning interest and learning strategies, were found to affect Thai language learning motivation of the students. The study found that Chinese students had a positive attitude towards learning Thai (Mean = 4.07; S.D = 1.479), from the affective, behavioral or cognitive aspects, which was also reflected in the interview results. Therefore, recommendation was that more attention should be paid to the development of integrative motivation from instrumental motivation found at the beginning.

(Total 131 pages)

Keywords: Learning Motivation, Learning Attitude, Motivational Factors,
 Learning Thai, Third Language, Chinese Students

Student's SignatureThesis Advisor's Signature

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CHAPTER 1

INTRODUCTION

Chapter 1 presents the background of the study, statement of the problem, objectives and research questions, conceptual framework as well as significance and limitations of the study. Finally, the key terms are defined to clarify what each major keyword means in this study.

1.1 BACKGROUND OF THE STUDY

With rapid development of globalization, which makes the world borderless (Faulconbridge & Beaverstock, 2008; MOE of China, 2018; European Commission, 2021) and interconnectedness of the world peoples can be instantly done, languages have become important as means of communication (Gvelesiani, 2011; Siemund, 2022). Language, as an important means for cognition of the world, and an essential tool for communication and cooperation, is the product of the civilization of mankind (Fauconier and Turner, 2008; Hennebry, 2022). Thus, a need to know more than one language, the bilingual and multilingual emerges. As a result, bilingual or multilingual education has become an inevitable requirement for education in all countries to face the world depending on the contexts they are in: ‘where two or three languages are in contact’ or ‘where many languages are in contact’ (Crystal, 1997, p. 9; Siemund, 2022).

Recently, Duolingo, a well-known language learning application, released its 2020 Global Language Learning Trends Report. The report mentioned that English is still the most popular language for learning in the world, ranking first in popularity in 121 countries (62% of all countries), and second in 8 other countries. The data showing that English is the first choice of people to learn a foreign language.

However, some scholars (Dai, 2004; Gong & He, 2012; Deng, 2018) point out that while the international uniqueness of English is obvious to all, linguistic diversity should be protected. Along the same line, David Crystal (1997, p.17) remarks, “When a language dies, so much is lost” and “language is the people’s identity.” Currently, more and more people are aware of the significance of the multilingualism. Multilingualism refers to one or more languages learners are learning besides their mother tongue and the second language they have mastered or not mastered completely (Fouser, 1995).

According to the official website of the United Nations, the current official and working languages of the United Nations are Arabic, Chinese, English, French, Russian and Spanish. They are considered the Commonly Taught Languages (CTLs). Moreover, according to the official website of the European Union, there are as many as 24 official languages in the EU. From this, it can be seen that people in the modern world should learn more than one language besides English and their mother tongues.

In fact, China has proposed English as the first foreign language in Chinese school education as early as 1964. The official website of China's Ministry of Education shows that English has been included in the national basic education curriculum since 2001. Overall, Chinese students learn at least two languages, namely, the first language (L1) Chinese and the second language (L2) English. At the same time, China encouraged multilingual education in all sectors of society. Therefore, in the Chinese context, language learning other than Chinese and English is the third language (L3) for Chinese students. There are many choices in China for students who want to study L3, for example, according to the official website of Tsinghua University, their Language Center currently offers 11 languages including Japanese, French, German, Russian, Korean, Italian, Spanish, Portuguese, Arabic, Greek, and Persian. The courses cover three levels: Beginner, Intermediate and Advanced.

Thai, as a kind of Less Commonly Taught Languages (LCTLs), has little influence in countries other than Thailand. In this way, it seems that the popularity of

Thai in the world is not very optimistic. Thus, at this very point, there must be some reasons why some Chinese students learn Thai as their L3. In fact, the reasons can become from many aspects, such as the objective reasons of social economy, politics, and culture, as well as the subjective reasons of language learners themselves.

There may be a few reasons to explain why Chinese students choose to learn Thai as their L3. In a regional economic context, since Chinese President Xi Jinping (2013) put forward the "Belt and Road" initiative, China and Thailand have become closer and more frequent in economic and trade exchanges, which requires a large number of professionals who master the Thai languages. A report shows that "As China extends its influence into Southeast Asia and beyond, more Chinese students will choose to study in these countries." (DIGEST, 2019). Moreover, as a friendly neighbor of China, Thailand attracts a large number of Chinese tourists every year. According to Benharat (2018), Thailand has been ranked as one of the top ten tourism destinations in the world, and receives the most overseas tourists among ASEAN countries. As more and more people come to Thailand to travel, study and do business, the Thai language is also being studied by more and more people. Similarly, Thais are also attracted to learn Chinese because the Chinese economy is becoming stronger (The Nation, 2012).

However, when it comes to the subjective reasons of language learners, the answers cannot be unified and concluded in advance. Thus, this study intends to discover the reasons why Chinese students study Thai as their L3. Investigation will be focused on their motivation level, attitude, and motivational factors of learning Thai as a third language to know after Chinese, the mother tongue and English, their first foreign language.

1.2 STATEMENT OF THE PROBLEM

Although the Thai language has been taught as a choice of foreign languages in several countries such as Singapore, China and the United States, not many students are interested in learning it. The Thai Major Department of the Asian College of Beijing

Foreign Studies University was established in 1965, and it was the first university afforded Thai language course in China; however, the enrollment policy in 2021 shows that the Thai Major recruits one class every other year, with 24 students in each class. In the Chinese context, the development of Thai language education is relatively slow.

According to the research, “Study on the Situation of Chinese Students Learning Thai”, Wu (2017) pointed out that among the five languages of Thai, Lao, Burmese, Sham and Vietnamese, Thai is the foreign language that most Chinese students choose to learn and is very popular among Chinese students. There are more than 2000 Chinese students studying Thai in China. At present, Chinese students are keen to learn Thai, and Chinese parents are also interested in sending their children to study in Thailand. They think that if they have the knowledge of Thai after graduation, they will have the advantage of having a chance to find a job, and can work in Thai companies, travel companies or various educational institutions related to Thailand (Wu, 2017).

However, from the data above, it can be seen that although the number of Thai major students in China is relatively small, the number is on the rise. This means that the number of people intending to learn Thai as their L3 has increased in recent years. According to Louis (1988), why people study particular foreign languages—what motivates their choices—is an important question for anyone concerned about the language development.

Moreover, Scheidecker and Freeman (1999, p. 116 cited in Dornyei, 2001, p. 1) say:

“Motivation is, without question, the most complex and challenging issue facing teachers today.” They voice what other scholars point out that motivation is an area that need to be explored as they believe the teachers must be aware of the importance of motivation in learning.

In addition, Carranza (1982) indicates that language attitude is also an essential factor influencing language behavior in many ways.

Therefore, this is an interesting aspect of foreign language learning as to why people learn a small and seemingly unpopular language and less commonly taught language --- Thai as their L3.

According to Rangsit University's admissions brochure, the Liberal Arts Faculty's Thai language major program is not currently open to foreign students, but the Thai language courses are compulsory courses for most foreign students (Study plan of ICC, Rangsit University). They are offered to students in the first year of all the Undergraduate Degree programs, focusing on meeting the needs of 21st century education in the area of communication as well as appreciation of the Thai culture. The textbooks for the Thai language course are Fundamental Thai I-IV, a series of four volumes. The textbooks cover a wide range of topics and genres--politics, society, culture, customs, tourism, medical care and so on.

Fundamental Thai I and Fundamental Thai II courses are designed to introduce students to Thai phonetics and basic daily life conversations in a comprehensive way, so that students can firmly grasp Thai pronunciation, alphabet rules and accurate pronunciation and intonation to enable students to carry out simple daily life conversations, to be familiar with common Thai sentence patterns, to master the basic skills of Thai language, and to cultivate students' comprehensive ability to express the basic content of the text orally and in writing.

Fundamental Thai III and Fundamental Thai IV courses are designed to enable students to master more complex language phenomena after mastering a certain level of Thai, to expand students' knowledge, to improve students' reading ability and comprehension, to help students understand relevant background knowledge and common sense which are aimed at developing students' preliminary ability of Thai writing and understanding the expressions and characteristics of various styles of Thai.

However, many oversea Chinese students are unfamiliar with the Thai language when they start to learn it. Some may feel it is a totally different language from their mother tongue, Chinese. Others may study the Thai courses as part of the packages of their other degree programs. In short, the Thai language courses may or may not stimulate the Chinese students. This point is indeed worth exploring as there have been no studies done on this specific area of learning Thai as a foreign language at Rangsit University.

This study investigated Chinese students who entered the school in 2019 and studies Thai as the research sample because they have studied Thai for at least two years, and were expected to have more clear feelings about Thai learning. According to the author's preliminary investigation, all Chinese students admitted to Rangsit University in 2019 were over 18 years old. Considering that some students in Rangsit University are required to take Thai courses, in this case, motivation of these students to learn Thai as a L3 may be or may not be generated by the learners themselves and the motivation intensity may be high or may be low. In this case, motivation types varied from student to student depending on a number of reasons.

Normally, some of them may have instrumental orientation that learning Thai as their L3 was to meet the requirements of graduation, or some of them may have integrative orientation that learning Thai as a L3 was to understand Thai culture, and communicate with locals.

Dornyei (1990) proposed that foreign language learners often have not had enough contact with the target language community to form attitudes about them (p.69). However, in this study, the oversea Chinese students do have the contact with the target language community when they are in Thailand. In this case, the investigation of Chinese students' motivation and attitude toward learning Thai is quite fresh.

In addition, different students may have different learning interest, learning strategies. These motivational factors toward Thai language will have different impact

on learning Thai. Based on these reasons, the author wanted to find out the motivation type and attitude of their Thai language learning. In addition, to investigate motivational factors that affect the Thai language learning of Chinese students. The findings about why students were motivated to learn a third language, especially when that language is not a global language or one of the UN official languages, would contribute significant knowledge to the field of multilingual education and this is the thesis of this study.

1.3 RESEARCH GAP

From the perspective of the language of motivation research, English is the first choice for scholars from all over the world to study the motivation of foreign language learning. The main reason is the status of English lingua franca and the large number of English learners, which also suppresses the relevant research of non-universal languages to a large extent. Boo and Dornyei (2015) searched the literature related to motivation from 2005 to 2014 with keywords such as "language learning motivation" in Linguistics and Language Behavior Abstracts, Education Resource Information Center, MLA International Bibliography and PsychINFO, and a document containing 416 documents was established. According to the database, 72.67% of the literature discusses English learning motivation, accounting for only about 25% of the research on languages other than English, of which the number of studies focusing on LCTLs is even rare. Generally speaking, academics do not pay much attention to LCTLs learning motivation.

Moreover, the author used keywords such as "less-commonly taught languages" and "non-common language", which found that relevant literature, (e.g. Lee Ellis, 2009; Klimanova & Demboskaya, 2013; Dong Xixiao, 2019) at home and abroad in CNKI, CSSCI and SSCI databases, mainly focus on the curriculum setting, personnel training mechanism, teaching staff and measurement standards of LCTLs or non-common language. Only a few focus on motivation dimension (e.g. Han & Mcdonough, 2017; Tang Qianhui, 2020; Jin Shasha ,2021).

However, while the great attention have paid on the English learning motivation (Jiao, Wang, Ma, You & Jiang, 2022; Em, Yun, Dorn, Sao & Sin, 2022; Mori & Gobel, 2021; Khan & Takkac, 2021), the L3 motivation should get more emphasized nowadays (Howard & Oakes, 2021; Wang & Zheng, 2021; Chen, Zhao & Shen, 2021; Peng & Wu, 2022).

Therefore, this study is designed in mix method to investigate the motivation type, the motivational factors and attitude of Chinese students learning one of the LCTLs, Thai as a L3.

1.4 OBJECTIVES OF THE STUDY

1.4.1 To find out the type of motivation of the oversea Chinese students to learn the Thai language

1.4.2 To explore the motivational factors of the oversea Chinese students in learning the Thai language

1.4.3 To explore the attitude of the students towards learning Thai as the third language

1.5 RESEARCH QUESTIONS

1.5.1 What are the types of motivation of the oversea Chinese students in learning the Thai language?

1.5.2 What are the motivational factors that influence the oversea Chinese students learning the Thai language?

1.5.3 What are the attitudes of the students towards learning Thai as the third language?

1.6 SIGNIFICANCE OF THE STUDY

As the society's demand for talents in small and unpopular languages continues to increase, the importance of LCTLs teaching has become more prominent. Motivation, is considered as an important factor affecting language learning (Gardner & Lambert, 1972; Dornyei, 2008). However, despite the fact that a small number of people learn the LCTLs, it is particularly important to understand the learning motivation and attitude of language learners. Especially, when people choose LCTLs as their L3, the situation becomes more interesting and complicated.

Therefore, this study aims to conduct an exploratory study from the perspective of language learning motivation theories and related factors, with a view to providing empirical evidence for LCTLs education. This study aims to arouse the academic community's attention to the LCTLs themselves and the LCTLs learner groups, and call on more scholars to invest in the study of LCTLs languages, so as to fill the gaps in the research of LCTLs from both theoretical and empirical aspects. Furthermore, in some cases, this study may help to confirm or challenge existing conclusions as well as offer an analysis of any new factors which may shed light on future research. Finally, it can provide a basis for people who are interested in conducting research same as this study.

1.7 CONCEPTUAL FRAMEWORK

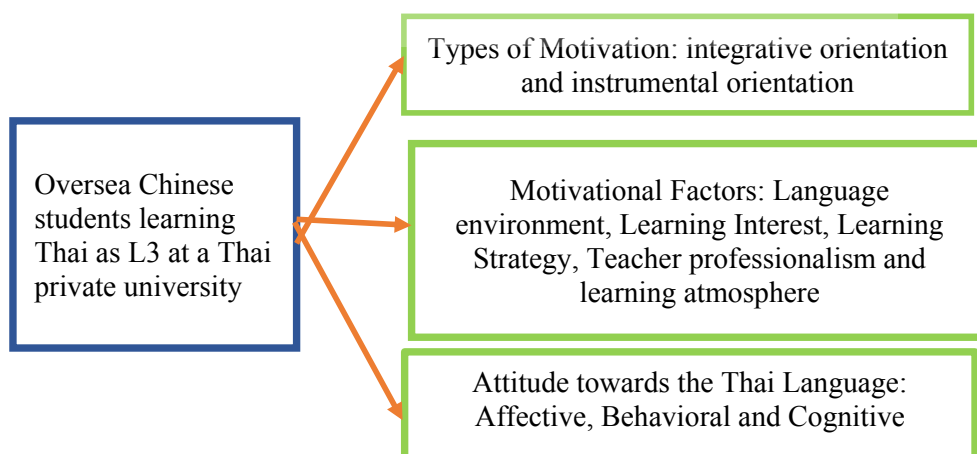


Figure 1.1 Conceptual Framework of the Study

1.8 DEFINITIONS OF KEY TERMS

Learning Motivation

In this study, learning motivation is the trigger behind the behavior that overseas Chinese students learning Thai as a L3, which guides the behavior of overseas Chinese students to make efforts to achieve the goal. The types of motivation to study are integrative orientation and instrumental orientation.

Attitude

In this study, attitude is how students perceive the Thai language in affective aspect, behavioral aspect and cognitive aspect.

LCTLs

In this study, the meaning of the LCTLs is languages that are less commonly taught such as Vietnamese, Malaysian. Specifically, Thai language that is considered a less commonly taught language.

Overseas Chinese Students

In this study, overseas Chinese students refers to the students who come from China and study in Rangsit University, Thailand.

L3

Third Language, or L3, does not refer specifically to the number of languages, but to the one or more languages that learners are currently learning in addition to L1 and L2, which they already know.

1.9 THE STUDY LIMITATION

Since this study collected the data, both quantitative and qualitative from a small number of students at a private university in Bangkok; therefore, the results of this small-scale study are not applicable to other contexts which may have more Chinese students or a study of more than one university.



CHAPTER 2

LITERATURE REVIEW

This chapter covers motivation theories discussed by experts in the field of education. Attitude in language learning is also presented in details together with some related factors such as the roles of learning interest, learning goals and learning strategies. Furthermore, the chapter reviews the status and the influence of LCTLs in the current world, and then ends with related researches of which the findings are analyzed and synthesized a better understanding of the roles of motivation in relation to student language learning.

2.1 DEFINITIONS OF MOTIVATION

Motivation has been continuously discussed resulting in the theories that explain motivation but many scholars have not come to a conclusion on one single definition of motivation. A number of scholars, however, hold similar ideas on motivation.

Gardner (1985) compares motivation to a mixture of desires to achieve the learning goals previously set, positive attitudes and willingness to make an effort toward language learning. Moreover, he believes that there are two criteria for judging whether a person is motivated: first, the individual shows some goal-directed behavior; and second, the individual is making some effort, and the individual shows the desire to achieve the goal, while developing enthusiasm for the learning activities with good attitude. He further points out that “effort” alone is not enough, and “effort” itself does not mean that students have “motivation”. As for an effort, the learner may have other reasons other than themselves, such as strict requirements from the teacher or an upcoming exam. Gardner emphasizes diligent behavior with clear goals and strong desires accompanied by positive attitude.

Interestingly, although he is profoundly influenced by Gardner, Dornyei (2001) has a different view on the definition of motivation. His definition of motivation no longer emphasizes that the learner's positive attitude or that emotional experience must be accompanied by motivation, but more emphasis on the two dimensions of goal and effort in Gardner's concept of motivation. For him, "motivation is an abstract, hypothetical concept that we use to explain why people think and behave as they do and motivation determines success or failure in any learning situation" (2001, pp.1-2).

Dornyei (2001) believes that motivation itself contains three elements: choice, intensity of behavior, and persistence, that is, why people decide to do something, how hard they try to pursue a goal, and how long they are willing to continue that behavior. Furthermore, Dornyei points out that a positive attitude is not a necessary component of motivation, while motivation produces effort.

Some scholars believe motivation is a stimulus. Williams and Burden's (1997) definition of motivation emphasize cognitive and emotional arousal. They understand that the motivation is cognitive and emotional stimulation, which means this kind of stimulation can prompt people to take certain measures consciously and make continuous efforts both mentally and physically over a period of time.

Some researchers explore the change and variation of the motivation and its evolution in the L2 learning process. Pintrich and Schunk (1996, p.4) propose that motivation is the process by which goal-oriented activities are stimulated and maintained. The goal is the result which the individual strives for diligently in the activity. For example, to participate in the Olympic Games every four years, and get a good result is the goal of every athlete, which leads to their harder struggle.

Some scholars put more emphasize on the dynamic nature of motivation. Woolfolk (2001) proposes the learning motivation is the tendency to seek the meaning of learning activities and to try to benefit from these activities. In addition, he adds more details of motivation, such as plans, cognitive awareness of the task to learn and how to learn, pride and satisfaction in achievement, and a willingness to fail, and beyond that,

active learning behaviors, based on the previous definition of motivation.

Different definitions of motivation by researchers show the complexity and diversity of motivation. Early motivational research involved a wide range of factors such as goal, attitude, interest, and effort intensity. Over time, researchers began to pay attention to the dynamics of motivation. Although scholars have different concepts of motivation, they all refer to the two factors of goal and effort for the composition of motivation. Thus, goals and efforts are necessary explicit components of motivation.

This study picks up motivation as an area of investigation because it is possible to identify further expansion of the definition of motivation in foreign language learning.

2.2 MOTIVATION THEORIES

In the field of second language acquisition motivation research, Gardner and Dornyei, as two representative scholars, have made pioneering contributions to the second language acquisition motivation research: the former pioneered the second language acquisition motivation research field, and proposed the second language acquisition motivation research field. The Socio-educational Models have established the attitude/motivation test scale for second language acquisition (AMTB); the latter has put forward Three-Level framework of L2 motivation and the Second Language Motivation Process Theory together with other scholars on the basis of the former research. Moreover, Dornyei's Second Language Motivational Self System promotes the continuous deepening of the research on second language acquisition motivation. Therefore, this study uses Gardner and Dornyei's theory as a classification criterion to review the research on second language acquisition motivation.

2.2.1 Gardner's Socio-educational Model

Undoubtedly, Gardner's researches play a pivotal role in the field of L2 motivation for decades. As early as the 19th century, Gardner and Lambert carried out

the work on the social psychology of language learning in the bilingual context in Canada, started a number of studies of motivation.

Gardner and Smythe (1978), initially proposed the socio-educational model to suggest how the social milieu, individual difference, second language acquisition context might operate to influence the outcomes (linguistic and nonlinguistic). However, Gardner refined the socio-educational model in 1985.

On the basis of the classification of L2 motivation, Gardner, based on social psychology, proposed a socio-educational model for L2 acquisition focusing on the relationship between individual differences and language acquisition (Gardner, 1985). The socio-educational model presents the four major influential factors of the language learning process:

2.2.1.1 Social milieu

Gardner first identified the learner's social and cultural background as the precondition to evoke the motivation, furthermore, according to Gardner, social and cultural environment in which learners grow up determines their attitude towards the target language culture and the extent to which they are willing to integrate with the target language culture; attitudes and identification with the target language culture determine the motivation of learners together.

2.2.1.2 Individual differences

The essence of individual differences is integrative motivation, which is reflected in the degree of integrativeness between the individual and the target language culture, as well as the attitude towards the learning situation. and the other part of individual differences is language ability.

2.2.1.3 Formal and informal learning environments.

When motivation and learning ability play a role in the environment, there will be corresponding results, that is, the fourth aspect of the model.

2.2.1.4 Linguistic outcomes and non-linguistic outcomes

Motivation and language learning ability (including factors such as intelligence and language anxiety) determine the performance of learners in different acquisition environments and affect the effect of second language acquisition.

In addition to proposing integrative and instrumental orientation, Gardner and his colleague (1959) design a standardized motivation test, Attitude/Motivation Test Battery (AMTB), to examine factors related to second language learning. The AMTB divides the factors that related to the language learning into five dimensions: motivation, integrativeness, attitudes to the learning environment, language anxiety, and other factors. Until today, AMTB is still used to study the related factors to the L2 learning.

2.2.2 The L2 Acquisition Motivation Process Model

With the development of motivation studies, Dornyei in the new era began to pay attention to the dynamic nature of motivation development and proposed related theoretical model.

According to Dornyei and Otto (1998), the motivation process model consists of three stages: before action, during action and after action. Each stage is composed of many components and steps that will be affected by a variety of internal and external factors.

In other words, (a) the pre-action stage is mainly setting initial goals (wish/hope, desire)-forming a will (assigned tasks, action plan, commitment)-initiating a willingness (willingness, methods/resources, start conditions). (b) The stage in action is the implementation stage of the behavior, that is, the stage where the learner's intention is transformed into the behavior implementation. Before getting the result of the action, learners need to go through three basic processes: generation and implementation of sub-tasks, evaluation, and behavior control. Among them, the process of generating and implementing sub-tasks is the optimization process of learning. (c) The post-action stage is the evaluation process of the results of the action. This stage is usually about forming learning attribution, and seeing if you are canceling the original intention and making further planning for the next step.

And in this model, motivation is an infinite loop from beginning to end, and then beginning again. Currently, the process model provides researchers with the

possibility to integrate various motivational theories in the context of second language classroom learning.

2.2.3 Three-Level Framework of L2 Motivation

Based on summarizing Gardner, Lambert and other scholars and his own research on foreign language learning motivation, Dornyei (1994) stated to pay more attention to the language learning environment and practice that would influence learners' language learning behaviors in the class, such as curriculum, syllabus and other classroom settings. Then, Dornyei (2001) put forward the Three-Level framework of L2 motivation, namely the language level, the learner level and the situation level.

2.2.3.1 Language level refers to various factors related to the target language, such as political society, cultural environment, economical conditions of the target language society and the practical value of learning the target language;

2.2.3.2 The learner level mainly refers to various factors related to the individual learner, such as the needs for achievement, linguistic competence, self-confidence;

2.2.3.3 The situation level is the focus of the framework, involving three parts: curriculum-specific motivational components, teacher-specific motivational components, and learning group-specific motivational components. The curriculum-specific motivational components are directly related to the syllabus, curriculum setting, learning tasks and teaching materials, the learner's inherent interest in the course, the student's expectation of the success of the course, and the student's degree of satisfaction with the teaching activity; and the teacher-specific motivational components refer to the affinity of the teacher, teachers' personality characteristics, behaviors, attitudes and teaching style and methods; and the last one, learning group-specific motivational components include target positioning, reward mechanism, group unity, classroom form (competitive, cooperative and individual).

This framework can not only help language educators to identify learners' motivation for language learning, but also help researchers develop engine frameworks (Ushida, 2005). In response to these three levels, Dornyei (2001) puts forward some

specific teaching strategies, and he especially emphasized the role of the situation level. Because the language level is too broad and not targeted, while the learner level is related to the individual factors of each student and is not easy to operate and improve. Therefore, relatively speaking, the various component groups of the situation level directly involve various behaviors in teaching and the choice of teaching methods, which have practical guiding significance for teachers and have strong operability.

2.2.4 L2 Motivational Self System

Dornyei (2005) integrates the essence of other theories through various levels, proposing a comprehensive L2 Motivational Self System.

According to Dornyei, the learner would produce strong motivation to learn certain language if he or she believe that his or her ideal L2 self/Ought-to L2 Self could use that language proficiently. In that case, learner will take action to eliminate the gap between the actual self and the possible self-expectation. There are three parts in the L2 Motivational Self System, they are Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience respectively.

2.2.4.1 The first one, Ideal L2 Self, refers to the learner's desire to speak fluently in the second language. This desire will continue to motivate the learner to narrow down the gap between the real self and the ideal self. From this dimension, this concept can explain L2 motivation very well in this L2MSS. Specifically, when an individual regulates his or her behavior with the Ideal L2 Self, the individual will show the characteristics of profit-seeking, and the Ideal L2 Self acts as a driving force or motivator to continuously motivate, encourage the individual to work hard to achieve positive results.

2.2.4.2 The second one, Ought-to L2 Self, means that the particularity that learner deems that he or she ought to have in order to meet the expectations and especially avoid the negative results. Specifically, when people regulate their behavior with the Ought-to L2 Self, they will focus on the characteristic of avoiding harm and disappointment, and thus, they will be very sensitive to negative results, and even have the performance of avoidance.

2.2.4.3 The last one, L2 learning experience refers to the experience that affects motivation directly related to the specific learning situation and learning experience, such as the influence from teachers, courses, classmates, successful or failure experiences, etc. Different from ideal self and ought-to L2 self, this component related to the psychological state, such as learning anxiety and learning confidence in the learning situation.

Moreover, due to the Ideal L2 Self associates with motivation closely, Dörnyei (2009, p. 32) then proposed a motivational strategy to improve the learner's ideal L2 self. To put it simply, this motivational strategy first requires the learner to create an ideal image, and then in order to strengthen the image, and to make the image more realistic and credible, the learner needs to make a plan for this, and continuously improve and balance the ideal image in the process. Obviously, this motivational strategy does strengthen the practical value no matter in the theoretical field or practical practice.

2.3 TYPES OF MOTIVATION

Gardner (1959) believes that the goal of foreign language learners is to learn a certain language to achieve something, but when asked why the learner has this goal, this is found to be involved with the learner's motivational orientation. In motivation studies, there are four types of motivation that must be mentioned, namely integrative orientation, instrumental orientation, intrinsic motivation and extrinsic motivation. In fact, they are two different pairs of two similar types of motivation.

2.3.1 Integrative and Instrumental Orientation

Gardner and Lambert (1959) conducted research on students studying French in Canada and found that students' learning motivation has two different tendencies, one is integrative orientation and the other is instrumental orientation.

If the reason for learning a language is to communicate in the target language group, or to better understanding the language community, their culture or way of life, the learner has an integrative orientation. If the learner learning a language is for some practical purposes or for the individuals' future career development, such as getting a good job or keeping better educated, meeting the requirement for the graduation, achieving the higher social status, reading technical materials, or translation work, he has an instrumental orientation.

When both integrative motivation and instrumental motivation are considered important parts of motivation, the researchers found that in a formal learning situation, integrative orientation can better sustain learning activities (Ellis, 1997).

What is more, Gardner (1959) points out that students with an integration orientation tend to have stronger motivation to learn language and higher learning achievement compare with those students with instrumental orientation.

In later studies, integrative orientation has continued to be emphasized, although now the importance of instrumental orientation is also stressed. However, according to Gardner's research (1985), it is important to note that instrumental orientation has only been acknowledged as a significant factor in some research, whereas integrative orientation is continually linked to successful second language acquisition. It has been found that generally learners hold the instrumental orientation more frequently than integrative orientation for the study of language. Those who tend to be integrative orientation to language study are usually more highly motivated and more successful in language learning.

However, some different sounds also exist. Brown (2000), stated a point that integrative and instrumental orientation are compatible. Learners rarely learn a language with a single type of motivation, but rather hold a combination of motivations. This is also what the study aims to find out in the context of a less commonly taught language like the Thai language.

2.3.2 Intrinsic and Extrinsic Motivation

Deci and Ryan (1985) inherited social psychological views, and added the cognitive factors in the research. Deci and Ryan treated motivation as different cognitive psychological processes, and put forward Self-Determination Theory. According to Self-Determination Theory, motivation is comprised of two kinds.

One kind of motivation is intrinsic motivation, which refers to participating in an activity just because of its enjoyment in the activity itself. For example, students who are driven by intrinsic motivation are more willing to participate in the school's English corner activities to practice and improve their spoken English.

The other kind of motivation is extrinsic motivation, which refers to achieving the goal to obtain such outcomes as earning rewards or avoiding punishment, which means that learning behavior is triggered under pressure. However, Brown (1996) explains that one of the main weaknesses of extrinsic motivated behavior is the dependency. Once learners are lured by a timely reward or praise, their dependence on those rewards increases, but once the reward is withdrawn, the learner easily loses the desire to learn.

However, according to the actual situation of the research, this study adopts integrative orientation and instrumental orientation to define students' motivation types which proposed by Gardner (1959).

2.4 ATTITUDE IN LANGUAGE LEARNING

Although motivation has been deemed as relatively fixed and stable for adults, research in recent decades shows that learners' language attitudes may be more dynamic. Scholars have explored language attitudes from different research perspectives.

Some researchers proposed that language attitudes are a reflection of social psychology. Gao Yihong (1998) believes that people's attitudes towards a certain language reflect the social status of the language and the “stereotypes” in people's minds of related language users. People's language attitudes are closely related to the social status of the language.

Stern (1983) distinguishes three attitudes in foreign language learning: general attitudes toward the language and language learners; attitudes toward the target language community and speakers of the target language; and attitudes toward learning the language.

According to Gardner's Socio-educational model, a student's motivation is influenced by two kinds of attitudes. The first is integrative motivation, now more precisely defined a cluster of attitudes relate to out-groups and foreign languages in general as well as attitudes towards the specific language community and integrative orientations to language study (Gardner, Lalonde and Pierson 67). The second is attitudes towards the language acquiring situation as a whole, including the teacher and the course itself.

Notably, Hoyland and Rosenberg (1960) proposed that attitude is consist of three components, namely affective, behavioral and cognitive component.

The affective attitude is an emotion represents the physical feeling, such as respect and contempt, liking and disgust, sympathy and ridicule, etc. While behavioral attitude is the action of emotion feeling. Meanwhile cognitive attitude is a belief to certain situation. The cognitive component of an attitude is often a statement with an evaluative meaning, that is, not only the individual's knowledge and understanding of the object of the attitude, but also the individual's judgment, approval or disapproval.

This study analyzed the Chinese students' attitude toward learning Thai as a L3 from these three aspects: affective, behavioral and cognitive.

2.5 MOTIVATIONAL FACTORS IN LANGUAGE LEARNING

In recent years, research on foreign language learning motivation is no longer limited to simply discussing motivation, but paying attention to combining individuals' motivational factors. This section briefly introduces the roles of learning interests and learning strategies in language learning.

2.5.1 Learning Interest

As a motivational factor, learning interest is frequently talked during a language learning process. In 1995, Walter Vispoel and Austin (1995) surveyed 200 students. Most people said that the cause of academic failure is “not interested in learning content.” When it came to success, interest is the second choice answer after the reason of effort. Austin further pointed out that interest plays a pivotal role in students' learning. John Dewey (1913) also stated that interest facilitates learning, improves understanding and stimulates effort as well as personal involvement.

Hidi (2006) maintained that interest is ‘a unique motivational variable’. Interest can be understood as a state of psychology, which will occur during the interaction between a person and an interested object. And it is characterized by increased attention, concentration, and affect. Also, interest is a kind of mental disposition to maintain the development of a particular object.

2.5.1.1 Individual Interest and Situation Interest

Interest is not single. Since the 1980s, researchers have conducted researches on “interest”, divided interest into two kinds, namely, individual interest and situational interest (Renninger & Krapp, 1992; Hidi & Renninger, 2006)

Individual interest refers to a kind of motivational orientation or personal preference related to a certain field, which develops continuously over time, has stability and persistence. It is often closely associated with intrinsic motivation and can arouse the desire of individuals to participate in a certain activity. (Hidi & Renninger, 2006)

While situational interest occurs in the environment where the individual interacts with activities, at the moment when the individual matches the activity, that is, when the individual is attracted by certain conditions, factors, characteristics, in the environment, the situational interest arises spontaneously. The duration of situational interest may be long-lasting or extremely short. It can be seen from the definition of individual and situational interest that the two are different in terms of stability, persistence, emotional response, and focus. (Hidi & Renninger, 2006)

That is to say, momentary situational interest is the basis for generating and developing long-term individual interest. Moreover, Tu Yangjun (2011) also made a point that individual interest and situational interest are not a completely polar phenomenon. The two influence and interact with each other indivisibly. Hence, as a personality trait, individual interest has a great influence on the individual, but the role of situational interest cannot be ignored.

2.5.2 Learning Strategy

One of the ways learners become actively engaged and control in language learning is by using strategies (Ye, 2009). Although language learning research has been conducted for many years, scholars have not given a unified definition of learning strategies. Scholars defined it in different ways. Also, researchers classified learning strategies from different perspectives.

2.5.2.1 Definitions

Some researchers believe that learning strategies are the reflection of learners' psychological activities. According to Chamot (1989), learning strategies are techniques, approaches or deliberate actions that learners take in order to facilitate the learning. Also, Oxford (1989) proposed learning strategies are behaviors or actions that learners take in order to make the study process and result more successful and enjoyable. Wen (2002) believed learning strategy is a general term for learning concepts, management methods and learning methods.

Some researchers stated that second language learning strategy refers to the particular method or techniques that learner uses when learning a language. Rubin

(1987) stated that learning strategies are strategies that help learners construct and directly influence the development of language systems that they learn.

Even though the definitions of strategy are varied, scholars agree on one thing: learning strategies is for learning.

2.5.2.2 Classifications

However, in order to verify the level of learning strategies, scholars have done a lot of research to classify learning strategies. From the 1980s, researchers made more detailed and scientific classification of learning strategies from different perspectives.

Kirby (1984) divides learning strategies into micro-strategies and macro-strategies according to different specificities. Among them, the micro-strategies belong to task specificity and is related to the learner's knowledge and abilities, while the macro-strategy has a broader scope of application, is general, and is closely related to emotional and motivational factors.

Interestingly, some scholars unanimously make a trichotomy to learning strategies. O. Malley and Chamot (1990) propose the famous three-point method: metacognitive strategies, cognitive strategies and affective strategies, based on the cognitive theory of information processing. Metacognitive strategies are used to evaluate, manage, and monitor the use of cognitive strategies. Cognitive strategies are used in various activities of language learning, such as rehearsal, organization. Affective strategies provide learners with more opportunities for language exposure, which is related to attitude and motivation, such as cooperation, self-talk.

Differently, some scholars divided learning strategies into two categories. Oxford (1990) classifies learning strategies as direct strategies and indirect strategies. Direct strategies include memory strategies, cognitive strategies and compensation strategies. While indirect strategies include metacognitive strategies, cognitive strategies, and affective and social strategies. Furthermore, Oxford divides strategies according to whether they have a direct relationship with the learning material, so that direct strategies and indirect strategies are parallel, and there is no obvious rank difference between different strategies. While this categorization seems fairly straightforward, it explains which strategies have a direct impact on language activity in terms of interactions between language learners and language material.

Wen Qiufang (1993), divides strategies into two categories: management strategies and language learning strategies. The former is related to the learning process, and the latter is related to language learning materials.

Cohen (1998) divides learning strategies into two categories according to the purpose of using strategies: language learning strategies (such as identifying the materials for learning) and language using strategies (such as communication strategies).

In general, from the classification of learning strategies by scholars at home and abroad, it can be concluded that the learning strategies in the eyes of scholars include the following groups of concepts: (1) directly related to language learning and indirectly related; (2) general and special or macro and micro; (3) learning language and using language; (4) learning process, learning opportunity and learning management; (5) metacognitive and cognitive. In short, learning strategies are no longer just synonymous with methods, but the conscious selection and implementation process of learning methods and approaches based on learners' cognition. The results of selection and implementation act on the learner's cognition, which in turn affects the behavior of the next round (Yang, 2010). However, this study focus on metacognitive strategies, cognitive strategies and affective strategies proposed by O. Malley and Chamot (1990).

2.6 LESS COMMONLY TAUGHT LANGUAGES

2.6.1 Introduction

In fact, less commonly taught languages (LCTLs), it's mainly a term comes from the United States, it refers to all languages other than English, French, German and Spanish. However, LCTL, this concept, is not universal. LCTL is determined by a country's current education policy and political situation as to which language is listed as the less commonly taught language (Brecht & Walton, 1997). According to Brecht and Walton (1997), a country's language needs have four decisive factors, they are: (1) political factors: specifically, the national language strategy is related to national interests and national security. For example, since the Cold War, the United States has

implemented a series of measures to strengthen the Russian language to serve the country's diplomatic and security strategies. After the Cold War, in terms of language strategy, the US government continued to support the study of the language and culture of Russia and Eastern European countries, and increase the reserve of foreign language talents through international education, etc; (2) economic factors: when it comes to the business field, the best language is always the language spoken by the client, which means, mostly, customer decides what language should be used. Therefore, in the context of globalization, winning a language speaker is winning a client (Truchot, 1998); (3) social factors: international cooperation relies on people from different language backgrounds, such as humanitarian assistance and environmental protection and other social issues; (4) communication factors: language is a communication tool. For example, the ease of international travel and advances in communication technology facilitate direct interaction between people of different countries, necessitating extensive language skills. Hence, LCTL could be quite different in each country. For example, in the United States, Chinese is classified into the LCTL, but in many Asian countries, take Singapore as example, Chinese is required, offered and considered as a part of standard foreign language curriculum.

2.6.2 Problems in LCTLs

Learning a small language can enhance personal value, help expand the world's language reserves, and help promote the appreciation and protection of world cultural heritage (Riitta PIRI, 2002). However, the development of LCTLs faces many difficulties. For example, LCTLs usually have no international voice, and market forces are not conducive to their survival. This also leads to low enrollment rates in small language courses. Another problem is that many LCTLs (such as Chinese, Japanese, French, Spanish, etc.) have become popular LCTLs majors, but some unpopular LCTLs such as Lao, Thai, Mongolian, etc. continue to face enrollment difficulties, which has led to an uneven distribution of enrollment. Besides, there is also a very reality problem, that is, the high difficulty and long time cost of LCTLs discourage many learners.

However, it is not the purpose of this study to discuss how to solve difficulties in LCTLs, but perhaps people can see some enlightenments that are helpful for the development of LCTLs from this study of language learning motivation.

2.7 RELATED STUDIES

Over the last years, the volume of research focus on the motivation of language learning or LCTLs has increased remarkably. By reviewing the previous studies, the similar findings can be found in some studies.

Tang (2020) conducted a mix method study entitled “A Survey on the Learning Motivation of Learners of Languages Other Than English: A Study Based on the Theory of ‘Second Language Investment’”. This paper investigates the motivation of 102 Chinese college students to learn a second language other than English through various methods, such as questionnaire, interview, and indirect observation method. She found that there are two main types of learning motivation for language learners other than English: instrumental motivation and integrative motivation. Tang further stated that, first, the learning motivation of instrumental motivation with a clear pragmatic purpose is dominant among learners of foreign languages other than English; second, the learning process and current learning effect of students with instrumental motivation are better than those of students with integrated motivation.

Zheng (2021) also conducted a mix method study entitled “Language Strategy Choice Driven by Multilingual Learners' Instrumental Motivation.” The research adopted the research methods of questionnaire survey combined with interview method. 189 questionnaires are distributed and 7 people are interviewed. The study shown that compared with integrative motivation, the instrumental learning motivation has an important influence on multilingual learners' English learning strategy choice and learning effect. English learners with strong instrumental motivation have the same positive behavior in terms of learning interest, learning goal setting, and persistent effort.

Studies such as the above have emphasized the importance of instrumental motivation in language learning. In Zheng's study, he stressed the 'multilingual' but still focus on English learning. And for Tang's study, the interview data were collected by retrospective self-report method, this leads to a tendency for participants to give socially expected answers, or an inability to accurately recall their experience. However, some studies of L3 motivation have different findings from others.

Qi, Li, Shang and Yuan (2010) conducted a quantitative study entitled "An Empirical Study on the Motivation and Strategies of Thai Language Learning of Students in Yunnan Vocational and Technical College of National Defense Industry". The questionnaire method was used to investigate the motivation of Thai language majors in first-year college students to learn Thai. The results of correlation analysis showed that, among the learning motivation, learning desire and intrinsic motivation are the main factors related to the Thai language learning performance; and affective strategy, cognitive strategy and communicative strategy are the main factors related to the academic performance of Thai major students in college.

Unfortunately, the study of Qi, Li, Shang and Yuan, used sample of first-year students lead to a shallow inquiry into learning motivation, because the sample's experience with Thai language learning is too short to reveal the dynamics and complexity of motivation.

Ghassan (2005) conducted a case study in the US entitled "Why are you learning Arabic? Orientations, motivation and achievement." He collected the data by interviewing with 3 second year students, and doing the weekly group conversation and analyzing their test score to investigate the orientations of American students learning Arabic as a foreign language and the motivational factors that keep students motivated during the L2 learning process. Interestingly, his findings are conflict with the previous researches. The findings show that integrative orientations do not seem to guarantee higher achievement, and instrumental orientation is not a good indicator of higher achievement. In his study, motivation orientations show the reasons of students learning foreign language but fail to predict the L2 achievement. The key to attain the higher L2

achievement is to maintain positive motivation throughout the learning process, when students see that language learning is relevant to their goals, they are more likely to stick with language learning and put in extra effort.

Different from other studies, Ghassan Husseianali's study (2005) shown that integrative motivation and instrumental motivation are not much related to language learning achievement. On the contrary, only when language learning matches the learning goals, learners will have a positive motivation to make extra efforts for language learning. However, a slight disadvantage is that he only interviewed three students, which leads to the great limitation of the results.

Humphreys and Spratt (2008) conducted a mix method study entitled "Many Languages, Many Motivations: A Study of Hong Kong Students' Motivation to Learn Different Target Languages." This paper reports a finding on a 2003 study examining the motivations of 526 tertiary students in Hong Kong to learn English, Mandarin and a third language (French, German or Japanese). And group interviews were also conducted. The results show that students have different patterns of motivation for different languages. Compulsory languages (English and Mandarin) are considered to have greater instrumental motivation than chosen languages (third language). But English and the chosen language were put more positive emotion than Mandarin.

Unfortunately, Humphreys and Spratt intended to investigate the dimensions associated with goal-related questionnaire items. However, this part of the content proved to cause confusion among respondents and was therefore not considered in the conclusion analysis. And, the quantitative data came from 2003, but the paper came out in 2008, which leads to a possible lag in the data used.

CHAPTER 3

METHODOLOGY

This chapter introduces the research methodology. Therefore, the focus of the chapter was on how the research was designed and conducted. This study adopted a mixed-methods research approach with a questionnaire for quantitative data and structured interview was used to collect qualitative data. The data analytical software SPSS was used to analyze the questionnaire and the interview data were content analyzed with the open coding , axial coding and selective coding. The chapter will clarify different parts of the research methodology.

3.1 RESEARCH DESIGN

This study was aimed to investigate the motivation and attitude of oversea Chinese students learning Thai. Therefore, this study adopted a mixed-methods paradigm. That means the data were collected from two dimensions, namely the questionnaire for the quantitative data and structured interview for the qualitative data. Both questionnaire and interview can answer the first research question and the last research question, and the interview would response the second research question.

In this case, the questionnaire was distributed randomly to each respondent whom were Chinese students studied in Rangsit University to investigate their motivation type and general attitude toward learning Thai. After that, 8 subjects from the highly motivation students were invited with purposive to do the following structured interview so that investigate their motivational factors and the aspects of attitude for learning Thai as a L3. Finally, the quantitative data were analyzed by the descriptive analysis, and the qualitative data were analyzed by open coding, axial coding and selective coding. The quantitative data and qualitative data answered the first and

the third research question together, and the answer of the second research question came from qualitative data.

3.2 RESEARCH SITE

The content of this research involves Chinese students from Rangsit University in Thailand. According to the official website of Rangsit University, on study and teaching, the University aims at promoting the right attitude towards education i.e. encouraging the student to be bent on craving for knowledge and an enthusiasm in serious self-study, which will become an important foundation for his life. Apart from arranging the natural setting of the University so as to have atmosphere conducive to education, the University also gives due importance and make arrangements for educational media, modern teaching techniques. And Rangsit University is the only private university which has been assessed on education standard quality by the Office for National Education Standards and Quality Assessment (Public Organization) and rated "Very Good". Currently there are total of 143 programs; 89 undergraduate programs for, 39 Master Degree programs, 15 Doctoral Degree programs.

After obtaining the consent of the school, the research site is located in Rangsit University.

3.3 POPULATION AND SAMPLE

The population of the study was 450 Chinese students registered with Rangsit University. A sample size of 82 was drawn using simple random technique and Yamane' (1967: 886) formula was used to derive the sample size.

Sample size for $\pm 10\%$ precision levels where confidence level is 95% and $P=.5$.

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

$$n = \frac{450}{1 + 450(0.1)^2}$$

$$n = 82$$

This study took Chinese students who admitted to Rangsit University in 2019 and learn Thai as the research object because they have learned Thai for at least two years, and have more feelings about Thai learning. According to the author's preliminary investigation, all Chinese students admitted to Rangsit University in 2019 are over 18 years old. Most of their majors are international trade majors, business administration majors, bilingual education and financial investment majors.

3.3.1 Sampling

Random sampling was used for the questionnaire. And, purposive sampling was used to select 8 interviewees who are highly motivated in learning Thai.

And 8 highly motivated students from the 82 samples were chosen as the interviewees for the interview. The 8 interviewees came from students who were highly motivated to learn Thai and were willing to take the interview.

Here are some criterion for how to decide the 'highly motivated' level in this study. That is, students whose chose is 'yes' answer under the question 'would you like to take the Thai course if you are not required to do so?' or 'Do you like to learn languages?' are also considered as "highly motivated student".

3.4 INSTRUMENTS

3.4.1 Questionnaire

The study adapted the internationally recognized second language learning motivation survey tool "Attitude/Motivation Test Battery" (AMTB) designed by Gardner and Lambert (1985). The author made some changes to the questionnaire according to the three Item Objective Congruence (IOC) experts' evaluation.

Before the respondents do questionnaire, they were required to take a short self-report checklist by ticking the box that truly reflects their opinion/thought for each item. The questionnaire is divided into three parts and takes not more than 30 minutes to complete.

The first part of the questionnaire is personal particulars. Only 4 items in this part just for the sake of better understanding of the respondents quickly.

The second part is learning motivation and attitude towards learning Thai as a third language. There are 40 questions in this part, and this part includes two main dimensions, namely motivation dimension and attitude dimension. Among motivation, the motivation dimension is divided into integrative orientation dimension and instrumental orientation dimension.

Table 3.1 The composition of the questionnaire

Dimensions		Location
Motivation	Integrative orientation	Q5 - Q14; Q20-Q28
	Instrumental orientation	Q15 - Q19; A20-Q32
Attitude		Q33-Q45

At the end of the questionnaire is an invitation of the structured interview. If the respondent is interested in participating the subsequent interview, he or she could leave the contact information below. All the information will be protected.

The author believed that a score interpretation of the questionnaire is necessary. Please see the table for details.

Table 3.2 Interpretation of the score

Option	Scores level	Interpretation
6 scores 'strongly agree'	5.1 scores-6 scores	Strongly agree
5 scores 'agree'	4.1 scores-5scores	Agree
4 score 'moderately agree'	3.1scores-4 scores	Moderately agree
3 scores 'moderately disagree'	2.1socres-3 scores	Moderately disagree
2scores 'disagree'	1.1 scores-2 scores	Disagree
1 score 'strongly disagree'	0 score -1 score	Strongly disagree

3.4.2 Structured Interview

This study uses structured interview with 8 highly motivated students to investigate the deeper motivation, motivational factors and attitude of Chinese students learning Thai. Structured interview, also known as standardized interview, is a commonly used method of data collection in qualitative research (Yang, 2005, p.53).

In this study, the author has prepared 6 key questions about the interview topic, and these six open-ended questions that were used as prompts to begin and continue the discussion are as follows:

- 1) Why do you want to study Thai?
- 2) What do you think about the Thai language?
- 3) What factors you think make you succeed in learning Thai?
- 4) Where can you use your Thai ability?
- 5) Can you tell me about the strategies you use when studying Thai?
- 6) What do you think you will do after you graduate?

3.4.2.1 The Principle of Structured Interview

It is most important to keep all the data confidential and protect the privacy of the interviewees. Therefore, a number of measures was strictly observed.

1) Informed Consent

Informed participation is the first principle of structured interviews. It embodies the protection and respect of individual rights in sociological research. This principle requires the oral or written consent of the interviewee to ensure the voluntary participation of the interviewee.

2) Minimum Harm

When investigating special populations, it may cause inconvenience or trouble to the work or life of the respondent (Sedman, 2009). Therefore, professional ethics requires researchers to carefully consider these possible negative consequences when conducting interviews. Minimize the potential hazards in the design of the research and keep them to a minimum.

3) Anonymity and Confidentiality

In order to avoid possible harm to the interviewees due to the data they provide, the interviewee's identity must be protected in the interview research. The specific method is to protect the name and identity of the research object by separating the interview information or research data from the interviewee's name during the research process.

3.5 VALIDITY AND RELIABILITY

3.5.1 Validity

In this study, the questionnaire and interview were used to collect the data. Therefore, to ascertain the validity of the research instruments, questionnaire and interview questions were sent to three content expert from Rangsit University (Appendix A) for Item Objective Congruence (IOC). The three experts had to individually rate every item on the instruments according to a three-scale range of +1, 0, -1 as they corresponded to their professional opinions towards content validity. Following Turner and Carlson (2003), the scale was interpreted as follows:

+1: if an item clearly measures a stated objective.

0: if the degree to which an item measures a stated objective is unclear.

-1: if an item does not clearly measure a stated objective.

After the evaluation of items by experts, the ratings were combined to give indexes of item-objective congruence. Each questionnaire item measured only one of the three objectives. Thus, a unidimensional item congruence index (U-IOC) was adopted to check the congruence between the content of a single questionnaire item and an objective it was intended to measure (Sukamolson and Sitti, 2019). From the calculation, and according to the thumb rule for validity has it that for an item to be considered acceptable, its U-IOC should be equal to or above and not less than 0.67; in this case, item which U-IOC less than 0.67 should be deleted. Therefore, 48 items were left in the questionnaire, and 6 interview questions for the structured interview. The research instruments were considered valid.

3.5.2 Reliability

In order to ensure the reliability of the present study, the questionnaire were sent to 31 Chinese students, whose major is Thai language, to do the pilot test. These 31 Chinese students is not relevant with the research final result. The result as follows:

Table 3.3 Cronbach α of the questionnaire in this study

Items	Sample	Cronbach α
40	31	0.975

3.6 ETHICAL CONSIDERATIONS

The researcher strictly observe ethics in conducting the study in all steps of data collection based on Creswell (2018, pp. 88-98) .

3.6.1 Prior to conducting the study

The researcher took great care to protect the privacy of the interviewees by not identifying them by names but by numbers only. The researcher submitted the research proposal with the intended instruments to the Ethics Research Board of Rangsit University for approval.

3.6.2 Collecting data

The researcher built trust and showed respect to participants. The researcher did not reveal any data that have been collected. The researcher promised to be very careful in data collection and analysis.

3.6.3 Analyzing data

The researcher must analyze data from multiple perspectives and without bias.

3.6.4 Reporting, Sharing and Storing Data

The researcher must report honestly, avoid being biased in reporting the findings. The researcher must give credit to the references used. The researcher must store all the data in a safe place.

Specially noted, given that qualitative research is inseparable from the participation of the research, the interaction between the researcher and the participants needs special attention. Researcher should not be too close to the participants during the interview process, use the identity of a loyal audience to communicate well with the participants, do not judge the participants during the interview and maintain a neutral position always.

“NO HARM” principal was strictly followed. Researcher asked for participants’ permission to collect the data from them. In this research project, If

participants decide to participate, they would be asked to sign an informed consent form. And participants have the right to withdraw from the research project any time they wish.

Since participants in this study were required to give honest answers to research questions, their privacy was strictly protected. Therefore, researcher must keep all the data confidential. Besides, researcher cannot reveal participants' identities as only numbers were used. There is no way for someone to trace them. Researcher is the only one to contact them. The researcher must store all the data in a safe place, and destroy the data if necessary.

3.7 DATA COLLECTION

Quantitative data collection and qualitative data collection are performed sequentially. First, a questionnaire was distributed to 82 Chinese students in the form of an online survey. Secondly, the author focused on interviewing 8 subjects, which also took the form of online interviews. Based on the purposive sampling, the author contacted with 8 subjects for participating in the interview. The author contacted 8 subjects on Wechat application. All subjects had the opportunity to schedule the interview, such as when to start the interview and how to conduct the interview (by video or audio). The interview generally last about 30 minutes for each.

At the beginning, the author needed to express the intention again. In this case, the author needed to weaken the role during the interview, giving interviewees the full freedom to express their stories and giving them enough time to recall some possible hinder motivational factors in their language learning. After this round, the interviewer must analyze the data roughly to provide a new aspect for the next round. In the second round, the interviewer asked more questions to arrive at the information that has not been obtained in relation to the research questions. The purpose of the last round is to verify the findings. To see whether the findings are in accordance with the interviewees' experience.

Interviews can generate a large amount of textual data. Grounded theory (Strauss & Corbin, 1998) requires researchers to complete interview transcripts as soon as possible after each interview, and to organize and analyze the interview data immediately. After obtaining the consent of the interviewee, the interviewer recorded the whole process of the interview. And after the interview, the author transcribed the recording into text data and translates into English. And then all the text data were analyzed by the author.

3.8 DATA ANALYSIS

This study decided to use open coding, axial coding and selective coding. The author did the line by line coding as the first step, name meaningful phenomena, events, or actions that appear in each line of the interview data to form a code; and then refined frequently occurring code that reflects the research question and turning the code into a concept; then group similar concepts into categories. At the second step, the author based on the first step to find the relationship between the categories. And at the last step of coding, the author selected a core category after systematic analysis of all the found conceptual categories, then connected the core category and the sub-category, cross-check and verify the original data. See the graphic below.

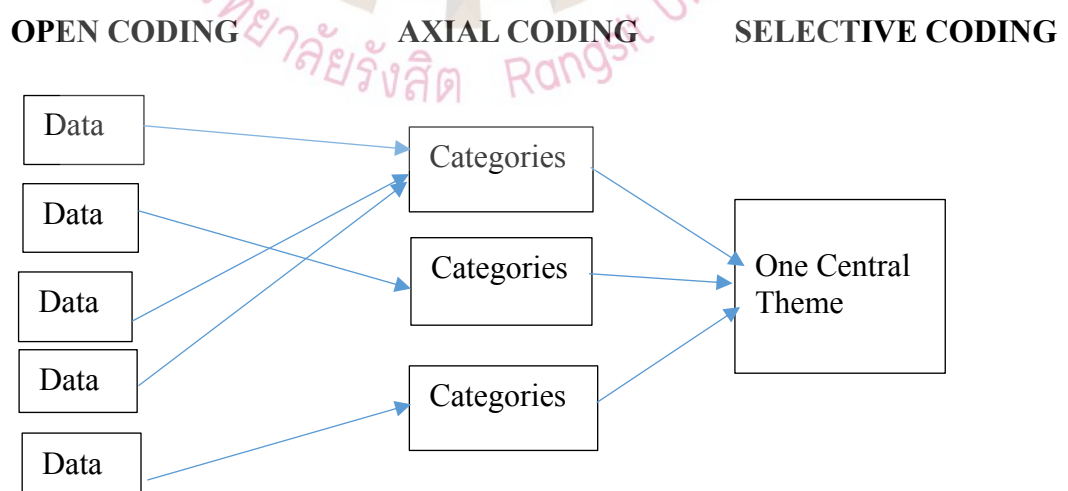


Figure 3.1 Graphic Presentation of the Step of Data Analysis

The questionnaire were descriptive analyzed using SPSS 26.0 to analyze the mean score and S.D results. Since qualitative research could generate a large amount of data, this study decided to use the content analysis. In this analysis, the content of documents is examined and then the data is classified; upper and lower classifications are performed. By performing content analysis on the data obtained from the interviews, codes were first created and then similar codes were put together to create categories. For accurate and reliable results, coding and categorization process was carried out several times by author.



CHAPTER 4

DATA ANALYSIS

This chapter mainly introduce data analysis in order to answer all the research questions and fulfilled all research objectives. Therefore, the researcher used descriptive analysis to get the mean and S.D to analyze the data of questionnaire, as well as researcher also used content analysis to analyze the data of structured interviews. The quantitative data and qualitative data answered the first and the third research question together, and the answer of the second research question came from qualitative data.

4.1 THE ANALYSIS OF QUESTIONNAIRE

In this process, the questionnaire data were collected by the researcher. The questionnaire was consist of three parts: 1) self-report; 2) attitude/motivation test battery; 3) interview invitation.

4.1.1 The Analysis of Self-Report

The first part of the questionnaire is self-report. Only 8 items in this part just for the sake of investigating the basic information of the respondents. The personal information includes 8 aspects. There are: 1) gender; 2) language learning preference; 3) students' participation in Thai language courses; 4) students' interest in Thai course; 5) students' willingness to attend Thai course; 6) Thai learning duration; 7) students' language amount; 8) Thai language proficiency. The details are as follows.

4.1.1.1 The Analysis of Gender

The first question is about the gender of the respondents, and 82 students have responded it. The details are shown in the Figure 4.1 below:

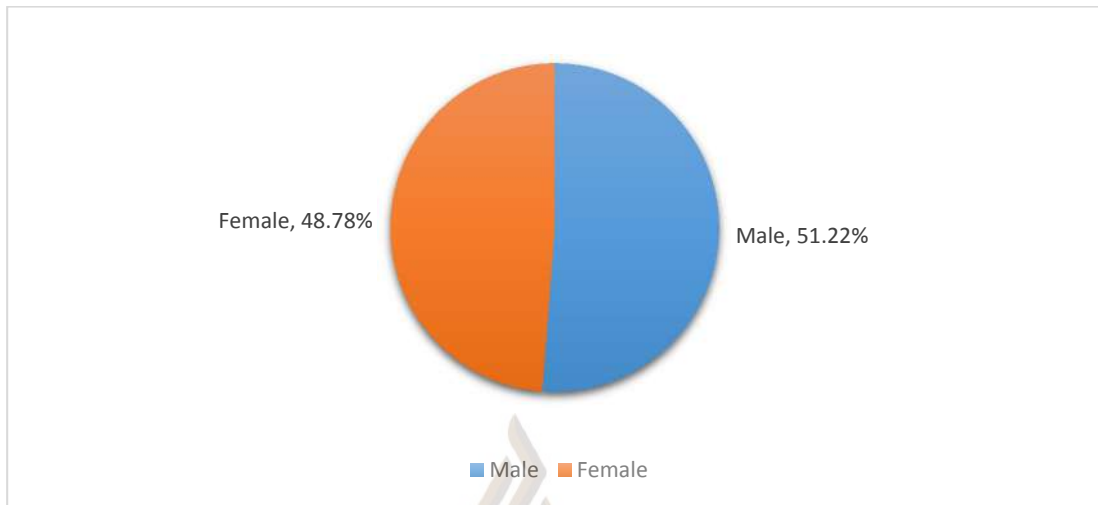


Figure 4.1 Gender of Respondents

In figure 4.1, among the 82 respondents, the proportion of female students was higher than that of male students. Among them, 40 (48.78%) respondents were female and the remaining 42 (51.22%) respondents were male.

4.1.1.2 The Analysis of Language Learning Preference

The second question is about the language learning preference of the respondents. And 82 students have responded it. The details are shown in the Figure 4.2:

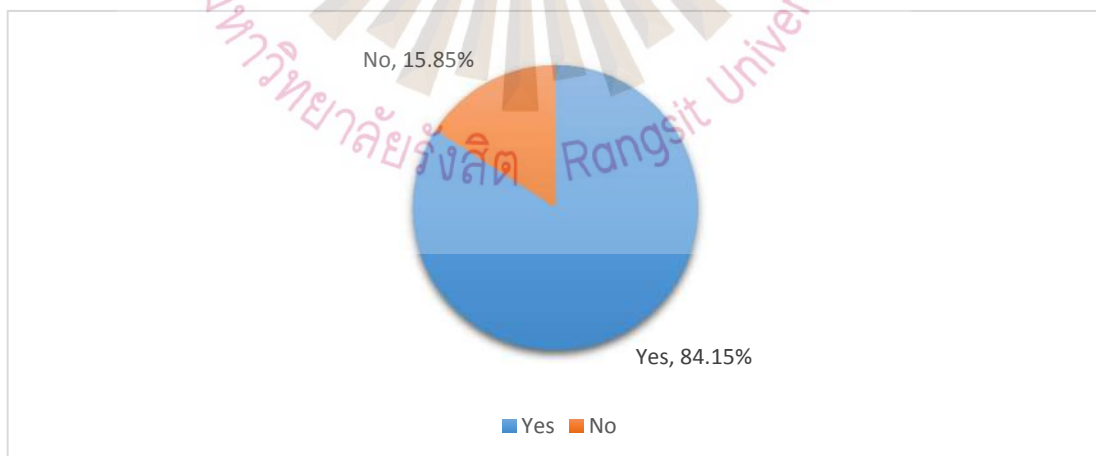


Figure 4.2 Participants' Gender

In figure 4.2, among 82 respondents, the 69 students expressed that they like learning language, and they account for 84.15% of the total. However, 13 students said that they did not like learning language, accounting for 15.85% of the total.

4.1.1.3 The Analysis of Students' Participation in Thai Language Courses

The third question is about students' participation in Thai language courses in the target group. And 82 students have responded it. The details are shown in the Figure 4.3 below:

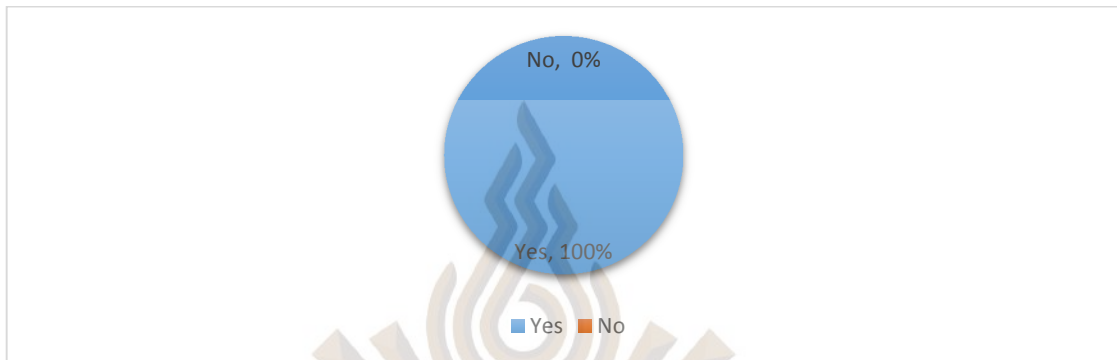


Figure 4.3 Students' Participation in Thai Language Course

In figure 4.3, among 82 respondents in the target group, followed by 82 (100%) students who attend the Thai course at Rangsit University; and 0 (0.00%) student did not take the Thai course at Rangsit University.

4.1.1.4 The Analysis of Students' Interest in Thai Course

The fourth question is about students' interest in Thai course. And 82 students have responded it. The details are shown in the Figure 4.4 in the next page:

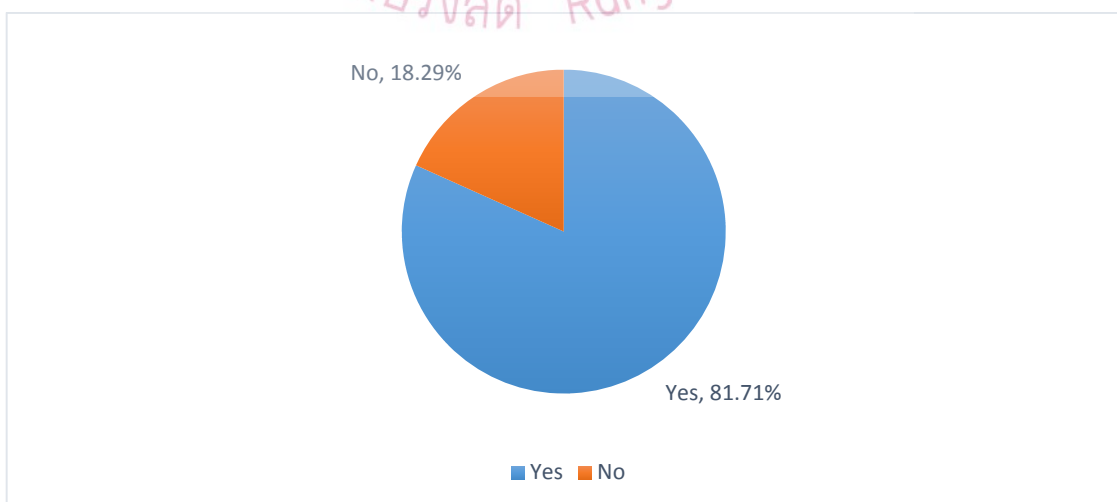


Figure 4.4 Students' Interest in Thai Course

In figure 4.4, among 82 respondents in the target group, 67 (81.71%) students expressed that they were interested in Thai course learning. However, 15 (18.29%) students stated that they were NOT interested in the Thai course.

4.1.1.5 The Analysis of Students' Willingness to Attend Thai Course

The fifth question is about students' willingness to attend Thai course. And 82 students have responded it. The details are shown in the Figure 4.5 below:

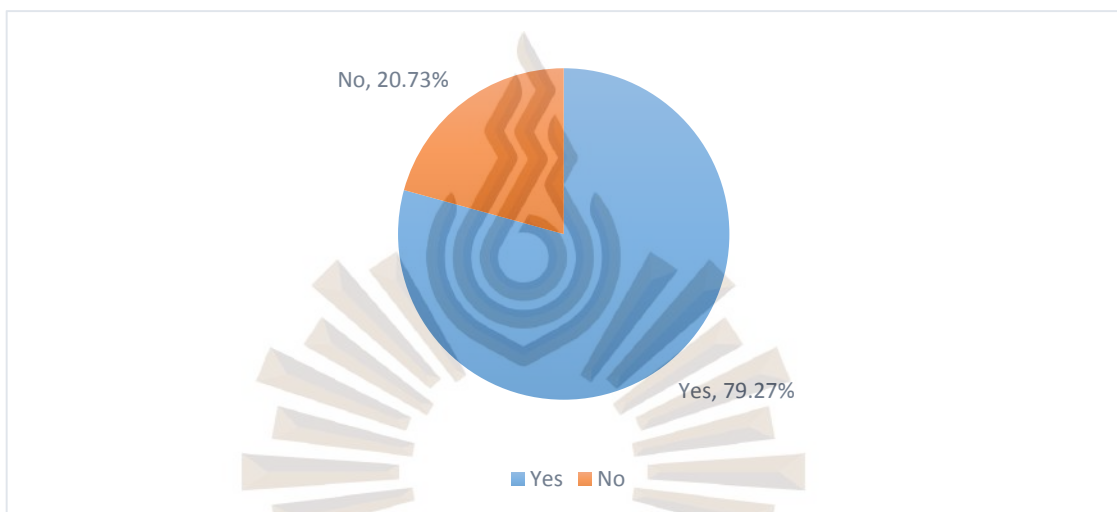


Figure 4.5 Students' Willingness to Attend Thai Course

In figure 4.5, of the 82 respondents in the target group, the majority of students expressed willingness to take Thai courses even though the school does not require them. Specifically, 65 (79.27%) students indicated that they would be willing to take Thai course even if they were not required to do so, while 17 (20.73%) students indicated that they would NOT be willing to take Thai course if they were not required to take Thai course.

4.1.1.6 The Analysis of Thai Learning Duration

The sixth question is about students' Thai learning duration. And 82 students have responded it. The details are shown in the Figure 4.6 below:

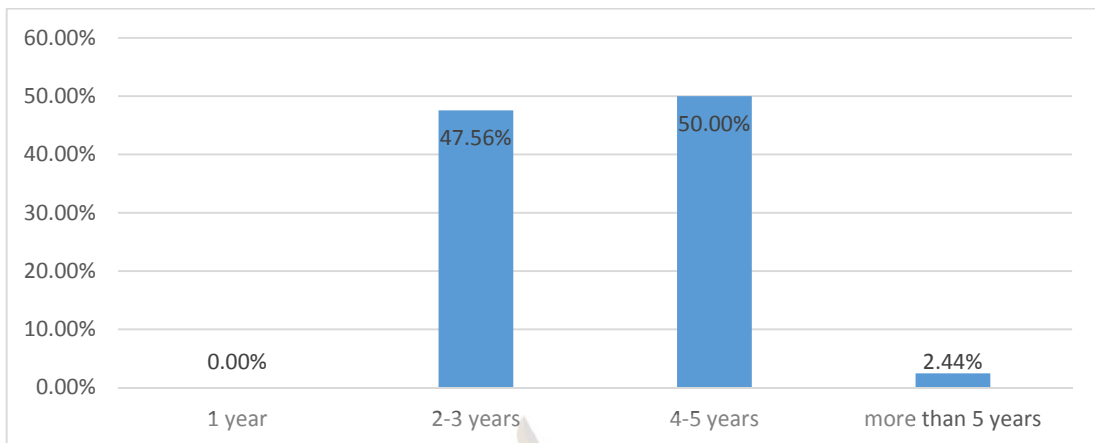


Figure 4.6 Thai Learning Duration

In figure 4.6, of the 82 respondents in the target group, the number of those who have studied Thai for 2-3 years and 4-5 years are significant. 0 (0.00%) student has studied Thai for 1 year; and 39 (47.56%) students had been studying Thai for 2-3 years; at the same time, 41 (50%) students had been studying Thai for 4-5 years; and only 2 (2.44%) students had been studying Thai for more than 5 years.

4.1.1.7 The Analysis of Students' Language Amount

The seventh question is about how many languages have students studied in addition to their native language Chinese. And 82 students have responded it. The details are shown in the Figure 4.7 in the next page:

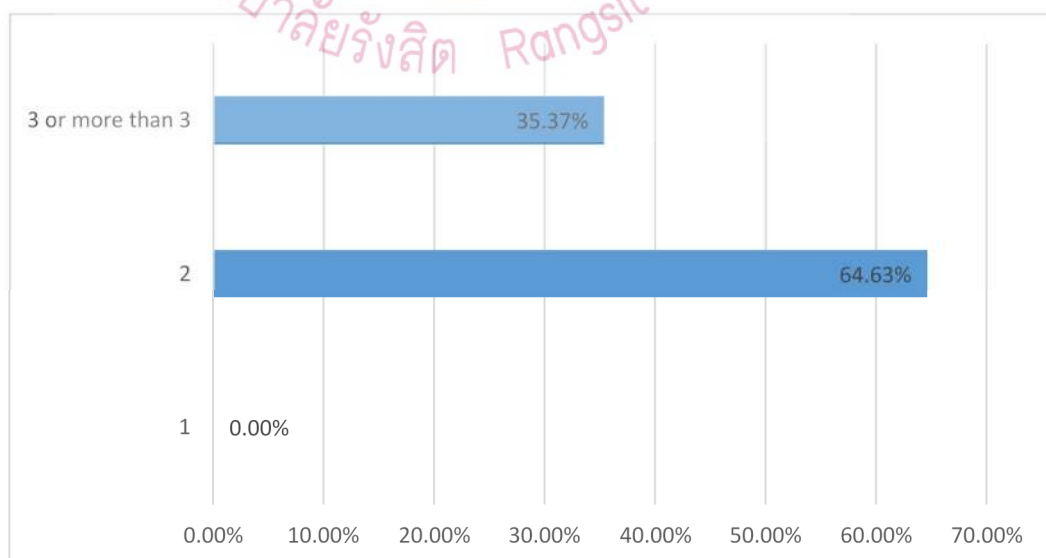


Figure 4.7 Students' Language Amount

In figure 4.7, of the 82 respondents in the target group, 0 (0.00%) student has only learned one language besides Chinese; and 53 (64.63%) students stated that they had learned two languages besides Chinese; at the same time, 29 (35.37%) students said that they had learned three or more than three languages besides Chinese.

4.1.1.8 The Analysis of Thai Language Proficiency

The eighth question is about the level of students' mastery of Thai. And 82 students have responded it. The details are shown in the Figure 4.8 in the next page:

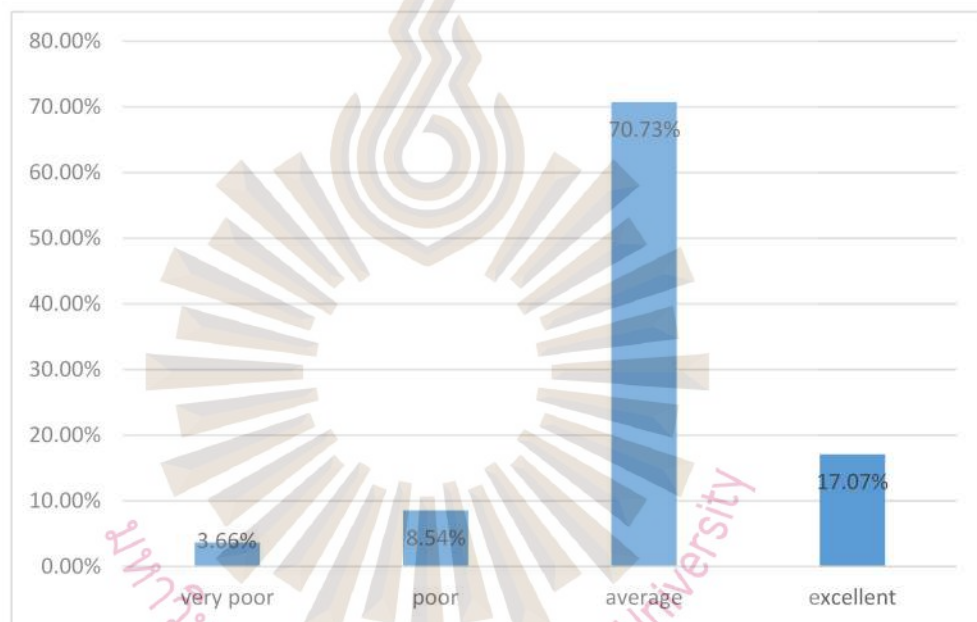


Figure 4.8 The Level of Students' Thai Ability

In figure 4.8, of the 82 respondents in the target group, most of the students (58, accounting for 70.73% of the total) had an average level of Thai language ability. 14 students said their Thai language ability is excellent, and they account for 17.07% of the total; 7 (8.54%) students said their Thai language ability is poor, and only 3 (3.66%) students said their Thai language ability is very poor.

4.1.2 The Analysis of the Questionnaire

The first objective of the study is to investigate the motivation type of overseas Chinese students learning Thai as a L3. Therefore, the researcher prepared 40 items in this part of the questionnaire. The researcher used six-points Likert Scale to be prepared and administered to the overseas Chinese students in Rangsit University. This part focused on students' motivation and attitude toward learning Thai.

This part included two main dimensions, namely motivation dimension (Q9-Q35) and attitude dimension (Q36-Q48). The motivation dimension was divided into integrative orientation dimension (Q9-Q16;Q22-29), instrumental orientation dimension (Q17-Q21;Q30-35). Table 4.1 demonstrated the results of the overseas Chinese students' motivation and attitude toward learning Thai in this study.

Table 4.1 Mean and S.D of students' motivation and attitude in learning Thai

Item	Question	Mean	S.D	Interpretation
1) Students' integrative orientation toward learning Thai				
9	Studying Thai as a third language is important because it will allow me to be more at ease with people who speak Thai.	4.52	1.416	Agree
10	Most native Thai speakers are so friendly and easy to get along with, so I am fortunate to have them as friends.	4.71	1.291	Agree
11	Studying Thai is important because it will allow me to meet and converse with more and varied people.	4.56	1.306	Agree
12	Native Thai speakers are very sociable and kind.	4.56	1.297	Agree
13	Studying Thai is important because it will enable me to better understand and appreciate the Thai way of life.	4.49	1.250	Agree
14	I want to learn Thai so well that it will become natural to me.	4.60	1.256	Agree
15	I would like to know more native Thai speakers.	4.55	1.188	Agree

Table 4.1 Mean and S.D of students' motivation and attitude in learning Thai (Cont.)

Item	Question	Mean	S.D	Interpretation
16	Studying Thai is important because I will be able to interact more easily with speakers of Thai.	4.59	1.422	Agree
16	Studying Thai is important because I will be able to interact more easily with speakers of Thai.	4.59	1.422	Agree
22	I wish I were fluent in Thai.	3.78	1.648	Moderately agree
23	I have a strong desire to know all aspects of Thai.	3.76	1.696	Moderately agree
24	I really enjoy learning Thai.	4.18	1.641	Agree
25	I think Thai course is useful for me.	4.20	1.559	Agree
26	I plan to learn as much Thai as possible.	4.18	1.708	Agree
27	I look forward to the time I spend in Thai class.	4.18	1.701	Agree
28	Thai is one of my favourite courses.	4.27	1.499	Agree
29	Learning Thai as a third language is a challenge.	4.22	1.656	Agree
Average		4.33	1.470	Agree
2) Students' instrumental orientation toward learning Thai				
17	I want to learn Thai well in order to stay and work in Thailand after graduation.	4.52	1.354	Agree
18	I wish I could read newspapers and magazines in Thai.	4.34	1.363	Agree
19	I keep up to date with Thai by working on it to pass the exam.	3.63	1.781	Moderately agree
20	Studying Thai as a third language is important because it will make me more educated.	3.76	1.775	Moderately agree
21	Studying Thai as a third language is important because it will be useful in getting a good job in China.	3.88	1.636	Moderately agree

Table 4.1 Mean and S.D of students' motivation and attitude in learning Thai (Cont.)

Item	Question	Mean	S.D	Interpretation
30	It encourages me to volunteer answers in Thai class to get rewards.	4.09	1.619	Agree
31	Studying Thai as a third language is important because other people will respect me more if I know Thai.	4.04	1.590	Agree
32	I learn Thai to please other people.	4.17	1.669	Agree
33	I really like Thai classroom environment.	4.01	1.567	Agree
34	My parents or other people have stressed the importance Thai will have for me when I leave school.	4.13	1.608	Agree
35	I enjoy the activities of our Thai class.	4.15	1.533	Agree
	Average	4.06	1.590	Agree
3) Students' attitude toward learning Thai				
36	I am confident in learning Thai well.	4.20	1.559	Agree
37	Learning Thai as a third language is really great.	4.12	1.400	Agree
38	I feel very much at ease when I have to speak Thai.	4.06	1.346	Agree
39	I feel confident when asked to speak in my Thai class.	4.05	1.482	Agree
40	It doesn't bother me at all to speak Thai.	3.96	1.409	Moderately agree
41	I will keep learning Thai even after graduation	4.18	1.549	Agree
42	I would feel quite relaxed if I had to express my destination in Thai to take a taxi.	4.00	1.563	Agree
43	I really work hard to learn Thai.	4.15	1.483	Agree
44	When I am studying Thai, I ignore distractions and pay attention to my task.	4.09	1.557	Agree

Table 4.1 Mean and S.D of students' motivation and attitude in learning Thai (Cont.)

Item	Question	Mean	S.D	Interpretation
45	Thai is a very important part of the school programme.	4.01	1.503	Agree
46	I believe learning Thai is useful.	3.98	1.507	Moderately agree
47	I think that learning Thai is interesting.	4.05	1.396	Agree
48	I make learning Thai well as my goal.	4.13	1.480	Agree
Average		4.07	1.479	Agree
Total Average		4.17	1.506	Agree

It is evident from Table 4.1 above, the highest dimension of overseas Chinese students' motivation toward learning Thai language is integrative orientation (mean 4.33; S.D 1.470). The results showed that students agree with all 8 statements. The highest mean was 4.71 (S.D 1.291) for the statement 'Most native Thai speakers are so friendly and easy to get along with, so I am fortunate to have them as friends'. However, the lowest mean was 3.76 (S.D 1.696) for the statement 'I have a strong desire to know all aspects of Thai'.

The ranking No.2 dimension is overseas Chinese students' attitude toward learning Thai language. It showed that all students agree with all 13 statements. The highest mean was 4.20 (S.D 1.599) for the statement 'I am confident in learning Thai well'. However, the lowest mean was 3.96 (S.D 1.409) for the statement 'It doesn't bother me at all to speak Thai'.

However, the lowest dimension is students' instrumental orientation. In other words, instrumental motivation is the weakest dimension in this questionnaire (mean 4.06; S.D 1.590). The results showed that students agree with all 5 statements. The highest mean was 4.52 (S.D 1.354) for the statement 'I want to learn Thai well in order to stay and work in Thailand after graduation'. Contrary, the lowest mean was 3.63 (S.D 1.781) for the statement 'I keep up to date with Thai by working on it to pass the exam'.

To conclude, in this part of Six Likert Scale questions, the total mean was 4.17 (S.D 1.506). While the highest dimension of overseas Chinese students' motivation toward learning Thai language is integrative orientation. And the highest statement for 'Most native Thai speakers are so friendly and easy to get along with, so I am fortunate to have them as friends'. In contrast, the lowest dimension of overseas Chinese students' motivation toward learning Thai language is instrumental orientation. And the lowest statement for 'I keep up to date with Thai by working on it to pass the exam'. On the other hand, in the dimension of overseas Chinese students' attitude toward learning Thai language, the highest statement is 'I am confident in learning Thai well'. However, the lowest statement is 'It does not bother me at all to speak Thai'.

4.2 THE ANALYSIS OF THE STRUCTURED INTERVIEW

In this section, the data collected by the researcher are from structured interviews. The 8 overseas Chinese students of Rangsit University participated in this structured interview one by one. The raw data was recorded in the audio form and it was further processed into valuable information to respond to the research questions of this study. This section aims to explore the motivational factors and attitude aspects of the overseas Chinese students learning the Thai language as a third language. An analysis of the findings was categorized into three relevant themes, which include: students' motivation in learning Thai; students' motivational factors in learning Thai; students' attitude in learning Thai, which were described in below.

4.2.1 The Analysis of the First Question

In the first question 'why do you want to learn Thai', all interviewees explained why they want to learn Thai. It indicated 6 themes in this question. The details are shown in Figure 4.9 below.

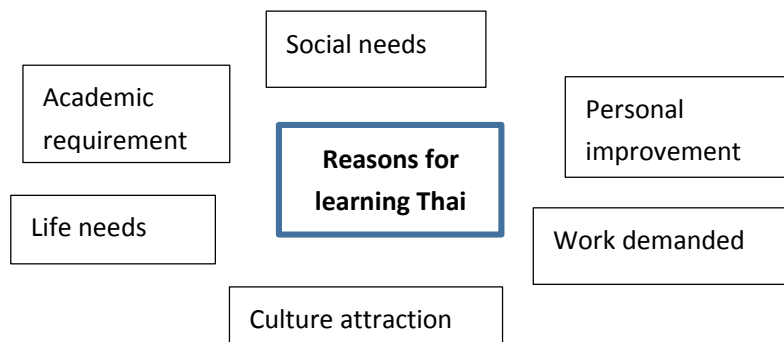


Figure 4.9 Students' Reasons for Learning Thai

1) Academic requirement

In the study, most students stated that their initial reason for learning Thai was academic requirement. Such as interviewees explanation said:

“Because we have this course, it is necessary for us to learn the basics of Thai “ (Interviewee C, personal communication, October 21, 2022).

“First of all, I went to university in Thailand, so our daily study courses include Thai language classes, so we need to study” (Interviewee L, personal communication, October 22, 2022).

“During the study period, the school has such a compulsory Thai language course, so we must study and get enough credits to graduate. If I don't study, I can't get credits and I can't graduate, so maybe the external factor of learning Thai at the beginning is because the school has such a requirement” (Interviewee T, personal communication, October 23, 2022).

“All the students in our ICC college need to learn Thai, and it is because of this that we have the opportunity to learn Thai” (Interviewee Z, personal communication, October 25, 2022).

2) Life needs

However, some interviewees pointed out that even though academic requirement is the initial reason for them to learn Thai at the beginning, this reason has slowly faded over time. Other reasons also emerged at the same time. Such as life need.

“I usually talk to others in my daily life. If I don't have Thai, it is actually quite inconvenient to live in Thailand, and sometimes there are certain restrictions on shopping” (Interviewee H, personal communication, October 23, 2022).

“Later, I found that after learning a little bit, it would be helpful to some of my daily life in Thailand, and then I would like to learn more to gain more Thai expression and listening ability” (Interviewee G, personal communication, October 22, 2022).

“Like I said just now, even if the school doesn't ask me to learn Thai, I have to learn it myself, because I'm not just for schoolwork, right? Thai is my tool, right? I need to use Thai in my daily life” (Interviewee Z, personal communication, October 25, 2022).

“Because when you go to school in Thailand, you have to live there, learn the local language, and it will be more convenient for you whether you are traveling, anyway, some things in life will be more convenient” (Interviewee L, personal communication, October 23, 2022).

“When seeing a doctor, for example, if I feel uncomfortable, I can express it accurately in Thai, and I don't need to spend extra money to translate these things. This will be more convenient” (Interviewee J, personal communication, October 25, 2022).

“And when you usually go to the store to buy something, you can communicate with the boss in simple Thai, and you will feel that you can get twice the result with half the effort” (Interviewee C, personal communication, October 22, 2022).

3) Social needs

Actually, social need also is a big reason for students to learn Thai.

“During my study in Thailand, I made some local friends. I need to communicate with them. This made me feel that Thai is a widely used language, and I also became interested in it, so I was more determined to learn it” (Interviewee T, personal communication, October 25, 2022).

“Because it is Thailand, when you face Thai people in Thailand, the first

thing you must reflect is to communicate in Thai. Because if the others do not understand English, it may be impolite to use English rashly. Therefore, I still choose to communicate with the local people in Thai for the first time, because I am in a foreign country, and I still hope to respect each other. “ (Interviewee H, personal communication, October 21, 2022).

“Because I live in Thailand, I usually get along with teachers and classmates. If you can speak Thai, you will feel better able to integrate into them” (Interviewee C, personal communication, October 22, 2022).

“I think if you live in Thailand, you still have to learn Thai, and if you really want to integrate into the environment of Thailand, if you really want to live in Thailand well, you still have to learn Thai and communicate with Thai people. It feels better in Thai, and the feedback you get is more authentic and more alive” (Interviewee H, personal communication, October 21, 2022).

4) Personal improvement

Besides, some interviewees voiced out reason of personal improvement.

“At the beginning, I had to learn it, but later I found that learning one more language is really useful. I just want to say that if I can learn one more language, it can be regarded as one more skill. Then, as I continue to study Thai, I find that Thai helps me. There will be benefits in all aspects, and then I want to learn more” (Interviewee G, personal communication, October 22, 2022).

“Because I am studying in Thailand after all, it is a small language, and it is also a kind of improvement for myself, but also to expand my knowledge” (Interviewee Z, personal communication, October 25, 2022).

5) Work demanded

Also, some interviewees learned Thai for work.

“At that time, in the process of studying abroad, I also considered some work directions for my graduation, and then I took the initiative to learn Thai. “ (Interviewee W, personal communication, October 25, 2022).

“I think there are many Chinese companies in Thailand now. They need Chinese not only to speak Chinese and English, but also to be able to speak Thai, understand Thai culture, and be able to deal with Thai people, so I think this aspect is very important for me to learn Thai for my employment. There are still relatively large benefits” (Interviewee J, personal communication, October 25, 2022).

6) Culture attraction

Moreover, interviewees also expressed that they learn Thai because of Thai culture.

“I learned Thai because I really liked a movie in Thailand called The Little Thing About First Love, and this movie also gave me a very deep feeling, which made me start to understand the pronunciation of Thai characters and letters. Interested, I am very curious why this language looks like I have never seen before, why is this language written and pronounced like this? This movie also sparked my desire to explore the Thai language” (Interviewee J, personal communication, October 25, 2022).

“Because Thailand is a relatively popular tourist country in the world, I think it is very good to live in Thailand, then more and more people will want to live in Thailand, so if you have some understanding of the local language , it will be more convenient to travel or settle down” (Interviewee L, personal communication, October 23, 2022).

4.2.2 The Analysis of the Second Question

When asked ‘what do you think of Thai language’, all interviewees might have different answers. But the themes can be summarized as Figure 4.10.

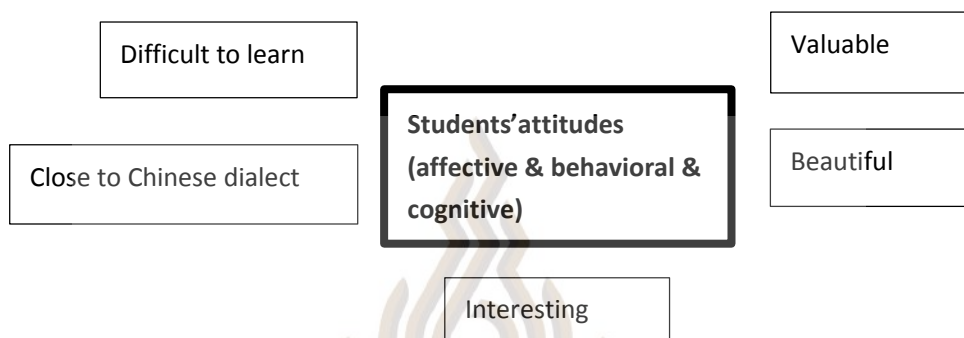


Figure 4.10 Students' Attitude

1) Difficult to learn

Most interviewees stated that Thai is not easy for them to learn at the beginning.

“I think there are still some differences between Thai and Chinese and English. It may be difficult to learn at first, because the characters and tones are quite different, so it may be difficult to learn” (Interviewee G, personal communication, October 22, 2022).

“I find it difficult to pronounce in Thai. Because it has a lot of sounds that are difficult for Chinese people to make, it does not conform to the usual speaking habits.” (Interviewee H, personal communication, October 21, 2022).

“Then although Thai is a small language, it is not particularly easy to learn, because its pronunciation will be very different from Chinese, and there will also be some very similar pronunciations between the two words. So it is difficult for us Chinese to distinguish, just like if Thailand learns our Chinese, then it is difficult for them to distinguish the homophones. Then, for example, there are two words in Thai that are

very similar. The pronunciation of horse in Chinese and dog in Chinese are very different, but the pronunciation in Thai is very similar. The pronunciation of ‘dog’ is almost the same like ‘horse’. The pronunciation difference is not very big, so we usually learn but many words are still very difficult to distinguish, there are some difficulties in the pronunciation” (Interviewee W, personal communication, October 25, 2022).

“The difficulty of Thai is that I think listening, speaking, reading and writing are more difficult, whether it is the actual use of the language, or the process of pronunciation, etc. It is more difficult, including the writing at the beginning. Because Chinese is generally a square Chinese character, Thai may have some specific symbols, so it is difficult to write at the beginning” (Interviewee T, personal communication, October 25, 2022).

2) Close to Chinese dialect

Unlike some students felt Thai was difficult to learn at first, some felt it was quit easy to learn Thai.

“I don't know if I'm right or not, that is, because Chinese and Thai are both Sino-Tibetan languages, I think there may be some similarities in their grammar, so for me, learning Thai is easier than learning English. English has tenses of all kinds, but Thai doesn't have them, just like Chinese doesn't have any tense change” (Interviewee J, personal communication, October 25, 2022).

“As long as you have learned the basics, and then mastered the vowels and consonants, learning is relatively simple. And because I am from Guangxi, there are people in our family who can speak Zhuang. Thai and Zhuang are the same language family, so I may have some learning foundation, and I will feel familiar with the Thai language” (Interviewee C, personal communication, October 22, 2022).

“I think Thai is much simpler than Chinese, because there are many classmates around me, from Chaoshan, including Guangdong, and

friends from Yunnan. Many of them are familiar with Thai. The ability to accept may be better than that of a northern Chinese like me, and some things in culture are relatively close. Then I think Thai is a bit simpler than Chinese and Chinese, but it's also quite charming and interesting, right? Including learning some online vocabulary in Thai is more acceptable to us young people, yes” (Interviewee Z, personal communication, October 25, 2022).

3) Valuable

However, although it is difficult for students to learn Thai at the beginning, it does not prevent students from affirming the value of Thai.

“No matter what language it is, it is a language, it is a culture, it is the culture of a region, it does not mean that it is not a common language, it is a small language, it is inferior to others or something, all languages are all equal. As a local culture in Thailand, I think it will be worthwhile for us international students to learn more about it. So to me, I think it is to learn as a culture and a skill, without considering whether it is a popular language or a universal language” (Interviewee G, personal communication, October 22, 2022).

4) Beautiful

And some students praised Thai as a beautiful language.

“I think Thai is a very beautiful language and it is written very beautifully. Then the second point, I think the pronunciation of Thai is very pleasant and interesting” (Interviewee J, personal communication, October 25, 2022).

“I think Thai is a very good language, because Thai is very unique, and it feels very different to have its own unique culture. I personally feel that Thai is very good. In short, I feel that Thai is a very good language in general” (Interviewee L, personal communication, October 23, 2022).

5) Interesting

One interviewee pointed out that he believed Thai language is interesting to learn.

“It may be difficult to learn it, but after learning Thai, I think it is quite interesting later” (Interviewee H, personal communication, October 21, 2022).

4.2.3 The Analysis of the Third Question

The third question is “What factors you think make you succeed in learning Thai”. It indicated 4 themes in this question. The details are shown in the figure 4.11 in below.

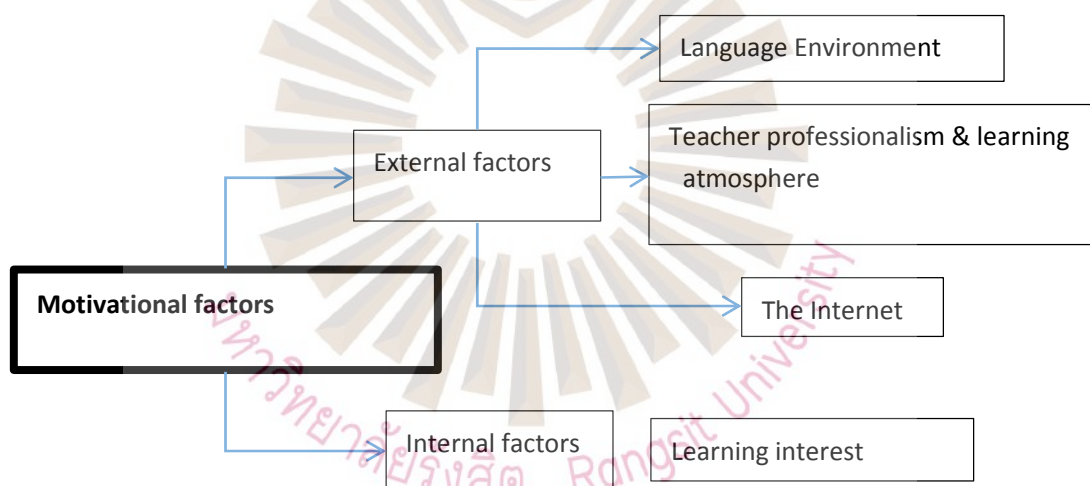


Figure 4.11 Students' Motivational Factors

1) Language environment

In this question, the most frequent response is about language environment.

“I think the reason it helps me to learn Thai is that I am in Thailand and every morning when I wake up and open my eyes there is Thai everywhere, when I take the subway there is a Thai broadcast, then when I take the bus there is a conductor to announce the station, and then When I go out to the mall, there are advertisements in Thai,

everything is in Thai, that is, I live in a world of Thai, I can learn Thai anytime, anywhere without time and space constraints, contact Thai, and master Thai” (Interviewee J, personal communication, October 25, 2022).

“I think that in learning a language, environmental factors actually affect the learning of the language, including what we used to learn English. You will find that when you learn a language, environmental factors are particularly influential. In the process of learning Thai, I just said that I will try my best to let myself listen to it and let myself speak it, instead of just sticking to the textbook. First of all, in my environment, I will go to an environment where there are more people who speak Thai, and then I will try to listen to what they say, what they say, can I understand? Then I will also in my daily life, me and my classmates and so on, that is, I can try to communicate in Thai within my ability. I think daily use of Thai is a favorable factor for me” (Interviewee G, personal communication, October 22, 2022).

“There is an external factor, such as communicating with Thai people, he will help me learn Thai, and the environment. Especially when you are in Thailand, basically everything you see when you go out is written in Thai, you will constantly strengthen your understanding of Thai subconsciously, and then it is equivalent to learning Thai all the time” (Interviewee H, personal communication, October 21, 2022).

“First of all, if you are abroad, some of the signs will be displayed in Thai. When you order food, it will have pictures and accompanying text, and you will recognize it after a long time. The same goes for travel. Those billboards or street signs outside will also correspond to the places that you want to go, and you will get to know them over time. Secondly, the environmental factors also include the people around me, and they also belong to the environmental factors, and they are also very helpful to my learning attitude. My Thai classmates, they use Thai frequently, which also helps my Thai” (Interviewee L, personal communication, October 23, 2022).

“The most important factor in learning every language is the language environment, so the most favorable factor for me to learn Thai is the language environment, because 80% of the people you work with are Thai people living and working here, and then you You have to communicate with them in Thai, and in the process of communication, you will subtly remember a lot of words, because it requires you to keep saying it. For example, if you go shopping, you will ask how much it is when you buy something every day, and then you will say this sentence every day, and you will remember it, so the language environment is a very favorable factor” (Interviewee W, personal communication, October 25, 2022).

2) Teacher professionalism & learning atmosphere

And for some interviewees, they believed teacher and learning atmosphere are the positive factors for them to learn Thai.

“The teacher's teaching style is very interesting, mainly because the classroom atmosphere is very active, the teacher himself is also quite funny, and the classroom atmosphere is relatively active, so we are more willing to learn” (Interviewee C, personal communication, October 22, 2022).

“The faculty configuration in the school is quite good. Our dean is a Chinese Department graduate from Peking University, and he came to teach us Thai. He will use some very simple methods that he understands to tell us how to think and how to speak Thai. Reading, reading, and writing, there is definitely nothing to say about the strength of the teachers. Then the classmates around me also learn from each other, which is a good learning atmosphere. In addition, I am in Thailand, I can learn spoken Thai in my daily life, and there are many opportunities to learn new vocabulary” (Interviewee Z, personal communication, October 25, 2022).

3) The Internet

In addition, an interviewee voiced out that internet help her to learn Thai conveniently.

“Another favorable factor is the current Internet. Internet learning is also very convenient, and although we usually don’t have a lot of time to take some regular Thai language training classes in our life and work, I can go to some Thai online classes in my spare time, and then follow the teacher to learn some systematic Thai courses, in the online class, and then if I have something to do, I can also take time off to watch some replays of online courses, and then I will study by myself. The teacher is also online, and you can ask him if you have any questions, and he will solve it for you, so the Internet is also a very favorable factor” (Interviewee W, personal communication, October 25, 2022).

4) Learning interest

However, some interviewees believed that internal factors are also important for learning Thai. Such as learning interest.

“I think that my interests is the main guide for learning Thai. If you feel boring when you learn Thai, it may be difficult to study systematically, or you may give up halfway during learning. These things may happen” (Interviewee H, personal communication, October 21, 2022).

“In fact, when I started to learn Thai, I was self-taught. In fact, I needed to learn some things by myself. It was only after I had a great interest in it that I could stick to it” (Interviewee W, personal communication, October 25, 2022).

“Because I personally prefer to learn more, so I think my interest in learning, my language environment, and I can find people who speak Thai more easily, these three aspects will help me learn Thai” (Interviewee G, personal communication, October 22, 2022).

4.2.4 The Analysis of the Fourth Question

The fourth question is about ‘where can you use your Thai ability’. It indicated x themes. The details are shown in the figure 4.12 in the next page:

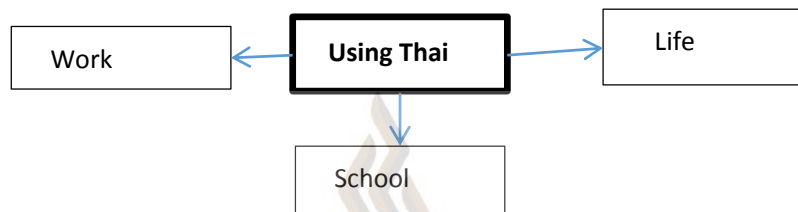


Figure 4.12 Students' Thai Usage

1) Life

Most interviewees expressed that they used Thai in daily life, such as greeting, talking, shopping and by taking a taxi.

“If you use Thai, first and foremost is when you buy something, you first say hello in Thai to others, and then ask the price is basically in Thai” (Interviewee H, personal communication, October 21, 2022).

“First of all, if you have Thai friends, you can use Thai to communicate, whether in real life or online to communicate with Thai friends on Facebook or Instagram” (Interviewee H, personal communication, October 21, 2022).

“It is in normal life, and then we go shopping and travel, usually take some public transportation or go to eat, that is, in some places you can go to in daily life, you can use Thai” (Interviewee W, personal communication, October 25, 2022).

“Just like when we are eating or taking a taxi, if we can communicate better in Thai, it will not make the driver feel that I don't understand him, and then charge me more money or something. And when I travel, if I can communicate with the locals better, I can understand the local culture and some customs faster, and then I can also make some local

Thai friends during the chat. In this way, I think this is a more expected part of my travel process” (Interviewee G, personal communication, October 22, 2022).

“ There are many places in this regard. When I go out to play, when I go to the hospital to see a doctor, and then when I go to the immigration office to go through various procedures, including when I go out for an internship, I can use my Thai when writing my resume” (Interviewee J, personal communication, October 25, 2022).

“ Because I live in Thailand, it is more convenient to communicate with the landlord in Thai in the dormitory, or to communicate with the boss in Thai when going to the store, because sometimes their English level may not be very high, so they Thai is the most common language used in daily life, so it will be more convenient for you to communicate with them if you can speak Thai” (Interviewee C, personal communication, October 22, 2022).

2) Work

However, some interviewees said they used Thai during working hours.

“ And because I have been a Chinese teacher here for a while, and I often use Thai when I teach Chinese to children in class, because I teach them some Chinese words, and I will communicate with them in Thai first. , for example, what is this thing, and then explain to them what Chinese is, then they will be easier to understand, and in the process of learning, I will also let them memorize Chinese, and then translate the Chinese of this word into Thai , so there are still many places where Thai is used. If you don't communicate with friends or classmates in your own country in Chinese, most of the time you use Thai, because the people you are in contact with are basically Thai, and there are many places where you use Thai” (Interviewee W, personal communication, October 25, 2022).

“Because I was a Chinese teacher during my internship at that time, and our school required me to teach students Chinese in Thai, so I basically

spoke Thai every day, and kept using Thai to teach Chinese and grammar to middle school students in Thailand” (Interviewee J, personal communication, October 25, 2022).

3) School

In addition, some students expressed that they tend to use Thai in school, especially communicate with teachers or classmates.

“Including communication with teachers. Because many of our courses are taught by local teachers, as well as communication with local students, etc., all need to use Thai” (Interviewee T, personal communication, October 25, 2022).

“I usually use Thai when I communicate with the teacher in class, so that I can better discuss the Thai course, and I can understand Thai better, and then I can communicate better with my classmates in daily life after class” (Interviewee C, personal communication, October 22, 2022).

4.2.5 The Analysis of the Fifth Question

The question five is “Can you tell me about the strategies you use when studying Thai”. It indicated 3 themes in this question. The details are shown in figure 4.13 in below.

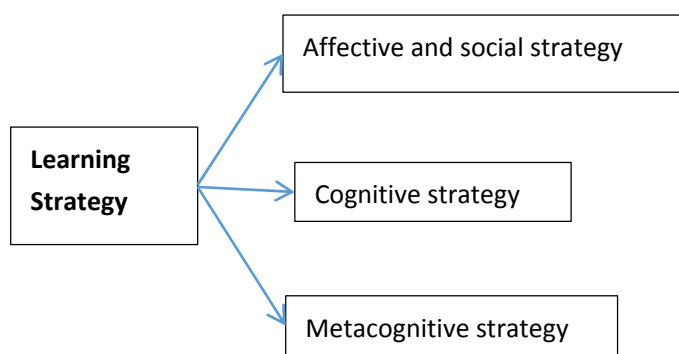


Figure 4.13 Students’ Learning Strategies

In this question, interviewees typically employ affective and social strategy to improve their Thai speaking skills. The interviewees' authentic words are shown below:

1) Affective and social strategy

“That is to say, go out more often, and then feel the local humanities, some culture, and their expressions in Thai, to learn more authentic expressions and Thai culture. This is my strategy for learning Thai” (Interviewee L, personal communication, October 23, 2022).

“Because I am in Thailand, the easiest and most direct way is to communicate with the local people and listen to what they have to say, which may be more helpful for my study, rather than buying some tapes, some textbooks, etc.” (Interviewee T, personal communication, October 25, 2022).

“If it is spoken Thai, I will still chat more with Thai people, such as the elder brother who sells fruit, the elder sister who sells drinks, and the aunt who sells fried chicken. I just chat with them when I have nothing to do, because I often go to those shops to buy things. , they will always talk to me, and I will talk to them, and then if I don't understand a word, I will ask them, and they will keep explaining to me or explain it to me in great detail, and then Also learn Thai through this chat” (Interviewee J, personal communication, October 25, 2022).

“That is to practice more or discuss with the teacher more, and usually try to communicate with classmates in Thai as much as possible, even with our Chinese classmates will communicate in Thai, so that we can practice Thai proficiency better.” (Interviewee C, personal communication, October 22, 2022).

2) Cognitive strategy

And for the written in Thai, interviewees tend to use cognitive strategy to strengthen the memory. The interviewees' authentic words are shown below:

“Our Thai class test is actually very simple, the first part is to read a paragraph, then the second is to talk to the teacher and then to have a Thai conversation with another classmate. Then the third is to answer some questions in Thai. Then in terms of reading, I will practice repeatedly at home, keep reading, and then let myself be proficient in the content of the dialogue. Because Thai writing can be difficult for me, and then I often practice writing Thai at home. The difficulty I might run into is the word spacing, and the spacing between the words can make it a little bit difficult for me because I don't know where to pause” (Interviewee H, personal communication, October 21, 2022).

“Listening requires more listening, so through the repetition of film and television works and music, as well as some short sentences, to improve the sensitivity of Thai Listening and writing more, and Thai writing also needs to be practiced, because it is not very similar to my own country's writing, so it will be very unfamiliar at first, and then it takes a lot of time to repeat it, that is, write it on paper to strengthen to become familiar with Thai” (Interviewee L, personal communication, October 23, 2022).

“Learning Thai depends on rote memorization, just like Chinese primary school students learn Hanyu Pinyin, the hard rules, you have to memorize” (Interviewee Z, personal communication, October 25, 2022).

“For strategies, I usually memorize that word, and after memorizing that word, for example, if I see this thing in my life, I will repeat that word. For example, if I am learning a color word in Thai now, Then as usual when I see black, I will say it in Thai, keep saying it, then memorize it, and then I will strengthen my memory, and I will keep reminding myself of this word” (Interviewee W, personal communication, October 25, 2022).

3) Metacognitive strategy

Meanwhile, some interviewees claimed that they adopted metacognitive strategies to learn Thai. The interviewees' authentic words are shown below:

“I will go straight to some Thai publications, and then when I watch some Thai movies, I will only watch the Thai version, only the Thai subtitles, not the Chinese translation, and then try to understand what they are saying” (Interviewee G, personal communication, October 22, 2022).

“Before the exam, I will practice conversations with my classmates in my spare time, because most of this content is arranged by the teacher or written by ourselves, and to a large extent, we will depend on the degree of our own Thai vocabulary mastery. , we will make some self-choice. I would choose very long articles to transcribe. In the process of copying, I observe how they break the sentences, and then I write some dialogues and imitate some articles by myself, and then I will check the gaps and fill in the gaps, which is probably to prepare for the exam” (Interviewee H, personal communication, October 21, 2022).

4.2.6 The Analysis of the Sixth Question

The sixth question is about “What do you think you will do after you graduate”. It indicated 2 themes in this question. The details are shown in figure 4.14 below:

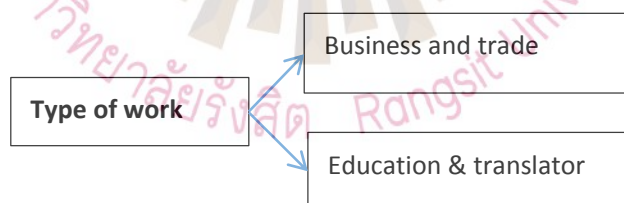


Figure 4.14 Students' Work Direction

Among the 8 respondents, 5 respondents indicated that they would be engaged in economic and trade jobs after graduation. The authentic words are shown below.

1) Business and trade

“After I graduate, I still plan to work in Thailand, because China and Thailand are currently cooperating on some projects of the Belt and Road Initiative. Maybe if I find a job in Thailand, there will be some good opportunities. If there are good opportunities, I will choose to work in Thailand” (Interviewee H, personal communication, October 21, 2022).

“After graduation, I should be engaged in a career in international trade, because my undergraduate major is marketing, and then it is related to international trade, so it will be helpful for me to learn Thai” (Interviewee L, personal communication, October 23, 2022).

“I'll probably work in economics or finance or something” (Interviewee T, personal communication, October 25, 2022).

“I haven't figured out what to do after graduation. If I talk about learning Thai, it must be related to trade. If I want to work in Thailand in the future, it must be a multinational company, yes. Because it is used more often in Thai” (Interviewee Z, personal communication, October 25, 2022).

“In terms of work, if I work in a foreign trade company, I may inevitably come into contact with Thai people in the future. In this case, I think it is quite helpful to learn Thai. For example, when I chat with my boss or translate documents, my Thai language will be very helpful” (Interviewee C, personal communication, October 22, 2022).

2) Education & translator

However, 3 respondents indicated that they prefer to work in the education industry or the translation industry. The authentic words are shown below.

“My plan is that after graduation, if my Thai language skills become very strong and there is no obstacle to normal communication, I will do Thai translation here. Because there are actually many Chinese in Thailand, they live and work here, do business and so on. There are many Chinese who don't know Thai very well. They may also ask translators to help them with some life things in their daily life. So I would like to go to a

hospital or some company in Thailand to do translation, which is based on my Thai ability becoming very good. If my Thai language ability is still at an intermediate level and I can only communicate easily, but in some fixed situations, such as some business words or medical words, if it is still difficult to learn, I will continue to be a Chinese teacher first. Then to strengthen my Thai language ability and then to contact some translation work” (Interviewee W, personal communication, October 25, 2022).

“It should also be in the education category, that is, either as a teacher, or also in the school's educational administration and other work” (Interviewee G, personal communication, October 22, 2022).

“I think I should stay and work in Thailand after graduation. May be a translator or teach Chinese as a teacher, these two options. I think many Chinese companies now have many Chinese companies in Thailand. They need Chinese people who can not only speak Chinese and English, but also Thai, understand Thai culture, and be able to deal with Thai people, so I think this aspect is still good for my employment. relatively large benefit” (Interviewee J, personal communication, October 25, 2022).

4.3 CONCLUSION

This chapter covers all the findings and data analysis. The results of questionnaire show that integration motivation is the dominant motivation for oversea Chinese students to learn Thai. And their attitude toward learning Thai is positive with the highest statement of ‘I am confident in learning Thai well’. Additionally, the findings from the structured interview show that students study Thai for six reasons, they are: academic requirement; social needs; life needs; work demanded; personal improvement and cultural attraction. Also, the results show that some students think that Thai language is difficult to learn, while some students think Thai is close to Chinese dialects. And some students praise Thai as a value language, beautiful language, and some students express learning Thai is interesting. Plus, when asked students the

beneficial factors of learning Thai, the answers can be summarized into language environment, teacher and learning environment, internet, and learning interest. And, the results show that students tend to use Thai in daily life, in work or in school. Moreover, the results show that students typically adopt affective and social strategy to learn Thai speaking, and use cognitive to memorize Thai words, sentences, etc. And some will use metacognitive strategy to learn Thai. Last but not least, the results indicate that students tend to engage in business and trade industry, or education industry, translation industry. The next chapter, therefore, moves on discuss the findings.



CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter reviews the results of the data analysis in Chapter 4 and draws a conclusion. A discussion of the findings and recommendation from this study are also presented. This chapter covers three main sections as follows:

Section 5.1 Conclusion

Section 5.2 Discussion

Section 5.3 Recommendation

5.1 CONCLUSION

This study aimed to answer the following three research questions:

- 1) What are the types of motivation of the overseas Chinese students in learning the Thai language?
- 2) What are the motivational factors that influence the overseas Chinese students learning the Thai language?
- 3) What are the attitudes of the students towards learning Thai as the third language?

This study used mixed methods of quantitative and qualitative approaches. Quantitative data were obtained through the six-score Likert Scale questionnaire, while the qualitative data were obtained through structured interviews. The quantitative data and qualitative data answered the first and the third research question together, and the answer of the second research question came from

qualitative data. After analyzing the collected data, major findings of this study were presented in the following sections.

5.1.1 Responses to Research Question 1

According to analysis of the questionnaire data, it was found that the overseas Chinese students in Rangsit University to learn Thai have both integrative orientation and instrumental orientation. And the integrative orientation is the dominant motivation of overseas Chinese students at Rangsit University toward learning Thai. The mean score of integrative orientation was 4.33 (S.D=1.470). The data revealed that the instrumental orientation of overseas Chinese students was with the mean score of 4.06 (S.D=1.590). The results show that the reason why the majority of this group of students was mainly to communicate with the Thai natives, and to better understanding the Thai language community as well as the Thai culture and the way of life. Also, the results show that the attitude of overseas Chinese students toward learning Thai is positive (Agree), with the mean score of 4.07 (S.D=1.479).

The findings of structured interviews provided a further explanation of overseas Chinese students motivation toward learning Thai as a third language. In the first question ‘why do you want to learn Thai’, 6 themes emerged from the analysis (Figure 4.10) in order of significance that were demonstrated: 1) academic requirement; 2) life needs; 3) social needs; 4) personal improvement; 5) work demanded; and 6) cultural attraction.

From the interview results, it can be seen that the motivation for students to learn Thai was academic requirements at first, but all the respondents indicated that after living in Thailand for a period of time, their motivation to learn Thai was no longer due to academic requirements, but other factors such as social needs, life needs and so on. It can be concluded that academic requirement was the initial motivation drive, but the students were later attracted by other aspects. The motivation of students to learn Thai can change according to the needs of the students.

For example, one respondent said: ‘At the beginning, I had to learn it, but later I found that learning one more language is really useful. I just want to say that if I can learn one more language, it can be regarded as one more skill. Then, as I continue to study Thai, I find that Thai helps me. There will be benefits in all aspects, and then I want to learn more’ (INTERVIEWEE G). In this case, the reason why students learn Thai is not just to meet the academic requirements, but more because they want to learn Thai to meet their life needs, such as travelling and shopping; in addition, to meet their social needs, such as integrating into the Thai natives and communicating with Thai teachers, Thai classmates and Thai friends; and, to improve themselves, such as having one more language skill; and meeting the requirements of internship work. It is clear that students in this study have both types of motivational drives. However, integrative orientation was their dominant type of motivation.

Another example: the fourth question ‘Where can you use your Thai ability’, 3 themes emerged: 1) life; 2) school; 3) work, showed the primary motivation of students to learn Thai was not just to pass the exam, but to be able to communicate in Thai. It can be concluded that students frequently use Thai to communicate with people in daily life, mostly to meet life needs or meet social needs, while they use Thai at school to improve their studies and at work to facilitate their work. In this case, it is again proved that the primary motivation of students to learn Thai is not just to pass the exam, but to be able to communicate in Thai.

5.1.2 Responses to Research Question 2

The second research question is about the motivational factors of students learning Thai. The results came from structured interview data. In the third question ‘What factors you think make you succeed in learning Thai’, 4 themes were identified in order of significance: 1) language environment; 2) teacher professionalism and learning atmosphere; 3) the Internet; and 4) learning interest.

It can be concluded that the positive factors affecting students' learning Thai are external factors and internal factors. For Chinese students, the language

environment, the authentic language environment in Thailand, was the primary positive factor for learning Thai. In addition, the professional teachers, the learning atmosphere of the class and the convenience of the Internet were actively promoting students to learn Thai. Besides, learning interest in learning was also an important reason that affected this group of students' enthusiasm in learning Thai.

Also, learning strategy constitutes the factors of motivated learning. The results of the learning strategy in motivational factor came from the fifth question 'Can you tell me about the strategies you use when studying Thai', 3 themes: 1) affective and social strategy; 2) cognitive strategy; 3) metacognitive strategy were found

It can be concluded that students learn Thai by using affective and social strategy strategies. The language environment students live in provides them with more opportunities to get in touch with Thai. In addition, students generally adopt cognitive strategies to strengthen memory or metacognitive strategies to prepare for exams in Thai language learning.

5.1.3 Responses to Research Question 3

In the second question 'What do you think of Thai language', 5 themes were found (Figure 4.11). They were 1) difficult to learn; 2) close to Chinese dialects; 3) valuable language; 4) beautiful language and 5) interesting.

The results show that students found it was difficult to learn Thai because the Thai alphabets were difficult to write and the Thai tones were difficult to pronounce. For some students the Thai language was close to their Chinese dialects that they were familiar with. Especially close to Zhuang dialect in Guangxi, Dai dialect in Yunnan, which these languages belong to the Sino-Tibetan language family.

From their actual words, "As long as you have learned the basics, and then mastered the vowels and consonants, learning is relatively simple. And because I am from Guangxi, there are people in our family who can speak Zhuang. Thai and Zhuang

are the same language family, so I may have some learning foundation, and I am familiar with the Thai language.”

“I..... Chinese and Thai are both Sino-Tibetan languages, I think there may be some similarities in their grammar, so for me, learning Thai is easier than learning English.”

“I think Thai is much simpler than Chinese, because there are many classmates around me, from Chaoshan, including Guangdong, and friends from Yunnan. Many of them are familiar with Thai.....”

In that case, Thai was easy for them to learn. One respondent believed that Thai language was a valuable language and two respondents praised that Thai was beautiful and unique. Another interviewee found it was interesting to learn Thai.

Therefore, it can be concluded from the interview results that the students' behavioral attitudes are roughly divided into two types: “Thai is difficult to learn” and “Thai is simple”. And they saw the value and the beauty of the language, and they perceived Thai is interesting revealed the students' affective attitude and cognitive attitudes towards the Thai language.

5.2 DISCUSSION

In this section, issues related to learning motivation and attitude of Chinese students toward learning Thai as a third language are discussed:

1) Students of this group have both types of motivation, integrative orientation and instrumental orientation. However, the integrative orientation is the dominant motivation type of students to learn Thai.

2) External motivational factors and internal motivational factors jointly affect students' learning Thai.

3) Students learn Thai with positive affective attitude, behavioral attitude and cognitive attitude.

5.2.1 Discussion on Students' Learning Motivation

The questionnaire and interview show that students of this group have both types of motivation, integrative orientation and instrumental orientation. However, the integrative orientation is the more dominant motivation type of students to learn Thai. The result of this study is in line with Bao and Lee (2012), whose study pointed out that students in LCTLs experienced higher integrative orientation. And the result of this study also agree with Nicol and De France (2020) who stated that integrativeness is a precursor to motivation, and Hernández (2006), who found that integrative motivation was a significant predictor of his 130 intermediate students' desire to continue studying Spanish. The result of this study is also in line with Oller et al. (1977) who pointed out that learners who were with higher integrative motivation performed better than those with lower integrative motivation. The result of this study was aligned with Gardner's (1985) Socio-educational Model. The Socio-educational Model emphasizes the important position of integrative orientation in foreign language learning. In many cases, integrative motivation, against other types, is found to have the most positive effect in language learning (Tremblay & Gardner, 1995; Masgoret & Gardner, 2003; Gearing & Roger, 2019).

However, this result is opposite to Chang (2005), who studied Chinese EFL learners' motivation in Taiwan, found that integrative motivation played no significant role, belonging to one of the "motivators that do not motivate". And unlike Wen (2011), she pointed out that in a setting where Chinese culture and native speakers are not directly accessible, integrative orientation becomes a minor motivation and might be integrated into more dynamic motivational dimensions such as instrumentality. This reason may be true in certain study contexts such as Wen's (2011), but it is not true in the current study context. The conclusion of this research proves that Gardner's socio-educational model with the core of integrative motivation is suitable for the motivation research of Chinese students studying Thai in Thai universities.

In this study, Chinese students are in full contact with the target language environment. Under such social milieu, students show a strong integrative orientation of the Thai language, Thai culture, Thai community, etc. That is changes in the social environment affect individual motivation. As the integrative motivated student goes to Thailand to learn Thai, he or she has a further understanding and understanding of the cultural environment of the target language. He or she interacted with more Thai people, recognized more of Thailand's national conditions, and experienced life in Thai in real every day.

5.2.2 Discussion on Motivational Factors

From the findings of the study, it was reported that external motivational factors (such as language environment, teachers' professionalism and learning atmosphere, and the Internet) and internal motivational factors (such as learning interest, learning strategy) jointly effect students' Thai learning.

Firstly, according to MAA Baroto (2017), language environment plays important role in determining the second language acquisition of language learner. It includes everything the language learner hears and sees in the new language. Based on this study, language environment can be varied in terms of the situations, such as conversation with friends or vendors, watching television, reading street sign and magazines, as well as classroom activities. The result of this study stand with Krashen(1982), who stated that the quality of the language environment is of paramount important to success in learning new language. And the finding of this study is agree with Gholami (2012), who confirmed that the language environment in the social context is believed to influence attitude and motivation. Other researchers also presented similar findings in their studies (Gardner, 1985; Gary, 2004; Montero, 2014).

In this study, students live in a Thai-speaking environment and have many opportunities to come into direct contact with Thai culture. Students participated in activities related to Thai, found the fun of learning Thai in the activities, felt the sense

of achievement brought by learning Thai, thus students were highly motivated to learn the target language, Thai.

Secondly, teachers with professionalism can also stimulate students' motivation to learn Thai. The result is line with A Saeed (2021), who stated that teachers' professional skill has positive impact on students' learning. Also, the result support the statement with Sung and Tsai (2014) who suggest that language teachers not only need to introduce the culture of the target language in order to foster integrative motivation of learners, but they also provide their learners with an authentic and meaningful learning context by means of interactive and suitable activities and tasks.

In this study, Thai language class teacher is a native Thai teacher with rich knowledge, which enables students to better understand the Thai language and Thai culture in the Thai class. The teacher's professional knowledge, interesting teaching style, and the establishment of good teacher-student relationship with students all motivate students to learn the Thai language to varying degrees. At the same time, the positive learning atmosphere created by teachers and students also has a positive effect on students' learning of Thai. In such a learning environment, students learn Thai without pressure. Moreover, the Internet also helps students learn Thai. Students enjoy the convenience brought by Internet learning. Learning Thai courses on the Internet is different from traditional courses, with a certain freshness, which can stimulate students to learn Thai.

Thirdly, learning interest is one of the important aspects of motivational factors as well. The finding agreed with Sung and Tsai (2014), who found that interest is one of the motivational factors among learners at the university level in the United State.

In this study, students' interest in learning Thai comes from their love for Thai culture, their recognition of Thai life, and their desire to communicate with the Thai community. According to John Dewey (1913), who stated that interest facilitates learning, improves understanding and stimulates effort as well as personal involvement. With the students' in-depth exposure to the Thai language and Thai culture, an emotion

is built between the learners and the enthusiastic Thai culture, and students develop interest in Thai language and its culture, thereby enhancing their motivation to learn Thai.

Last but not least, the finding showed that students tended to use affective and social strategy, cognitive strategy and metacognitive strategy to learn Thai. This finding is in line with O. Malley and Chamot (1990), who pointed out that these three strategies are the particular methods of language learning. A similar finding from Dornyei (2003) which as learning strategy use constitutes the factors of motivated learning behavior. And the result of this study stands with Zhang et al. (2014), who discovered that cognitive and metacognitive strategies operated jointly to impact L2 learners ability. Also, the finding of this study is aligned with Nurul (2015), who showed that motivation, in general, correlated positively and significantly with cognitive, metacognitive, affective and social strategies. Other researchers also presented similar findings in their studies (Chou, 2004; Parra, 2010; Galti, 2016; Zakaria, N. , Hashim, H. and Yunus, M. ,2019;)

On the contrary, Wang (2004) found that some Chinese college students are passive language learners, which do not abandon the influence of high school, and always waiting for teachers to do everything for them in the learning process.

In this study, students were no longer passive learners because they were outside their comfort zone and had to handle a lot of things on their own, and learning was no exception. They live in a pure Thai language environment every day, adopt positive affective and social strategies, actively communicate with people, and continuously improve their Thai speaking and listening skills. At the same time, Chinese students firmly believe that diligence can make up for weakness, so Chinese students tend to adopt cognitive strategies, practice Thai repeatedly, and consolidate the foundation of Thai. In addition, before the exam, Chinese students will check for gaps and make up for omissions, actively adopt metacognitive strategies, carry out targeted review, and improve their Thai language performance.

5.2.3 Discussion on Students' Attitude

The conclusion of this research shows that students of this group generally have positive affective attitude, behavioral attitude and cognitive attitude toward learning Thai as a third language. This finding is in line with Karahan (2007), who affirms that positive attitudes lead students to positive orientation in language learning; and Eka et al. (2020), who found that both higher achievement class and lower achievement class students' language attitudes were mostly positive (91.83%) in cognitive, affective and behavioral language attitudes. The similar finding also can be found in other studies (Radhi, 2020; Chanisa, 2021).

In this study, firstly, the finding show that students' affective attitude toward learning Thai is positive. According to Chen (1999), affective attitude is linked to the language environment where individuals live in or life experience. In this study, students deemed that Thai is a beautiful language, good language, interesting language and unique language. This is because Chinese students' study and live in Thailand gradually develop a close affection for the Thai language, as well as the uniqueness of Thai culture, all attract Chinese students to further study the Thai language. In addition, this is inseparable from Chinese students' inclusive and open mind towards foreign cultures.

Secondly, the result showed that students' behavioral attitude is positive as well. Dornyei and Otto (1998) believed that positive behavioral attitude may be related to the learning effort. In this study, students found Thai language to be very difficult at beginning because Thai is very different from Chinese, both in the Thai alphabet and pronunciation, while some found Thai is easy to learn because Thai and some Chinese dialects are the same language family, Sino-Tibetan languages. Regardless of whether the students thought the Thai language was difficult or easy to learn, they kept on learning Thai and the students showed a positive attitude. There may be two reasons for this. One is because Thai is a compulsory subject and students have to learn it. Second, Chinese students have developed an interest in Thai and will persist in learning it no matter how difficult it is.

Thirdly, the finding also showed that students' cognitive attitude toward learning Thai is positive. According to Lambert (1967), cognitive component refers to an individual's belief structure. In this study, students believed that Thai is a valuable language and learning Thai is useful. There are many reasons why students have a positive cognitive attitude towards Thai. On the one hand, students think learning Thai is useful, because students deem that Thai as a tool, both to communicate, to broaden their horizons, to understand the culture, and to find a job after graduation. On the other hand, students have an open and inclusive attitude towards language learning. In addition to the charm of Thai culture itself, the phenomenon of "Southeast Asian language fever" under the economic background of the Belt and Road Initiative has increasingly made students see the value of Thai.

5.3 RECOMMENDATIONS

This study focus on Chinese students' learning motivation and attitude toward learning Thai as a third language in Rangsit University. The study found that students generally had integrative orientation to learn Thai, and external motivational factors and internal motivational factors jointly effected students' Thai learning, and students' affective attitude, behavioral attitude and cognitive attitude toward learning Thai were all positive. It is recommended that further studies on learning motivation be conducted.

5.3.1 Recommendation for Motivation of Learning Thai

The previous studies proved that learning motivation is important in language learning. Therefore, it is important to cultivate LCTLs learners' motivation in all aspects. Recommendation as follows:

5.3.1.1 Students themselves may encourage to find the fun of learning, stimulate learning interest, and have an open and inclusive mind when learning languages and appreciate foreign cultures.

5.3.1.2 More attention should be paid to developing integrative motivation from instrumental motivation found at the beginning.

5.3.1.3 Teachers should create a relaxed and pleasant language learning atmosphere and encourage students to participate in the project and help them understand the culture of foreign country.

5.3.1.4 Thai curriculum design should pay more attention on the students' integrativeness so as to meet the students' integrative orientation.

5.3.1.5 In view of the fact that students often use Thai in daily life, it is suggested that the classroom activity design can be biased towards the life scene.

5.3.2 Recommendation on Future Research

Based on the results of this study, coupled with the limitation of the research, the researcher would like to give some recommendations for future research as follows:

5.3.2.1 Future research should focus on the relationship between motivation and attitudes in learning Thai and academic achievement.

5.3.2.2 Future research should pay more attention to the dynamic change of learning motivation.

5.3.2.3 Future studies should investigate changes in motivation for learning Thai before and after the COVID-19 pandemic.

5.3.2.4 Future research should study demotivation for learning Thai as a third language.

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APPENDICES



The image features a large, faint watermark of the Rangsit University logo in the center. The logo consists of a stylized flame or sunburst shape at the top, a circular emblem with a central figure, and a circular border of radiating lines at the bottom. The text 'มหาวิทยาลัยรังสิต Rangsit University' is written in a pinkish-red color along the bottom arc of the logo.

APPENDIX A

QUESTIONNAIRE

มหาวิทยาลัยรังสิต Rangsit University



INSTRUMENT 1

Attitude/Motivation Test Battery

INTRODUCTION

This questionnaire is to test your motivation and attitude toward learning Thai as the third language as we are now in a multi-lingual environment.

RESEARCH TITLE: *Learning Motivation and Attitude towards Thai as the third language of Chinese Students at a Thai Private University*

Dear STUDENT

The purpose of this study is to explore the learning motivation and attitude toward Thai learning as the third language of the Chinese students at a Thai university. The questionnaire you are asked to fill out has 48 questions in total.

Ethical Considerations for the Questionnaire Respondents

Your answers will be kept confidential in all ways. Especially, you will not be asked to indicate your name in the questionnaire; thus, no one can link your answers to you. The data provided by you will be used contribute to the research of the field of education.

Instructions:

- The questionnaire is divided into three parts and takes not more than 30 minutes to complete.
- Read the instructions above the questions carefully.
- Choose the answer that accurately reflect your learning motivation and attitude toward learning Thai as the third language.

Thank you very much for participating in this research.

PART 1 SELF-REPORT

Before you do the Attitude/Motivation Test Battery originally designed by Gardner et al (1959), please kindly take a **short self-report checklist** by ticking the right box that truly reflects your situation with each item.

1. I am

Male Female

2. Do you like to learn languages?

YES NO

3. Do you attend the Thai course at Rangsit University?

YES NO

4. Are you interested in taking the course?

YES NO

5. Would you take the Thai course if you are not required to do so?

YES NO

6. I have been studying Thai for years

1 2-3 4-5 more than 5

7. I know language (s) besides Chinese, my mother tongue.

1 2 3 or more than 3

8. I am at the Thai language.

very poor poor average excellent



PART 2 LEARNING MOTIVATION/ATTITUDE TOWARDS THAI AS THE THIRD LANGUAGE

Directions: Please put a \checkmark the box for the score of your choice.

Interpretation of the Scores

6 means '*Strongly agree*' 5 means '*Agree*' 4 means '*Moderately agree*'

3 means '*Moderately disagree*' 2 means '*disagree*' 1 means '*Strongly disagree*'

No	Statement	6	5	4	3	2	1
9	Studying Thai as a third language is important because it will allow me to be more at ease with people who speak Thai.						
10	Most native Thai speakers are so friendly and easy to get along with, so I am fortunate to have them as friends.						
11	Studying Thai is important because it will allow me to meet and converse with more and varied people.						
12	Native Thai speakers are very sociable and kind.						
13	Studying Thai is important because it will enable me to better understand and appreciate the Thai way of life.						
14	I want to learn Thai so well that it will become natural to me.						
15	I would like to know more native Thai speakers.						
16	Studying Thai is important because I will be able to interact more easily with speakers of Thai.						

No	Statement	6	5	4	3	2	1
17	I want to learn Thai well in order to stay and work in Thailand after graduation.						
18	I wish I could read newspapers and magazines in Thai.						
19	I keep up to date with Thai by working on it to pass the exam.						
20	Studying Thai as a third language is important because it will make me more educated.						
21	Studying Thai as a third language is important because it will be useful in getting a good job in China.						
22	I wish I were fluent in Thai.						
23	I have a strong desire to know all aspects of Thai.						
24	I really enjoy learning Thai.						
25	I think Thai course is useful for me.						
26	I plan to learn as much Thai as possible.						
27	I look forward to the time I spend in Thai class.						
28	Thai is one of my favourite courses.						
29	Learning Thai as a third language is a challenge.						
30	It encourages me to volunteer answers in Thai class to get rewards.						
31	Studying Thai as a third language is important because other people will respect me more if I know Thai.						
32	I learn Thai to please other people.						
33	I really like Thai classroom environment .						

No	Statement	6	5	4	3	2	1
34	My parents or other people have stressed the importance Thai will have for me when I leave school.						
35	I enjoy the activities of our Thai class.						
36	I am confident in learning Thai well.						
37	Learning Thai as a third language is really great.						
38	I feel very much at ease when I have to speak Thai.						
39	I feel confident when asked to speak in my Thai class.						
40	It doesn't bother me at all to speak Thai.						
41	I will keep learning Thai even after graduation						
42	I would feel quite relaxed if I had to express my destination in Thai to take a taxi.						
43	I really work hard to learn Thai.						
44	When I am studying Thai, I ignore distractions and pay attention to my task.						
45	Thai is a very important part of the school programme.						
46	I believe learning Thai is useful.						
47	I think that learning Thai is interesting.						
48	I make learning Thai well as my goal.						

PART 3 INTERVIEW INVITATION

*****If you are interested in participating in subsequent interviews, please leave your contact information. Your information will be protected. *****

*****By volunteering to become an interviewee in the study, you can make a great contribution to the education field, especially in the area of “Learning Thai as a third language.” *****

**Phone number/e-mail: _____





工具1
态度/动机测量表

介绍

鉴于我们生活在多语环境中，此问卷用来测试你对将泰语作为第三语言学习的动机和态度。

研究题目:泰国私立大学的中国学生以泰语作为第三语言的学习动机和态度研究

亲爱的学生:

本研究旨在探讨在泰国一所大学的中国学生将泰语作为第三语言学习的学习动机与态度。你要填写的问卷总共有48道题。

问卷调查对象的伦理考量:

您的回答将以各种方式保密。特别是我们不会要求你在问卷中注明你的姓名。因此，没有人能把你的答案和你联系起来。你所提供的资料将会用于教育领域的研究。

说明:

- 问卷分为三个部分，不超过30分钟完成。
- 仔细阅读问题上面的说明。
- 选择正确反映你将泰语作为第三语言学习的学习动机和态度的答案。
-

非常感谢您参与这项研究。

第1部分 自我报告

在你做加德纳等人(1959)最初设计的态度/动机测试之前，请做一个简短的自我报告清单，在正确的方框中选择真实地反映你的情况的选项。

1.我是

男性

女性

2.你喜欢学习语言吗?

是的

没有

3.你是否参加兰实大学的泰语课程吗?

是的

没有

4.你有兴趣上这门课吗?

是的

没有

5.如果没有强制要求，你会参加泰语课程吗?

是的

不会

6.我已经学习泰语.....年

1

2-3

4-5

超过5年

7.除了我的母语中文，我还懂.....种语言。

1种 2种 3种及以上

8.我的泰语水平.....。

很差 差 平均 优秀

第二部分 学习动机/对泰语作为第三语言的态度

说明:请依据您选择的分数在方框内打√。

分数解读

6表示“非常同意” 5表示“同意” 4表示“适度同意”
3表示“适度不同意” 2表示“不同意” 1表示“非常不同意”

题号	问题陈述	6	5	4	3	2	1
9	把泰语作为第三语言来学习很重要，因为它能让我更自在地和说泰语的人相处。						
10	大多数说泰语的人是非常友好、平易近人的，我为有这样的朋友感到幸运。						
11	学习泰语很重要，因为它能让我与更多不同的人见面和交谈。						
12	以泰语为母语的人很友善，善于交际。						

题号	问题陈述	6	5	4	3	2	1
13	学习泰语很重要，因为它能让我更好地理解和欣赏泰国的生活方式。						
14	我想把泰语学好，让说泰语对我来说是一件很自然的事情。						
15	我想结识更多说泰语的人。						
16	学习泰语很重要，因为这样我就能更容易地与说泰语的人交流。						
17	我想学好泰语，以便毕业后留在泰国工作。						
18	我希望我可以读懂泰语报纸和泰语杂志。						
19	为了通过考试，我一直在学习泰语。						
20	把泰语作为第三语言来学习很重要，因为这会让我受过更多的教育。						
21	学习泰语作为第三语言是很重要的，因为它将有助于我在中国找到一份好工作。						
22	我希望我能流利说泰语。						
23	我非常想了解泰语的方方面面。						
24	我真的很喜欢学泰语。						
25	我觉得泰语课对我很有用。						
26	我计划尽可能多学泰语。						
27	我很期待在泰语课上度过的时光。						
28	泰语课是我最喜欢的科目之一。						

题号	问题陈述	6	5	4	3	2	1
29	把泰语作为第三种语言来学习是一个挑战。						
30	为了获得奖励，我在泰语课上主动回答问题。						
31	把泰语作为第三语言来学习很重要，因为如果我懂泰语，别人会更尊重我。						
32	我的父母或学校强迫我学泰语。						
33	我非常喜欢泰语的课堂环境。						
34	我的父母或其他人都强调过，当我离开学校时，泰语对我的重要性。						
35	我喜欢我们泰语课的课堂活动。						
36	我对学好泰语充满信心。						
37	把泰语作为第三语言学习真的很棒。						
38	当我必须说泰语时，我感到非常自在。						
39	当我在泰语课上被要求发言时，我感到很自信。						
40	说泰语一点也不困扰我。						
41	即使毕业，我也会继续学习泰语						
42	如果打车时我要用泰语表达我的目的地，我会觉得很轻松。						
43	我真的很努力学习泰语。						
44	当我学习泰语时，我不理会干扰，专注于我的任务。						
45	泰国语是学校课程中非常重要的一部分。						

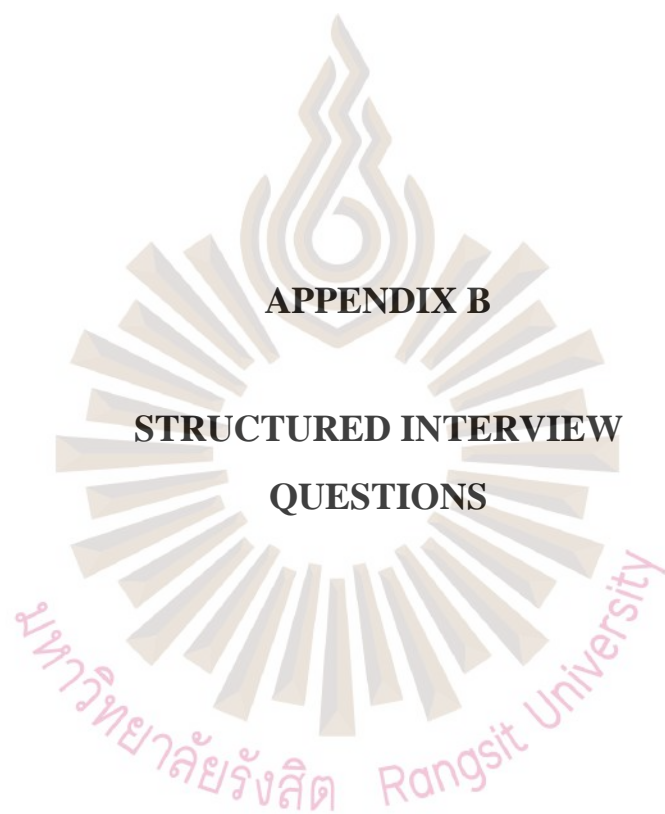
题号	问题陈述	6	5	4	3	2	1
46	我相信学习泰语是有用的。						
47	我觉得学习泰语很有趣。						
48	我把学好泰语作为我的目标。						

第三部分 面试邀请

****如果您有兴趣参加后续面试，请留下您的联系方式。您的信息将受到保护。**

*****自愿成为本研究的受访者可以为教育领域做出很大的贡献，特别是在“学习泰语作为第三语言”的领域”。*****

手机号/邮箱:_____



APPENDIX B

**STRUCTURED INTERVIEW
QUESTIONS**

Structured Interview

Interview place: China and Thailand

Interviewer: Jie Tong

Interview objective: To find out the motivational factors and collect the aspect of attitude of Chinese students in Thai language learning

This interview is anonymous, and the data obtained is only used for statistics and will not bring any impact. The interviewer has prepared 6 key questions about the interview topic, and these six open-ended questions that will be used as prompts to begin and continue the discussion are as follows:

1. Why do you want to study Thai?
2. What do you think about the Thai language?
3. What factors you think make you succeed in learning Thai?
4. Where can you use your Thai ability?
5. Can you tell me about the strategies you use when studying Thai?
6. What do you think you will do after you graduate?

结构式采访

采访地点：中国和泰国

采访者：童洁

采访目的：找出中国学生学习泰语的动机因素以及收集中国学生学习泰语的态度成分

本次采访采用匿名方式，所得数据仅用于统计分析，不会带来任何伤害。采访者准备了6个关于采访主题的关键问题，这6个开放式问题将作为开始和继续讨论的提示，如下所示：

- 1.你为什么想学泰语？
- 2.你觉得泰语怎么样？
- 3.你认为什么因素让你学好泰语？
- 4.你的泰语能力可以用在什么地方？
- 5.你能告诉我你在学习泰语时使用的策略吗？
- 6.你认为你毕业后会做什么？

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

APPENDIX C

ITEM-OBJECTIVE CONGRUENCE INDEX (IOC) FORM

INVITATION TO BE AN IOC EXPERT
in
**Learning Motivation and Attitude towards Learning Thai as a Third Language of
Chinese Students at a Thai Private University**

.....
.....

Dear Expert,

I would like to thank you for accepting to be an IOC expert in my thesis .Please find below the Research Title, Research Objectives, Research Questions, Research Instruments and the Guidelines for Expert Review Using Item Objective Congruence (IOC) as well as the criteria for expert review.

My Research Title

Learning Motivation and Attitude towards Learning Thai as a Third Language of Chinese Students at a Thai Private University

Research Objectives

- 1) To find out the type of motivation the overseas Chinese students to learn the Thai language
- 2) To explore the motivational factors of the overseas Chinese students in learning the Thai language
- 3) To collect aspects of the attitude of the students towards learning Thai as the third language

Research Questions

- 1) What is the type of motivations of the overseas Chinese students in learning the Thai language?
- 2) What are the motivational factors that influence the overseas Chinese students learning the Thai language?
- 3) What are the aspects of the attitude of the students towards learning Thai as the third language?

The Research Instruments

- 1 (A Questionnaire for the Students consisting of 100 questions)100 six-Likert scale items
- 2 (The Structured Interview Questions for the Students consisting of six open-ended interview questions

Guidelines for Expert Review Using Item Objective Congruence (IOC)

Please rate each item that corresponds to your opinion towards content validity

Rating Criteria

- +1 for the item that clearly matches the stated objectives
- 0 for the item that is unclear and the rater is unsure whether it meets the stated objectives
- 1 for the item that does not match the objectives

I truly appreciate your kind help and valuable support for my thesis.

Jie Tong
Researcher





No.	Statement	Expert Opinion Review			Remarks
		+1	0	-1	
PART 1 PERSONAL INFORMATION					
Directions: Please put a \sqrt in the box <input type="checkbox"/> in front of each item.					
1	1. I am <input type="checkbox"/> Male <input type="checkbox"/> Female				
2	2. I have been studying Thai for years <input type="checkbox"/> 1 <input type="checkbox"/> 2-3 <input type="checkbox"/> 4-5 <input type="checkbox"/> more than 5				
3	3. I know language (s) besides Chinese, my mother tongue. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 more than 3				
4	4. I am at the Thai language. <input type="checkbox"/> Very poor <input type="checkbox"/> Poor <input type="checkbox"/> Average <input type="checkbox"/> Excellent				
PART 2 PERCEPTIONS TOWARDS ONLINE TEACHING AND LEARNING					
5	I wish I could speak Thai perfectly.				
6	I feel comfortable when I have to answer a question in my Thai class.				
7	Learning Thai as a third language is really great.				
8	If China had no contact with Thailand, it would be a great loss.				
9	Studying Thai as a L3 is important because it will allow me to be more at ease with people who speak Thai.				
10	I have a strong desire to know all aspects of Thai.				
11	My Thai class is really a waste of time.				
12	I would get nervous if I had to speak Thai to a tourist.				
13	Studying foreign languages is not enjoyable.				
14	I make a point of trying to understand all the Thai I see and hear.				
15	Studying Thai is important as the third language because I will need it for my career.				
16	I never feel quite sure of myself when I am speaking in our Thai class.				

No.	Statement	Expert Opinion Review			Remarks
17	Knowing Thai is not really an important goal in my life.				
18	I hate Thai.				
19	I feel very much at ease when I have to speak Thai.				
20	I would rather spend more time in my Thai class and less in other classes.				
21	I wish I could read newspapers and magazines in many foreign languages.				
22	I feel confident when asked to speak in my Thai class.				
23	I really enjoy learning Thai.				
24	Most native Thai speakers are so friendly and easy to get along with, so I am fortunate to have them as friends.				
25	Studying Thai is important because it will allow me to meet and converse with more and varied people.				
26	If it were up to me, I would spend all of my time learning Thai.				
27	I think my Thai class is boring.				
28	Speaking Thai anywhere makes me feel worried.				
29	I really have no interest in foreign languages.				
30	I keep up to date with Thai by working on it almost every day.				
31	Studying Thai as a L3 is important because it will make me more educated.				
32	It embarrasses me to volunteer answers in our Thai class.				

No.	Statement	Expert Opinion Review			Remarks
33	I would rather spend my time on subjects other than Thai.				
34	It doesn't bother me at all to speak Thai.				
35	I wish I could have many native Thai speaking friends.				
36	I enjoy the activities of our Thai class much more than those of my other classes.				
37	I would really like to learn many foreign languages.				
38	I put off my Thai homework as much as possible.				
39	I enjoy the activities of our Thai class much more than those of my other classes.				
40	I would really like to learn many foreign languages.				
41	I am calm whenever I have to speak in my Thai class.				
42	Thai is a very important part of the school programme.				
43	Native Thai speakers are very sociable and kind.				
44	Studying Thai is important because it will enable me to better understand and appreciate the Thai way of life.				
45	I want to learn Thai so well that it will become natural to me.				
46	To be honest, I really have little interest in my Thai class.				
47	It would bother me if I had to speak Thai on the telephone.				

No.	Statement	Expert Opinion Review			Remarks
48	It is not important for us to learn foreign languages.				
49	Studying Thai as a L3 is important because it will be useful in getting a good job.				
50	I am losing any desire I ever had to know Thai.				
51	Learning Thai is a waste of time.				
52	I would feel quite relaxed if I had to give street directions in Thai.				
53	I like my Thai class so much. I look forward to studying more Thai in the future.				
54	If I planned to stay in another country, I would try to learn their language.				
55	I don't understand why other students feel nervous about speaking Thai in class.				
56	I plan to learn as much Thai as possible.				
57	I would like to know more native Thai speakers.				
58	I would like to learn as much Thai as possible.				
59	To be honest, I don't like my Thai class.				
60	I would feel uncomfortable speaking Thai anywhere outside the classroom.				
61	Studying Thai is important because I will be able to interact more easily with speakers of Thai.				
62	I really work hard to learn Thai as a L3.				
63	Studying Thai as a L3 is important because other people will respect me more if I know Thai.				
64	I get nervous when I am speaking in my Thai class.				
65	To be honest, I really have no desire to learn Thai.				
66	I think that learning Thai is dull.				

No.	Statement	Expert Opinion Review			Remarks
67	I look forward to the time I spend in Thai class.				
68	I enjoy meeting people who speak foreign languages.				
69	I can't be bothered trying to understand the more complex aspects of Thai.				
70	Students who claim they get nervous in Thai classes are just making excuses.				
71	I love learning Thai.				
72	The more I get to know native Thai speakers, the more I like them.				
73	I wish I were fluent in Thai.				
74	I have a hard time thinking of anything positive about my Thai class.				
75	I feel anxious if someone asks me something in Thai.				
76	When I am studying Thai, I ignore distractions and pay attention to my task.				
77	I am sometimes anxious that the other students in class will laugh at me when I speak Thai.				
78	I haven't any great wish to learn more than the basics of Thai.				
79	When I leave school, I will give up the study of Thai because I am not interested in it.				
80	I would feel calm and sure of myself if I had to order a meal in Thai.				
81	Thai is one of my favourite courses.				
82	My parents try to help me to learn Thai.				
83	The less I see of my Thai teacher, the better				
84	My Thai teacher is better than any of my other teachers.				
85	My parents feel that it is very important for me to learn Thai				
86	I don't pay much attention to the feedback I receive in my Thai class.				

No.	Statement	Expert Opinion Review			Remarks
87	My parents feel that I should continue studying Thai all through school.				
88	My Thai teacher has a dynamic and interesting teaching style.				
89	My parents have stressed the importance Thai will have for me when I leave school.				
90	My Thai teacher is a great source of inspiration to me.				
91	I would prefer to have a different Thai teacher.				
92	My parents encourage me to practise my Thai as much as possible.				
93	I really like my Thai teacher.				
94	My Thai teacher doesn't present materials in an interesting way.				
95	My parents think I should devote more time to studying Thai.				
96	I tend to give up and not pay attention when I don't understand my Thai teacher's explanation of something.				
97	When I have a problem understanding something in my Thai class, I always ask my teacher for help.				
98	My parents think I should devote more time to studying Thai.				
99	I tend to give up and not pay attention when I don't understand my Thai teacher's explanation of something.				
100	When I have a problem understanding something in my Thai class, I always ask my teacher for help.				

INSTRUMENT 2
ITEM OBJECTIVE CONGRUENCE (IOC)
FOR
Semi-Structured Interview Questions for Students

No.	Statement	Expert Opinion Review			Remarks
		+1	0	-1	
Open-ended Questions		+1	0	-1	
1.	Why do you want to study Thai?				
2.	What do you think about the Thai language?				
3.	What factors you think make you succeed in learning Thai?				
4.	Where can you use your Thai ability?				
5.	Can you tell me about the strategies you use when studying Thai?				
6.	What do you think you will do after you graduate?				

Additional Comments.....

.....

.....

.....

.....

The image features a large, faint watermark of the Rangsit University logo in the background. The logo consists of a central emblem with a flame-like top, surrounded by a circular arrangement of radiating lines. Below the emblem, the university's name is written in Thai script and English.

APPENDIX D

ITEM-OBJECTIVE CONGRUENCE (IOC) ANALYSIS

From the calculation, and according to the thumb rule for validity has it that for an item to be considered acceptable, its U-IOC should be equal to or above and not less than 0.67; in this case, item which U-IOC less than 0.67 should be deleted. Therefore, the author has made some changes according to the results. 48 items were left in the questionnaire, and 6 interview questions for the structured interview. The research instruments were considered valid. The details are shown below.

IOC Analysis				
QUESTION	Expert1	Expert2	Expert3	VAL
question1	1	1	1	1
question2	1	1	1	1
question3	1	1	1	1
question4	1	1	1	1
question5	1	0	1	0.666666667
question6	1	1	1	1
question7	1	0	1	0.666666667
question8	1	0	0	0.333333333
question9	1	1	1	1
question10	1	1	1	1
question11	-1	0	1	0
question12	1	-1	0	0
question13	-1	0	1	0
question14	1	-1	1	0.333333333
question15	1	1	1	1
question16	-1	0	1	0
question17	-1	0	1	0
question18	-1	0	1	0
question19	1	0	1	0.666666667
question20	1	0	1	0.666666667
question21	1	1	1	1
question22	1	1	1	1
question23	1	1	1	1
question24	1	1	1	1
question25	1	1	1	1
question26	0	0	1	0.333333333

question27	1	0	0	0.33333333
question28	1	0	0	0.33333333
question29	-1	0	0	-0.33333333
question30	1	1	1	1
question31	1	1	1	1
question32	1	1	1	1
question33	0	0	0	0
question34	1	0	1	0.66666667
question35	1	1	1	1
question36	0	1	0	0.33333333
question37	-1	1	-1	-0.33333333
question38	0	1	-1	0
question39	0	1	-1	0
question40	0	1	-1	0
question41	1	0	1	0.66666667
question42	1	1	1	1
question43	1	1	1	1
question44	1	1	1	1
question45	1	1	1	1
question46	-1	0	0	-0.33333333
question47	-1	0	0	-0.33333333
question48	-1	0	-1	-0.66666667
question49	1	1	1	1
question50	0	0	0	0
question51	0	0	0	0
question52	1	1	1	1
question53	1	1	1	1
question54	-1	1	1	0.33333333
question55	-1	1	0	0
question56	1	1	1	1
question57	1	1	1	1
question58	-1	0	1	0
question59	0	0	0	0
question60	1	0	0	0.33333333
question61	1	1	1	1
question62	1	1	1	1
question63	0	1	1	0.66666667
question64	1	0	1	0.66666667
question65	-1	0	0	-0.33333333

question66	0	0	0	0
question67	1	1	1	1
question68	0	1	0	0.333333333
question69	1	1	1	1
question70	-1	0	-1	-0.666666667
question71	1	1	1	1
question72	1	1	1	1
question73	0	1	1	0.666666667
question74	0	1	0	0.333333333
question75	1	0	0	0.333333333
question76	1	0	1	0.666666667
question77	0	0	1	0.333333333
question78	1	0	0	0.333333333
question79	-1	0	0	-0.333333333
question80	1	-1	1	0.333333333
question81	1	1	1	1
question82	1	-1	0	0
question83	-1	-1	-1	-1
question84	-1	1	-1	-0.333333333
question85	1	0	0	0.333333333
question86	0	0	0	0
question87	1	0	0	0.333333333
question88	1	1	1	1
question89	1	-1	0	0
question90	1	1	1	1
question91	-1	0	0	-0.333333333
question92	1	-1	1	0.333333333
question93	1	1	1	1
question94	-1	0	0	-0.333333333
question95	1	-1	0	0
question96	0	-1	0	-0.333333333
question97	1	-1	0	0
question98	-1	-1	-1	-1
question99	-1	-1	-1	-1
question100	-1	-1	-1	-1

INSTRUMENT 2
ITEM OBJECTIVE CONGRUENCE (IOC)
FOR
Structured Interview Questions for Students

No.	Statement	Expert Opinion			Remarks
		Review			
Open-ended Questions		+1	0	-1	
1.	Why do you want to study Thai?	✓			accept
2.	Is Thai your third language? What do you think about the Thai language?			✓	delete
3.	What factors you think make you succeed in learning Thai?	✓			accept
4.	Where can you use your Thai ability?	✓			accept
5.	Can you tell me about the strategies you use when studying Thai?	✓			accept
6.	What do you think you will do after you graduate?	✓			accept

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APPENDIX E

ACKNOWLEDGMENT OF HUMAN RESEARCH

ETHICS APPROVAL

มหาวิทยาลัยรังสิต Rangsit University



Acknowledgment of Human Research Ethics Approval from Rangsit University

Your research project has been successfully approved by the Human Research Ethics Committee of Rangsit University. One copy of Certification of Approval has been sent to you with the following details.

COA. No.	COA. No. RSUERB2022-062
Protocol Title	Learning Motivation and Attitude towards Learning Thai as a Third Language of Chinese Students at a Thai Private University
Principle Investigator	JIE TONG
Affiliation	Suryadhep Teachers College, Rangsit University
How to review	Expedited Review
Approval includes	<ol style="list-style-type: none"> 1. Project proposal 2. Information sheet 3. Informed consent form 4. Data collection form/Program or Activity plan

Date of Approval: 21 June 2022

Date of Expiration: 21 June 2024

Please make sure that all the details on the Certification of Approval are correct, then, sign your name and send it back to the Research Ethics Office of Rangsit University.

- I approve that all the details are correct
 I would like to edit the Certification of Approval (Please edit the file and send it back to Research Ethics Committee -- Certification of Approval only)

Signed *Jie Tong*
 (.....)
 Date..... *1 Aug 2022*



APPENDIX F
CERTIFICATE APPROVAL
BY
ETHICS REVIEW BOARD of RANGSIT UNIVERSITY

มหาวิทยาลัยรังสิต Rangsit University



COA. No. RSUERB2022-062

Certificate of Approval
By
Ethics Review Board of Rangsit University

COA. No.	COA. No. RSUERB2022-062
Protocol Title	Learning Motivation and Attitude towards Learning Thai as a Third Language of Chinese Students at a Thai Private University
Principle Investigator	JIE TONG
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How to review	Expedited Review
Approval includes	<ol style="list-style-type: none"> 1. Project proposal 2. Information sheet 3. Informed consent form 4. Data collection form/Program or Activity plan
Date of Approval:	21 June 2022
Date of Expiration:	21 June 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

BIOGRAPHY

Name	Jie Tong
Date of birth	June 3, 1996
Place of birth	Guangxi, China
Education background	Guangxi University XingJian College of Science and Liberal Arts, China Bachelor of Arts, 2019 Rangsit University, Thailand Master of Education in Bilingual Education, 2022
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