

# THAI JUNIOR TECHNICAL COLLEGE STUDENTS' MOTIVATION AND ACHIEVEMENT IN LEARNING CHINESE AS A FOREIGN LANGUAGE: A CASE STUDY OF A PUBLIC VOCATIONAL SCHOOL IN THAILAND



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#### Thesis entitled

# THAI JUNIOR TECHNICAL COLLEGE STUDENTS' MOTIVATION AND ACHIEVEMENT IN LEARNING CHINESE AS A FOREIGN LANGUAGE: A CASE STUDY OF A PUBLIC VOCATIONAL SCHOOL IN THAILAND

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#### **Abstract**

The present study investigated Thai junior technical college students' motivation in learning Chinese as a foreign language (CFL) and the relationship between their learning motivation and achievement at a public vocational school. The second language motivational self-system framework (L2MSS) comprising ideal L2 self, ought-to L2 self and L2 learning experience and final grade scores were employed to measure the variables through mixed methods. A total of 97 students of hotel management, marketing, logistics and accounting majors were randomly selected and completed an online questionnaire. The overall quantitative results displayed their moderate motivation level. Their L2 learning experience level was higher than the other two, which indicated that they were highly motivated to learn CFL due to the current learning environment. Pearson correlation analysis showed a significantly positive correlation between the two variables. Although their motivation was not high, the overall mean final grade score of 76 showed their high accomplishment in learning CFL because their positive attitude towards Chinese learning and future desire of using Chinese could push them to achieve highly. However, the current learning atmosphere could not predict their CFL learning achievement. Personal interests and others impacts could positively influence the hotel management and marketing students to achieve highly, but they could not encourage the other two major students to get good results in learning CFL.

(Total 99 Pages)

Keywords: Second Language Motivational Self System; Learning Achievement; Chinese as a Foreign Language; Thai Junior Technical College Students

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

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#### Chapter 1

#### Introduction

#### 1.1 Background and Significance of the Research Problem

With the current era of globalization, acquiring a foreign language is regarded as a crucial competency that can enhance one's employment prospects at a local, regional, and/or global scale. Chinese is among the languages that captivate individuals worldwide, inspiring them to study it as an additional or foreign language due to the rapid growth of China's economy and its expansive market. Han (2021) foresees that by 2050, the Chinese language will ascend to become one of the world's foremost languages. A considerable influx of Chinese language learners can be observed specifically in Thailand, driven by its close ties with China.

Since 2003, Chinese education in Thailand has entered a new phase of progress as a result of the collaboration between the Ministry of Education of Thailand and China Hanban or Confucius Institute (Zhang, 2020). Every year, a considerable number of Chinese teachers are dispatched to Thailand to impart Chinese language education. The implementation of the Strategic Plan (2006-2010) has paved the way for the infusion of Chinese language education into Thailand's public schools. This has provided students at all levels with the opportunity to opt for learning the language, leading to a significant number of schools incorporating Chinese as either a core or elective subject (Ewe & Min, 2021). The bond between these two nations has strengthened thanks to this cooperative partnership.

As the pioneer in incorporating Chinese into its national education system, Thailand currently boasts over 2,000 educational institutions offering Chinese courses from primary to tertiary levels. With a staggering enrollment of more than one million individuals, Thai students constitute 60% of all Southeast Asian learners of the Chinese language, making Thailand a focal point for researchers interested in understanding their progress (Zhou, 2020). Chinese teachers in Thailand have tirelessly endeavored to enhance their students' Chinese language skills and proficiency, seeking optimal teaching methods. However, it is crucial to recognize that successful language acquisition is also influenced by affective factors. In today's education landscape, which stresses student-centered approaches, individual differences assume a significant role. Variables such as attitude, motivation, language aptitude, personality, anxiety, learning style, and learner's beliefs have been extensively examined (e.g., Fujiwara, 2012; Kaewkatorn, 2013; Taguchi, 2013; Fujiwara, 2015; Yue, 2017; Gong et al., 2018; Ha, 2021; Han, 2021; Wang, 2021; Fan, 2021; Zheng & Lynch, 2021; Wang, 2022) due to their consistent predictive power in terms of learning achievements.

Motivation is regarded as one of the most crucial factors contributing to the success of foreign language learning among individual differences, because it provides them with personal desires to learn it, and is related to their effort, enthusiasm and persistence they are willing to make during the learning process (e.g., Gardner & Lambert, 1959; Ryan & Deci, 2000; Dörnyei, 1994; Chilingaryan & Gorbatenko, 2015; Bambirra, 2017; Jing, 2021; Han, 2021; Wang, 2021; Fan, 2021). For Thai students who learn Chinese as a foreign language (CFL), motivation provides them with personal driving force to succeed in learning the language. It can be said that CFL learning motivation correlates with achievement.

In the field of second/ foreign language learning, several theories are commonly employed to analyze motivation, include socio-educational model by Gardner (1985) dividing motivation into integrative and instrumental; three-level theory by Dörnyei (1994) pointing out that motivation should be carried out from the language level, the learner level, and the learning situation level; self-determined theory by Ryan and Deci (2000) dividing motivation into intrinsic and extrinsic. With integrative motivation, language learners personally desire to be part of the target community, for they possess positive attitudes towards the target language people and culture; learners with instrumental motivation desire to use the target language to achieve what they want to do. Intrinsically motivated learners enjoy learning and are willing to put much effort to learn the target language driven by their personal interest, wishes and values whereas extrinsically motivated learners may have less interest in language leaning but still try their best to reach their goals as they seek an approval or a reward from others.

The second language motivation self-system (L2MSS), a more recent motivation framework developed by Dörnyei (2005) has been widely applied to investigate students' motivation in learning English as a foreign language (EFL) in different contexts (e.g., Csizer & Lukacs, 2009; Ryan, 2009; Taguchi, Magid, & Papi, 2009; Taguchi, 2013; Liu & Thompson, 2018; Chen, 2022). This widespread usage is due to its innovative approach of the ideal L2 self, ought-to L2 self, and L2 learning experience, which redefines the socio-educational model (Gardner,1985) and self-determined theory (Ryan& Deci, 2000), while addressing their limitations by incorporating various types of motivation. The ideal L2 self refers to individuals' future desire for they wish to use the target language, similar to integrative and instrumental motivation. The ought-to L2 self refers to attributes that an individual

should have, and it is related to extrinsic motivation, while the L2 learning experience relates to actual learning environment and experience of the language learner. By emphasizing the significance of the self or personal driving force in target language acquisition from multiple perspectives, this framework is well-suited for assessing foreign language learners' motivation in learning and elucidating the factors that motivate them in their language learning journey.and explain the way in which they are motivated to learn the language.

In a Thai context, the aforementioned motivational theories have been utilized to investigate the types of learning motivation among Thai students and the factors that impact their level of motivation in learning Chinese as a Foreign Language (CFL) over the past decade (e.g., Voraditee, 2015; Wang, 2015; Hu, 2016; Wang, 2016; Jiang, 2017; Li, 2019; Li, 2020; Zhang, 2020; Zhou, 2020; Gao, 2021; Nattanon, 2021). These studies primarily focused on students ranging from primary school to university level. While CFL is offered as an elective subject in numerous Thai technical colleges, there have been relatively fewer investigations on vocational school students (e.g., Wu, 2016; Li, 2020; Zhang, 2020) and the application of the L2MSS framework (e.g., Liu, 2020; Yang & Chanyoo, 2022; Cao & Tananuraksakul, 2023). Consequently, the situation regarding vocational school students remains unclear. Irrespective of the motivational theories, most studies examining the relationship between Thai students' motivation in CFL learning and their academic achievement have reported positive results (e.g., Liu, 2014; Cai & Lynch, 2016; Li & Lynch, 2016; Huo & Lynch, 2017; Huang & Lynch, 2019; Du, 2020; Fan, 2020; Zheng & Lynch, 2021). This may be attributed to the principle that high motivation in learning drives learners' efforts and enthusiasm to attain their goals.

Cao and Tananuraksakul (2023) employed the L2MSS framework and the Chinese proficiency test known as HSK to investigate Thai undergraduate students majoring in Chinese. While it was assumed that their intrinsic motivation would be influenced by their choice of Chinese as their major, the findings indicated a positive correlation between motivation and learning achievement solely among first-year students. However, motivation levels of second, third, and fourth-year students showed no correlation with their achievement. This could be attributed to the fact that many of them did not engage in extracurricular activities or use Chinese as a means of communication at home.

Thus, it is worth replicating Cao and Tananuraksakul's (2023) research in a different context at Pathum Thani Technical College using the same framework of L2MSS and their survey. Instead of using the HSK test, the students' final grades were employed as a measure of their learning accomplishment, as this method was commonly used for evaluating learning achievement among beginners enrolled in CFL elective courses. This approach was also adopted by Du (2020), who assessed middle school students' achievement in Chinese course based on their final grade scores due to the high cost associated with the HSK test and the lack of requirement from the school. Similarly, Fan (2020) utilized Thai junior high school students' final grade scores to evaluate their CFL learning achievement, considering that the Chinese course was not compulsory for them and the HSK test was not mandatory. Therefore, the present study replicated Cao and Tananuraksakul's (2023) study to investigate Thai junior technical college students' motivation and the relationship between their motivation and achievement in learning CFL.

#### 1.2 The Study Context

Pathum Thani Technical College, situated in Pathumq Thani District, Thailand, was chosen as the research site due to its provision of Chinese as an optional subject for students. Being a public vocational school, it was dedicated to producing and developing high-caliber human resources in accordance with international standards to cater to the demands of the labor market within the Association of Southeast Asian Nations (ASEAN) by implementing the principles of the sufficiency economy in its management approach. The school's objectives were fourfold. Firstly, it aimed to cultivate morally upright and knowledgeable graduates equipped with professional skills that adhere to international benchmarks, gain societal acceptance, and possess the potential to compete at the ASEAN level. Secondly, there was an emphasis on promoting community members' career development and fostering a culture of lifelong learning. Thirdly, the college encouraged community members to engage in research and innovation for career advancement. Lastly, the college management has successfully fulfilled the criteria required to meet the departmental benchmarks for quality assurance standards. निध्रश्रेतिल Rangsit

The school also provided English as an optional subject. Despite being categorized as elective courses, both English and Chinese were offered by the school. The Chinese course offered by the school aims to fulfill the demand for Chinese language instruction and skilled labor in Chinese companies based in Thailand and China. Moreover, the school collaborates with China Hanban, and annually invited Chinese volunteer teachers to teach the Chinese course for a duration of 1-2 months. Currently, there was only one Thai non-native Chinese teacher at the school. Emphasizing the importance of fostering a positive learning environment for Chinese,

the Spring Festival, Lantern Festival, and Mid-Autumn Festival. Among these festival activities, the Spring Festival was the most prominent, involving the participation of all teachers and students, and incorporating traditional customs like paper-cutting and couplet-pasting. On the other hand, festival activities other than the Spring Festival were comparatively smaller in scale and are typically organized by the Thai Chinese teacher within the classroom.

The elective course, known as "Chinese for Professional Communication," was offered every semester. This course specifically emphasized on honing one's listening and speaking skills, without requiring any prior knowledge of the Chinese language. The primary objective of this course was to enable students to leverage the Chinese language as a tool to foster career development and potentially cultivate a personal interest in furthering their Chinese learning beyond the course. However, due to its compulsory nature as an elective, students might perceive it as an obligation, leading to a lack of motivation and subsequently resulting in lower scores upon completion. Hence, the focus of this study was to explore students' motivation in learning CFL, and the correlation between their motivation and achievement.

#### 1.3 Research Objectives

The research objectives are to investigate as follows:

- 1.3.1 Thai junior technical college students' motivation in learning CFL.
- 1.3.2 The relationship between Thai junior technical college students' motivation and their achievement in learning CFL.

#### 1.4 Research Questions

This research aims to answer the following research questions:

- 1.4.1 What is the motivation of Thai junior technical college students in learning CFL?
- 1.4.2 Is there a relationship between motivation and achievement of Thai junior technical college students in learning CFL?

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#### 1.5 Conceptual Framework

In this research, Thai junior technical college students' motivation and their achievement in learning CFL were the key variables. The former can influence the latter. The L2MSS Framework and the students' final grade scores were used to investigate their motivation and achievement in learning CFL. If they have a high level of motivation, they will obtain a high level of achievement; if they have a low level of motivation, they will obtain a low level of achievement, which shows relationship between these two variables. Figure 1 showed the conceptual framework.

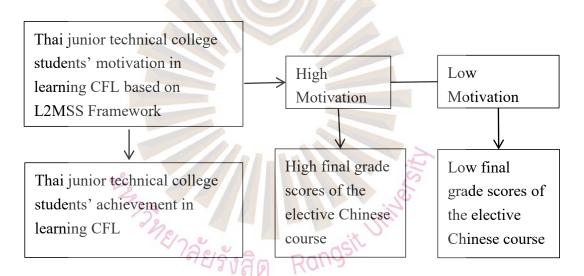


Figure 1.1 Conceptual Framework

#### 1.6 Definition of Terms

#### Motivation

Motivation refers to Thai junior technical college students' personal driving force to learn CFL, influenced not only by their future desire for the purposes of their wish to use Chinese (ideal L2 self) but also by their personal values, parents, friends, teachers, family, and those they respected (ought-to L2 self) and by the current learning environment, such as teachers, curriculum and classmates that motivate them to learn Chinese (L2 learning experience).

#### Learning Achievement

Learning achievement refers to the final scores attained by Thai junior technical college students in their elective Chinese course at Pathum Thani Technical College in Thailand, during the enrollment period from January to April 2023. The scoring system comprises a total of 8 grades, with a maximum score of 100. Students who receive a grade of zero demonstrate no level of learning achievement. Students receiving grade zero have zero level of learning achievement. The lowest level of achievement is to get grade 1. Students receiving grades 1.5 and 2 have a relatively low level of achievement. If they get grades 2.5 and 3, they have high achievement, and if they exceed grade 3 they have the highest achievement.

#### **Thai Junior Technical College Students**

Thai junior technical college students refer to the second year students enrolled in an elective Chinese course during January and April 2023 at Pathum Thani Technical College.

#### 1.7 Significance of the Study

The findings of this research will benefit the teacher, school administrators and students of Pathum Thani Technical College in Thailand.

- 1.7.1 The outcomes of this research can be beneficial for educators and school administrators in grasping the motivation levels of their students in learning CFL. Consequently, they can adapt their teaching approaches or materials, thus fostering an engaging and optimistic learning environment. This, in turn, can enhance students' motivation and facilitate their academic progress in learning CFL, which can be perceived as an advantageous approach for enhancing the effectiveness of Chinese instruction.
- 1.7.2 The outcomes of this study can assist students in gaining a deeper comprehension of the intrinsic and extrinsic influences that affect their CFL learning. Consequently, they can enhance their awareness of individual learning requirements in Chinese, thereby fostering increased motivation towards achieving proficiency in the language.

#### Chapter 2

#### Literature Review

This chapter reviews literature related to Thai students' motivation and relationship between motivation and achievement in learning Chinese as a foreign language. The main contents include: teaching and learning Chinese in Thailand, motivation and achievement in learning Chinese as a foreign language, and the related studies.

#### 2.1 Teaching and Learning Chinese in Thailand

#### 2.1.1 Challenges of Teaching and Learning Chinese in Thailand

Currently, individuals with a strong proficiency in a foreign language possess greater advantages for their future professional endeavors and personal lives. With approximately 7,000 distinct languages worldwide, Chinese stands as the most widely utilized national language in global contexts, adding to its increasing significance (Riengthong, 2021). The elevated international stature of China has resulted in a corresponding surge in the demand for fluency in the Chinese language in various nations, including Thailand (Wang, 2016). For Thai citizens, the ability to speak Chinese opens doors to numerous opportunities in their future careers and lives, particularly in this era of globalization. In fact, learning the Chinese language has gained immense popularity among Thai individuals, serving as a means to foster and sustain cultural understanding between the Chinese and Thai communities.

In 1992, Chinese language gained official recognition and became one of the widely embraced languages in Thai education system (Lu & Chen, 2019). Subsequently, in 2003, the Ministry of Education of Thailand joined hands with China Hanban or Confucius Institute to introduce the Chinese teacher volunteer project. As a result, 23 Chinese volunteer teachers were dispatched to Thailand to teach Chinese language. Over the years, the number of volunteer Chinese teachers has consistently grown, with more than 17,000 volunteer teachers having imparted their knowledge in over 1,000 universities, primary and secondary schools across 73 provinces in Thailand (Ewe & Min, 2021). Yang (2019) indicated that annually more than 300,000 Thai students pursue Chinese language studies, underscoring the widespread presence of this language in Bangkok and other regions of Thailand. Chinese language education covers all levels from kindergarten to primary, secondary, and tertiary education, encompassing public and private educational institutions, including vocational colleges. This reflects the influential role of Chinese language in Thailand.

However, the Chinese education system in Thailand has faced various challenges. Luo and Yang (2018) explored that numerous issues have hindered the progress of Chinese teaching and learning in Thailand. For instance, the current teaching materials used are not customized for Thai learners (e.g., Xie, 2018; Wei & Weeasawainon, 2019; Bao et al., 2020; Ewe & Min, 2021). Xie (2018) discovered that the textbooks used in schools in the northern region of Thailand lacked updated content and the selection process was unsystematic. Wei and Weeasawainon (2019) analyzed the Chinese textbooks utilized in three Thai universities and found that they did not align with the cultural knowledge and practical needs of specific groups of Thai language learners. Correspondingly, Bao et al. (2020) also noted that the Chinese textbooks suffered from poor translation and contained misleading information.

Furthermore, Ewe and Min's study (2021) emphasized the issue of inadequate teaching materials for Thai learners. All participants working in universities specifically highlighted that the Chinese teaching materials were out-of-date and incongruent with the subject goals, necessitating Chinese teachers to independently create more suitable materials.

Another concern was the inexperienced Chinese volunteer instructors, as some of them were fresh graduates who lacked prior experience in teaching Chinese overseas (e.g., Lin et al., 2014; Chen, 2015; Ewe & Min, 2021). Additionally, Ronnaphol (2013) discovered that even half of them were not certified in Chinese language instruction. In a separate study, Ewe and Min (2021) conducted interviews with 13 Chinese educators from various Thai schools, affirming previous findings on Chinese volunteer instructors in Thailand. These studies highlighted the detrimental impact of inadequate mastery of the local language, insufficient pedagogical experience, and unsuitable teaching materials on the effectiveness of Chinese language instruction.

Furthermore, Ewe and Min (2021) observed in their research that the significant class size and lackadaisical discipline among Thai students during Chinese classes had a greater impact on effective teaching and learning compared to inappropriate teaching materials. The large class size prevented teachers from providing individual attention and feedback to each student, while some students showed a lack of motivation, leading to teachers dedicating a substantial amount of time to maintaining discipline rather than delivering the necessary instruction. This issue can be viewed as a crucial obstacle for effective teaching. Consequently, the quality of Chinese teaching and learning in Thailand becomes a notable predicament that requires immediate attention and resolution. Enhancing the effectiveness of

Chinese teaching and learning to enable students to succeed in their language acquisition undoubtedly commands the focus of both scholars and Chinese educators.

#### 2.1.2 Factors Influencing Teaching and Learning Chinese in Thailand

There are various elements that can have a positive impact on the teaching and learning of Chinese in Thailand, and previous research conducted over the past decade has focused on exploring these factors: instructional approaches (Teng, 2017; Tong & Tsung, 2020), students' aptitude (Yue, 2017; Gong et al., 2018), and students' motivation (Ma et al., 2017; Luo & Yang, 2018). The appropriate teaching style, high level of student aptitude, along with motivation, play crucial roles in achieving favorable outcomes in Chinese language learning. For instance, if teachers employ a suitable and positive teaching style, students will exhibit enhanced learning, undivided focus, and employ their strengths to attain their learning objectives, thereby gaining confidence in using Chinese (Teng, 2017; Tong & Tsung, 2020). Furthermore, students who possess a high level of aptitude in learning Chinese are more adept at absorbing language knowledge, encompassing grammar and vocabulary, which enhances the efficiency of both teaching and learning processes (Yue, 2017; Gong et al., 2018).

In reality, regardless of the teaching techniques employed by Chinese educators, the objective remains the same: to enhance students' motivation to learn Chinese and assist them in achieving remarkable progress (Liu, 2014). Typically, when students exhibit a strong drive to learn Chinese, they become fully engaged in the subject matter, exerting diligent effort to acquire fluency, thus creating an enabling environment for teachers to facilitate effective instruction and yield positive outcomes (Ma et al., 2017; Luo & Yang, 2018). It can be asserted that if students demonstrate

exceptional motivation in learning Chinese, they are more likely to acquire knowledge in an efficient and effective manner.

Hence, improving students' motivation level need to be concerned in both teaching and learning CFL in Thailand, because it is a crucial factor that can highly influence Thai students to achieve in learning. Both motivation and achievement in learning CFL are key variables in this study.

## 2.2 Motivation and Achievement in Learning Chinese as a Foreign Language

#### 2.2.1 Theories and Definitions of Motivation

Motivation can be defined in various manners. For instance, it encompasses the amalgamation of aspiration to acquire a language, exertion, and a favorable attitude towards language acquisition (Gardner, 1988). Furthermore, motivation comprises the yearning to accomplish a goal and the vigor to diligently pursue it (Chilingaryan & Gorbatenko, 2015). Additionally, motivation prompts individuals to contemplate goals, endeavors, desires, vitality, positivity, and persistence. As highlighted by Bambirra (2017), it is conceptualized and examined as active engagement, whereby observable conducts and activities are logical units. In this study, motivation refers to a personal driving force for an individual to learn CFL.

The research on foreign language learning motivation began in the 1950s, and many theories have been proposed to examine motivation (Han, 2020). The main motivational theories including socio-educational model by Gardner (1988); three-level theory by Dörnyei (1994); self-determine theory by Deci and Ryan (2000)

as well as the L2 Motivational Self System Framework or the L2MSS Framework by Dörnyei (2005) have been widely applied to study students' learning motivation.

Gardner (1988) was the pioneer in establishing the motivational framework known as the socio-educational model (S-E Model), which has been widely explored by other scholars in various contexts. In 1972, Gardner (1988) conducted research and observations on the process of English learning among French high school students in Quebec. This led to the discovery that the learners' attitudes towards the target language culture and community significantly influenced their learning behavior and the overall foreign language learning process. Based on these findings, Gardner proposed the S-E Model. In this model, motivation is defined by Gardner (1988) as a combination of an individual's desire to learn a language, their attitude towards language learning, and the strength of their motivation. Motivation can be categorized as either integrative or instrumental. Learners with integrative motivation possess a strong desire to be part of the target language community and immerse themselves in its language culture, driven by a desire to communicate effectively with members of that community. On the other hand, learners with instrumental motivation prioritize the practical value of learning the target language, such as passing exams, securing employment, and enhancing their knowledge. While Gardner's (1988)socio-educational model emphasizes the importance of the social environment in understanding motivation, it does not fully consider the role of the classroom environment in fostering motivation for foreign language learning. As a result, this has prompted other researchers to expand their focus on specific areas of study.

For the three-level theory, Dörnyei (1994) proposed this theory by drawing on theories from mainstream psychology field. According to this theory, the investigation of motivation in foreign language learning should encompass three distinct levels: language level, learner level, and learning situation level. The language level entails the overarching learning objectives and goals, encompassing aspects such as orientation and motivation towards different facets of the target language. This level is closely linked to Gardner's (1988) integrative and instrumental motivation. The learner level primarily focuses on internal factors that influence individuals, such as their expectations, attributions of success or failure, and self-confidence. Lastly, the learning situation level involves both intrinsic and extrinsic motivations, encompassing elements like the course structure, teacher influence, and group dynamics within the language class. This includes various aspects like the curriculum design, teachers' feedback, and the overall goal structure in the classroom.

The self-determination theory (SDT), proposed by American psychologists Ryan and Deci (2000), addressed the limitations of the socio-educational model. According to this theory, Ryan and Deci (2000) categorized motivation into intrinsic and extrinsic forms. Intrinsic motivation pertains to internal factors that drive learners, such as their interests, desires, values, and satisfaction. On the other hand, extrinsic motivation refers to external factors that influence learners' behavior, such as rewards, honors, and praise. Comparisons between intrinsic and extrinsic motivation are often made to gain a deeper understanding of these two drivers. In general, during individual learning activities, intrinsic motivation holds greater significance than extrinsic motivation, as learners with strong intrinsic motivation demonstrate a greater willingness to actively acquire the target language.

The L2 Motivational Self System Framework (L2MSS Framework) is a recent motivational framework introduced by Drnyei (2005). Traditional motivational theories have revealed their limitations in the context of rapid social development (Li, 2015). In order to address these shortcomings, Drnyei (2005) conducted a

comprehensive 12-year study tracking over 1,000 students in Hungary. The findings highlighted that learners' internal confirmation of their own identity held greater influence than external language groups. Consequently, the concept of self became the driving force behind learners' motivation and behavior. Drnyei then developed a novel motivation research framework grounded in personality psychology and social psychology, utilizing the self-inconsistency theory to elucidate the dynamics of individual motivation. As a result, the L2MSS Framework was formulated.

In the L2MSS Framework, Dörnyei (2005) defined motivation as a function of language learners' self-visions of future desire and it included three components: ideal L2 self, ought-to L2 self, and L2 learning experience. The ideal L2 self refers to learners' future desire for the purposes of their wish to use the target language, and is similar to intrinsic and extrinsic motivation. Ought-to 12 self refers to individuals' attributes that they should have (i.e., personal and social obligations and responsibilities), influenced by their personal values, parents, friends, teachers, family, and those they respected, and it is related to the extrinsic motivation and less instrumental orientations. L2 learning experience refers to the factors related to the individuals' current learning environment, such as teachers, curriculum design and classmates can motivate them to learn the target language (Dörnyei, 2005). As the most recent theory of motivation, this framework highlighted the significance of the self by integrating crucial components from Gardner's (1988) socio-educational model and Deci and Ryan's (2000) theory of self-determination. Additionally, it aligned perfectly with modern educational concepts that prioritize students' needs and interests.

Previous studies have demonstrated the effectiveness of the L2MSS Framework in examining students' motivation towards foreign language learning. However, most of these studies focused on the context of English as a Foreign

Language (EFL), such as Csizer and Lukacs (2009), Ryan (2009), Taguchi et al. (2009), Taguchi (2013), Liu and Thompson (2018), and Chen (2022). In these studies, the concept of the ideal L2 self was identified as a strong determinant of motivation in EFL learning. Conversely, in Thai contexts, the L2MSS framework was found to be suitable for exploring the motivation of Thai students in learning CFL( i.e., Liu, 2020; Yang & Chanyoo, 2022; Cao & Tananuraksakul, 2023). Interestingly, similar findings were observed, indicating that the L2 learning experience had a greater impact on motivation than the ideal L2 self, which diverges from the findings in EFL contexts. This study thus used the L2MSS framework to investigate Thai students' motivation in learning CFL defined as their personal driving force to learn CFL, influenced not only by their future desire for the purpose of their wish to use Chinese (ideal L2 self) but also by their personal values, parents, friends, teachers, family and those they respected (ought-to L2 self) and by the current learning environment, such as teachers, curriculum and classmates that motivated them to learn Chinese (L2 learning experience).

#### 2.2.2 Learning Achievement and Its Definitions

Learning achievement is generally defined as the acquisition of knowledge, skills, and study habits by students during their training courses, as well as their effectiveness in applying them to their work. In the context of learning Chinese as a foreign language (CFL), according to Liu (2014), achievement refers to the successful completion of Chinese language learning through dedicated effort, courage, and proficiency. Perangin-angin (2016) argues that achievement not only encompasses the accumulation of knowledge, but also encompasses the development of skills, attitudes, understanding, dignity, interests, personality, and adaptation that students experience throughout their CFL learning journey. Wang and Du (2020) hold the view that

students' achievement should be assessed based on the extent to which they have achieved the learning objectives in their Chinese language courses, serving as an evaluation of their overall learning outcomes. It is crucial to note that this evaluation reflects the knowledge and skills that students have acquired during their Chinese language classes.

In Thai contexts, previous studies have used the HSK proficiency test, particularly by Cai and Lynch (2016) as well as Cao and Tananuraksakul (2023), the mid-term exam sores by Zheng and Lynch (2021), Chinese achievement test by Huo and Lynch (2017), Chinese end-year assessment by Huang and Lynch(2019), or final grade scores of the Chinese course (e.g., Liu, 2014; Li & Lynch, 2016; Du, 2020; Fan, 2020; Zheng & Lynch, 2021) to measure students' achievement in learning CFL at different levels.

The HSK, also known as the Chinese Proficiency Test, is an internationally standardized examination that assesses the Chinese language proficiency of non-native speakers for academic purposes. Compared to other Chinese proficiency tests like the Business Chinese Test (BCT) and the Youth Chinese Test (YCT), the HSK is the most popular and widely utilized among researchers. Evaluating various aspects such as educational institutions' decision-making, employer selections, self-assessment and improvement for Chinese learners, and training results assessment for Chinese training institutions, the HSK test serves as a valuable tool for making informed choices (Peng et al., 2021). Comprised of six proficiency levels and two evaluation criteria, the passing score for HSK1 and HSK2 is 120 out of 200 points, with scores above 160 indicating excellent performance. For HSK3, HSK4, HSK5, and HSK6, a minimum

score of 180 out of 300 points is required to pass, and scores exceeding 240 indicate exceptional achievement (Cao & Tananuraksakul, 2023).

Some Thai schools did not require students to take the HSK test, so the mid-term exam scores, Chinese assessment or the final grade scores of a Chinese course were the common methods to measure learning achievement. For instance, Zheng and Lynch (2017) utilized primary school students' Chinese mid-term test scores to gauge their achievement in Chinese language learning. In a similar vein, Huang and Lynch (2019) examined primary school students' achievement by assessing their performance in a Chinese evaluation conducted at the end of the academic year. In the case of Du (2020) and Fan (2020), the final grades of a Chinese course were employed to measure the learning achievement of middle school students. This approach was adopted due to the non-compulsory nature of the HSK test for students, and the target school also did not impose the requirement of taking the HSK test. Moreover, the HSK test fee posed as a financial burden for a majority of the students.

From the above, it can be concluded that achievement in learning CFL refers to the Chinese language learning results that students successfully complete through efforts or skills, and it is related to their mid-term exam scores, final grade in Chinese course, and the results of HSK Test. This research used Thai junior technical college students' final grade scores of the elective Chinese course arranged by the school to measure their achievement in learning CFL. There were a total of 8 grades, with a total scores of 100 points. As shown in Table 2.1, students who get grade 0 have zero level of achievement. The ones who receive grade 1 (Scores range: 50-54) have the lowest level. Students with grade 1.5 (Scores range: 55-59) and 2 (Scores range: 60-64) have a low level. If they get grade 2.5 (Scores range: 65-69) and 3 (Scores range: 70-74),

they highly accomplish it, and if they get over grade 3 (Scores range: 75-100), they have the highest achievement.

Table 2.1 Score Range and Grade of Students' Achievement

0-49	0	zero
50-54	1	lowest
55-59	1.5	low
60-64	2	
65-69	2.5	High
70-74	3	
75-79	3.5	Highest
80-100	4	

Source: Complied by researcher, 2023

#### 2.3 Related Studies

This part is divided into two parts. The first part is to review the relevant research on Thai students' motivation in learning CFL. The second part is to review the relationship between Thai students' motivation and learning achievement in learning CFL.

## 2.3.1 Thai Students' Motivation in Learning Chinese as a Foreign Language

More investigations on the motivation of Thai students in learning Chinese were discovered in the China National Knowledge Infrastructure (CNKI) database using the keyword "Thai students' Chinese learning motivation." However, fewer studies were found in international databases like Google Scholar. Upon reviewing the available literature, it becomes evident that the majority of current research on Thai students' Chinese learning motivation primarily relies on traditional motivation

theories, such as socio-educational model by Gardner (1988), three-level theory by Dörnyei (1994), and self-determined theory by Deci and Ryan (2000) to investigate students' motivation types and the factors that influenced their motivation level (e.g., Voraditee, 2015; Wang, 2015; Hu, 2016; Jiang, 2017; Gao, 2018; Zhang, 2018; Li, 2019; Li, 2020; Zhang, 2020; Zhou, 2020; Gao, 2021; Wunnatee, 2021), few studies used the L2MSS Framework to conduct the research (i.e., Liu, 2020; Yang & Chanyoo, 2022; Cao & Tananuraksakul).

#### 2.3.1.1 Research Applying Socio-Educational Model

Based on Gardner's (1988) socio-educational model, researchers have explored the motivation of Thai students at the primary school, middle school, and undergraduate levels in learning Chinese as a Foreign Language (CFL).

In relation to primary school students, studies indicate that their motivation to learn CFL is significantly higher than that of middle school students. Wang and Karnjanapun (2022) conducted a quantitative study focusing on Thai grade 5 and 6 students, investigating their motivation levels and how this correlated with their perception of parental support in learning CFL. Their findings revealed that both grade 5 and grade 6 students display a slightly elevated motivation to learn CFL, demonstrating a strong desire to excel in Chinese. Moreover, a noteworthy positive correlation emerged between students' motivation and their perception of parental encouragement, suggesting that external factors significantly influence their CFL learning.

According to a study conducted by Jing (2021) on middle school students in Thailand, it was discovered that the students exhibited a high level of

integrative motivation. This was primarily due to their heightened focus on improving their Chinese language skills to enhance communication with Chinese individuals and to become more integrated into Chinese society in the future. Consequently, their integrative motivation outweighed their instrumental motivation. These findings align with previous research conducted by Hu (2016) and Jiang (2017), both of which also highlighted the strong integrative motivation evident among middle school students in their CFL learning endeavors.

In contrast, Han (2021) discovered that the primary motivation among Thai middle school students for learning Chinese was instrumental. She examined the current state and characteristics of Chinese learning motivation among these students. The findings revealed that the overall motivation for learning Chinese was relatively low, with some students lacking motivation. Their motivation for learning Chinese exhibited a certain complexity, with instrumental motivation being the main driving force, accompanied by limited internal motivation and passive motivation. These outcomes align with the findings of previous studies conducted by Wang (2016), Wang (2018), and Li (2019) which also highlighted the prevalence of instrumental motivation among Thai middle school students.

Wu (2018) investigated the factors that influence the learning of Chinese as a foreign language (CFL) among Thai students at the primary and middle school levels. The study revealed that students at all three stages demonstrated a considerable level of instrumental motivation. In other words, they opted to learn Chinese because of the tangible advantages it offered, such as securing good career opportunities, passing exams, and enjoying the ability to travel. Furthermore, the study found that the longer students dedicated to studying CFL on a daily basis, the more

prominent their instrumental motivation and intrinsic motivation became. Hence, it can be inferred that as students devote more time to their CFL studies, they become increasingly aware of the benefits associated with mastering the Chinese language.

According to a research conducted by Li (2020) among Thai vocational school students, it was observed that they exhibited a significant degree of instrumental motivation. While these students expressed an interest in Chinese culture, their motivation for learning the language was primarily driven by practical considerations, especially with regards to future job prospects. These findings align with the conclusions of Wu's (2016) study, which highlighted the prevalence of instrumental motivation among vocational school students.

Similarly, Zhang (2020) conducted comparative analysis encompassing Thai senior high school students, vocational school students, and undergraduate students, yielding findings that unveiled instrumental motivation as the primary impetus driving these students to learn Chinese. This denotes that the majority of students have recognized the advantageous prospects associated with acquiring proficiency in the Chinese language. Nevertheless, the study indicated that vocational school students exhibit a greater reliance on external motivation and a comparatively weaker internal drive in comparison to their senior high school counterparts. In contrast to university students, vocational school students displayed lower levels of internal motivation due to the fact that university students possess the autonomy to select their desired courses, whereas a significant proportion of vocational school students opted to learn Chinese primarily based on institutional arrangements or parental influence. In light of interview data, Zhang (2020) noted the lack of confidence among vocational school students in learning CFL, hindering the formation

of a positive and consistent motivation for their language acquisition. Consequently, it was suggested that educators and educational institutions should invest efforts in enhancing the confidence of vocational school students, aiming to facilitate their strong performance and achievement in CFL learning.

Among the research findings pertaining to Thai university students, the primary objective of learning Chinese as a foreign language (CFL) was found to be instrumental motivation (e.g., Voraditee, 2015; Jiang, 2017; Gao, 2018; Li, 2018; Wang, 2019; Cui, 2021; Wunnatee, 2021). Voraditee (2015) conducted a study on Thai university students' motivation across three different universities and discovered that a majority of these students exhibited a robust drive towards instrumental motivation, where their main aim was to utilize the Chinese language as a means to secure better employment opportunities. The key driving factors behind their motivation were primarily associated with China's current societal standing and influence in Thailand.

Wunnatee (2021) examined the determinants of Thai university students' motivation in learning Chinese and investigated the correlation between these factors and their motivation. The influencing factors were categorized as internal and external. Internally, students exhibited a keen interest in Chinese as they desired to explore the intricacies of Chinese culture. Externally, the factors encompassed educational aspects, familial influences, and the learning environment. Among these three external aspects, educational factors wielded the most significant impact on their motivation due to their strong urge to enhance their Chinese language skills and pursue further studies in China.

Cui (2021) conducted a comparative analysis of different motivation types and examined the impact of various factors such as gender, age, grade, Chinese identity, personality, learning time, learning experience, and Chinese proficiency on university students' motivation to learn CFL in two Thai universities. The findings indicated that there was no significant disparity in the overall learning motivation between the two universities, and the students displayed strong instrumental motivation. However, variations were observed in terms of gender, personality, and origin. Specifically, female students exhibited higher levels of confidence and achievement in CFL learning compared to their male counterparts. Additionally, extroverted students displayed greater optimism and confidence in their language learning endeavors compared to other students. Moreover, Chinese ethic students exhibited a higher interest in China's economic and political dynamics than non-Chinese students. The research conducted by Cui (2021) once again confirmed that Chinese learning motivation among Thai college students is predominantly instrumental, consistent with prior studies (e.g., Voraditee, 2015; Jiang, 2017; Gao, 2018; Li, 2018; Wang, 2019).

## 2.3.1.2 Research Applying Three-level Theory

Based on three-level theory (Dörnyei, 1994), Gao (2021) pointed out that primary school students were young and had not formed their own cognition about learning, therefore, they had a high level of motivation at the learning situation level, followed by the language level, and finally was the learner level. Compared with junior high school students, they were more motivated than junior high school students at the learner level and learning situation level, but weaker than junior high school students at the language level.

#### 2.3.1.2 Research Applying L2MSS Framework

Research that used L2MSS Framework to explore Thai students' motivation in learning CFL was limited as three studies were only found, their target groups were undergraduate students (Liu, 2020; Yang & Chanyoo, 2022; Cao & Tananuraksakul, 2023). These studies showed that L2 learning experience was important for students' Chinese learning.

Liu (2020) found in her study that motivation derived from the L2 learning experience greatly influenced students' Chinese learning behaviors. This was primarily due to the students' satisfaction with their previous encounters in Chinese learning, as they derived happiness from their Chinese classes. Such positive experiences served as the main driving force behind their decision to learn the Chinese language. Additionally, the study revealed that the students' motivation to acquire Chinese as a foreign language (CFL) was minimally influenced by their ideal L2 self and hardly affected by their ought-to L2 self. This suggests that their desire to excel in Chinese learning was relatively weak, resulting in less pressure to perform well and limited external influence.

Similarly, Yang and Chanyoo (2022) found that the L2 learning experience had the most important impact to Thai undergraduate students' motivation in learning three East Asian language (Chinese, Japanese and Korean). The overall students' motivation was at a high level, the classroom learning experience, teachers' role, and previous learning experience in the target language country, was more likely to increase students' learning motivation than ideal L2 self components in all three languages.

The findings from Cao and Tananuraksakul (2023) was in line with the topic, the overall Thai undergraduate students showed a high level of motivation in learning CFL, their ideal L2 self and L2 learning experience were similar at a high level, which indicated that most students hope to use Chinese additionally in their future work and pursuit of higher education, and their learning experience and environment could increase their motivation to learn Chinese. It can be said that the power of the self greatly affects the motivation of students to learn Chinese.

Based on the aforementioned information, it is apparent that the overall motivation of Thai Chinese learners was susceptible to variances, either due to multiple factors or a single factor. Students exhibited varying types and levels of motivation in learning CFL depending on their gender, age, academic stage, class, and school. In essence, motivation determines students' learning activities and the choices they make during the learning process, heavily influencing their level of success. Scholars have observed the significant relationship between Thai students' motivation and their achievement in CFL. It can be said that if Thai students want to have great achievement, they may have a high level of learning motivation. Next part reviews the related studies on the relationship between Thai students' motivation and achievement in learning CFL

# 2.3.2 Relationship between Thai Students' Motivation and Achievement in Learning Chinese as a foreign language

Gardner (1985) initially emphasized the impact of students' learning attitude and motivation on their learning achievement and language proficiency. One could argue that motivation is a significant factor influencing students' academic performance. In the Thai context, scholars have employed mixed methods (e.g., Yang

& Lynch, 2016; Hou & Lynch, 2017; Du, 2020; Fan, 2020; Zheng & Lynch, 2021; Cao & Tananuraksakul, 2023) or quantitative approaches (Liu, 2014; Cai & Lynch, 2016; Huang & Lynch, 2019) to investigate this topic. The research has encompassed diverse student groups, including those at the primary level (Hou & Lynch, 2017; Huang & Lynch, 2019; Zheng & Lynch, 2021), middle school level (Liu, 2014; Cai & Lynch, 2016; Du, 2020; Fan, 2020), and undergraduate level (Cao & Tananuraksakul, 2023). Generally, students' motivation positively impacts their Chinese as a Foreign Language (CFL) learning achievement, as highly motivated individuals display a stronger inclination to excel in CFL learning (Cai & Lynch, 2016; Huang & Lynch, 2019; Du, 2020; Fan, 2020; Hou & Lynch, 2021; Zheng & Lynch, 2021). However, Cao and Tananuraksakul (2023) found contrasting outcomes whereby students' motivation was negatively associated with their learning achievement.

#### 2.3.2.1 Primary School Students

Research finding among primary school students, Huo and Lynch (2017) as well as Huang and Lynch (2019) found that the overall students' motivation in learning CFL was at a high level, and their motivation positively related to their achievement. Huo and Lynch (2017) used the Chinese Achievement Test which assessed by three Chinese teacher from different schools to measure grade 4 to grade 6 students at a Thai bilingual school, the results revealed that the high-motivated students performed better than those low-motivated. Huang and Lynch (2019) used Gardner's (1988) socio-educational model and results from the Chinese end-year assessment to investigate the grade 3 to grade 5 students' level of motivation and their achievement. The findings revealed that highly motivated students demonstrated a greater willingness to invest extra effort in learning Chinese. They exhibited determination and perseverance in completing assignments and actively sought out

additional opportunities to enhance their language skills.

Zheng and Lynch (2021) used Gardner (1988)'s socio-educational model to investigate the grade 6 students' motivation and the relationship between motivation and achievement in learning CFL, the Chinese midterm test scores was collected to measure students' Chinese learning achievement. The findings indicated a weak association between their motivation and CFL learning achievement. In general, the students exhibited a low level of motivation in CFL learning, appearing to possess limited enthusiasm and lacking opportunities to incorporate Chinese into their everyday lives. Nevertheless, they exerted considerable effort to attain high scores.

#### 2.3.2.2 Junior High School Students

Research findings from studies conducted by Cai and Lynch (2016) and Fan (2020) revealed that Thai junior high school students displayed a high level of motivation and excelled in their CFL learning. Cai and Lynch (2016) utilized the unofficial version of the HSK level 3 test to gauge the CFL proficiency of grade 9 students in a Thai international school. The students demonstrated considerable enthusiasm towards CFL learning, resulting in commendable scores in the HSK test. This indicates that their motivation positively influenced their CFL learning achievement. Similarly, Fan (2020) adopted Gardner's (1988) socio-educational model and Dörnyei's (1994) three-level theory, along with final grade scores, to explore the motivation and achievement of Thai junior high school students in CFL learning. As the Chinese course was not mandatory, and students were not obligated to take the HSK test, their final grade scores were used as a measure of achievement. Fan's (2020) findings echoed those of Cai and Lynch (2016), further supporting the existence of a positive correlation between junior high school students' motivation and their CFL

learning achievement.

#### 2.3.2.3 Senior High School Students

Research findings among Thai senior high school students, Liu (2014) and Du (2020), suggest that the overall level of motivation among students in learning CFL (Chinese as a Foreign Language) was high, and their motivation exhibited the strongest positive correlation with their learning achievement. Li (2014) employed Ryan & Deci's (2000) self-determined theory and the final grade scores of the Chinese course to examine the relationship between students' motivation and their learning achievement through quantitative analysis. Du (2020) utilized Gardner's (1988) socio-educational model and Dörnyei's (1994) three-level theory to investigate the motivation of senior high school students and the impact of various motivation types on their achievement in learning CFL. The final grade in the Chinese course, serving as an indicator of learning achievement, was chosen since it was an elective course and did not require students to take the HSK test. The findings revealed that students' motivation positively influenced their achievement, with integrative motivation exerting the greatest impact. This suggests that students opted to learn CFL out of their personal interest in Chinese culture.

#### 2.3.2.4 Undergraduate Students

A negative outcome from Cao and Tananuraksakul (2023) showed a different findings on this topic, in which students' motivation were opposite to their achievement in learning CFL. They applied the L2MSS framework to investigate the motivational ways of Thai undergraduates studying Chinese and tested a hypothesis whether students' motivation correlated with the achievement in learning CFL. Since

the students majored in Chinese, the HSK test scores of students were used to measure their achievement in learning CFL.

The results showed only the first-year students motivation positively correlated with their achievement. Their desire to succeed in their studies was primarily influenced by their personal values and social responsibilities, rather than external pressure. Conversely, the motivation of second, third, and fourth-year students was negatively correlated with their achievement. Second-year students exhibited high levels of motivation but attained lower academic results. This could be attributed to their extrinsic motivation to become educated individuals and maintain a positive relationship with their parents. On the other hand, both third-year and fourth-year students had moderate levels of motivation but achieved lowly due to limited opportunities to practice Chinese in a suitable environment. Overall, these results indicate a negative relationship between students' motivation and their academic achievement, as most of them did not engage in Chinese activities outside the classroom or communicate in Chinese at home. Therefore, Cao and Tananuraksakul (2023) suggested the replication of this study in different contexts for future research. Thus, this present study replicates their work in a context of exploring the correlation between motivation and achievement in learning CFL among Thai junior technical college students.

#### 2.3.3 Conclusion

Based on the relevant literature, it is evident that the majority of current research on motivation has focused on traditional motivational theories in analyzing the types of motivation and factors influencing Thai students' motivation to learn Chinese. These studies have primarily investigated students from Thai primary schools,

middle schools, and universities. However, there has been limited research conducted on Thai junior technical college students. Thus, this study replicated the research conducted by Cao and Tananuraksakul (2023) within a different context, specifically at Pathum Thani Technical College. The study adopted the same framework of the L2MSS and their survey to examine Thai junior technical college students' motivation in learning CFL. In addition, this research utilizes students' final grade scores as a measure of their achievement. This approach will further enhance the understanding of Chinese language learning within Thai educational contexts.



## Chapter 3

## **Research Methodology**

This chapter illustrates the research design, population and sample, research instruments, data collection, and data analysis.

## 3.1 Research Design

A mixed method were employed to answer the research question which investigated Thai junior technical college students' motivation in learning CFL at Pathum Thani Technical College in Thailand. The initial approach involved a quantitative method, employing a questionnaire to collect data, followed by a qualitative method through structured interviews. The quantitative method served to address questions pertaining to the relationships between variables examined in the study, while the qualitative method served as a means to validate and complement the findings of the quantitative data (Williams, 2007). The utilization of the questionnaire aimed to explore both students' motivation and achievements in CFL learning, helping to address the research inquiries. The structured interviews, on the other hand, primarily sought to encourage students to share detailed accounts based on their personal experiences with CFL learning. By incorporating both quantitative and qualitative methods in the study design, the overall quality of the research findings could be enhanced (Mander, 2017).

## 3.2 Population and Sample

#### 3.2.1 Population

The number of population at Pathum Thani Technical College students was 198 (N=198), included 37 students from hotel management, 43 students from marketing, 46 students from logistics and 72 students from accounting.

#### 3.2.2 Quantitative Data Sample

For the collection of quantitative data, a stratified random sampling technique was implemented (Cohen, Clark & Garrett, 2008). The total population, comprising of 198 students, was divided into four categories based on their majors. According to the Krejcie and Morgan formula (1970), a sample of 97 students should be obtained.

$$S = X^{2} NP(1-P) \div d^{2} (N-1) + X^{2} P(1-P)$$

$$S = req$$

S = required sample size.

 $X^2$  = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841).

N =the population size.

P = the population proportion

(assumed to be .50 since this would provide the maximum sample size).

d = the degree of accuracy expressed as a proportion (.05).

Formula source: Krejcie and Morgan (1970)

Then, random samples were selected from each stratum. Four samples were calculated and integrated to get the total samples to complete the questionnaire. The details were shown in Figure 3.1.

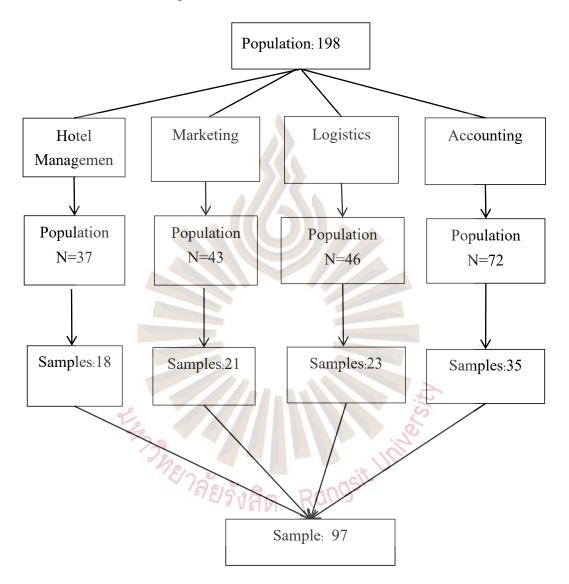


Figure 3.1 Population and Samples

Therefore, the sample size (n) for quantitative data collection was 97 drawn from each program, 18 from hotel management, 21 from marketing, 23 from logistics and 35 from accounting.

#### 3.2.3 Qualitative Data Sample

For qualitative data sample, the 27% technique (Hughes, 1989) was used to divide the participants: the top 27% is high level of motivation group and bottom 27% is low level of motivation group. Then, about 26 students were labeled as high level of motivation group and 26 students with low level of motivation group. Then the simple random sampling technique was applied to select the participants from these two groups, so 8 students (4 students with high-level motivation and 4 students with low-level motivation) were selected to participant the interviews.

#### 3.3 Research Instruments

The survey questionnaire and structured interviews were the instruments of this research, and they were translated English into Thai so as to ensure the participants to better understand and answer the questions.

#### 3.3.1 Questionnaire

The questionnaire consists of two parts. The first part was the participants' information, included their gender, age, year of study, study major, frequency of speaking Chinese at home, the persons who speak Chinese at home, experience in Chinese-speaking country, experience in learning Chinese in primary or middle school, and the final grade scores of the elective Chinese course. The second part was adopted from Cao and Tananuraksakul's (2023) study, which consisted of 27 items and used the 5-Likert scales from 1 representing Strongly disagree to 5 representing Strongly agree to measure participants' ideal L2 self, ought-to L2 self and L2 learning

experience. Items 1-10 measured ideal L2 self, Items 11-20 measured ought-to L2 self, and Items 21-27 measured L2 learning experience.

All the items were made through Google Forms.

 $(https://docs.google.com/forms/d/e/1FAIpQLScfxOKNn38OLbm-dTEp5nf \\ ATfjhtU5M_KW8sVLI35AbYHctdQ/viewform?usp=sf_link)$ 

#### 3.3.2 Structured Interviews

Structured interview questions for students to answer in detail based on their personal experiences in learning CFL. Table 3.1 showed the questions of the structured interviews.

Table 3.1 Structured Interview Questions

Predetermined Topic	<b>Interview Questions</b>	Design Purpose	
ge_	1. How will you use	To know about	
Ideal L2 Self	Chinese in the future?	participants' future desire	
22		for the purposes of they	
18/2	e e	wish to use Chinese	
18	regular Rangs	To know about the	
	2. Have any one impacted	impact of participants'	
	you to learn Chinese?	parents, friends, teachers,	
		family or people they	
Ought-to L2 Self		respected on their CFL	
		learning	
	3. How is learning Chinese	To know about the	
	useful or useless to you?	impact of participants'	
		personal values on their	
		CFL learning	
	4. How about your Chinese	To know about the	
L2 Learning Experience	classes and your	situation of participants'	
	classmates?	learning environment	

### 3.3.3 Validity and Reliability

For the validity of the questionnaire, since it was adopted from Cao and Tananuraksakul's (2023) study, and three experts were invited to evaluate the validity of the questionnaire by using the Index of Item - Objective Congruence (IOC) and the results were from -1 to +1. Each item was scored between 0.67 and 1.00, which indicated that they were valid for data collection.

Reliability of the questionnaire in Appendix B was assessed through a pilot study with a different group of 30 students whose characteristics were the same as the target group by using Cronbach's Alpha coefficient (Bujang et al., 2018), the rate of the reliability should reach the level with 0.7 or higher. The standard for evaluation is shown in Table 3.1.

Table 3.2 The Standard for Evaluation

Alpha ≥ 0.9	Excellent
$0.9 > Alpha \ge 0.8$	Good
0.8 >Alpha ≥ 0.7	Acceptable
0.7 >Alpha ≥ 0.6	Questionable
0.6 >Alpha ≥ 0.5	Poor
0.5 >Alpha	Unacceptable

According to the standard for evaluation, the items of the questionnaire could be adopted because the pilot study got a score of 0.947 shown in Table 3.3.

Table 3.3 Cronbach's Alpha Score of Pilot Study

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N
0.947	0.948	30

## 3.4 Research Ethics Consideration

The researcher conducted this study according to the protocol approved by RSU Ethical Review Board (ERB), the research ethics certificate (COA. No. RSUERB2023-036) in Appendix B was obtained prior to data collection. The participants was informed and given the opportunity to provide their consent before conducting the research. Since all participants aged 15-17, the researcher prepared the Informed Consent Form for the legal guardians and included signature space for minors to sign with their legal guardians, which was adapted from RSU-ERB form. All participants' personal information and responses were collected and maintained in a secure manner.

To confirm that this study complied with the RSU-ERB regulations, the researcher assured that the personal information and identity of the participants would be keep confidential, and would only use the data collected for the research purposes of this study.

#### 3.5 Data Collection

After receiving the research ethics certificate, the letter of permission to collect data (see Appendix C) was submitted to the Thai Chinese teacher of the target school for the approval of data collection.

#### 3.5.1 Quantitative Data Collection

For quantitative data collection, the researcher prepared the questionnaire and contacted with the Thai Chinese teacher in recruiting the volunteers who could complete the online questionnaire. The teacher emailed the questionnaire link to participants in May, 2023. Then the questionnaire was closed by Google Forms in June, 2023, because the quantitative data sample was collected.

#### 3.5.2 Qualitative Data Collection

For the purpose of qualitative data collection, the researcher reached out to high-motivated and low-motivated students via email based on the findings from the quantitative data. The email aimed to inquire if any students from both groups would be willing to participate voluntarily in the interview. Subsequently, a total of eight students (four high-motivated and four low-motivated) from various programs were invited to partake in the interview during their spare time. Given that the researcher possessed fluency in Thai language and could effectively communicate with Thai individuals, each participant was interviewed in Thai for approximately 15 minutes. By conducting the interviews in Thai, it facilitated a comfortable environment for the participants, enabling them to openly share their perspectives in their mother tongue.

The researcher has documented the interviews as it allows for capturing intricate details that may have escaped the researcher's attention during the interviews. Moreover, the participants were duly informed and given the opportunity to provide their consent prior to being recorded. Only the researcher has the authority to access the recordings and will delete them upon completion of the study. The researcher

assured all interviewees that their personal information and experiences would be treated with utmost confidentiality.

## 3.6 Data Analysis

#### 3.6.1 Quantitative Data Analysis

The Statistical Package for the Social Sciences (SPSS) software was utilized in this study to examine and interpret the quantitative data. Descriptive statistics, encompassing frequency, mean, and standard deviation (SD), were employed to analyze and derive insights from the numerical information.

To answer the first research question, Statistical Package for the Social Sciences (SPSS) software, descriptive statistics of frequency and percentage were used to analyze the respondents' personal information and mean (M) and standard deviation (SD) for their CFL learning motivation interpreted according to the 5-Likert scales shown in Table 3.4.

Table 3.4 Scale and Rating for Data Interpretation

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

For the second research question, the Pearson correlation coefficient (r) was used to measure the correlation of motivation and achievement in learning CFL.

According to Oancea and Punch (2014), Pearson (r) could range from -1.00 to +1.00, the closer numerically the coefficient was to 1.00 (positive), the stronger the relationship.

#### 3.6.1 Qualitative Data Analysis

For the qualitative data analysis, thematic analysis were used. Data collected from structured interview were firstly coded to identify the categories that reflected the overall importance of the data and to guide further analysis (Bryman, 2016). Then based on the three pre-determined topic, the codes was narrowed into three themes (ideal L2 self, ought-to L2 self and L2 learning experience) and sub-themes (plans of using Chinese in the future, others' impacts on Chinese learning, importance of learning Chinese and the Chinese classes and classmates). The answers of structured interviews questions were showed in Appendix D.



## Chapter 4

#### **Research Results**

This chapter reports on the analysis of the quantitative and qualitative research results.

## 4.1 Results of Quantitative Data

This study investigated Thai junior technical college students' motivation and the relationship between their motivation and achievement in learning CFL. The quantitative data collected through a questionnaire, which included two parts: personal information and motivation in learning CFL.

#### 4.1.1 Personal Information

Table 4.1 showed the results of 97 participants' personal information, included their gender, age and year of study. Most of them were female (91.8%) and 16-year-old (54.6%). 24 students were 15-year-old (24.7%), 12 students were 17-year-old (12.4%), while only 8 students over 17-year-old (8.2%). All of them were second-year students.

Table 4.1 Personal Information: Gender, Age, and Year of Study

Item	Choice	Frequency	Percent
Gender	Female	89	91.8
	15 years old	24	24.7
Age	16 years old	53	54.6
	17 years old	12	12.4
Year of Study	The first-year	-	-
	The second-year	97	100

Table 4.2 showed the results of 97 participants' major of study. Most of them were accounting students (36.1%). 18 students from the hotel management (18.6%), 21 students from the marketing (21.6%), and 23 students from the logistics (23.7%).

Table 4.2 Personal Information: Major of Study

Item	Choice	Frequency	Percent
	Hotel	18	18.6
Major of Study	Management		
	Marketing	21	21.6
	Logistics	23	23.7
	Accounting	35	36.1

Table 4.3 showed that the majority of the participants have activities outside the class that require to use Chinese (54.6%). Most of them did not speak Chinese at home (92.8%). Only 28 person occasionally used Chinese at home (28.9%) with grandparents (1.1%), parents (10.3%) and siblings (24.7%). 59 of them specifically said that they did not speak Chinese with anyone at home, three of them said that they spoke Chinese with their boyfriend at home.

Table 4.3 Personal Information: Situation of Using CFL

Item	Choice	Frequency	Percent
Activities outside	Yes	53	54.6
the class that	No	44	45.4
require to use			
Chinese			
Situation of	Yes	7	7.2
speaking Chinese at home	No	90	92.8
Frequency of speaking Chinese	Never	69	71.1
at home	Occasionally	28	28.9
	My grandparents	1	1.1
The persons you speak Chinese at	My parents	10	10.3
home	My siblings	24	24.7
nome	Others	62	63.9

Table 4.4 showed that only 3 people had experience in a Chinese-speaking country (3.1%), they have been to China, Singapore and Indonesia for traveling. However, more than half of participants learned Chinese previously in their primary school or middle school (58.8%), while 40 students have not study Chinese before enrolling the technical college (41.2%).

Table 4.4 Personal Information: Experience in Learning CFL

Item	Choice	Frequency	Percent
Experience in	Yes	3	3.1
Chinese-speaking	No	94	96.9
country	1///5		
Experience in	Yes	57	58.5
learning Chinese	No	40	41.2
in primary			
school or middle			
school			

Table 4.5 showed the final grade scores of the students, which were used as their learning achievement. No one received grade 1. The majority got grade 4 (36.1%), followed by grade 3 (24.7%), grade 3.5 (14.4%), grade 2.5 (12.4%), grade 2 (11.3%) and grade 1.5 (1.1%). More than half of them earned scores between 75 and 100 (51.6%), 65-74 (36.1%) and 55-64 (12.3%).

Table 4.5 Personal Information: Final Grade Scores

Item	Grades/Scores	Frequency	Percent
	Grade 0	-	-
D) 10	Grade 1	-	-
Please specify your final grade	Grade 1.5	1	1.1
	Grade 2	11	11.3
	Grade 2.5	12	12.4

Table 4.5 Personal Information: Final Grade Scores (Cont.)

Item	Grades/Scores	Frequency	Percent
	Grade 3	24	24.7
	Grade 4	35	36.1
Please specify your scores	0-49	-	-
jour scores	50-54	-	-
	55-64	12	12.3
	65-74	35	36.1
	75-100	50	51.6

## 4.1.2 Motivation in Learning CFL

This study used Dörnyei's (2005) L2MSS which consisted of ideal L2 self, ought-to L2 self and L2 learning experience to answer the first research question. Based on the quantitative results collected from 97 respondents in Table 4.6, the overall mean of L2MSS was at a moderate level ( $\bar{x}$ =2.93). Both Ideal L2 Self and Ought-to L2 self were similarly at a moderate level ( $\bar{x}$ =2.67 and  $\bar{x}$ =2.7), but L2 learning experience was at a high level ( $\bar{x}$ =3.41).

Table 4.6 Descriptive Statistics of L2MSS (n=97)

Component	$\bar{\mathbf{X}}$	SD	Meaning
Ideal L2 Self	2.67	1.07	Moderate degree
	2.07	1.07	of motivation
Ought-to L2 Self	2.7	1.10	Moderate degree
	2.1	1.10	of motivation
L2 Learning	3.41	1.08	High degree of
experience	3.41		motivation
Overall Mean	2.93	1.08	Moderate degree
			of motivation

Table 4.7 showed the results of the Ideal L2 Self. The overall mean was at a moderate level ( $\bar{x}$ =2.67), but not all the items were moderate, Items 4,7 and 8 were the highest mean ( $\bar{x}$ =2.81,  $\bar{x}$ =2.77 and  $\bar{x}$ =2.72, respectively) while Items 6 and 10 were the lowest mean ( $\bar{x}$ =2.49 and  $\bar{x}$ =2.52, respectively). These results meaned that the respondents moderately agreed that they could imagine themselves speaking Chinese with international friends or colleagues in the future ( $\bar{x}$ =2.81), using Chinese for the things that they want to do in the future ( $\bar{x}$ =2.77) and using Chinese when thinking about their future career ( $\bar{x}$ =2.72). However, the respondents disagreed that they could imagine themselves being good at writing e-mails in Chinese ( $\bar{x}$ =2.52), and speaking Chinese as if they were a native speaker of Chinese ( $\bar{x}$ =2.49).

Table 4.7 Descriptive Statistics of Ideal L2 self (n=97)

Item	$\overline{x}$	S.D.	Meaning
1. I can imagine myself living abroad and having a discussion in Chinese.	2.71	1.01	Moderate degree
2. I can imagine myself living abroad and using Chinese effectively for communicating with the locals.	2.66	1.08	Moderate degree
3. I can imagine a situation where I am speaking Chinese with foreigners.	2.70	1.04	Moderate degree
4. I can imagine myself speaking Chinese with international friends or colleagues.	2.81	1.00	Moderate degree
5. I can imagine myself as someone who is able to speak Chinese fluently.	2.64	1.17	Moderate degree
6. I can imagine myself speaking Chinese as if I were a native speaker of Chinese.	2.49	1.09	Low degree
7. Whenever I think of my future career, I can imagine myself using Chinese.	2.72	1.10	Moderate degree
8. I can imagine myself using Chinese for the things I want to do in the future.	2.77	1.09	Moderate degree
9. I can imagine myself studying in a university where all my courses are taught in Chinese.	2.65	1.04	Moderate degree
10. I can imagine myself being good at writing e-mails in Chinese.		1.08	Low degree
Overall Mean	2.67	1.07	Moderate degree

Table 4.8 showed the results of the Ought-to L2 Self . The level of overall mean was moderate ( $\bar{x}$ =2.70), but not all the items were moderate. Items 12, 13, 14 and 15 were the highest means ( $\bar{x}$ =2.85,  $\bar{x}$ =2.86,  $\bar{x}$ =2.96 and  $\bar{x}$ =2.86, respectively) while Items 16, 19 and 20 were similarly low( $\bar{x}$ =2.47,  $\bar{x}$ =2.40 and  $\bar{x}$ =2.48, respectively). These results meaned that the respondents moderately agreed they learned Chinese because they wanted to be an educated person( $\bar{x}$ =2.96), their parents thought learning Chinese could educate them ( $\bar{x}$ =2.86), they did not want to disappoint their parents ( $\bar{x}$ =2.86), and they wanted to gain the approval of their peers, teachers and family ( $\bar{x}$ =2.85). However, the respondents disagreed that they would have negative impact on their life if they did not study Chinese ( $\bar{x}$ =2.48), they learned Chinese because their close friends thought it was important ( $\bar{x}$ =2.47), and they would disappoint people they respect of they fail to learn Chinese ( $\bar{x}$ =2.40).

Table 4.8 Descriptive Statistics of Ought-to L2 Self (n=97)

Item	X	S.D.	Meaning
11. Learning Chinese is necessary because people around me expect me to do so.	2.80	1.20	Moderate degree
12. Learning Chinese is important to me in order to gain the approval of my peers, teachers and family.	2.85	0.97	Moderate degree
13. My parents believe that learning Chinese made me an educated person.	2.86	1.06	Moderate degree
14. Learning Chinese is important to me because I want to be an educated person.	2.96	1.12	Moderate degree
15. Learning Chinese because I don't want to disappoint my parents.	2.86	1.10	Moderate degree
16. I learn Chinese because close friends of mine think it is important.	2.47	1.10	Low degree
17. Learning Chinese is important to me because the people I respect think that I should do it.	2.74	1.12	Moderate degree
18. Learning Chinese is important to me because other people will respect me more if I have knowledge of Chinese.	2.65	1.13	Moderate degree
19. If I fail to learn Chinese, I'll disappoint people I respect.	2.40	1.12	Low degree
20. If I don't learn Chinese, my life will have a negative impact.	2.48	1.17	Low degree
Overall Mean	2.70	1.10	Moderate degree

Table 4.9 showed the results of the L2 Learning experience. Although the level of the overall mean was high ( $\bar{x}$ =3.41), not all the items were high. Items 23, 24, and 26 were moderate ( $\bar{x}$ =3.20,  $\bar{x}$ =3.27 and  $\bar{x}$ =3.25, respectively) while Items 21, 22, 25 and 27 were the highest means( $\bar{x}$ =3.51,  $\bar{x}$ =3.51,  $\bar{x}$ =3.61 and  $\bar{x}$ =3.54, respectively). These results meaned that the respondents agreed that their Chinese teachers have interesting teaching styles ( $\bar{x}$ =3.61), their Chinese class classmates were really friendly ( $\bar{x}$ =3.54), they liked the overall atmosphere of their Chinese classes ( $\bar{x}$ =3.51) and they enjoyed learning Chinese ( $\bar{x}$ =3.51). However, the respondents moderately agreed that they enjoyed the activities of their Chinese classes ( $\bar{x}$ =3.27), the Chinese texts used in their classes were useful ( $\bar{x}$ =3.25) and they would rather spending more time in their Chinese classes ( $\bar{x}$ =3.20).

Table 4.9 Descriptive Statistics of L2 Learning experience (n=97)

Item	X	S.D.	Meaning
21. I like the overall atmosphere of my Chinese classes.	3.51	1.03	High degree
22. I really enjoy learning Chinese.	3.51	1.01	High degree
23. I would rather spend more time in my Chinese classes.	3.20	1.10	Moderate degree
24. I enjoy the activities of my Chinese classes.	3.27	1.10	Moderate degree
25. My Chinese teachers have interesting teaching styles.	3.61	1.13	High degree
26. I find the Chinese texts used in my classes really useful.	3.25	1.05	Moderate degree
27. I find my classmates in my Chinese classes really friendly.	3.54	1.13	High degree
Overall Mean	3.41	1.08	High degree

In conclusion, the overall students highly agreed that their Chinese teachers have interesting teaching styles ( $\bar{x}$ =3.61), their Chinese class classmates were really friendly ( $\bar{x}$ =3.54), they liked the overall atmosphere of their Chinese classes ( $\bar{x}$ =3.51)

and they enjoyed learning Chinese ( $\bar{x}=3.51$ ). However, they disagreed that they would have negative impact on their life if they did not study Chinese ( $\bar{x}=2.48$ ), they learned Chinese because their close friends thought it was important ( $\bar{x}=2.47$ ), and they would disappoint people they respect of they fail to learn Chinese ( $\bar{x}=2.40$ ).

## 4.1.3 Relationship between Motivation and Achievement in CFL Learning

The results of Pearson (r) analysis shown in Table 4.10 indicated that there was a significantly positive correlation between the overall students' motivation and their learning achievement, because r(97) = .372, p < .01.

Table 4.10 Pearson (r) Correlation between the Overall Students' Motivation and
Their Learning Achievement

		Motivation
Learning	Pearson Correlation	.372**
Achievement	Sig. (2-tailed)	.000
7	2.5 n	97

<sup>\*\*</sup>Correlation is significant at the 0.01 level (2-tailed).

Table 4.11 showed both logistics and accounting students had a moderate level of CFL learning motivation but with the highest level of achievement. The students of hotel management and marketing also had a moderate level of motivation but with a high level of learning achievement. The students' overall motivation in learning CFL was at a moderate level, but they achieved highly in learning with an overall mean final grade score of 76.

Respondents' Major	Mean Score of Motivation in Learning CFL	Degree of motivation	Mean Score of Final Grade Score	Degree of Learning Achieveme nt
The Hotel Management major students (n=18)	2.73	Moderate	71.2	High
The Marketing major students (n=21)	2.92	Moderate	72.4	High
The Logistics major students (n=23)	3.05	Moderate	84.4	Highest
The Accounting major students (n=35)	2.82	Moderate	76.0	Highest
Overall	2.88	Moderate	76.0	Highest

Table 4.11 The Respondents' Level of Motivation and Final Grade Scores

Based on Table 4.12, there was a significantly positive relationship between ideal L2 self (r (97) = .467, p < .01), ought-to L2 self (r (97) = .292, p < .01) and their overall learning achievement. However, there was no relationship between L2 learning experience (r (97) = .055, p > .05) and their overall learning achievement.

The hotel management major students' learning achievement showed a significantly positive relationship with ideal L2 self (r (18) = .693, p < .01) and ought-to L2 self (r (18) = .564, p < .01). However, there was no relationship between L2 learning experience (r (18) = .070, p > .05) and their achievement.

The Marketing major students' learning achievement showed a significantly positive relationship with ideal L2 self (r (21) = .740, p < .01) and ought-to L2 self (r (21) = .509, p < .05). However, there was a negative relationship between L2 learning experience and their learning achievement because r (21) = -.312, p > .05.

The Logistics major students' learning achievement had a weak relationship

with their ideal L2 self ( r(23) = .321, p > .05) but had no relationship with their L2 learning experience (r(23) = .050, p > .05). However, there was a negative relationship between ought-to L2 self and their learning achievement because r(23) = .037, p > .05.

The Accounting major students' learning achievement had a weak relationship with their ideal L2 self ( r(35) = .223, p > .05). However, their learning achievement had no relationship with their ought-to L2 self (r(35) = .047, p > .05) and L2 learning experience (r(35) = .027, p > .05).

Table 4.12 Pearson (r) correlation between L2MSS and the student's learning achievement

Learning A	chievement	Ideal L2 Self	Ought-to L2 Self	L2 Learning experience
Hotel	Pearson Correlation	.693**	.564**	.070
management major(n=18)	Sig. (2-tailed)	.001	.010	.770
Marketing waier	Pearson Correlation	.740**	.509*	312
major (n=21)	Sig. (2-tailed)	.000	.018	.168
Logistic	Pearson Correlation	รังสิเมอา Ran	037	.050
major (n=23)	Sig. (2-tailed)	.156	.873	.829
Accounting	Pearson Correlation	.223	.047	.027
major (n=35)	Sig. (2-tailed)	.197	.788	.877
Overall	Pearson Correlation	.467**	.292**	.055
(n=97)	Sig. (2-tailed)	.000	.000	.593

<sup>\*\*</sup>Correlation is significant at the 0.01 level (2-tailed).

<sup>\*</sup>Correlation is significant at the 0.05 level (2-tailed).

## 4.2 Results of Qualitative Data

The qualitative data collected from semi-structured interviews with 8 participants were analyzed. They were interviewed based on their level of motivation in the Google Form. Four of them with a high level of motivation in learning CFL, and they majored in hotel management, marketing, logistic and accounting. All of them were female. Their personal information was summarized in Table 4.13.

Table 4.13 Personal Information of Participants

Participans	Gender	Major of Study	High Level of Motivation	Low Level of Motivation
Mamaew	Female	Hotel Management		Nouvation
Mild	Female	Hotel Management		V
Maew	Female	Marketing	15	
Milk	Female	Marketing	Unit	V
Bam	Female	Logistic	Jsit V	
Tonkaw	Female	Logistic		V
Mint	Female	Accounting	V	
Pan	Female	Accounting		V

There were three pre-determined themes which included ideal L2 self, ought-to L2 self and L2 learning experience, sub-themes emerged in each theme as shown in Table 4.14.

Table 4.14 Summaries of Themes and Sub-themes

Themes	Sub-themes
Ideal L2 Self	Plans of Using Chinese in the Future
Ought-to L2 Self	Others' Impacts on Chinese Learning
Ought-to L2 3CH	Importance of Learning Chinese
L2 Learning experience	The Chinese classes and classmates

#### 4.2.1 Theme 1: Ideal L2 Self

All eight participants showed that they wanted to use Chinese to hunt a good job in the future. Four of them specifically said that they wanted to work in Chinese customer service (Mamaew), Chinese restaurant (Maew), China Bank (Pan) and job related to Chinese language (Milk). One person (Mild) also wanted to travel to Hong Kong, because "my relatives are doing business there, I want to travel there". Another person (Milk) additionally aimed to study further in China as she said "I always dream about study abroad". Two people (Maew and Mamaew) similarly said that they "wanted to communicate with Chinese people in the future". The summary of this theme was shown in Table 4.15.

Table 4.15 Summary of Ideal L2 Self

	Frequency				
Plans of Using Chinese in the	High-level Low-level Total				
Future	motivation	motivation			
Hunting a good job	4	4	8		
Travel to Hongkong	0	1	1		
Communicating with Chinese people	2	0	2		
Studying further in China	0	1	1		

#### 4.2.2 Theme 2: Ought-to L2 Self

Three of participants (Maew, Mamaew and Tonkaw) said that they always met many Chinese tourists in Thailand so they placed great importance to learn Chinese in order to communicate with them. One person (Bam) was inspired by her father as she said "my father has worked in Taiwan and he taught me some simple Chinese before I went to school, so my father influenced me a lot". One person (Milk) said her mother influenced her Chinese learning in some extent because "she told me the importance of learning Chinese and she supported me to learn it". Another person (Mint) admired a Chinese female star so she "want to understand the words in the TV series". Two person (Pan and Mild ) said that no one impacted them to learn CFL. The summary of this sub-theme was shown in Table 4.16.

Table 4.16 Summary of the First Sub-theme of Ought-to L2 Self

Others' impacts on	Frequency			
Chinese learning	High-level	Low-level	Total	
773%	motivation	motivation		
Chinese tourists	Sind 2 Range	1	3	
Parent	1	1	2	
Chinese star	1	0	1	
No one	0	2	2	

Most of participants thought learning CFL was important, only one person (Pan) unsure the importance of learning CFL. Three people (Mamaew, Mild and Tonkaw) similarly said that learning CFL well could help them to hunt a good job. Two people (Maew and Bam) similarly said it was important to learn Chinese because they often met Chinese people. One person (Milk) realized the improved status of

Chinese as she said "it is a international language now". Another one (Mint) thought learning Chinese was useful for her to "understand a lot about China and Chinese culture". The summary of this sub-theme was shown in Table 4.17.

Table 4.17 Summary of the Second Sub-theme of Ought-to L2 Self

Importance of Learning	Frequency		
Chinese	High-level	Low-level	Total
	motivation	motivation	
Useful for job hunting	1	2	3
Useful for	2	0	2
Communication			
Useful for understanding	1	0	1
Chinese culture			
Useful in the context of	0	1	1
internationalization	11/11-11	12	
Unsure	0	1	1

## 4.2.3 Theme 3: L2 Learning experience

All participants similarly said that their Chinese classes were interesting and got along well with their friendly classmates. They all appreciated the Chinese teacher who had an interesting teaching style, which helped them learn Chinese easily and with fun. One person (Mild) additionally said that her classmates were enthusiastic. One person (Bam) found that "the Chinese festival activities held by the school are very interesting, relaxed me and I can learn more about Chinese culture". However, only one person (Maew) found that the overall Chinese classes was not good as she said "sometimes I feel that overall atmosphere is not so good because some of my

classmates did not come to the class sometimes although they are friendly, they feel that learning Chinese is not very important for them". The summary of this theme was shown in Table 4.18.

Table 4.18 Summary of L2 Learning Experience

	Frequency			
Chinese classes and	High-level	Low-level	Total	
classmates	motivation	motivation		
Interesting	4	4	8	
Enthusiastic	0	1	1	
Not good	1	0	1	

In conclusion, all participants had the plan of hunting a good job by using Chinese in the future. Seven of them thought learning CFL was important and useful, only one person with a low level of motivation unsure the importance of learning CFL. They all appreciated the Chinese teacher who had an interesting teaching style, which helped them learn Chinese easily and with fun. However, one person with a high level of motivation found that the overall atmosphere was not so good since some of students did not join the class because they thought learning CFL was not very important.

## Chapter 5

#### **Discussion, Conclusion and Recommendation**

This chapter was divided into three parts. The first part discussed the results of the present study, the second part concluded the study, and the final part presented limitation and recommendations.

#### 5.1 Discussion

This study used Dörnyei's (2005) L2MSS framework to investigate Thai junior college students' motivation in learning CFL (an independent variable) and their final grade scores of the elective Chinese course (a dependent variable) to examine the relationship between these two variables. If they were highly motivated, they would achieve highly in learning CFL, and vice versa. To fulfill the aims, the researcher had two research questions.

## 5.1.1 Research Question 1: What is the motivation of Thai Junior Technical College student in learning CFL?

The students' moderate level of motivation in learning CFL suggested that their personal driving force to learn Chinese was not high. Of the L2MSS components, L2 learning experience showed the high degree of their motivation, which presented that they were highly motivated to learn Chinese due to the current learning environment (Dörnyei, 2005); their Chinese teacher had an interesting teaching style,

their Chinese classmates were really friendly, they liked the overall atmosphere of their Chinese class, and they really enjoyed learning Chinese. In line with Liu (2020), Yang and Chanyoo (2022) as well as Cao and Tananuraksakul (2023), learning experience highly influenced Thai undergraduate students' CFL learning motivation. More than half of the respondents had additional activities outside of class that required them to utilize Chinese (54.6%). The qualitative findings from all the eight participants supported the quantitative results as they appreciated their Chinese teachers' teaching styles which "helped them learn Chinese more easily and with fun". Only one person with a high motivation level mentioned the Chinese festival activities the school organized "created a positive learning atmosphere and relaxed her". Surprisingly, the students neutrally enjoyed the activities of the Chinese classes, found the Chinese texts useful for them and preferred to spend more time in their Chinese classes. These neutral findings were different from Cao and Tananuraksakul (2023) in that activities and useful texts used in the class and desire to spend more time in Chinese classes could highly motivate Thai undergraduate students to learn more. Parallel with an interviewee with a high motivation level, stating that her classmates Phenaelsvan Rangsit were friendly.

The ideal L2 self suggested that the students' future desire to speak Chinese with international friends or colleagues as well as utilize Chinese for the things they wished to do and for their future career did not highly motivate them to learn Chinese (Dörnyei, 2005). Consistent with the quantitative findings, two interviewees with high motivation and two others with low motivation planned to look for a decent career that connected to Chinese language, and two high-motivated students had the desire to communicate with Chinese people in the future. The students could slightly see themselves as someone who could write and speak Chinese like a native speaker in the

future. These findings were contrary to Cao and Tananuraksakul (2023) as students in their study could highly see themselves using Chinese in the future, for their future career and with their international friends or colleagues; they could neutrally see themselves to be a fluent native speaker of Chinese in the future. The opposed outcomes could be their goal-oriented students' personal choices to study Chinese as a major subject. The students in this study learned Chinese as an elective subject arranged by the school, and some of them thought "learning Chinese was not important for them".

The ought-to L2 self indicated that students' personal values of being an educated person and the hope of receiving approval from others moderately impacted on their Chinese learning. Inversely to Cao and Tananuraksakul's (2023) finding, students were highly motivated to learn Chinese due to their personal values as someone educated. The reason could be their target students were required to pass the level of HSK5 after completing all the courses, or they were not able to graduate from the program unlike the target students in this study. In line with the quantitative results, the majority of interviewees had no aspiration to pursue higher education; one low motivated interviewee "wanted to further study in China". Their parents did not highly influence them to learn Chinese, which was different from Cao and Tananuraksakul's (2023) study in that students were highly motivated to learn Chinese because they wanted to be obedient to their parents. The majority of interviewees demonstrated that their parents' value in learning Chinese was not the primary reason for them to learn Chinese; only one low-motivated student's mother could see the need of learning Chinese and encouraged her to learn the language. Close friends and people they respected did not affect their Chinese learning, the hope of using Chinese to avoid negative outcomes and maintain a good social relationship could not

influence them to learn Chinese, either. Similar to Cao and Tananuraksakul (2023), close friends did not influence their decision to study Chinese and learning Chinese would not negatively affect their lives.

# 5.1.2 Research Question 2: Is there a correlation between motivation and achievement of Thai junior technical college students in learning CFL?

Pearson correlation analysis showed a significantly positive correlation between the students' motivation and their achievement in learning CFL, meaning their motivation in learning CFL positively influenced their achievement, in line with previous studies in a Thai context (i.e., Liu, 2014; Cai & Lynch, 2016; Li & Lynch, 2016; Huo & Lynch, 2017; Huang & Lynch, 2019; Du, 2020; Fan, 2020; Zheng & Lynch, 2021). Of the L2MSS components, the students' overall learning motivation showed a significantly positive relationship between their ideal L2 self and ought-to L2 self, but without a relationship with their L2 learning experience. This finding indicated that ideal L2 self and ought-to L2 self positively pushed them to make effort to achieve highly in learning, which differed from Yang and Chanyoo's (2022) study in that L2 learning experience contributed to students' high level of achievement. However, the results of different major students in this study were not the same.

Both logistics and accounting students had a moderate level of CFL learning motivation but with the highest level of achievement. Their learning achievement had a weak relationship with their ideal L2 self, similar to Cao and Tananuraksakul's (2023), indicating that students' positive attitude towards Chinese language and culture and their future desire of using Chinese could push them to achieve highly. However, their achievement had no relationship with their L2 learning experience,

indicating that the current learning environment, teaching materials, Chinese teachers and classmates could not impact on their Chinese learning, similar to Liu's (2014) study in that there was no connection between learning atmosphere and students' achievement in learning CFL. Surprisingly, the ought-to L2 self negatively correlated with the logistic students' achievement and without relationship with accounting students' achievement, indicating that their personal interests, the influence of their parents, friends, relatives, teachers and the people they admired would not encourage them or even demotivate them to get good learning results. These findings were contrary to Li and Lynch's (2016) study in that students' extrinsic goal orientation could positively push them to invest time to get a high score in their Chinese learning.

The students from hotel management and marketing also had a moderate level of motivation but with a high level of learning achievement. Their learning achievement showed a significantly positive relationship with ideal L2 self and ought-to L2 self, indicating that their future desire and their personal interest could positively influence their learning achievement. The findings were similar to Cai and Lynch's (2016) in that the students had less chances to practice Chinese in their daily life but obtained a good result in their Chinese learning because they realized the importance of learning Chinese for their future. Surprisingly, the L2 learning experience negatively correlated with the marketing students' achievement and had no relationship with the hotel management students' achievement, indicating that the current learning environment, teaching materials, Chinese teachers and classmates could not predict their achievement in learning CFL. These findings were contrary to Ye's (2016) study in that positive learning environment tended to reinforce students' motivation to accomplish highly in their study.

The negative findings from the logistic students and the marketing students were similar to Cao and Tananuraksakul's (2023) study in that senior students' achievement negatively correlated with their ought-to L2 self and L2 learning experience. The reason could be the students in both groups were not in their first year of study; they would be aware more of their own goals of learning Chinese (Dewi, 2020).

The students' overall motivation in learning CFL was at a moderate level, but they achieved highly in learning with an overall mean final grade score of 76. The reason could be that the elective Chinese subject focused on basic communication and class attendance so as to encourage the students to practice listening and speaking skills in the class with this marking allocation: class attendance (60%), mid-term exams (15%), final exams (20%) and quizzes (5%). As long as the students had good attendance, they could earn good scores. More than half of the students also learned Chinese previously in primary school or middle school (58.5%), which may help them obtain high final grade scores.

#### **5.2 Conclusion**

The present study investigated Thai junior technical college students' motivation in learning CFL using Dörnyei's (2005) L2MSS framework and the relationship between their learning motivation and achievement using their final grade scores of the elective Chinese course they were enrolled during January and April, 2023. The overall quantitative results collected from 97 Thai junior technical college students showed a moderate level of motivation. The L2 learning experience was the most powerful driving force for them to learn CFL. The Chinese teachers with

ใ<sup>กรเ</sup>กลัยรังสิต

interesting teaching styles, friendly classmates, and enjoyable atmosphere of Chinese classes could highly motivate them to learn Chinese. It could imply that the students would be highly motivated to learn Chinese if they were placed in an interesting and positive learning environment. Their future desire of using Chinese to communicate with international friends or colleagues, to pursue the things that they wanted to do and to think about future career moderately motivated their CFL learning. Their personal values in learning CFL from themselves and parents, maintaining good relationship with parents and gaining the approval of others moderately impacted on their CFL learning.

Pearson analysis showed that there was a positive correlation between the students' motivation in learning CFL and their achievement. Although their motivation was not high, the overall mean final grade score of 76 showed their high accomplishment in learning CFL because their positive attitude towards Chinese learning and future desire of using Chinese (ideal L2 self) could push them to achieve highly. However, the current learning environment, Chinese teachers, curriculum and classmates (L2 learning experience) could not predict their CFL learning achievement. Personal interests, parents' value in learning Chinese and impacts from others (ought-to L2 self) could positively influence the hotel management and marketing students to achieve highly, but they could not encourage the accounting and logistics students to get good results in learning CFL.

#### 5.3 Limitation and Recommendation

As this study used students' final grade score to measure their achievement in learning CFL, it may not reflect their actual CFL learning achievement due to the course objectives, making a standardized Chinese test designed specifically for the junior technical college students is recommended for future research.

To help students enjoy learning Chinese in the class more, it is recommended that the vocational school and Chinese teachers update the teaching materials and organize activities that are suitable for them.



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Hello, my name is Mengxue Lan, and I am a student of M.Ed. Program in Bilingual Education, Suryadhep Teachers College, Rangsit University, Thailand. The questionnaire is not a test, but it is a part of my graduate study. Your answers to this survey will be used only for my study into motivation and achievement in learning Chinese as a foreign language in Thailand, and they will be kept confidential. Thanks very much for your assistance.

สวัสดี ฉันชื่อ Mengxue Lan และฉันเป็นนักศึกษาหลักสูตรศึกษาศาสตรมหาบัณฑิต สาขาวิชาการศึกษาระบบสอง
ภาษา วิทยาลัยกรูสุริยเทพ มหาวิทยาลัยรังสิต แบบสอบถามนี้ไม่ใช่แบบทดสอบ แต่เป็นส่วนหนึ่งของการศึกษาระดับบัณฑิตศึกษา
ของฉัน คำตอบของคุณสำหรับการสำรวจนี้จะใช้สำหรับการศึกษาแรงจูงใจและสัมฤทธิผลในการเรียนภาษาจีนในฐานะภาษาต่าง
ประเทศในประเทศไทยของฉันเท่านั้น และคำตอบในแบบสำรวจนี้จะถูกเก็บเป็นความลับ ขอบคุณมากสำหรับความช่วยเหลือของ
คุณ

#### PART 1: PERSONAL INFORMATION (ข้อมูลส่วนบุคคล)

☐ The first-year **IJ**n 1

Please choose the answer based on your personal information. โปรดเลือกคำตอบตามข้อมูลส่วน
บุคคลของคุณ
1. Gender เพศ:
□ Female หญิง □ Male ชาย
2. Age อายุ:
☐ 14 years old /14 ปี ☐ 15 years old/15 ปี ☐ 16 years old/ 16 ปี ☐ 17 years old.
17 ปี
□ Over 17 years old/ มากกว่า 17ปี
3. Year of study at Pathum Thani Technical College ปีที่ศึกษาที่ปีที่ศึกษาที่วิทยาลัยเทคนิคปทุมธานี

☐ The second-year ปีที่ 2
☐ The third-year បីក់3
☐ The fourth-year បីที่ 4
4. What is your major?/ วิชาเอกของคุณคืออะไรคะ
☐ The accounting major/ วิชาเอกการบัญชี
☐ The marketing major/ วิชาเอกการตลาด
☐ The hotel management major/ วิชาเอกธุรกิจ
☐ The logistics major/ วิชาเอกการจัดการโลจิสติกส์
A4((O))) AA
5. Do you join any activities outside the class that require you to use Chinese? คุณเข้าร่วม
กิจกรรมนอกชั้นเรียนที่ต้องใช้ภาษาจีนหรือไม่
☐ Yes % ☐ No hild
If yes , please specify ถ้าใช่ โปรคระบุ
4.
6. Do you speak Chinese at home?
□ Yes พูด □ No ไม่พูด 7 กะเราสิด Rangsit
6.1 How often do you speak Chinese at home? คุณพูคภาษาจีนที่บ้านบ่อยแค่ไทน
□ Everyday ทุกวัน
🗖 Occasionally นานๆครั้ง 🗖 Never ไม่เคย
□ Others, please specify อื่นๆ โปรคระบุ
6.2 With whom do you speak Chinese at home? คุณพูคภาษาจีนกับใครที่บ้าน
☐ My parents พ่อแม่ของลับ

□ My grandparents ปู่/ข่า/ฅา/ขาข
🗖 My siblings พี่น้องของฉัน
☐ Others, please specify อื่นๆ โปรคระบุ
7. Do you communicate with others in Chinese? กุณสื่อสารกับผู้อื่นเป็นภาษาจีนหรือไม่
☐ Yes li ☐ No lilli
8. How long have you studied Chinese? กุณเรียนภาษาจีนกี่ปีแล้ว
🗖 Less than 1-year น้อยคว่า เป็
☐ 1-3 years 1-3 🗓
☐ 4-6 years 4-6 1
☐ More than 6 years มากกว่า 6ปี
E STATE OF THE STA
9. Please specify your final grade scores of Chinese course
โปรคระบุระคับคะแนนการสอบวิชาภาษาจีน ของคุณ:

#### PART 2: MOTIVATION (แรงจูงใก)

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

โปรคเลือกว่าคุณไม่เห็นด้วยหรือเห็นด้วยกับข้อความที่ให้มามากน้อยเพียงใด (1 = ไม่เห็นด้วยอย่างยิ่ง, 2 = ไม่เห็นด้วย, 3 = ไม่แน่ใง,

#### 4 = เห็นด้วย, 5 = เห็นด้วยอย่างยิ่ง)

	Items	1	2	3	4	5
	1. I can imagine myself living abroad and having a discussion in Chinese. ฉันสามารถจินตนาการว่าตัวเองอาศัยอยู่ต่างประเทศ					
	และสนทนาเป็นภาษ <mark>าจีน</mark>					
	2. I can imagine myself living abroad and using Chinese					
	effectively for communicating with the locals. ฉันสามารถ					
Ideal L2 Self	จินตนาการว่ <mark>าตัวเองอาศัยอยู่ต่าง</mark> ประเทศและใช้ภาษาจีนเพื่อสื่อสารกับคนในท้องถิ่นได้					
	อย่างมีประสิทธิภาพ					
	3. I can imagine a situation where I am speaking Chinese with foreigners. ฉันสามารถจินตนาการถึงสถานการณ์ที่ฉันกำลังพูดภาษาจีน					
	กับชาวต่างชาติ					
	4. I can imagine myself speaking Chinese with					
	international friends or colleagues. ฉันสามารถจินตนาการว่าตัวเอง					
	กำลังพูดภาษาจีนกับเพื่อนต่างชาติหรือเพื่อนร่วมงาน					

	5. I can imagine myself as someone who is able to speak
	Chinese fluently. ฉันสามารถจินตนาการว่าตัวเองเป็นคนที่พูดภาษาจีนได้อย่าง
	คล่องแคล่ว
	6. I can imagine myself speaking Chinese as if I were a
	native speaker of Chinese. ฉันสามารถจินตนาการว่าตัวเองกำลังพูดภาษา
	จีนประหนึ่งว่าฉันเป็นเจ้าของภาษาจีน
	7. Whenever I think of my future career, I can imagine
	myself using Chinese. เมื่อใหร่ก็ตามที่ฉันนึกถึงอาชีพในอนาคตของฉัน ฉัน
	สามารถจินตนาการว่าตัวเองใช้ภาษาจีน
	8. I can imagine myself using Chinese for the things I
	want to do in the future. ฉันสามารถจินตนาการว่าตัวเองใช้ภาษาจีนสำหรับ
	สิ่งที่ฉันอยาก <mark>ทำในอนาคต</mark>
	9. I can imagine myself studying in a university where all
	my courses are taught in Chinese. ฉันสามารถจินตนาการว่าตัวเอง
	เรียนในมหาวิทยาลัยที่ทุกหลักสูตรสอนคัวยภาษาจีน
	10. I can imagine myself being good at writing e-mails in
	Chinese. ฉันสามารถจินตนาการว่าตัวเองเขียนอีเมลเป็นภาษาจีนได้ดี
Oug ht-to	11. Learning Chinese is necessary because people around
L2	me expect me to do so. การเรียนภาษาจีนเป็นสิ่งจำเป็นเพราะคนรอบข้าง
Self	ฉันกาดหวังให้ฉันทำ

12. Learning Chinese is important to me in order to gain			
	1 1	- 1	
the approval of my peers, teachers and family.			
การเรียนภาษาจีนสำคัญต่อฉันเพื่อที่ฉันจะได้รับการขอมรับจากเพื่อน ครู และครอบครัว			
13. My parents believe that learning Chinese made me an			
educated person. พ่อแม่ของฉันเชื่อว่าการเรียนภาษาจีนทำให้ฉันเป็นคนมีการ			
ศึกษา			
14. Learning Chinese is important to me because I want			
to be an educated person. การเรียนภาษาจีนสำคัญสำหรับฉันเพราะฉัน			
อยากเป็นคนมีการ <b>ศึกษา</b>			
15. Learning Chinese is important to me because I don't			
want to disappoint my parents. การเรียนภาษาจีนสำคัญสำหรับฉัน			
เพราะฉัน ไม่อยากทำให้พ่อแม่ผิดหวัง			
16. I learn Chinese because close friends of mine think it			
is important. ฉันเรียนภาษาจีนเพราะเพื่อนสนิทของฉันกิคว่าสำคัญ			
17. Learning Chinese is important to me because the			
people I respect think that I should do it. การเรียนภาษาจีนสำคัญ			
ค่อฉัน เพราะบุคคลที่ฉันนับถือคิคว่าฉันควรเรียน			
18. Learning Chinese is important to me because other			
people will respect me more if I have knowledge of			
Chinese.			
การเรียนภาษาจีนสำคัญสำหรับฉัน เพราะคนอื่นจะเคารพฉันมากขึ้น ถ้าฉันมีความรู้			
ภาษาจีน			

	19. If I fail to learn Chinese, I'll disappoint people I
	respect.
	ถ้าฉันเรียนภาษาจีนไม่ได้ ฉันจะทำให้บุคคลที่ฉันนับถือผิดหวัง
	20. If I don't learn Chinese, my life will have a negative
	impact.
	ถ้าฉันไม่เรียนภาษาจีน ชีวิตของฉันจะได้รับผลกระทบทางลบ
	21. I like the overall atmosphere of my Chinese classes.
	ฉันชอบบรรยากาศโดยรวมของการเรียนภาษาจีนในชั้นเรียน
	22. I really enjoy learning Chinese.
	ฉันสนุกกับการเรียนภาษาจีนจริงๆ
L2 Learni	23. I would rather spend more time in my Chinese
ng	classes.
Experi ence	ฉันอยากจะใ <mark>ช้เวลาเรียนภาษาจีนในชั้</mark> นเรียนมากขึ้น
	24. I enjoy the activities of my Chinese classes.
	ฉันสนุกกับการทำกิจกรรมในชั้นเรียนภาษาจีนของฉัน
	25. My Chinese teachers have interesting teaching styles.
	ครูภาษาจีนของฉันมีรูปแบบการสอนที่น่าสนใจ
	26. I find the Chinese texts used in my classes really
	useful.
	ฉันพบว่าตำราภาษาจีนที่ใช้ในชั้นเรียนของฉันมีประโยชน์จริงๆ
	27. I find my classmates in my Chinese classes really
	friendly.
	ฉันพบว่าเพื่อนร่วมชั้นเรียนภาษาจีนของฉันเป็นมิตรมาก





COA. No. RSUERB2023-036

## Certificate of Approval **Ethics Review Board of Rangsit University**

COA. No.

COA. No. RSUERB2023-036

Protocol Title

A Correlational Study of Motivation and Achievement in Learning Chinese as A Foreign Language: A Case Study of A Public Vocational

School in Thailand

Principle Investigator

Mengxue Lan

Co-Investigator

Asst. Prof. Dr. Noparat Tananuraksakul

Affiliation

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How to review

**Expedited Review** 

Approval includes

1. Project proposal

2. Information sheet

3. Informed consent form

4. Data collection form/Program or Activity plan

Date of Approval:

31 March 2023

Date of Expiration:

31 March 2025

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

(Associate Professor Dr. Panan Ka

Chairman, Ethics Review Board for Human Research

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



The Letter of Permission to Collect Data

Langsit University Party of Rangsit University



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24 พฤษภาคม 2566

เรื่อง ขอภวามอนูเกราะห์เก็บข้อมูลวิจัย เรียน ผู้อำนวยการวิทยาลัยเทคนิคปทมธานี

ลิ่งที่ส่งมาด้วย แบบฟอร์มยินยอมการให้ข้อมูลของนักศึกษา

เนื่องด้วย Miss Lan Mengxue รหัสนักศึกษา 6407148 นักศึกษาหลักสูตรศึกษาศาสตรมหาบัณฑิต สาขาวีชาการศึกษาระบนสองภาษา วิทยาลัยครูสุริยเทพ มหาวิทยาลัยรังสิต กำลังดำเนินการวิจัย เรื่อง "A Correlational Study between Motivation and Achievement in Learning Chinese as a Foreign Language: A Case Study of a Public Vocational School in Thailand" โดยมีวัตถุประสงค์เพื่อศึกษาแรงดูงใจ และผลสับฤทธิ์ในการเรียนภาษาจีนของนักศึกษาระดับอาชีวะ โดยมี ผส.คร.นพรัตน์ ธนานุรักษากุล เป็นอาจารย์ที่ปรึกษา

ขณะนี้นักศึกษาอยู่ในขั้นตอนการเก็บรวบรวมข้อมูลการวิจัยเชิงปริมาณและเชิงคุณภาพเพื่อให้การ คำเนินการเป็น ไป ได้ด้วยความเรียบร้อยและมีประสิทธิภาพ วิทยาลัยครูสุริยเทพ มหาวิทยาลัยรังสิต จึงใคร่ขอความอนุเคราะห์จากท่านอนุญาตให้ Miss Lan Mengxue คำเนินการเก็บรวบรวมข้อมูลวิจัยด้วย ระหว่างวันที่ 1 มีอุนายน 2566 ถึงวันที่ 1 สิงหากบ 2566

จึงเรียนมาเพื่อโปรคทราบและโปรคพิจารณาให้ความอนุเคราะห์อนุญาตให้นักศึกษาตำเนินการเก็บ รวบรวมข้อมูลเพื่อการวิจัยดังกล่าวข้างต้น และวิทยาลัยกรูสุริยเทพขอขอบพระคุณท่านมา ณ โอกาลนี้

(คร.มสิวัลย์ ประดิษฐ์ธีระ)

คณบดีวิทยาลัยกรูสุริยเทพ

# Appendix D The Answers of Structured Interview Questions



Pre-determined Topic	Interview Questions	Design Purpose
Ideal L2 Self	1. How will you use Chinese in the future?	To know about participants' future desire for the purposes of they wish to use Chinese
Ought-to L2 Self	2. Have any one impacted you to learn Chinese?	To know about the impact of participants' parents, friends, teachers, family or people they respected on CFL learning
	3. How is learning Chinese useful or useless to you?	To know about the impact of participants' personal values on CFL learning
L2 Learning Experience	4. How about your Chinese classes and your classmates?	To know about the situation of participants' learning environment

# 1. How will you use Chinese in the future?

Mamaew: I want to find a good job which can communicate with Chinese, such as Chinese customer service.

Mild: If I have chance, I want to find a job in HongKong, if not, traveling is the best choice for me, because my relatives are doing business there, I want to travel there.

Maew: Finding a job in a Chinese restaurant because I can see many Chinese tourists now, if I work there, I can talk to them in their native language, which is easy for us to communicate.

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Milk: I want to find a job related to Chinese. If I have a chance, I really want to study

in China, I always dream about to study abroad.

Bam: For job-hunting.

Mint: I want to find a good job by using Chinese.

Pan: Finding a good job in China Bank.

Tonkaw: Finding a job.

2. Have any one impacted you to learn Chinese?

Mamaew: I've learned some basic Chinese words from Chinese tourists. When I go

out, I always met many Chinese tourists, I can learn some basic words

through their conversation.

Mild: No one.

Maew: I always met Chinese tourists, and sometimes they would ask questions, I want

to help them.

Milk: I have told my mom the school provided Chinese course, and she told me the

importance of learning Chinese and she supported me to learn it.

Bam: Although I am Thai, I was born in Singapore. My father have been work in

Taiwan and he taught me some simple Chinese before I went to school, so my

father influenced me a lot. He liked talking with my mom in Chinese, but just

sample words, and he enjoyed watching Jacky Chen's movie, so it inspired

me a lot to know more about Chinese culture.

Mint: I have followed a Chinese female star and enjoyed watching her TV series. I

like her so much so I want to know more about her performance and want to

understand the lines in the TV series. I like using TikTok to get more

information about her and I can learn some Chinese as well .It makes me feel

that learning Chinese is easy and comfortable, unlike at school.

Pan: Nobody.

Tonkaw: I think the Chinese tourists impacted me in some contexts, I often met them in the market and spoke Chinese.

#### 3. How is learning Chinese useful or useless to you?

Mamaew: Useful. It can help me to find a good job.

Mild: Useful, If I can speak Chinese well I may got a good job in the future.

Maew: I think it is useful because I can use it to communicate with Chinese when I go out.

Milk: Useful, because it is a international language now.

Bam: Very useful. I always meet Chinese people now, learning Chinese can help me to talk with them or have business related to Chinese.

Mint: It is very useful for me because it can help me understand a lot about China and Chinese culture.

Pan: I don't know.

Tonkaw: Useful. It may help me to work better in the future

#### 4. How about your Chinese classes and your classmates?

Mamaew: Interesting. I love studying Chinese with my teacher, because it makes me relax. My classmates are also friendly in the class.

Mild: My Chinese teacher always have a interesting teaching style, it can make me easy to learn it. My classmates are enthusiastic during Chinese classes.

Maew: The teacher taught us in an interesting way, and we are enjoy learning Chinese.

Although my classmates are friendly, small part of them did not enjoy learning Chinese and sometimes they don't come to class.

Milk: Interesting. I enjoy learning Chinese with my classmates, they are friendly.

Bam: The classes are enjoyable and the Chinese festival activities are very interesting, make me feel relax and I can learn more about Chinese culture.

Mint: I always enjoy the Chinese classes because it is interesting, and my classmates are friendly.

Pan: Interesting class. My classmates are friendly.

Tonkaw: The teacher taught it in an interesting way, and my classmates are easy to get along with.



# Biography

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