



Thai Undergraduate Students' Motivation and Achievement in Learning Chinese as a Foreign Language: A Case Study At a Private University in Thailand

แรงจูงใจและผลสัมฤทธิ์การเรียนรู้ภาษาจีนในฐานะภาษาต่างประเทศของนักศึกษาระดับ
ปริญญาตรีไทย: กรณีศึกษามหาวิทยาลัยเอกชนแห่งหนึ่งในประเทศไทย

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การวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาแรงจูงใจในการเรียนภาษาจีนในฐานะวิชาเอกในประเทศไทยของนักศึกษาไทยระดับปริญญาตรี ชั้นปีที่ 1 ปีที่ 2 ปีที่ 3 และปีที่ 4 และเพื่อทดสอบสมมติฐานว่าแรงจูงใจมีความสัมพันธ์กับผลสัมฤทธิ์ทางการเรียนหรือไม่ ด้วยการใช้แบบสอบถามและคำถามปลายเปิดออนไลน์ ผลการวิจัยเชิงปริมาณจากการสุ่มตัวอย่างนักศึกษาทุกชั้นปี จำนวน 274 คน จากมหาวิทยาลัยเอกชนแห่งหนึ่ง และผลการวิจัยเชิงคุณภาพจากนักศึกษาจำนวน 24 คน รวมทั้งกรอบการสร้างแรงจูงใจในตนเองด้วยภาษาที่สองอธิบายว่า นักศึกษามีแรงจูงใจในการเรียนภาษาจีน เนื่องจากนักศึกษามีเจตคติเชิงบวกต่อการสื่อสารกับชาวต่างชาติด้วยภาษาจีนอย่างคล่องแคล่ว ($\bar{X}=3.81$) ใช้ภาษาจีนเป็นเครื่องมือในการได้งานทำที่ดี ($\bar{X}=3.84$) และการศึกษาต่อในระดับอุดมศึกษาในอนาคต ภาระหน้าที่ส่วนตัวและวัฒนธรรมในการเชื่อฟังพ่อแม่ ($\bar{X}=3.42$) และค่านิยม ($\bar{X}=3.67$) ในการสำเร็จการศึกษาระดับปริญญาตรี เพื่อนร่วมชั้นที่เป็นมิตร และให้ความช่วยเหลืออย่างดี ($\bar{X}=4.13$) สื่อการสอนภาษาจีนที่มีประโยชน์ ($\bar{X}=3.91$) แนวทางการสอนที่น่าสนใจ ($\bar{X}=3.74$) และการเรียนภาษาจีนในห้องเรียนที่มีประโยชน์ ($\bar{X}=3.89$) ได้สร้างแรงบันดาลใจให้นักศึกษาเรียนรู้ภาษาจีนอย่างมาก ผลการวิจัยเชิงปริมาณด้านแรงจูงใจและคะแนนการสอบ HSK อย่างเป็นทางการ ซึ่งวิเคราะห์ด้วย Pearson Correlation ($r = -.08$, $p > .05$) ไม่ยืนยันสมมติฐาน อาจเป็นเพราะนักศึกษาจำนวนมากไม่ได้ใช้ภาษาจีนในการทำกิจกรรมนอกห้องเรียน หรือพูดภาษาจีนที่บ้าน ผลการวิจัยนี้เป็นประโยชน์สำหรับอาจารย์ผู้สอนภาษาจีนในบริบทไทย ซึ่งภาษาไทยเป็นภาษาเดียวที่ใช้อย่างเป็นทางการ ได้ตระหนักถึงสภาพแวดล้อมในการศึกษานี้ และเพิ่มโอกาสให้นักศึกษาไทยได้เรียนภาษาจีนมากขึ้นทั้งภายในและภายนอกห้องเรียน รวมทั้งการจัดกิจกรรมให้นักศึกษา เช่น ทักษะศึกษา และโครงการแลกเปลี่ยนระยะสั้น

คำสำคัญ : แรงจูงใจ ; การสร้างแรงจูงใจในการเรียนภาษาที่สองด้วยตนเอง ; ผลสัมฤทธิ์ทางการเรียน ; ภาษาจีนในฐานะภาษาต่างประเทศ ; การศึกษาปริญญาตรีไทย

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ABSTRACT

This study aimed to investigate motivation of the first, second, third and fourth year Thai undergraduate students in learning Chinese as a major subject and to test a hypothesis whether their motivation correlated with their learning achievement using online questionnaire and open-ended questions. The quantitative findings were randomly collected from 274 students from a private university and the qualitative findings were collected from 24 students and the framework of building self-motivation with the second language explained that the students were inspired to learn Chinese due to their positive attitudes towards the communication with foreigners in Chinese fluently ($\bar{X} = 3.81$), using the language as a tool to have a good job ($\bar{X} = 3.84$), and pursuing higher education in the future. The personal responsibilities and culture in order to obey their parents ($\bar{X} = 3.42$) and values ($\bar{X} = 3.67$) to graduate the bachelor's degree, the friendly and helpful classmates ($\bar{X} = 4.13$), useful Chinese teaching materials ($\bar{X} = 3.91$), interesting teaching approaches ($\bar{X} = 3.74$) and useful Chinese classes ($\bar{X} = 3.89$) were highly inspired students to learn Chinese. The quantitative findings of motivation and the scores of the official HSK Test analyzed by Pearson Correlation ($r = -.08, p > .05$) disconfirmed the hypothesis perhaps because many students neither used Chinese to join any activities outside the class nor spoke Chinese at home. The findings can be useful for lecturers of Chinese in a Thai context, which Thai is the only language officially used in Thailand, to be aware of the study environment and consider giving more opportunities to Thai students to study Chinese both inside and outside of the class. Activities such as field trips and short-term exchange programs are recommended.

Keywords : Motivation ; Building Motivation in the Second Language Self-Learning ; Learning Achievement ; Chinese as a Foreign Language ; Thai Undergraduate Education

Introduction

The ability to speak in different foreign languages can be something luxurious in Thai society since the majority of Thais are monolingual, and Thai is the only official language used throughout the country. With the global status of English, individuals who communicate well in this language tend to have a better employment opportunity. In fact, English is the foreign language most studied as a compulsory subject for all educational levels; Chinese comes second due to a lengthy close tie with China since Sukhothai Dynasty and its rapid economic growth. The “Belt and Road” policy strengthening contact between Thailand and China has apparently enhanced their national incomes and at the same time increasing the number of Chinese and Thai exchange students (Zeng et al., 2018) along with their governments’ educational support (Rienghong, 2021). A large group of Chinese Thai immigrants also prefer their children, who have already migrated and assimilated into this country, to learn Chinese, and by 2021, the number of people learning Chinese in Thailand exceeded 1 million (Xu et al., 2022).

Since the last decade, we have witnessed a new phenomenon as Thai parents with money and vision are willing to pay high tuition fees for their children to attend a trilingual education school at an early age so as to acquire Thai, English, and Chinese. Both public and private schools at all levels from kindergartens to high schools have started offering Chinese courses to Thai students for at least 2-16 hours a week (Worawiwat and Qian, 2019). The ones who are personally and socially aspired to learn Chinese may pursue their higher education overseas or locally. Their personal and social aspirations reflect motivation or a driving force for learning Chinese, which is one of the important learner factors for successful language



learning. Hussein and Bajalani (2019) posits that language learners can highly succeed in learning if they are intrinsically motivated because they have an innate desire and interest to make an effort to reach their goals. Teachers' support, enjoyable activities, and rewards can also extrinsically motivate learners to learn because these are external factors that can increase their positive attitudes toward learning and teaching.

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

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

To shed light on the aforementioned arguments, the second language motivational self-system (L2MSS) constructed by Dörnyei (2005) was applied because it was a comprehensive framework that was built on several previous motivational constructs practical for classroom learning contexts (Dörnyei, 2014). L2MSS has been heavily applied to study motivation in learning English as a foreign language (EFL) in different contexts (e.g. Taguchi, Magid and Papi, 2009; Subekti, 2018); fewer studies in motivation in learning CFL (e.g. Lin, 2018; Kong et al., 2018; Li and Diamantidaki, 2018). This paper used the L2MSS framework to explain the way in which Thai undergraduate students were motivated to learn Chinese as their major and the scores of the official HSK Test to investigate relationship between their motivation and achievement in learning CFL. The findings could be beneficial to lecturers of Chinese to be fully aware of the teaching and learning context of study.

Research Objectives

The aims were to investigate the following:

1. the way in which Thai undergraduate students were motivated to learn Chinese as their major.
2. relationship between Thai undergraduate students motivation and their achievement in learning CFL.

In order to fulfill the two objectives, this study sought to answer one research question and tested one hypothesis as follows :

Research Question : What was Thai undergraduate students' motivation in learning Chinese as their major?

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

Literature Review

The L2MSS framework constructed by Dörnyei (2005) was applied to explain the way in which the Thai undergraduate students were motivated to learn Chinese as their major in Thailand where they most likely learned the language in a classroom setting. The framework comprises three dimensions: ideal L2 self, ought-to L2 self, and L2 learning experience. The ideal L2 self is an individual's future desire for what he or she hopes to use the target language for, so this motivational dimension departing from one's personal needs is associated with both integrative and instrumental orientations, similar to intrinsic and extrinsic motivation. Language learners are driven to success by the ideal L2 self when they have positive attitudes towards the people and the culture of the target language community as they hope to be part of the community and interact with the native speakers (integrative orientation). They may also highly desire to use the target language as a tool to reach success in the future such as a dream job, passing a language exam and a pursuit of higher education (instrumental orientation).

Ought-to L2 self refers to attributes (i.e., personal and social duties, obligations and responsibilities) learners believe they should possess (Dörnyei, 2014), influenced by their personal values, their parents, their friends, their teachers, their family, and the people they respected, mostly related to the extrinsic motivation and fewer instrumental orientations (Subekti, 2018). The learners are inspired to acquire the target language by the ought-to L2 self when they study hard because they want to maintain good relationships with others who think the language is important and think that the language can help them become an educated person (instrumental orientation). The L2 learning experience explains factors that are related to learners' immediate learning environment like teachers, curriculum, and learner groups can motivate them to learn the target language (Dörnyei, 2014). This motivational dimension plays an important role in language learning when they perceive they can learn the target language better if their teachers are helpful, their classmates are friendly, and their class is interesting with various activities and useful teaching materials (Taguchi, Magid and Papi, 2009). Although the application of L2MSS was diverse in other learning contexts such as America, England, and Korea, none of them investigated Thai undergraduate students' motivation using the L2MSS framework and included all university years of study from freshman to senior.

Past studies that applied the L2MSS (Dörnyei, 2005) to investigate undergraduate students' motivation in learning CFL in different contexts revealed contradictory findings. For example, in America, Lin (2018) found that the first two dimensions' levels were high indicating that American undergraduate students had positive attitudes toward the Chinese community because they hoped to communicate with Chinese people in the future. However, they rarely had a chance to talk to anyone in Chinese outside the class. Contrary to Kong et al., (2018) who studied in the context of Korea and highlighted that the first dimension was a stronger motivator than the second one, which implied that Korean undergraduate students chose to study Chinese mainly because they hoped to use this language fluently for international work in the future. In England, Li and Diamantidaki (2018) discovered a positive relationship between the ideal L2 self and CFL learning but the ought-to L2 self negatively predicted language learning because English undergraduate students learned Chinese out of their personal interest, rather than being externally pressured by someone. It can be said that the L2 learning experience highly influenced undergraduate students' efforts to learn Chinese in various contexts.



During the last five years, although the application of L2MSS was diverse in other learning contexts such as America, England, and Korea, fewer studies investigated Thai students' motivation and achievement in learning CFL in Thai contexts, and none of them investigated Thai undergraduate students' motivation in learning CFL using the L2MSS framework and including all university years of study from freshman to senior. For example, Huang and Lynch (2019) found that students of grades 3, 4 and 5 had a high level of motivation while Zheng and Lynch (2021) indicated grade 6 students' slightly low level of motivation in CFL learning. In addition, they employed a final assessment test to assess their student participants' Chinese learning achievement. The results from both studies showed that the students lacked exposure to Chinese in their daily life, but the relationship between their motivation and learning achievement was not the same. While the first study showed a significant relationship between these two variables, the second study indicated a weak correlation.

To measure the target students' individual achievement in learning CFL, the official HSK Test has been used by the target university, an international standard measurement for non-native speakers' Chinese proficiency, comprising six levels and two kinds of evaluation criteria (Chen, 2022). Out of 200 marks, they should get 120 marks to pass HSK1 and HSK2. If they receive over 160 marks, they highly accomplish it. Out of 300 marks, they should get 180 marks to pass HSK3, HSK4, HSK5, and HSK6. If they receive over 240 marks, they have high achievement. The details of HSK were showed in Table1.

Table 1 The Standard of HSK

The Level of HSK	Full Score	Required Score	Low Level	High Level
HSK1	200	≥120	120-160	≥160
HSK2	200	≥120	120-160	≥160
HSK3	300	≥180	180-240	≥240
HSK4	300	≥180	180-240	≥240
HSK5	300	≥180	180-240	≥240
HSK6	300	≥180	180-240	≥240

Conceptual Framework

In this study, motivation and achievement in learning CFL were the two key concepts, and both were variables found to be interdependent in different study contexts (Kong et al., 2018 ; Lin, 2018 ; Li and Diamantidaki, 2018 ; Zheng and Lynch, 2021) in that foreign language learners with a high level of motivation could perform and learn better than the ones with a low level. The Thai undergraduate students' level of motivation to learn or major in Chinese in Thailand (an independent variable) could influence their learning achievement, a dependent variable. Their motivation may be high or low. If they had high motivation, they would receive high scores of HSK Test, and vice versa. This argument showed the correlation between these two variables with the application of the L2MSS framework (Dörnyei, 2005) shown in Figure 1.

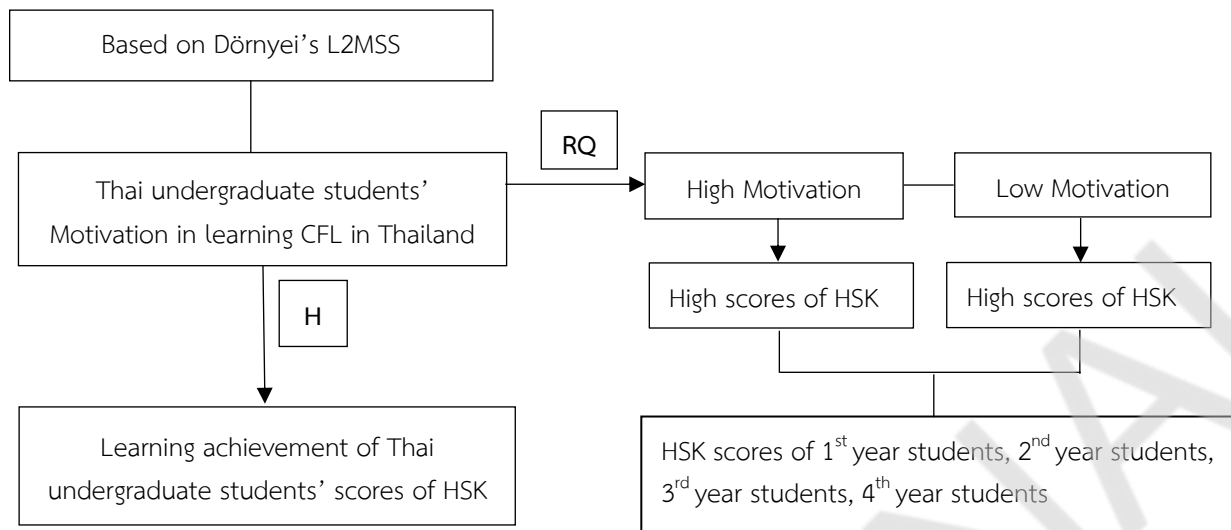


Figure 1 A Conceptual Framework

Research Methodology

Population and Sample

The population was 332 Thai undergraduate students who enrolled in Chinese major in 2022 at the target university, and 274 of them were selected using a stratified random sampling for a quantitative sample. Finally, 68 first-year students, 67 second-year students, 70 third-year students and 69 fourth-year students took part and completed the questionnaire. Based on these 274 participants' level of motivation only seen by the researcher, a simple random sampling technique was applied to select two groups of low and high levels of motivation to complete the online open-ended questions. Twelve of each group gave their insightful opinions about motivation.

Research Instruments

The online questionnaire was constructed based on the L2MSS framework (Dörnyei, 2005) and made through Google Forms. It had two parts: demographic information (gender, age, year of study, situation of using CFL, length of learning CFL, and HSK level and scores); and motivation in learning CFL using 5-Likert scales to measure all 27 items. Items 1-10, which measured Ideal L2 Self and Items 11-20 for Ought-to L2 Self were drawn from Taguchi, Magid and Papi (2009) ; Items 21-27 adapted from Subekti (2018) measured L2 Learning Experience. Seven online open-ended questions were constructed based on the survey findings, distributed to the participants through Google Forms, which could encourage them to write about their opinions and experiences in CFL learning in detail. Those questions included: 1) how will you use Chinese in the future? 2) is it important for you to speak like a native Chinese speaker? Why so or why not? 3) how about writing in Chinese? 4) how is learning Chinese important to you? 5) has anyone had any impact on your Chinese learning? If yes, in what way? 6) what do you think about your Chinese classes? Why so or why not? 7) how about your classmates?

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. Most items were scored between 0.67 and 1.00, which showed that they were valid for data collection. Those seven open-ended questions had scores of 0.33, which were modified. One item scored 0, which was deleted. Then, a pilot study was conducted with participants from another university similar to the target group to evaluate the reliability of the



questionnaire using Cronbach's Alpha coefficient (Bujang, Omar and Baharum, 2018). The result of Cronbach's alpha was 0.804, higher than 0.7, so the questionnaire was reliable.

Data Collection

For the quantitative data collection, the researcher had direct contact with the lecturers of the Chinese Program for assistance in recruiting participants who could complete the online questionnaire on a voluntary basis. The lecturers emailed the link of the questionnaire to the participants in May, 2022. After two months, the online questionnaire was turned off because the first sample and email information were successfully recorded on Google Forms, useful to collect qualitative data. After that, the researcher could see the participants level of motivation, the email addresses of 24 participants could be selected and sent to the lecturers who then emailed the link of the open-ended questions to the participants in July, 2022. Eventually, all 24 participants of the target group voluntarily participated in writing the answers on Google Forms and completed that in two weeks. During the qualitative data collection, in order to make questions understood and answered better, the Thai language was used which was translated by the native Thai lecturer who was the researcher's advisor. In addition, the written answers were recorded with their permission.

Data Analysis

The research question and to confirm the hypothesis in this study, quantitative and qualitative data were analyzed, which were from questionnaires and open-end questions. Firstly, Statistical Product and Service Solutions (SPSS) was used to analyze the quantitative data: frequency and percentage for the demographic information; mean scores and standard deviations (SD) for CFL learning motivation; and Pearson (r) correlation for relations between the motivation and the HSK scores. They were interpreted according to the 5-rating scales (strongly disagree/lowest degree = 1.00-1.80; disagree/low degree = 1.81-2.60; uncertain/moderate degree = 2.61-3.40; agree/high degree = 3.41-4.20; strongly agree/highest degree = 4.21-5.00). Secondly, MAXQDA was applied to analyze the qualitative data (Bergman, 2008), which were first coded into three themes of ideal L2 self, ought-to L2 self and L2 learning experience. Then they were regrouped into these sub-themes: plans of using Chinese in the future, importance of Chinese accent, the importance of writing in Chinese, benefits of learning Chinese, others' impacts on Chinese learning, the Chinese classes, and the classmates. After that, they were gone through peer review, which made the findings reliable to support and supplement the quantitative results.

Results and Discussion

To meet the first objective, the quantitative results collected from 274 Thai undergraduate students were based on the L2MSS framework, consisting of ideal L2 self, ought-to L2 self, and L2 learning experience (Dörnyei, 2005), shown in Tables 2, 3, 4 and 5. The qualitative results from 24 of them were only used to support and supplement the quantitative results.

1. The Thai undergraduate students motivation to learn Chinese as their major

According to the quantitative results, the first-year and the second-year students' motivation was at a high level (\bar{X} = 3.48 and \bar{X} = 3.48, respectively) while the third-year and the fourth-year students' motivation was at a Moderate level (\bar{X} = 3.40 and \bar{X} = 3.35, respectively). In addition, the results of L2MSS were shown in Table 2. The overall mean of L2MSS was 3.49, which was higher than 3.40, indicating that Thai undergraduate students had a high level of motivation in learning CFL. Both ideal L2 self and L2

learning experience were similarly at a high level, while the mean score of ought-to L2 self at the range of 2.61-3.40, meaning that was at a moderate level.

Table 2 Descriptive Statistics of L2MSS (n=274)

Dimension	Mean	S.D.	Meaning
Ideal L2 Self	3.62	0.89	High degree of motivation
Ought-to L2 Self	3.01	1.23	Moderate degree of motivation
L2 Learning Experience	3.83	0.95	High degree of motivation
Overall Mean	3.49	1.02	High degree of motivation

The results of the ideal L2 self were shown in Table 3. The mean scores of most items ranged between 3.46 and 3.87, higher than 3.40, but Items 6 and 10 ranged between 3.34 and 3.37, lower than 3.40, meaning that the target students had a strong desire to picture themselves using and speaking Chinese fluently rather than natively in the future and made an effort to learn CFL (Kong et al., 2018). The qualitative results also supported these quantitative outcomes as most of the participants with a high level of motivation hoped to use Chinese for their future work and a pursuit of higher education. Most of them also hoped to additionally use Chinese for future travel overseas and to teach their family members. Three participants had positive attitudes towards the Chinese community because they highly desired to use Chinese to communicate with native Chinese speakers.

Table 3 Descriptive Statistics of ideal L2 self (n=274)

Item	Mean	S.D.	Meaning
1. I can imagine myself living abroad and having a discussion in Chinese.	3.64	0.89	High degree
2. I can imagine myself living abroad and using Chinese effectively for communicating with the locals.	3.46	0.93	High degree
3. I can imagine a situation where I am speaking Chinese with foreigners.	3.78	0.71	High degree
4. I can imagine myself speaking Chinese with international friends or colleagues.	3.81	0.76	High degree
5. I can imagine myself as someone who is able to speak Chinese fluently.	3.52	0.98	High degree
6. I can imagine myself speaking Chinese as if I were a native speaker of Chinese.	3.34	1.00	Moderate degree
7. Whenever I think of my future career, I can imagine myself using Chinese.	3.84	0.89	High degree
8. I can imagine myself using Chinese for the things I want to do in the future.	3.87	0.87	High degree

**Table 3** (Continue)

Item	Mean	S.D.	Meaning
9. I can imagine myself studying in a university where all my courses are in Chinese.	3.56	0.96	High degree
10. I can imagine myself being good at writing e-mails in Chinese.	3.37	0.92	Moderate degree
Overall Mean	3.62	0.89	High degree

The results of the ought-to L2 self were shown in Table 4. The mean scores of most items ranged between 2.65 and 3.31 lower than 3.40, which indicated a moderate level. Items 14 and 15 ranged between 3.42 and 3.67, higher than 3.40, which was particularly high. Items 16 and 20 were similarly low because their mean scores were 2.40, below 2.60. Thus in the present study, the students were moderately influenced to learn Chinese because of their parents' value in learning Chinese, their friends, their teachers, their family, and people they respected. However, they were highly influenced to learn Chinese because of their personal values in both being educated and having a good relationship with their parents. Apparently, they disagree that their close friends were influential in their Chinese learning and that they learned the language in order to avoid a negative impact. The findings revealed the impacts of personal and social duties from others and themselves on their Chinese learning to avoid the negative impacts, similar to the findings of Li and Diamantidaki (2018). In line with the qualitative results, all of the participants with a high level of motivation showed that nobody influenced them to learn CFL. Two high-motivated students and seven low-motivated students thought that learning Chinese could fulfil their dream job while five people said it brought benefits to the pursuit of higher education.

Table 4 Descriptive Statistics of ought-to L2 self (n=274)

Item	Mean	S.D.	Meaning
11. Learning Chinese is necessary because people around me expect me to do so.	3.30	1.30	Moderate degree
12. Learning Chinese is important to me in order to gain the approval of my peers, teachers and family.	3.05	1.31	Moderate degree
13. My parents believe that learning Chinese made me an educated person.	3.31	1.23	Moderate degree
14. Learning Chinese is important to me because I want to be an educated person.	3.67	1.00	High degree
15. Learning Chinese because I don't want to disappoint my parents.	3.42	1.25	High degree
16. I learn Chinese because close friends of mine think it is important.	2.40	1.26	Low degree

Table 4 (Continue)

Item	Mean	S.D.	Meaning
17. Learning Chinese is important to me because the people I respect think that I should do it.	2.95	1.33	Moderate degree
18. Learning Chinese is important to me because other people will respect me more if I have knowledge of Chinese.	2.93	1.22	Moderate degree
19. If I fail to learn Chinese, I'll disappoint people I respect.	2.65	1.24	Moderate degree
20. If I don't learn Chinese, my life will have a negative impact.	2.40	1.20	Low degree
Overall Mean	3.01	1.23	Moderate degree

The results of the L2 learning experience were shown in Table 5. The mean scores of all items ranged between 3.59 and 4.13, which were higher than 3.40. The results meant that all items were high, indicating that the students were positively impacted to learn Chinese due to their friendly classmates, useful Chinese texts used in their classes, the overall atmosphere of their Chinese classes, their teachers' interesting teaching styles, the activities of their Chinese classes, and their preference to spend more time in their classes, which paralleled with the study of Kong et al (2018) in Korea, reporting that this dimension was the most powerful motivation in learning CFL and further implied that students learning experience and environment could increase their level of CFL learning motivation. The qualitative results also showed that Chinese classes and classmates had powerful impacts on their learning since eight participants with a high level of motivation thought their Chinese classes were beneficial and motivated them to learn more. Eleven participants had positive attitudes toward group work with classmates perceived to be friendly and helpful, and they felt motivated to learn Chinese in the classroom.

Table 5 Descriptive Statistics of L2 Learning Experience (n=274)

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

2. The relationship between motivation and achievement in CFL learning

Table 6 showed the relationship between motivation and achievement in CFL learning, which indicated that the first-year students with a high level of motivation had a high level of learning achievement. The second-year students had a high level of motivation, but they received a low level of learning achievement. The third-year and the fourth-year students obtained a low level of learning achievement, but both groups had a moderate level of motivation. The overall results showed a negative relationship because the students with a high level of motivation had a low level of learning achievement.

**Table 6** The respondents level of motivation and HSK scores

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

When using the Pearson (r) correlation to calculate the overall relationship between the students motivation and achievement in CFL learning, the results shown in Table 7 indicated that there was a negative correlation between these two variables: $r(259) = -.08, p > .05$. Therefore, in this study, the quantitative findings did not confirm the hypothesis.

Table 7 Pearson (r) correlation between the overall students' motivation and their learning achievement

Correlation between Motivation and Learning Achievement	
Pearson Correlation	-.08
Sig. (2-tailed)	.41
n	259

Table 8 showed the relationship between L2MSS and the students learning achievement, which indicated that there was no relationship between ideal L2 self and their overall learning achievement because the $r(259) = .03, p > .05$, while ought-to L2 self and L2 learning experience had a negative relationship with their learning achievement: $r(259) = -.17, r(259) = -.08, p > .05$.

Although the first-year students' motivation in CFL learning was as high as their learning achievement, the findings showed a weak relationship between the ideal L2 self and the achievement: $r(62) = .12, p > .05$, indicating that the students with a positive attitude and a stronger desire to use Chinese as an instrument in the future would highly achieve in learning (Lin, 2018 ; Li and Diamantidaki, 2018). The ought-to L2 self and L2 learning experience were negatively correlated with the achievement: $r(62) = -.10, r(62) = -.15, p > .05$, which implied that these two dimensions negatively impacted the students learning and highly demotivated them to make efforts to study hard (Li and Diamantidaki, 2018).

The second-year students' motivation in CFL learning was high contrary to their learning achievement, the results showed that ideal L2 self and L2 learning experience had a negative relationship with their learning achievement: $r(67) = -.04, r(67) = -.14, p > .05$, indicating these two dimensions negatively predicted the achievement (Kong et al., 2018). There was a weak relationship between ought-to L2 self and their learning achievement: $r(67) = .17, p > .05$, indicating ought-to L2 self was a predictor of the achievement (Lin, 2018).

While the third-year students' motivation in CFL learning was moderate, their learning achievement was low. Their ideal L2 self had a weak relationship with the achievement: $r(70) = .11, p > .05$, implying that this dimension could make language learners' effort to improve their learning achievement (Lin, 2018). The Thai students' L2 learning experience and achievement were not correlated while their ought-to L2 self was negatively correlated with their achievement: $r(70) = .09, r(70) = -.06, p > .05$, indicating these two dimensions cannot predict their learning achievement (Li and Diamantidaki, 2018).

The fourth-year students' motivation was moderate while they had low learning achievement, the results showed that there was no relationship between their learning achievement and ideal L2 self: $r(60) = .08, p > .05$, contrary to the study by Lin (2018) conducted in America and Kong et al. (2018) in Korea revealing that the ideal L2 self could boost language learners' efforts to learn Chinese as it was the stronger motivator in CFL learning. However, the ought-to L2 self had a significantly negative relationship with their learning achievement: $r(60) = -.42$ and $p < .05$, L2 learning experience also negatively correlated with their learning achievement: $r(60) = -.19, p > .05$, indicating these two dimensions cannot predict their achievement in CFL learning (Li and Diamantidaki, 2018).

Table 8 Pearson (r) correlation between L2MSS and the student's learning achievement

Learning Achievement		Ideal L2 Self	Ought-to L2 Self	L2 Learning Experience
The First-Year (n=62)	Pearson Correlation	.12	-.10	-.15
	Sig. (2-tailed)	.67	.71	.58
The Second-Year (n=67)	Pearson Correlation	-.04	.17	-.14
	Sig. (2-tailed)	.83	.31	.40
The Third-Year (n=70)	Pearson Correlation	.11	-.06	.09
	Sig. (2-tailed)	.63	.79	.67
The Fourth-Year (n=60)	Pearson Correlation	.08	-.42*	-.19
	Sig. (2-tailed)	.67	.02	.29
Overall (n=259)	Pearson Correlation	.03	-.17	-.08
	Sig. (2-tailed)	.74	.10	.44

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

The Thai undergraduate students levels of motivation were found to vary perhaps because they lacked opportunities to practice Chinese in a suitable and effective environment which may stimulate them to learn CFL (Chang, 2019). Based on their demographic information, 75% of the respondents did not use Chinese to join any activities outside the class, 78% did not speak Chinese at home, and 71% did not communicate with others in Chinese. In fact, most of them (42%) have only learned Chinese for less than four years, which was said to be inadequate as Dewi (2020) contended that Indonesian students who had studied Chinese for more than four years would be highly motivated to make much effort for CFL learning achievement.

Conclusion

The present study used a mixed-method design and the L2MSS framework consisting of three dimensions i.e., ideal L2 self, ought-to L2 self, and L2 learning experience (Dörnyei, 2005) to investigate the way in which Thai undergraduate students were motivated to learn Chinese as their major. The quantitative results collected from 274 Thai undergraduate students enrolled in the Chinese Program showed that they had a high level of CFL learning motivation. In the present context, the ideal L2 self explained that positive attitudes towards communicating with foreigners in Chinese fluently rather than natively (integrative motivation), using Chinese as a tool to get a good job, and pursuing higher education in the future (instrumental motivation) were factors that highly inspired them to learn CFL. The ought-to L2 self-explained their personal and cultural duties to obey their parents and personal values to finish the bachelor's degree (instrumental motivation). In Thai culture, it is important to maintain a good relationship with their parents,



win honors and gain face (Suvongse and Chanyoo, 2022). The L2 learning experience explained that friendly and helpful classmates, useful Chinese materials, Chinese teachers interesting teaching styles, and useful Chinese classes were factors that highly inspired them to learn CFL. The qualitative results from 12 high-motivated students and other 12 low-motivated students also were in line with the quantitative outcomes, which indicated that they intrinsically desired to communicate with foreigners using Chinese fluently rather than natively as a tool for to get a good job and pursue higher education, while their Chinese classes taught by native and non-native Chinese lecturers and Thai classmates extrinsically increase their positive attitudes toward learning CFL. Their power of self was mostly a driving force for learning CFL.

The quantitative results analyzed by Pearson (r) correlation disconfirmed the hypothesis, for the students motivation negatively correlated with their learning achievement. However, the findings of the first-year student explained that they were mostly inspired to accomplish learning by what they personally and socially valued, rather than by being externally pressured from their friends, their parents, and the people they respected. The second-year students studied hard because they wanted to be educated and did not want to disappoint their parents. The third-year students' CFL learning achievement was highly motivated by their innate desire and interest. However, all three dimensions of L2MSS could not predict the fourth-year students CFL learning achievement because none of these dimensions was correlated with their learning achievement or their HSK scores.

Contribution

Two implications from the findings can be useful for Chinese lecturers to be aware of. The present study context, where the target group of students had less chance to be exposed to Chinese outside the class, and the length of learning the language limited their learning accomplishment or passing the HSK level required by the Chinese Program.

Limitation

The study was limited by a single target group of 274 students recruited from one private university; therefore, the results might not be generalized to all universities in Thailand.

Suggestion

The same study replicated in different contexts is recommended for future studies. In addition, lecturers of Chinese in a Thai context, where Thai is the only language officially used in Thailand, should consider giving more opportunities to their Thai students to Chinese exposure both inside and outside of the class. Activities such as excursions and short-term exchange programs to China or Taiwan where they are only allowed to use Chinese as a part of their daily life during the entire trips are recommended.

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