

A COMPARATIVE STUDY OF ATTITUDES TOWARD LEARNING CHINESE AS A FOREIGN LANGUAGE OF GRADES 3-4 STUDENTS AT AN INTERNATIONAL SCHOOL IN SAMUT PRAKARN, THAILAND

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Abstract: This study was conducted to investigate 63 Grade 3 and 66 Grade 4 students' attitudes toward learning Chinese as a foreign language (in terms of affective, behavioral and cognitive components) at an international school in academic year 2018-2019 in Samut Prakarn, Thailand. It was designed as a quantitative and comparative study. An adopted version of The Attitude toward Learning Chinese as a Foreign Language Questionnaire by Abidin, Pour-Mohammadi and Alzwari (2012) was used for data collection. The questionnaire included three subscales (attitude in terms of affective component, attitude in terms of behavioral component and attitude in terms of cognitive component) to discover the students' attitudes toward learning Chinese as a foreign language. The data collected from the 129 questionnaires were analyzed by means and standard deviations, a multivariate analysis of variance (MANOVA) and independent samples *t*-tests. These were used to determine whether there was a significant difference between Grades 3 and 4 students' attitudes toward learning Chinese as a foreign language (in terms of affective component, behavioral component and cognitive component). The study suggested that there was a significant difference between Grades 3 and 4 students' attitudes toward learning Chinese as a foreign language.

Keywords: Attitude Toward Learning Chinese as a Foreign Language, Grades and Language attitudes, Primary Year Program, Samut Prakarn, Thailand.

Introduction

Thailand has the largest Chinese population in Southeast Asia. The Chinese ethnic group makes up a population of approximately six to nine million people, accounting 10 to 14% of the Thai population as of 2012. According to the investigation in 2013 by Masuntisuk, more than 700 schools in Thailand

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provide Chinese courses. For Chinese schools, Chinese classes are compulsory from kindergarten to high school. However, for public and private schools, Chinese classes are provided as electives or after school activities.

Unlike other schools in Thailand, the target school in this study chose to nurture students' Chinese proficiency with immersion pedagogy from nursery to Grade 5. The learning of a second language can be more effective by engaging students in daily conversations, and the outcomes and progress of learning a second language at an early age are more significant than at an older age (Krashen, 1981). Therefore, the target school uses Chinese as one of the languages of instruction starting from nursery rather than using only Thai or English, hoping that with a rich Chinese environment, students can get used to Chinese and be able to use Chinese to learn other subjects such as mathematics, science, etc.

According to previous research, attitudes affect individuals' learning of a second language (Gardner, 1985), and is a key factor to either success or failure to learners at any level of education. Students of the target school are taught with the same curriculum, learned under the same context, and shared the same vision with the school for a long time; however, the researcher has observed that only some students perform well in a Chinese class, and the rest perform rather poorly. In addition, the difficulty of Chinese course in primary school increases in Grade 3 and reaches to the peak in Grade 4. Therefore, the researcher wonders that as the number of years in learning Chinese increase, will the students' learning attitudes toward learning Chinese as a foreign language be different? This study tried to answer the following question: whether or not there is a significant difference between Grades 3 and 4 students' attitudes toward learning Chinese as a foreign language.

Research Objectives

There were two research objectives:

1. To determine Grades 3 and 4 students' levels of attitudes toward learning Chinese as a foreign language at an international school in Samut Prakarn, Thailand.
 - 1.1 To determine Grades 3 and 4 students' levels of attitudes toward learning Chinese as a foreign language in terms of affective component at an international school in Samut Prakarn, Thailand.
 - 1.2 To determine Grades 3 and 4 students' levels of attitudes toward learning Chinese as a foreign language in terms of behavioral component at an international school in Samut Prakarn, Thailand.

- 1.3 To determine Grades 3 and 4 students' levels of attitudes toward learning Chinese as a foreign language in terms of cognitive component at an international school in Samut Prakarn, Thailand.
2. To determine if there is a significant difference between Grades 3 and 4 students' attitudes toward learning Chinese as a foreign language (in terms of affective component, behavioral component and cognitive component) at an international school in Samut Prakarn, Thailand.
 - 2.1 To determine if there is a significant difference between Grades 3 and 4 students' attitudes toward learning Chinese as a foreign language in terms of affective component at an international school in Samut Prakarn, Thailand.
 - 2.2 To determine if there is a significant difference between Grades 3 and 4 students' attitudes toward learning Chinese as a foreign language in terms of behavioral component at an international school in Samut Prakarn, Thailand.
 - 2.3 To determine if there is a significant difference between Grades 3 and 4 students' attitudes toward learning Chinese as a foreign language in terms of cognitive component at an international school in Samut Prakarn, Thailand.

Literature Review

The ABC Model of Attitude Formation

The ABC model of attitude formation is one of the most cited (Eagly & Chaiken, 1998; van den Berg, S.R. Manstead, van der Pligt, & H.J. Wigboldus, 2006) models of attitude. Wenden (1991) suggested a theory about classifying attitude into three interrelated components, affective, behavioral and cognitive. The ABC model of attitude formation shows that the three components of attitude are A for Affective, B for Behavioral and C for Cognitive. Affective component represents the individual's feelings about an attitude object. For instance, "I like Chinese". Behavioral component represents the individual's intention toward an attitude object. For example, "I will learn Chinese if I have the opportunity". Cognitive component represents the beliefs an individual has about an attitude object, such as "I believe that learning Chinese can benefit my future work". The three components are empirically distinct but moderately correlated with each other (Breckler, 1984). Ajzen (1991) indicated that, only changing a person's attitude affectively and cognitively is not enough to influence a person's behavior. Equipping someone with the ability to execute their thoughts, an acceptable level of confidence and cognition, the value of interacting with others in order

to create more intention, and providing an environment of moderate autonomy are all needed to make a person change. An individual's attitude and the achievement of learning can influence each other. Since attitude is a continued favorable or unfavorable impression of people, issues, objects, or events, it can be gained from learning, namely, it can be taught as well (Hsu, 1986). Besides studying in pedagogy, educators should pay attention to students' attitude in learning.

The Relation Between Learners' Attitude and Second Language Learning Achievement

Gardner and Lambert (1972) pointed out the attitude toward learning a second language is language learners' tendency of likes or dislikes to the language itself and the countries or people using the language. Many studies (e.g., Lambert, 1967, Muller & Miller, 1970) also suggested that learner's attitude toward learning itself is an important factor in second language learning. Kara (2009) asserted that a positive attitude can lead to learners' positive behaviors toward studying, for example, they have been observed to be more longing to solve problems, and to learn useful information and skills for their daily life.

Attitudes Toward Learning Chinese

Li and Cao (2015) conducted a study to examine students' attitudes, including affection, behavior, and cognition toward Chinese learning and the relation between the attitude toward Chinese and the interest in the Chinese language and culture. The result showed that learners' cognition influences behavior, and behavior, to a certain extent, influences learners' affection to a language. Besides, learners with pragmatic motivation are more proactive, and are more interested in the Chinese language and culture.

In Thailand, Chinese have been included at every level of education for four decades, and offered as a foreign or second language in public, private schools, and different programs of study and levels. Luo and Limpapath (2016) conducted a study to explore Thai senior high school students' attitudes toward learning Chinese, and examined the influence of gender and learning programs on the attitudes toward learning Chinese. The two different learning programs in the study are Chinese Language major and English and Mathematics major with a minor in Chinese. The result showed that the students in Chinese Language Program have more positive attitudes toward learning Chinese as a foreign language than those in English and Mathematics with a minor in Chinese.

The Relation Between Learning Attitude and Years of Learning

Al-Zahrani (2008) conducted a study to examine Saudi students' attitudes toward English. The result revealed that there was not any clear difference between the learning attitude toward English and years of learning as the descriptive statistics showed that the respondents in the three years had the same level of attitude.

A similar study conducted by Abidin et al. (2012) to determine Libyan secondary school students' learning attitudes toward English in terms of the affective, behavioral, cognitive components. It also investigated if there was any significant difference in the students' learning attitudes toward English on gender, field and years of study. The result also showed that all the respondents in the three years' category had the same level of attitude toward English learning. These studies reflected the similarity in the content and the design of English curriculums.

Background of the School

The target school in this study is an international school that offers nursery to Grade 12 located in Bang Kaew, Samut Prakarn, Thailand, and it was founded in 2001. The target school has over 580 students and the majority is Thai. The target school offers full immersion in English, Chinese and Thai, and it is the only fully trilingual international school in Thailand using the International Baccalaureate program (IB hereafter). Grades 1-4 students in Primary Year Program (PYP hereafter) have a half-day Chinese class and a half-day English class every day. In Chinese classes, teachers focus on two parts: language arts (LA hereafter), the learning for Chinese proficiency and Unit of Inquiry (UOI hereafter). Grade 5 is different from Grades 1-4. When students go up to Grade 5, the Chinese classes become one hour per day, and the content is more focused on LA.

Conceptual Framework

This study aimed to compare students' general attitudes toward learning Chinese as a foreign language at the same international school but in different grade levels, Grades 3 and 4. The study also compared the students' attitudes toward learning Chinese as a foreign language in terms of affective component, behavioral component and cognitive component.

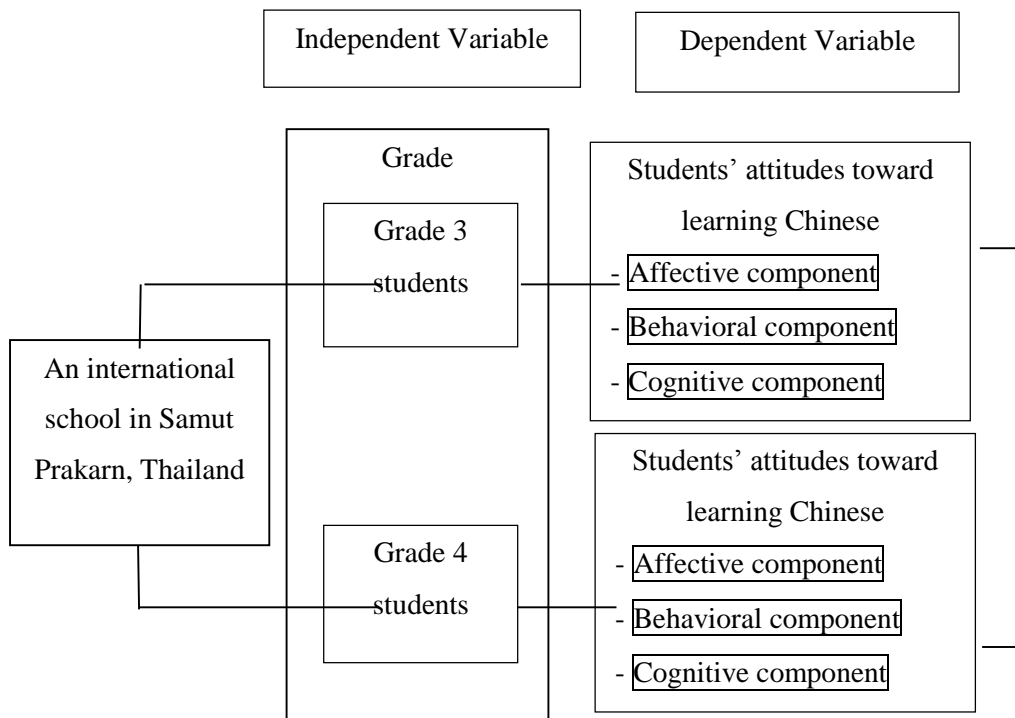


Figure 1. Conceptual Framework of this study

Instrument

In this study, the research instrument was an attitude questionnaire adopted from the previous study by Abidin et al. (2012). The instrument contained two parts: the first part was to collect students' demographic profile. The second part was 45 5-point Likert scale items. The overall reliability of the questionnaire high ($\alpha=.92$).

Sample

The target sample of this study was 63 Grade 3 students and 66 Grade 4 students in the primary year program in the academic year 2018-2019 at an international school in Samut Prakarn, Thailand.

Findings

The findings were clarified and presented according to the research objectives.

Research Objective One

To determine Grades 3 and 4 students' levels of attitudes toward learning Chinese as a foreign language at an international school in Samut Prakarn, Thailand.

Table 1 showed the mean scores, standard deviations, and interpretations of Grades 3 and 4 students' attitudes toward learning Chinese as a foreign language.

Table 1. *Mean Scores, Standard Deviations, and Interpretations of Grades 3 and 4 Students' Attitudes Toward Learning Chinese as a Foreign Language*

Grade level	<i>N</i>	<i>M</i>	<i>SD</i>	Interpretation
Grade 3	63	3.25	1.19	Neutral
Grade 4	66	3.50	1.17	Neutral

Table 2-7 showed the mean scores, standard deviations, and interpretations of Grade 3 and Grade 4 students' attitudes toward learning Chinese as a foreign language in terms of affective component, behavioral component and cognitive component.

Table 2. *Mean Scores, Standard Deviations, and Interpretations of Grade 3 Students' Attitudes Toward Learning Chinese as a Foreign Language in Terms of Affective Component*

Item	Statement	<i>M</i>	<i>SD</i>	Interpretation of attitudes
3	I feel proud when studying Chinese language	3.50	1.19	Neutral
4	I feel excited when I communicate in Chinese with others	3.02	1.21	Neutral
10	I don't get anxious when I have to answer a question in my Chinese class	3.35	1.06	Neutral
11	Studying foreign languages like Chinese is enjoyable	3.25	1.20	Neutral
14	To be inquisitive makes me study Chinese well	3.27	.97	Neutral
15	Studying Chinese makes me have good emotions (feelings)	3.08	1.22	Neutral
16	I prefer studying in my mother tongue rather than any other foreign language	2.94	1.13	Neutral
23	I enjoy doing activities in Chinese	3.46	1.10	Neutral
24	I do not like studying Chinese	3.38	1.36	Neutral
27	I wish I could speak Chinese fluently	3.90	1.23	Positive
28	I am interested in studying Chinese	3.22	1.28	Neutral
32	Studying Chinese subject makes me feel more confident	3.11	1.27	Neutral
33	To be honest, I really have little interest in my Chinese class	3.05	1.33	Neutral

Item	Statement	<i>M</i>	<i>SD</i>	Interpretation of attitudes
43	Knowing Chinese is an important goal in my life	3.46	1.26	Neutral
44	I look forward to the time I spend in Chinese class	2.94	1.23	Neutral
	Overall	3.26	1.20	Neutral

Table 3. Mean Scores, Standard Deviations, and Interpretations of Grade 4 Students' Attitudes Toward Learning Chinese as a Foreign Language in Terms of Affective Component

Item	Statement	<i>M</i>	<i>SD</i>	Interpretation of attitudes
3	I feel proud when studying Chinese language	3.77	1.03	Positive
4	I feel excited when I communicate in Chinese with others	3.29	1.11	Neutral
10	I don't get anxious when I have to answer a question in my Chinese class	3.48	1.17	Neutral
11	Studying foreign languages like Chinese is enjoyable	3.45	1.08	Neutral
14	To be inquisitive makes me study Chinese well.	3.52	.96	Positive
15	Studying Chinese makes me have good emotions (feelings)	3.39	1.12	Neutral
16	I prefer studying in my mother tongue rather than any other foreign language	3.17	1.41	Neutral
23	I enjoy doing activities in Chinese	3.94	.99	Positive
24	I do not like studying Chinese	3.82	1.12	Positive
27	I wish I could speak Chinese fluently	4.09	1.12	Positive
28	I am interested in studying Chinese	3.62	1.21	Positive
32	Studying Chinese subject makes me feel more confident	3.48	1.18	Neutral
33	To be honest, I really have little interest in my Chinese class	2.85	1.30	Neutral
43	Knowing Chinese is an important goal in my life	3.97	1.21	Positive
44	I look forward to the time I spend in Chinese class	3.29	1.25	Neutral
	Overall	3.54	1.15	Positive

Table 4. *Mean Scores, Standard Deviations, and Interpretations of Grade 3 Students' Attitudes Toward Learning Chinese as a Foreign Language in Terms of Behavioral Component*

Item	Statement	<i>M</i>	<i>SD</i>	Interpretation of attitudes
5	Speaking Chinese anywhere makes me feel worried	3.30	1.42	Neutral
6	Studying Chinese helps me to have good relationships with friends	3.35	1.22	Neutral
7	I like to give opinions during Chinese lessons	2.95	1.18	Neutral
12	I am able to make myself pay attention during studying Chinese	3.59	1.09	Positive
13	When I hear a student in my class speaking Chinese well, I like to practice speaking with him/her	2.75	1.23	Neutral
17	Studying Chinese makes me have more confidence in expressing myself	3.10	1.17	Neutral
18	Studying Chinese helps me to improve my personality	2.97	1.23	Neutral
19	I put off my Chinese homework as much as possible	2.86	1.34	Neutral
25	I am not relaxed whenever I have to speak in my Chinese class	3.29	1.30	Neutral
26	I feel embarrassed to speak Chinese in front of other students	3.14	1.42	Neutral
35	I like to practice Chinese the way native speakers do	3.02	1.28	Neutral
37	I wish I could have many Chinese speaking friends	2.90	1.40	Neutral
38	When I miss the class, I never ask my friends or teachers for the homework on what has been taught	3.33	1.32	Neutral
42	I do not feel enthusiastic to come to class when the Chinese is being taught	3.10	1.28	Neutral
45	I do not pay any attention when my Chinese teacher is explaining the lesson	3.57	1.13	Positive
Overall		3.15	1.26	Neutral

Table 5. Mean Scores, Standard Deviations, and Interpretations of Grade 4 Students' Attitudes Toward Learning Chinese as a Foreign Language in Terms of Behavioral Component

Item	Statement	<i>M</i>	<i>SD</i>	Interpretation of attitudes
5	Speaking Chinese anywhere makes me feel worried	3.24	1.52	Neutral
6	Studying Chinese helps me to have good relationships with friends	3.03	1.21	Neutral
7	I like to give opinions during Chinese lessons	3.39	1.07	Neutral
12	I am able to make myself pay attention during studying Chinese	3.77	1.02	Positive
13	When I hear a student in my class speaking Chinese well, I like to practice speaking with him/her	2.89	1.23	Neutral
17	Studying Chinese makes me have more confidence in expressing myself	3.44	1.20	Neutral
18	Studying Chinese helps me to improve my personality	3.70	1.19	Positive
19	I put off my Chinese homework as much as possible	2.58	1.41	Neutral
25	I am not relaxed whenever I have to speak in my Chinese class	3.53	1.21	Positive
26	I feel embarrassed to speak Chinese in front of other students	3.15	1.55	Neutral
35	I like to practice Chinese the way native speakers do	3.36	1.34	Neutral
37	I wish I could have many Chinese speaking friends	3.00	1.26	Neutral
38	When I miss the class, I never ask my friends or teachers for the homework on what has been taught	3.58	1.43	Positive
42	I do not feel enthusiastic to come to class when the Chinese is being taught	3.00	1.25	Neutral
45	I do not pay any attention when my Chinese teacher is explaining the lesson	3.58	1.13	Positive
Overall		3.28	1.26	Neutral

Table 6. *Mean Scores, Standard Deviations, and Interpretations of Grade 3 Students' Attitudes Toward Learning Chinese as a Foreign Language in Terms of Cognitive Component*

Item	Statement	<i>M</i>	<i>SD</i>	Interpretation of attitudes
1	Studying Chinese is important because it will make me more educated	3.57	.93	Positive
2	Being good at Chinese will help me study other subjects well	3.14	1.19	Neutral
8	I have more knowledge and more understanding when studying Chinese	3.35	1.18	Neutral
9	I look forward to studying more Chinese in the future	3.51	1.22	Positive
20	Studying Chinese helps me getting new information in which I can link to my previous knowledge	3.60	1.13	Positive
21	I cannot to summarize the important points in the Chinese subject content by myself	3.14	1.08	Neutral
22	Frankly, I study Chinese just to pass the exams	2.78	1.22	Neutral
29	In my opinion, people who speak more than one language are very knowledgeable	3.65	1.30	Positive
30	Studying Chinese helps me communicate in Chinese effectively	3.60	1.06	Positive
31	I cannot apply the knowledge from Chinese subject in my real life	3.33	1.14	Neutral
34	Studying Chinese makes me able to create new thoughts	3.52	1.10	Positive
36	I am able to think and analyze the content in Chinese language	3.16	.97	Neutral
39	I am not satisfied with my performance in the Chinese subject	3.27	1.14	Neutral
40	In my opinion, Chinese language is difficult and complicated to learn	2.89	1.23	Neutral
41	Chinese subject has the content that covers many fields of knowledge	3.37	1.18	Positive
Overall		3.33	1.13	Neutral

Table 7. Mean Scores, Standard Deviations, and Interpretations of Grade 4 Students' Attitudes Toward Learning Chinese as a Foreign Language in Terms of Cognitive Component

Item	Statement	<i>M</i>	<i>SD</i>	Interpretation of attitudes
1	Studying Chinese is important because it will make me more educated	4.24	.79	Positive
2	Being good at Chinese will help me study other subjects well	3.64	1.03	Positive
8	I have more knowledge and more understanding when studying Chinese	3.74	1.06	Positive
9	I look forward to studying more Chinese in the future	3.56	1.25	Positive
20	Studying Chinese helps me getting new information in which I can link to my previous knowledge	3.89	1.01	Positive
21	I cannot to summarize the important points in the Chinese subject content by myself	3.30	1.08	Neutral
22	Frankly, I study Chinese just to pass the exams	3.39	1.33	Neutral
29	In my opinion, people who speak more than one language are very knowledgeable	4.12	1.02	Positive
30	Studying Chinese helps me communicate in Chinese effectively	4.02	.94	Positive
31	I cannot apply the knowledge from Chinese subject in my real life	3.50	1.34	Neutral
34	Studying Chinese makes me able to create new thoughts	3.83	1.05	Positive
36	I am able to think and analyze the content in Chinese language	3.52	1.07	Positive
39	I am not satisfied with my performance in the Chinese subject	3.41	1.23	Neutral
40	In my opinion, Chinese language is difficult and complicated to learn	3.14	1.45	Neutral
41	Chinese subject has the content that covers many fields of knowledge	3.71	1.16	Positive
Overall		3.67	1.12	Positive

Research Objective Two

To determine if there is a significant difference between Grades 3 and 4 students' attitudes toward learning Chinese as a foreign language (in terms of affective component, behavioral component and cognitive component) at an international school in Thailand.

Table 8 showed the results of MANOVA test.

Table 8. *Results of the MANOVA Test of Grades 3 and 4 Students' Attitudes Toward Learning Chinese as a Foreign Language in Terms of Affective Component, Behavioral Component and Cognitive Component*

Grade level	Attitude toward Chinese language subscale						Pillai's <i>V</i>	<i>dfs</i>		<i>F</i>	<i>p</i>
	Affective		Behavioral		Cognitive			Between groups	Within groups		
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>					
Grade 3	3.26	1.20	3.15	1.26	3.33	1.13	.13	3	125	6.14	.001
Grade 4	3.54	1.15	3.28	1.26	3.67	1.12					

Table 9-11 showed the results of the independent samples *t*-test of Grades 3 and 4 students' attitude toward learning Chinese as a foreign language in terms of affective component, behavioral component and cognitive component. The Significance level was set at $p = .05$.

Table 9. *Results of the Independent Samples t-Test of Grades 3 and 4 Students' Attitudes Toward Learning Chinese as a Foreign Language in Terms of Affective Component*

Grade level	<i>N</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>
Grade 3	63	3.26	1.20	127	- 2.51	.013
Grade 4	66	3.54	1.15			

Table 10. *Results of the Independent Samples t-Test of Grades 3 and 4 Students' Attitudes Toward Learning Chinese as a Foreign Language in Terms of Behavioral Component*

Grade level	<i>N</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>
Grade 3	63	3.15	1.26	127	- 1.24	.22
Grade 4	66	3.28	1.26			

Table 11. *Results of the Independent Samples t-Test of Grades 3 and 4 Students' Attitudes Toward Learning Chinese as a Foreign Language in Terms of Cognitive Component*

Grade level	<i>N</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>
Grade 3	63	3.33	1.13	127	- 3.47	.001
Grade 4	66	3.67	1.12			

Conclusions

The following conclusions were made according to the findings.

Research Objective One

1. Overall, as the students' grade levels progress, their attitudes toward learning Chinese as a foreign language remain the same.
2. Grade 4 students show more enthusiasm toward learning Chinese as a foreign language than Grade 3 students.
3. All students show some degrees of learning behavior when they learn Chinese no matter like it or not.
4. Grade 4 students pay more attention to the value of Chinese language learning than Grade 3 students.

Research Objective Two

1. Overall, Grade 4 students had significantly more positive attitudes toward learning Chinese as a foreign language than Grade 3 students had.
2. Grade 4 students had significantly more positive attitudes toward learning Chinese as a foreign language in terms of affective component compared to Grade 3 students.
3. Grade 4 students had neither significantly more positive nor more negative attitudes toward learning Chinese as a foreign language in terms of behavioral component compared to Grade 3 students.
4. Grade 4 students had significantly more positive attitudes toward learning Chinese as a foreign language in terms of cognitive component compared to Grade 3 students.

Discussion

Research Objective One

Grade 3 students in this research showed neutral attitude in terms of the three components. According to the researcher's observation, when students are promoted to Grade 3 and above, they are encouraged to write Chinese characters rather than using spelling. In addition, the types of question in every test turn to be diverse and more difficult. This result indicated that Grade 3 students need more time than Grade 4 students to accommodate themselves to more challenging Chinese courses, and it is a crucial year for Grade 3 students to determine their attitudes. Grade 4 students overall held positive attitude

toward learning Chinese. This result indicated that they have more confidence in learning Chinese, and know about their levels of Chinese proficiency, but these are not enough to bring more positive learning behaviors. Maybe they need to know more reasons about why they have to learn Chinese, how Chinese can benefit their life, or how they can have more autonomy for the way of learning Chinese.

Research Objective Two

Based on the findings obtained from the questionnaires and the inferential statistics, the results did not agree with the previous research findings of Al-Zahrani (2008) and Abidin et al. (2012) which demonstrated that there was no clear difference between the attitude toward English and years of learning due to the similarity in the content and design of English curriculum among different grades. Nevertheless, the content and design of Chinese curriculum among different grade levels differ at the target school. According to the researcher's experience, at the target school, the difficult degree of Chinese courses starts to increase dramatically in Grade 3, and reach the peak in Grade 4. Even though each grade level in PYP at the target school learns the same transdisciplinary themes, each grade level would inquire into these themes from different sides. On the other hand, the reason why there was no significant difference between the two grade levels students' attitude in terms of behavioral component might be the same as what Ajzen (1991) indicated in the research work. That is the lack of higher level of intention, or students' ability do not meet the standard to empower student agency in learning.

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