



Comparative Study of Students' Motivation in Learning Chinese as a Foreign Language

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Abstract

Purpose: This study aimed to determine whether there was a significant difference in motivation for learning Chinese as a foreign language according to their private Chinese supplementary tutoring status and linguistic Background of Grades 10 and 11 students at a private school in Bangkok, Thailand. **Research design, data and methodology:** A convenience sample of 280 students were chosen to take the questionnaire of Grade 10 and 11 students at the targeted school during the academic year 2021-2022. For the data collection, the researcher adapted Gardner's (2004) Attitude/Motivation Test Battery (AMTB) for motivation for learning Chinese as a foreign language to measure participants scales. **Results:** The result from the one-way ANOVA test showed that there was a statistically significant difference in motivation for learning Chinese as a foreign language among Grade 10 students according to their linguistic background but none for Grade 11 students at a private school in Bangkok, Thailand. **Conclusions:** The overall level of the participants' motivation level for learning Chinese as a foreign language according to their private Chinese supplementary tutoring status and linguistic background was interpreted as slightly high.

Keywords: Chinese as a Foreign Language, Private Tutoring, Linguistic Background, Private Tutoring

JEL Classification Code: C12, I20, I21, N35

1. Introduction

Learning has always been a part of human nature, to learn, understand and strive. Education is merely a tool of enhancement, without the motivation of wanting to learn, education may as well be meaningless. This chapter presents the background of the study, the statement of the problem, the research questions with corresponding objectives and hypotheses. It also includes the theoretical framework, conceptual framework of this study, the scope of the study, followed by the definition of terms, and concludes with the significance of the study.

The importance of motivation helps make education richer in culture and language for everyone (Hassan et al., 2010). In today's 21st century information society, language competency and intercultural awareness are no longer optional skills, but rather an importance of being part of a global citizen (MacIntyre & Blackie, 2012). The Chinese language has become important for economic growth, and learning the language brings great economic value

especially in the Association of Southeast Asian Nations (ASEAN) countries (Cheung, 2004).

The learning of a second foreign language (L2) motivation research may be traced back to social psychology because learning a language of another community is linked to the learners' social attitude toward the language (Ghazvini & Khajehpour, 2011). The socio-educational model's main focus is language learning motivation, which is concerned with accounting for the fundamental mechanism behind individual variations in language acquisition success (Gardner, 2010).

Private tutoring helps pupils to learn and thus extends their human capital which can, in turn, contribute to economic development (Bray, 1999). There was an ascendant craze in Thailand about the Chinese language, and this started in 2003 when the MOE (Ministry of Thailand in Education) invited 23 volunteer teachers of Chinese from Yunnan Normal University to teach in private schools across the country. More than 700 schools in Thailand, from kindergarten to secondary school, offered different types of Chinese language courses (Marisa Chimprabha Yunnan,



2015, June 15). This informal education service of tutoring is delivered by mainstream teachers, college students, retired teachers, community members, or even university professors (Wei & Guan, 2021). In 1999, Bray further defined the connotation of private tutoring, which includes two aspects. The first one is that the subject taught in private tutoring are the same subjects taught in mainstream schools, which refers mainly to academic courses; the second refers to the tutoring services provided by enterprises or individuals that are for-profit-based (Wei & Guan, 2021).

More than 300,000 families were transnational marriage families in Thailand, with their babies born in a bi-or multilingual family background (Xia, 2019). The linguistic background has been shown to influence the educational aspects of students learning a foreign language (Snodin & Young, 2015).

2. Research Objectives

The following were the specific research objectives addressed in this study.

1. To determine the level of motivation for learning Chinese as a foreign language, of Grade 10 students according to private Chinese supplementary tutoring status, at a private school in Bangkok, Thailand.
2. To determine the level of motivation for learning Chinese as a foreign language, of Grade 11 students according to private Chinese supplementary tutoring status, at a private school in Bangkok, Thailand.
3. To determine the level of motivation for learning Chinese as a foreign language of Grade 10 students according to their linguistic background as a monolingualism, bilingualism, or multilingualism at a private school in Bangkok, Thailand.
4. To determine the level of motivation for learning Chinese as a foreign language of Grade 11 students according to their linguistic background as a monolingualism, bilingualism, or multilingualism at a private school in Bangkok, Thailand.
5. To determine whether there is a significant difference in motivation for learning Chinese as a foreign language of Grade 10 students according to th

eir private Chinese supplementary tutoring status, at a private school in Bangkok, Thailand.

6. To determine whether there is a significant difference in motivation for learning Chinese as a foreign language of Grade 11 students according to their private Chinese supplementary tutoring status, at a private school in Bangkok, Thailand.
7. To determine whether there is a significant different in motivation for learning Chinese as a foreign language of Grade 10 students according to their linguistic background as a monolingualism, bilingualism, or multilingualism, at a private school in Bangkok, Thailand.
8. To determine whether there is a significant different in motivation for learning Chinese as a foreign language of Grade 11 students according to their linguistic background as a monolingualism, bilingualism, or multilingualism, at a private school in Bangkok, Thailand.

3. Theoretical Framework

This study was conducted based on the socio-educational model of second language acquisition as supporting theory.

3.1 Socio-Educational Model of Second Language Acquisition

The socio-educational model of second language acquisition is a framework that describes the factors that mainly affect the language learning process. This model is primarily focused on motivation and the components that have influence on it. According to Gardner (2010), the students' motivation for learning a second or foreign language is comprised of three variables, which are *motivational intensity* (i.e., the amount of individual effort put by a language learner into learning the language), *desire to learn English* (i.e., the enthusiasm or keenness of a language learner toward mastery and acquiring understanding of the English language), and *attitudes toward learning English* (i.e., the enduring preconceived notions, evaluations, and positive or negative feelings about learning English and its related activities that guide a language learner's actions and reactions while learning the language). In order to measure motivation for learning EFL and its subscales, Gardner developed the Attitude/Motivation Test Battery (Gardner, 2010).



4. Conceptual Framework

Figure 1 represents the conceptual framework of the study. The independent study aims to measure the difference of motivation for leaning Chinese as a foreign language according to their private Chinese supplementary tutoring and linguistic background of Grades 10 and 11 students at a private school in Bangkok, Thailand

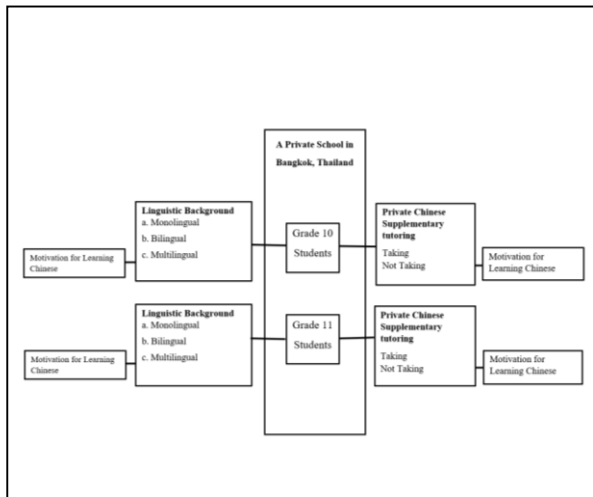


Figure 1: Conceptual Framework for the Current Study

1. Literature Review

Motivation is a behavior toward a specific goal. It is a crucial part that one must have when working towards their goal, it is the reason we do anything at all. While the concept of motivation may seem simple, a lot of research are done to define motivation concept in many different angles. When a student is motivated, it typically has to do with their desire to participate and their involvement reflects the reason of their goal (Lumsden, 1994). The original research in motivation for second language learning comes from the learners' social dispositions towards the speech community (Ghazvini & Khajehpour, 2011), Lambert and Gardner are the pioneers in this field of motivation for second language learning. The level of relationship between students' own cultural background has a lot of influence on when it comes down to them learning a second language and learning in general (Gardner & Lambert, 1972).

Given the growing importance of multilingualism across

the world, the ability to speak more than one language is becoming advantageous. In recent years one of the fastest growing interests of language that has become popular in the Asian region is Mandarin the official language of China. With political strength and economic growth in China today, learning Chinese language became extremely popular and attractive to many foreigners. Mandarin is not only highly sought after in Asia but also in the western world, in the United States, Mandarin is now the number one choice when it comes down to picking a foreign language to learn (Hussein et al., 2011). The Ministry of Education MOE in Thailand has recorded more than 166 public and 187 private schools (a total of 353 schools) that provide Chinese language as part of their curriculum earliest from elementary to high school students (Lei, 2007). However, a serious question arises with the popularity of the Chinese language comes down to the quality assurance in teaching Chinese in Thailand. To respond to this question a number of scholars examined the success of Chinese language teaching at various level of education (Theeravit, 2008). The result generated from these studies congruently indicated that Chinese language learning in Thailand suffers from a lack of qualified teachers, the lack of focus when it comes to communicating, the inadequacy of the curriculum, materials etc (Theeravit, 2008). It revealed that several teachers that taught Chinese language could not communicate in Thai or English making it more difficult to teach and learn (Lei, 2007). The materials used to teach Chinese language are designed to teach foreigners studying Chinese in China, not Thai learners in Thailand (Kanoksilapatham, 2011). With this finding there may be a cultural gap between teachers and students. In year 2005 an establishment was introduced to assess learners' quality with National Institute of Educational Testing Services (NIETS). NIETS is a public organization that offers services from elementary to high school level and tertiary levels (Kanoksilapatham, 2011). Since then, NIETS has been responsible for two major types of tests for all university admission. Under the NIETS organization they also offer language aptitude tests for 6 foreign languages including Chinese labeled under Professional Aptitude Test 4 (PAT4) (Kanoksilapatham, 2011). For a language to be successful, schools or language learning school are important because they make up for the shortfall if family fails to pass on the their native language (Zalvide & Cenoz, 2008). Learning multiple languages can always be count as advantages in future endeavors (Bialystok & Viswanathan, 2009). Nowadays, parents are selecting English or Chinese-medium schools to secure



advantages for their children (Phillipson, 2012) but it does not mean that the school system will fit every parents' ideal purpose. The motivation for choosing to learn a foreign language can be from a sense of belonging or group identity. Choice of school is a practical matter, regardless how well the education system informs them about the possible outcomes. For a language to be successful, schools or language learning school are important because they make up for the shortfall if family fails to pass on the their native language (Zalbide & Cenoz, 2008). Learning multiple languages can always be count as advantages in future endeavors (Bialystok & Viswanathan, 2009). When defining monolingualism it is known as being able to speak only one language or a person who knows and uses only one language (Richards & Schmidt, 2002). Monolingualists can still possess the knowledge of other languages but still classify as a monolingualism (Ellis, 2006), however, the recognition of another language often enough can lead to a person becoming a bilingualists. However, the use of the term monolingualism can be common because some people still do not have the access to more than one language but having someone who can say 'sawadeeka' or 'xiexie' to the range of someone who studied one or more language but did not complete the course can still be considered as bilingualists (Cook, 1999). More people around the world are learning to speak and learn more than one language, due to factors from increased of international migrants and economic growth. Bilingualism education is a method of language planning that sometimes tries to assimilate indigenous and immigrants populations (Baker, 2002). Being a bilingualism allows you to language shift, speakers make changes from Language A to Language B in different situations which creates a mix of the original languages (Siebenhütter, 2020). Multilingual language follows the path of bilingual acquisition. There are some similarities, but some differences were also found. Apart from one speaker speaking more than two languages which makes them a trilingual speaker there is not much of a difference to bilingual speakers (Hoffmann, 2001), scholars are dealing with the problem of use of term, rather than using bilingualism or trilingualism the term should just be "multilingualism". In summary, a third language acquisition in a school context is no longer rare but it is already widespread because of the trend to introduce more foreign language from an early age.

6. Methodology/Procedure

In this section, details on the study's population, sample and research instruments are provided.

6.1. Population and Sample

This research was conducted on a population sample comprised of all 280 students from Grades 10 and 11 who were enrolled in academic year 2021 – 2022 at a private school in Bangkok, Thailand.

6.2. Research Instruments

This study was conducted using the following research instruments: the Questionnaire of Motivation for Learning Chinese as a Second Language, of a private school in Bangkok, Thailand academic year 2021 – 2022. To measure each participations' motivation toward learning Chinese as a foreign language, the researcher used the measure and construct of Attitude/Motivation Test Battery AMTB for Chinese as a foreign language to investigate a) the motivation level for learning Chinese as a foreign language for students according to their private Chinese supplementary tutoring status, b) the motivation level for learning Chinese as a foreign language for students according to their linguistic background. The socio-education model of second language acquisition is a model that shows individual differences variables in second language learning process in a formal environment. Although second language courses are offered at school, learners often approach to the process differently. Therefore, providing a fundamental research to investigate roles of attitudes and motivation for foreign and second language becomes Gardner and Lambert's approach to research (Gardner, 2006). It emphasizes the concept that language learning differs from other academic learning in that it embraces both the acquisition of skills and the behavioral patterns of another culture (Cai & Lynch, 2016). One of the main purpose that this theory was developed was to measure the interest in a foreign language because it was felt that individuals who are interested in learning were also open to adopting feature from another culture (Gardner, 2006).

The 30 items chosen from the AMTB, 15 positively and 15 negatively worded, were distributed as follows: 10 items about motivational intensity (Items 1-10), 10 items about desire to learn Chinese (Items 11-20), and 10 items about



attitudes toward learning Chinese (Items 21-30). A 6-point Likert scale (1 = *strongly disagree*, 2 = *moderately disagree*, 3 = *slightly disagree*, 4 = *slightly agree*, 5 = *moderately agree*, 6 = *strongly agree*) was used to rate the extent of agreement with the statements on each item (see Appendix 1).

Table 1: Reliability Statistics of Part I and II of Cronbach's Alpha Value and Current Study of Grade 10 and Grade 11

Subscale	Cronbach's alpha value			
	Brazil 2006	Japan 2006	Grade 10	Grade 11
Motivational Intensity	.75	.77	.79	.82
Desire to learn English	.86	.87	.90	.91
Attitude toward learning English	.91	.92	.90	.89
Overall	.84	.85	.95	.95

7. Research Findings

The research findings obtained from the data collection and analysis follows, presented by research objective. For the data analysis, negatively worded items were reverse coded in order to average them with the positively worded ones, and then create a composite mean score of each of the motivation-related variables.

7.1. Findings From Research Objective 1

Regarding to Research Objective 1, the following findings were obtained of mean scores and standard deviations of Grade 10 Students' motivation for learning Chinese as a foreign language according to their private Chinese supplementary tutoring status.

- The level of Grade 10 students' motivation for learning Chinese according to taking private Chinese supplementary tutoring, $M = 3.73$, $SD = .86$.
- The level of Grade 10 students' motivation for learning Chinese according to not taking private Chinese supplementary tutoring, $M = 3.98$, $SD = .89$.

7.2 Findings From Research Objective 2

Regarding to Research Objective 2, the following findings were obtained of mean scores and standard deviations of Grade 11 Students' motivation for learning Chinese as a foreign language according to their private Chinese supplementary tutoring status.

- The level of Grade 11 students' motivation for learning Chinese according to taking private Chinese supplementary tutoring, $M = 3.97$, $SD = .87$.
- The level of Grade 11 students' motivation for learning Chinese according to not taking private Chinese supplementary tutoring, $M = 3.96$, $SD = .92$.

7.3 Findings From Research Objective 3

Regarding to Research Objective 3, the following findings were obtained of mean scores and standard deviations of Grade 10 Students' motivation for learning Chinese as a foreign language according to their linguistic background as a monolingualism, bilingualism, or multilingualism.

- The level of Grade 10 students' motivation for learning Chinese according to monolingual linguistic background, $M = 4.42$, $SD = .86$.
- The level of Grade 10 students' motivation for learning Chinese according to bilingual linguistic background, $M = 4.01$, $SD = .83$.
- The level of Grade 10 students' motivation for learning Chinese according to multilingual linguistic background, $M = 3.50$, $SD = .82$.

7.4 Findings From Research Objective 4

Regarding to Research Objective 4, the following findings were obtained of mean scores and standard deviations of Grade 11 Students' motivation for learning Chinese as a foreign language according to their linguistic background as a monolingualism, bilingualism, or multilingualism.

- The level of Grade 11 students' motivation for learning Chinese according to monolingual linguistic background, $M = 4.28$, $SD = .63$.
- The level of Grade 11 students' motivation for learning Chinese according to bilingual linguistic background, $M = 3.89$, $SD = .97$.
- The level of Grade 11 students' motivation for learning Chinese according to multilingual linguistic background, $M = 3.98$, $SD = .84$.



7.5 Findings From Research Objective 5

Table 2 displays the overall mean scores, standard deviations and interpretations from Independent Samples *t*-Test of Grades 10 motivation for learning Chinese as a foreign language according to their private Chinese supplementary tutoring status at a private school in Bangkok, Thailand.

Table 2: Result of the Independent Samples *t*-Test Comparing Grade 10 Students Private Supplementary Tutoring Status at a Private School in Bangkok, Thailand

Tutoring status	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Taking	47	3.73	.86	-1.60	138	.113
Not Taking	93	3.98	.89			

Note. Significance level was set at $p = .05$

- There was no significant difference in the perception of motivation for learning Chinese as a foreign language among Grade 10 students according to their private Chinese supplementary tutoring status (for Grade 10 students, $t(138) = -1.60, p = .113$)

7.6 Findings From Research Objective 6

Table 3 displays the overall mean scores, standard deviations and interpretations from Independent Samples *t*-Test of Grades 11 motivation for learning Chinese as a foreign language according to their private Chinese supplementary tutoring status at a private school in Bangkok, Thailand.

Table 3: Result of the Independent Samples *t*-Test Comparing Grade 11 Students Private Supplementary Tutoring Status at a Private School in Bangkok, Thailand

Tutoring status	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Taking	23	4.00	.87	.049	138	.961
Not Taking	117	3.96	.32			

Note. Significance level was set at $p = .05$

- There was no significant difference in the perception of motivation for learning Chinese as a foreign language among Grade 11 students according to their private Chinese supplementary tutoring status (for Grade 10 students, $t(138) = 0.49, p = .961$)

7.7 Findings From Research Objective 7

Table 4 displays the overall mean scores, standard deviations and interpretations from one-way ANOVA of Grades 10 motivation for learning Chinese as a foreign language according to their linguistic background at a private school in Bangkok, Thailand.

Table 4: One Way ANOVA Analysis of the Three Different Linguistic Background for the Study of Motivation for Learning Chinese as a Foreign Language Among Grade 10 Students According to their Linguistic Background at a Private School in Bangkok, Thailand

Linguistic background	<i>N</i>	<i>M</i>	<i>SD</i>	dfs		<i>F</i>	<i>p</i>
				Between groups	Within groups		
Monolingual	21	4.42	.86	2	137	10.10	.001
Bilingual	72	4.00	.83				
Multilingual	47	3.50	.82				

- The results from the one way ANOVA test showed that there was a statistically significant difference in motivation for learning Chinese as a foreign language among Grade 10 students according to their linguistic background at a private school in Bangkok, Thailand, $F(2, 137) = 10.10, p = .001$. Therefore, the researcher had to run a Scheffé's post hoc multiple comparison test to determine which groups were significantly different. Table 4 displays the result of the Scheffé's post hoc test.

Table 5: Results of the Scheffé's Post Hoc Analysis to Determine Whether There was a Significant Difference in Motivation for Learning Chinese as a Foreign Language Within Grade 10 Students According to Their Linguistic Background, at a Private School in Bangkok, Thailand

Linguist background	Monolingual	Bilingual	Multilingual
Monolingual			
Bilingual	-.41 (.112)		
Multilingual	-.92 ($<.001$)	-.50 ($<.001$)	

Note. Denotes a statistically significant difference (statistical significance level set at $p = .05$, two tailed). *p*-values appear within parentheses under the mean difference values.

- The results from the Scheffé's post hoc multiple comparison test (Table 5) revealed that, regarding participants' motivation for learning Chinese as a foreign



language within Grade 10 students according to their linguistic background, at a private school in Bangkok, Thailand monolinguals were significantly different from multilingual ones (p = .001) and bilinguals were significantly different from multilingual ones (p = .001). The post hoc analysis also indicated that the overall motivation for learning Chinese as a foreign language was significantly higher for monolingual students (M = 4.42, SD = .86), bilingual students (M = 4.00, SD = .83) and multilingual students only at (M = 3.50, SD = .82).

7.8 Findings From Research Objective 8

Table 6 displays the overall mean scores, standard deviations and interpretations of Grade 11 students' motivation for learning Chinese as a foreign language according to their linguistic background at a private school in Bangkok, Thailand.

Table 6: One Way ANOVA Analysis of the Three Different Linguistic Background for the Study of Motivation for Learning Chinese as a Foreign Language Among Grade 11 Students According to Their Linguistic Background at a Private School in Bangkok, Thailand

Linguistic background	N	M	SD	dfs		F	p
				Between groups	Within groups		
Monolingual	15	4.28	.63	2	137	1.19	.308
Bilingual	82	3.89	.97				
Multilingual	43	3.98	.84				

- The results from the one way ANOVA test showed that there was no statistically significant difference in motivation for learning Chinese as a foreign language among grade 11 students according to their linguistic background at a private school in Bangkok, Thailand, $F(2, 137) = 1.19, p = .308$.

8. Discussion

In this section, a discussion of the research findings from the current study is provided, by relating such findings with the ones reported by previous research studies of motivation for learning Chinese as foreign language, private supplementary class, and linguistic background.

8.1. Motivation for Learning Chinese as a Foreign Language

The result of the current study revealed that the level of motivation for learning Chinese as a foreign language held by Grades 10 and 11 students according to their private Chinese supplementary tutoring class at a private school in Bangkok, Thailand was found to be slightly high in both taking and not taking. Motivation is a behavior towards a specific goal, it is an important factor to hold when working towards a goal. When a student is motivated, it typically is a good sign because they have the desire to learn and participate better which reflects on their learning behavior (Lumsden, 1994). It is also accepted by both teachers and researchers' that motivation is one of the main factors that help influence the success of a second language and in this case, Chinese as a foreign language (Dörnyei, 1998).

8.2. Private Supplementary Class

Supplementary classes or shadow education has been widely popular in Asian countries (Bray & Kwo, 2014). Private Supplementary tutoring is a form of class taken outside standard school hours with fee-paying that mimics the mainstream regular school system (Bray & Lykins, 2012). Classes can go by in different forms, the mainstream ones is where children attend classes at another place or family's employ private tutor to come teach at home to help with their school work or learning an extra language (Ireson & Rushforth, 2005). The researcher believes that the time committed into learning Chinese as a foreign language can provide the students with opportunities to be more exposed to not only the language but also the culture making a lot of schools find the importance of including Chinese language as part of their academic curriculum achievement.

The results of this current study revealed that the level of motivation for learning Chinese as a foreign language according to their private Chinese supplementary tutoring status of Grades 10 and 11 students at a private school in Bangkok, Thailand has slightly high interpretation for both taking and not taking Chinese supplementary tutoring. Students who are not taking private Chinese supplementary tutoring outside from the school, are still required to attend the school's Chinese language class within the school's curriculum.



8.3. Linguistic Background

The language of education is primarily associated with home, a place where we spoke our first mother tongue or native language. When speaking another foreign language other than your own native language it can get quite confusing and challenging. To be able to master a foreign language it takes a lot of encouragement to keep a person motivated. In previous mentions, the government of Thailand finds the importance of learning the language Chinese, making it an accessible language in almost every public and private school. It is always important to establish a source of advantages for children to learn multiple languages because it can help developmental influences (Bialystok & Viswanathan, 2009). Thailand is a country of multinationals making a lot of family immigrants; therefore, it is rare for a family to be only monolinguals.

The result of the current study revealed that the level of motivation for learning in Chinese as a foreign language held by Grades 10 and 11 students according to their linguistic background at a private school in Bangkok, Thailand was found to be slightly high in all three groups (monolingualism, bilingualism and multilingualism). During the survey the researcher found out that most of the students' foreign language consist of Chinese language, knowing that Chinese language has become a popular option for parents and school administrators to choose.

9. Recommendations

Based on the findings of this study, the following recommendations are provided for teachers, students, parents, and future researchers.

9.1. Recommendations for Teachers

Teachers can always stay up to date with current events, latest topic of on social media, or know which celebrity is popular in the time. These events can help students relate and participate better in class. Keeping the class interesting will keep students motivated when studying Chinese as a foreign language in schools or during their private Chinese supplementary classes regardless of their linguistic background. Students' motivation level toward learning Chinese as a foreign language can deteriorate overtime, with the extra school curricula for higher grades learning Chinese as a second language may sometimes loses its value.

Therefore, teachers can help students not lose focus by creating more student-to-student interaction using Chinese language as part of the activity.

9.2. Recommendations for Students

Students can use learning Chinese as a foreign language as an opportunity provided by the school to learn more about the culture rather than just focusing on the language. Speaking a language is not learned only through books, learning about culture can be less difficult. It can be challenging learning Chinese as a foreign language, therefore, an effort to ask questions and be curious can be benefit ourselves and keep ourselves motivated.

9.3. Recommendations for Parents

Parents can use this research study and learn that motivation can happen with or without the extra help from private Chinese supplementary tutoring or the differences of linguistic background. Providing extra help can help improve understandings and clear-up confusions but it does not necessarily mean making a child like what is being taught to them more motivated.

Linguistic background does benefit the flexibility of cognitive brain development when learning new languages or skills but knowing more than one language does not guarantee high motivation when learning Chinese as a foreign language.

9.4. Recommendations for Future Researchers

Future researchers could consider applying a larger sample size to research the motivation for learning Chinese as a second language between those who are taking and not taking private supplementary lessons and linguistic background. Applying another objective into the research by relating ethnicity and linguistic background and include teachers' teaching strategies into the study to explore the different strategies they use between students who are taking and not taking private supplementary tutoring.

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Appendixes

Appendix 1: Items in the Motivation for Learning Chinese as a Foreign Language Questionnaire

Item No.	Item statement
	Motivational Intensity
1	I make a point of trying to understand all the Chinese I see and hear.
2	I keep up to date with Chinese by working on it almost every day.
3	When I have a problem understanding something in Chinese class, I always ask my teacher for help.
4	I really work hard to learn Chinese.
5	When I am studying Chinese, I ignore distractions and pay attention to my task.
6	I do not pay much attention to the feedback I receive in my Chinese class.
7	I do not bother checking my assignments when I get them back from my Chinese teacher.
8	I put off my Chinese homework as much as possible.
9	I tend to give up and not pay attention when I do not understand my Chinese teacher's explanation of something.
10	I cannot be bothered trying to understand the more complex aspects of Chinese.
	Desire to learn Chinese
11	I have a strong desire to know all aspects of Chinese.
12	If it were up to me, I would spend all of my time learning Chinese.
13	I want to learn Chinese so well that it will become natural to me.
14	I would like to learn as much Chinese as possible.
15	I wish I were fluent in Chinese
16	Knowing Chinese isn't really an important goal in my life.
17	I sometimes daydream about dropping Chinese.
18	I'm losing any desire I ever had to know Chinese.
19	To be honest, I really have no desire to learn Chinese.
20	I haven't any great wish to learn more than the basics of Chinese.
	Attitudes toward learning Chinese
21	Learning Chinese is really great.
22	I really enjoy learning Chinese.
23	Chinese is a very important part of the school program
24	I plan to learn as much Chinese as possible.
25	I love learning Chinese.
26	I hate Chinese.
27	I would rather spend my time on subjects other than Chinese.
28	Learning Chinese is a waste of time.
29	I think that learning Chinese is dull.
30	When I leave school, I will give up the study of Chinese because I am not interested in it.