Thai Junior Technical College Students' Motivation and Achievement in Learning Chinese as a Foreign Language: A Case Study of a Public Vocational School in Thailand

Mengxue Lan and Noparat Tananuraksakul
Rangsit University, Thailand
Corresponding Author, E-mail: 1536825210@qq.com

****

Abstracts

The present study investigated Thai junior technical college students' motivation in learning Chinese as a foreign language (CFL) and the relationship between their learning motivation and achievement at a public vocation school. The second language motivational self-system framework (L2MSS) comprising ideal L2 self, ought-to L2 self and L2 learning experience and final grade scores were employed to measure the variables through mixed methods. A total of 97 second-year students of hotel management, marketing, logistics and accounting majors were randomly selected and completed an online questionnaire. The overall quantitative results displayed their moderate motivation level (M=2.93). Their L2 learning experience level was higher than the ideal L2 self and the ought-to L2 self, which indicated that they were highly motivated to learn CFL due to the current learning environment i.e. interesting teaching approaches, friendly classmates, their "liking" to the overall Chinese class atmosphere and positive attitude towards learning CFL. Pearson correlation analysis showed a significantly positive correlation between their motivation and achievement in learning CFL (r (97) = .372, p < .01). Although their motivation was not high, the overall mean final grade score of 76 showed their high accomplishment in learning CFL because their positive attitude towards Chinese learning and future desire of using Chinese (ideal L2 self) could push them to achieve highly. However, the current learning environment, Chinese teachers, curriculum and classmates (L2 learning experience) could not predict their CFL learning achievement. Personal interests, parents' value in learning Chinese and impacts from others (ought-to L2 self) could positively influence the hotel management and marketing students to achieve highly, but they could not encourage the accounting and logistics students to get good results in learning CFL.

Keywords: Second language motivational self system; Learning achievement; Chinese as a foreign language; Thai junior technical college students

Introduction

Learning other languages than a mother tongue can be a means to promote and maintain cultural understandings among global citizens. Chinese is one of many languages that people from all over the world are drawn to learn as a foreign or additional language due to the rapid development of China's economy and its huge market. It was predicted that by 2050 it would eventually become one of the world's top language (Han, 2021 : 12). A larger number of Chinese learners can be seen particularly in Thailand driven by its relationship with China as the world's first country to incorporate Chinese into the national education system. More than 2,000 educational institutions from primary school levels to tertiary levels offer Chinese

courses, with more than one million people studying Chinese, accounting for 60% of the total number of students learning it in Southeast Asia (Zhou, 2020 : 22).

The popularity of Chinese learning in Thailand has prompted many Chinese teachers to employ different teaching methods to improve their students' Chinese language skills or their Chinese proficiency. Appropriate teaching approaches may not be adequate as successful language learning also depends on affective factors. Among them, motivation is one of determinant factors influencing language learners' success because it provides language learners with personal desires to learn and is related to their effort, enthusiasm and persistence they are willing to make during the learning process (e.g., Gardner & Lambert, 1959 : 266-272; Ryan & Deci, 2000 : 54-67; Dörnyei, 1994 : 273-284; Chilingaryan & Gorbatenko, 2015 : 557-562; Bambirra, 2017 : 215-236; Jing, 2021 : 10; Han, 2021 : 11; Wang, 2021: 1; Fan, 2021 : 2). For Thai students who learn Chinese as a foreign language (CFL), motivation provides them with personal driving force to succeed in learning the language. It can be said that CFL learning motivation correlates with achievement.

In the field of second/ foreign language learning, motivational theories were developed and widely used to examine language learners' motivation, including Gardner's (1988 : 101-126) socio-educational model (integrative and instrumental motivation), Dörnyei's (1994 : 273-284) three-level theory (language level, learner level, and learning situation level) as well as Ryan and Deci's (2000 : 54-67) self-determined theory (intrinsic and extrinsic motivation). With integrative motivation, language learners personally desire to be part of the target community, for they possess positive attitudes towards the target language people and culture; learners with instrumental motivation desire to use the target language to achieve what they want to do. Intrinsically motivated learners enjoy learning and are willing to put much effort to learn the target language driven by their personal interest, wishes and values whereas extrinsically motivated learners may have less interest in language leaning but still try their best to reach their goals as they seek an approval or a reward from others.

A more recent motivation framework was Dörnyei's (2005 : 270) second language motivation self-system (L2MSS) which consisted of ideal L2 self, ought-to L2 self and L2 learning experience. It was re-conceptualized based on the socio-educational model and the self-determined theory. The ideal L2 self refers to individuals' future desire they wish to use the target language, which is similar to integrative and instrumental motivation. The ought-to L2 self is attributes that an individual should have, which is related to extrinsic motivation; the L2 learning experience is associated with the actual learning environment. Since the framework stresses the importance of the self or personal driving force in learning the target language from different angles, it is suitable to measure foreign language learners' learning motivation and explain the way in which they are motivated to learn the language.

In a Thai context, the above mentioned motivational theories were used to investigate Thai students' learning motivation types and factors that influenced the level of their motivation in learning CFL in the past decade (e.g., Voraditee, 2015 : 20-30; Wang, 2015 : 18-29; Hu, 2016 : 33-38; Wang, 2016: 55-70; Jiang, 2017 : 88-96; Li, 2019: 102-107; Li, 2020: 118-121; Zhang, 2020 : 30-44; Zhou, 2020 : 55-78; Gao, 2021 : 65-77; Nattanon, 2021 : 112-123). Most of the target groups of these studies varied from primary school students to university students. Although Chinese as an elective subject is offered in many Thai technical colleges, fewer studies were vocational school students (i.e. Wu, 2016 : 121-131; Li, 2020 : 55-63; Zhang, 2020 : 78-89) and applied the L2MSS framework (i.e. Liu, 2020: 32-45; Yang & Chanyoo, 2022 : 254-262; Cao & Tananuraksakul, 2023 : 18-32). It can be said that the situation

for vocational school students appeared unclear. Regardless of the motivational theories, most studies into relationship between Thai students' CFL learning motivation and their achievement showed a positive outcome (i.e., Liu, 2014 : 53-76; Cai & Lynch, 2016 : 63-75; Li & Lynch, 2016 : 1-13; Huo & Lynch, 2017 : 94-105; Huang & Lynch, 2019 : 70-79; Du, 2020: 77-89; Fan, 2020 : 99-112; Zheng & Lynch, 2021 : 347-355), which may derive from the principle that high learning motivation pushes learners' effort and enthusiasm to achieve their goals.

One study by Cao and Tananuraksakul (2023 : 18-32) however had a negative outcome. They used the L2MSS framework and the Chinese proficiency test known as HSK to examine Thai undergraduate students majoring in Chinese. Although they were assumed to be motivated intrinsically by the nature of their choice of Chinese study as a major subject, the results showed that only freshman students' motivation positively correlated with their learning achievement, but not sophomore, junior and senior students, for most of them hardly utilized Chinese to participate in any outside-of-class activities and spoke Chinese at home. Thus, it was worth replicating their research in a different context at a public vocational school that offered Chinese subject as an elective subject for their students using their framework of L2MSS and survey. Since the target students were Chinese beginners, it was common to adopt their final grade scores to measure their learning accomplishment (e.g., Liu, 2014 : 53-76; Li & Lynch, 2016 : 1-13; Du, 2020 : 77-89; Fan, 2020 : 99-112; Zheng & Lynch, 2021 : 327-355). The elective Chinese course was arranged by the school and focused on listening and speaking skills only, and students did not need to have any Chinese knowledge background. This study aimed to investigate Thai junior technical college students' motivation in learning CFL, and the relationship between their motivation and achievement at a public vocational school in the vicinity of Bangkok.

Research Objectives

The objectives were to investigate:

1. Thai junior technical college students' motivation in learning CFL.

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

Research Methodology

The quantitative research method was mainly used to investigate Thai junior technical college students' motivation in learning CFL and the relationship between their motivation and achievement; the qualitative research method was useful to gain a better understanding about the students' personal experiences in learning CFL.

1. Population and Samples

The population was 198 students (N = 198) from a public vocational school in Thailand, enrolled in the elective Chinese subject during January and April, 2023. They included 37 students from hotel management major, 43 from marketing major, 46 from logistics major and 72 students from accounting major. According to Krejcie and Morgan (1970 : 607-610), the appropriate quantitative sample size was 97 (n = 97), and the students of each program were randomly selected. For the qualitative sample, 8 students were selected based on their level of motivation in learning CFL.

2. Research Instruments, Validity and Reliability

An online questionnaire made through Google Forms and structured interviews questions were the research instruments. There were two parts in the questionnaire. The first part was the participants' information, which included their gender, age, year of study, study major, frequency of speaking Chinese at home, experience in any Chinese-speaking country, experience in learning Chinese in primary or middle school, and the final grade scores of the elective Chinese course. The second part was adopted from Cao and Tananuraksakul's (2023 : 18-32) study, which consisted of 27 items and used the 5-Likert scales from 1 (strongly disagree) to 5 (strongly agree) to measure their ideal L2 self, ought-to L2 self and L2 learning experience. Items 1-10 measured ideal L2 self, Items 11-20 measured ought-to L2 self, and Items 21-27 measured L2 learning experience. Each item was valid as it was previously evaluated by three experts scored between 0.67 and 1.00. The questionnaire's reliability was assessed through a pilot study with a different group of 30 students whose characteristics were the same as the target group with Cronbach' s Alpha coefficient score of 0.947.

Structured interview questions were made after the quantitative data analysis for students to answer in detail based on their personal experiences in learning CFL. Sample questions included 'how you would use Chinese in the future', 'if anyone had impacts on your Chinese learning', 'how learning Chinese was useful or useless to you', 'what your Chinese classes and your classmates were like'.

3. Data Collection

For quantitative data collection, the Thai Chinese teacher of the target school assisted in inviting the target students who could complete the online questionnaire by emailing the questionnaire link to them in May, 2023. Then in June, 2023, 97 students returned their completed questionnaire. The majority of the participants were female (91.8%) and 16-year-old (54.6%), from accounting major (36.1%), have additional activities outside-of-class that require to use Chinese (54.6%), but they did not speak Chinese at home (92.8%). Only 3 people had experience in a Chinese-speaking country (3.1%). However, more than half of participants had previous Chinese learning experience in their primary school or middle school (58.8%). For their final grade scores of the elective Chinese course, the majority got grade 4 (36.1%), followed by grade 3 (24.7%). More than half of them earned scores between 75 and 100 (51.6%).

For qualitative data collection, 8 respondents were voluntarily interviewed based on their level of motivation in the Google Forms; 4 people with a high level of motivation and other 4 with a low level of motivation in learning CFL. They majored in hotel management, marketing, logistic and accounting. All of them were female. Before the interviews, the participants consented to record the interview, and they were assured that their personal information and experiences would be kept confidential.

4. Data Analysis

Through Statistical Package for the Social Sciences (SPSS) software, descriptive statistics of frequency and percentage were used to analyze the respondents' personal information and mean (M) and standard deviation (SD) for their CFL learning motivation interpreted according to the 5-Likert scales shown in Table 1.

Table 1 The Scale and Rating for Data Interpretation

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

The Pearson (r) correlation measured the relationship between motivation and achievement in learning CFL. According to Punch and Oancea (2014 : 448). Pearson (r) could range from -1.00 to +1.00, the closer numerically the coefficient was to 1.00 (positive), the stronger the relationship.

Thematic analysis was used to analyze the data collected from structured interview. The data were firstly coded to identify the categories that reflected the overall importance of the data and to guide further analysis (Bryman, 2016 : 283-307). Then the codes were narrowed into three themes (ideal L2 self, ought-to L2 self and L2 learning experience) and sub-themes (future plans of using Chinese, others' impacts on Chinese learning, importance of learning Chinese and the Chinese classes and classmates).

Research Conceptual Framework

The key variables of this study were Thai junior technical college students' motivation and their achievement in learning CFL. The L2MSS Framework and the students' final grade scores were used to investigate these two variables. The former referred to the students' personal driving force to learn CFL, influenced not only by their future desire for the purposes of their wish to use Chinese (ideal L2 self) but also by their personal values, parents, friends, teachers, family, and those they respected (ought-to L2 self) and by the current learning environment, such as teachers, curriculum and classmates that motivated them to learn Chinese (L2 learning experience). The latter was their final grade scores of the elective Chinese subject. The high level of their motivation could positively influence their learning achievement, and vice versa. Figure 1 showed the conceptual framework.
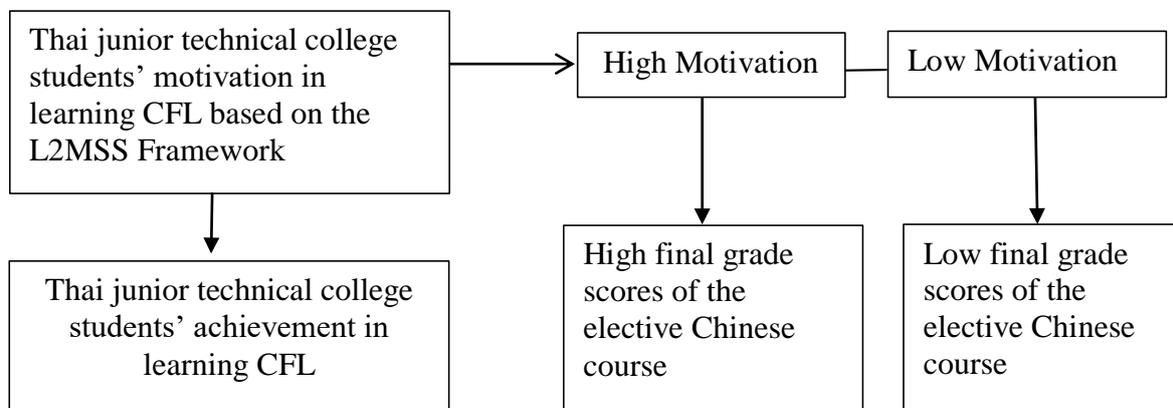

Figure 1 Conceptual Framework

Research Results

1. Thai junior technical college students' motivation in learning CFL

Dörnyei's (2005 : 270) L2MSS framework was used to explain the students' CFL learning motivation. Table 2 showed the overall mean of L2MSS at a moderate level (M=2.93, S.D. = 1.08). Both ideal L2 self (M=2.67, S.D. = 1.07) and ought-to L2 self (M=2.70, S.D. = 1.10) were similarly at a moderate level, but L2 learning experience was at a high level (M=3.41, S.D. = 1.08).

Table 2 Descriptive Statistics of L2MSS (n=97)

Component	M	S.D.	Meaning
Ideal L2 Self	2.67	1.07	Moderate degree of motivation
Ought-to L2 Self	2.70	1.10	Moderate degree of motivation
L2 Learning experience	3.41	1.08	High degree of motivation
Overall Mean	2.93	1.08	Moderate degree of motivation

1.1 Ideal L2 Self

The overall mean of ideal L2 self in Table 3 was at a moderate level (M=2.67, S.D. = 1.07), but Items 4, 7 and 8 were the highest mean (M=2.81, S.D. =1.10; M=2.77, S.D. = 1.10 and M=2.72, S.D. = 1.09, respectively) while Items 6 and 10 were the lowest mean (M=2.49, S.D. = 1.09 and M=2.52, S.D. = 1.08, respectively). These results meant that the respondents moderately agreed that they could imagine themselves speaking Chinese with international friends or colleagues in the future (M=2.81, S.D. =1.10), using Chinese for the things that they want to do in the future (M=2.77, S.D. = 1.10) and using Chinese when thinking about their future career (M=2.72, S.D. = 1.09). However, the respondents disagreed that they could imagine themselves being good at writing e-mails in Chinese (M=2.52, S.D. = 1.09), or speaking Chinese as if they were a native speaker of Chinese (M=2.49, S.D. = 1.08).

Two interviewees with high motivation and two others with low motivation supported these quantitative findings, specifically saying that they "wanted to find a good job related to using Chinese". Only two people with a high level of motivation mentioned that they "wanted to communicate with Chinese people in the future".

Table 3 Ideal L2 Self

Item	M	S.D.	Meaning
1. I can imagine myself living abroad and having a discussion in Chinese.	2.71	1.01	Moderate degree
2. I can imagine myself living abroad and using Chinese effectively for communicating with the locals.	2.66	1.08	Moderate degree
3. I can imagine a situation where I am speaking Chinese with foreigners.	2.70	1.04	Moderate degree

Item	M	S.D.	Meaning
4. I can imagine myself speaking Chinese with international friends or colleagues.	**2.81**	**1.00**	**Moderate degree**
5. I can imagine myself as someone who is able to speak Chinese fluently.	2.64	1.17	Moderate degree
6. I can imagine myself speaking Chinese as if I were a native speaker of Chinese.	**2.49**	**1.09**	**Low degree**
7. Whenever I think of my future career, I can imagine myself using Chinese.	**2.72**	**1.10**	**Moderate degree**
8. I can imagine myself using Chinese for the things I want to do in the future.	**2.77**	**1.09**	**Moderate degree**
9. I can imagine myself studying in a university where all my courses are taught in Chinese.	2.65	1.04	Moderate degree
10. I can imagine myself being good at writing e-mails in Chinese.	**2.52**	**1.08**	**Low degree**
Overall Mean	**2.67**	**1.07**	**Moderate degree**

1.2 Ought-to L2 Self

The overall mean of ought-to L2 self in Table 4 was at a moderate level (M=2.70, S.D. = 1.10), but Items 12, 13, 14 and 15 were the highest means (M=2.85, S.D.= 0.97; M=2.86, S.D. = 1.06; M=2.96, S.D. = 1.12 and M=2.86, S.D. = 1.10, respectively) while Items 16, 19 and 20 were similarly low (M=2.47, S.D. = 1.10; M=2.40, S.D. = 1.12 and M=2.48, S.D. =1.17, respectively). These results meant that the respondents moderately agreed they learned Chinese because they wanted to be an educated person (M=2.96, S.D. = 1.12), their parents thought learning Chinese could educate them (M=2.86, S.D. = 1.06), they did not want to disappoint their parents (M=2.86, S.D. = 1.10,), and they wanted to gain the approval of their peers, teachers and family (M=2.85, S.D.= 0.97). However, the respondents disagreed that they would have negative impact on their life if they did not study Chinese (M=2.48, S.D. =1.17), they learned Chinese because their close friends thought it was important (M=2.47, S.D.= 1.10), and they would disappoint people they respect of they fail to learn Chinese (M=2.40, S.D. = 1.12).

Similarly, one interviewee with a low level of motivation "wanted to further study in China", one low-motivated student's mother realized the importance of learning Chinese and supported her to learn the language, and two low-motivated interviewees said that "no one impacted their Chinese learning".

Table 4 Ought-to L2 Self

Item	M	S.D.	Meaning
11. Learning Chinese is necessary because people around me expect me to do so.	2.80	1.20	Moderate degree
12. Learning Chinese is important to me in order to gain the approval of my peers, teachers and family.	**2.85**	**0.97**	**Moderate degree**
13. My parents believe that learning Chinese made me an educated person.	**2.86**	**1.06**	**Moderate degree**

Item	M	S.D.	Meaning
14. Learning Chinese is important to me because I want to be an educated person.	**2.96**	**1.12**	**Moderate degree**
15. Learning Chinese because I don't want to disappoint my parents.	**2.86**	**1.10**	**Moderate degree**
16. I learn Chinese because close friends of mine think it is important.	**2.47**	**1.10**	**Low degree**
17. Learning Chinese is important to me because the people I respect think that I should do it.	2.74	1.12	Moderate degree
18. Learning Chinese is important to me because other people will respect me more if I have knowledge of Chinese.	2.65	1.13	Moderate degree
19. If I fail to learn Chinese, I'll disappoint people I respect.	**2.40**	**1.12**	**Low degree**
20. If I don't learn Chinese, my life will have a negative impact.	**2.48**	**1.17**	**Low degree**
Overall Mean	**2.70**	**1.10**	**Moderate degree**

1.3 L2 Learning Experience

The overall mean of L2 Learning experience in Table 5 was at a high level (M=3.41, S.D. = 1.08), but Items 23, 24, and 26 were moderate (M=3.20, S.D. = 1.10; M=3.27, S.D. = 1.10 and M=3.25, S.D. = 1.05, respectively). These results meant that the respondents agreed that their Chinese teachers had interesting teaching styles (M=3.61, S.D. = 1.13), their Chinese classmates were really friendly (M=3.54, S.D.= 1.13), they liked the overall atmosphere of their Chinese classes (M=3.51, S.D.= 1.03), and they enjoyed learning Chinese (M=3.51, S.D.=1.01). However, the respondents moderately agreed that they enjoyed the activities of their Chinese classes (M=3.27, S.D.= 1.10), the Chinese texts used in their classes were useful (M=3.25, S.D.= 1.05), and they would rather spend more time in their Chinese classes (M=3.20, S.D.= 1.10).

The qualitative findings from all the eight participants supported and further supplemented the quantitative results as they appreciated their Chinese teachers' teaching styles which "helped them learn Chinese more easily and with fun". Only one person with a high motivation level mentioned the Chinese festival activities the school organized "created a positive learning atmosphere and relaxed her". Parallel with an interviewee with a high motivation level, stating that her classmates were friendly, but some of them did not enjoy learning Chinese as they thought "learning Chinese was not important for them".

Table 5 L2 Learning Experience

Item	M	S.D.	Meaning
21. I like the overall atmosphere of my Chinese classes.	3.51	1.03	High degree
22. I really enjoy learning Chinese.	3.51	1.01	High degree
23. I would rather spend more time in my Chinese classes.	**3.20**	**1.10**	**Moderate degree**
24. I enjoy the activities of my Chinese classes.	**3.27**	**1.10**	**Moderate degree**
25. My Chinese teachers have interesting teaching styles.	3.61	1.13	High degree

26. I find the Chinese texts used in my classes really useful.	**3.25**	**1.05**	**Moderate degree**
27. I find my classmates in my Chinese classes really friendly.	3.54	1.13	High degree
Overall Mean	3.41	1.08	High degree

2. The relationship between Thai junior college students' motivation and their achievement in learning CFL

The results of Pearson (r) analysis shown in Table 6 indicated that there was a significantly positive correlation between the overall students' motivation and their learning achievement due to r (97) = .372, p < .01.

Table 6 Pearson (r) correlation between the overall students' motivation and their learning achievement

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

**Correlation is significant at the 0.01 level (2-tailed).

Table 7 showed both logistics and accounting students' moderate level of CFL learning motivation but with the highest level of achievement. The students of hotel management and marketing also had a moderate level of motivation but with a high level of learning achievement. The students' overall motivation in learning CFL was at a moderate level, but they achieved highly in learning with an overall mean final grade score of 76.

Table 7 Overall level of motivation and final grade scores

Respondents' Major	**Mean Score of Motivation in Learning CFL**	**Degree of motivation**	**Mean Score of Final Grade Score**	**Degree of Learning Achievement**
The Hotel Management major students (n=18)	2.73	Moderate	71.2	High
The Marketing major students (n=21)	2.92	Moderate	72.4	High
The Logistics major students (n=23)	3.05	Moderate	84.4	Highest

The Accounting major students (n=35)	2.82	Moderate	76.0	Highest
Overall (n=97)	2.88	Moderate	76	Highest

Table 8 showed that the relationship between L2MSS and four major students from learning achievement. The logistics major students' learning achievement had a weak relationship with their ideal L2 self (r (23) = .321, p> .05) but without a relationship with their L2 learning experience (r (23) = .050, p > .05). However, there was a negative relationship between ought-to L2 self and their learning achievement because r (23) = -.037, p > .05.

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

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

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

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

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
Hotel management major(n=18)	Pearson Correlation	.693**	.564**	.070
	Sig. (2-tailed)	.001	.010	.770
Marketing major (n=21)	Pearson Correlation	.740**	.509*	-.312
	Sig. (2-tailed)	.000	.018	.168
Logistic major (n=23)	Pearson Correlation	.321	-.037	.050
	Sig. (2-tailed)	.156	.873	.829
Accounting major (n=35)	Pearson Correlation	.223	.047	.027
	Sig. (2-tailed)	.197	.788	.877
Overall (n=97)	Pearson Correlation	.467**	.292**	.055

| | Sig. (2-tailed) | .000 | .000 | .593 |

**Correlation is significant at the 0.01 level (2-tailed).
*Correlation is significant at the 0.05 level (2-tailed).

Overall, the students' level of motivation in learning CFL was not high but moderate with a significantly positive correlation between their motivation and achievement in learning CFL. Of the L2MSS components, L2 learning experience was the most powerful driving force for them to learn CFL. The Chinese teachers with interesting teaching styles, friendly classmates, and enjoyable atmosphere of Chinese classes could highly motivate them to learn Chinese.

Discussion of research findings
1. Thai junior technical college students' motivation in learning CFL

The students' moderate level of motivation in learning CFL suggested that their personal driving force to learn Chinese was not high. Of the L2MSS components, L2 learning experience showed the high degree of their motivation, which presented that they were highly motivated to learn Chinese due to the current learning environment (Dörnyei, 2005 : 270); their Chinese teacher had an interesting teaching style, their Chinese classmates were really friendly, they liked the overall atmosphere of their Chinese class, and they really enjoyed learning Chinese. In line with Liu (2020 : 32-45), Yang and Chanyoo (2022 : 254-262) as well as Cao and Tananuraksakul (2023 : 18-32), learning experience highly influenced Thai undergraduate students' CFL learning motivation. More than half of the respondents had a*dditional activities outside of class that required them to utilize* Chinese (54.6%). The qualitative findings from all the eight participants supported the quantitative results as they appreciated their Chinese teachers' teaching styles which "helped them learn Chinese more easily and with fun". Only one person with a high motivation level mentioned the Chinese festival activities the school organized "created a positive learning atmosphere and relaxed her". Surprisingly, the students neutrally enjoyed the activities of the Chinese classes, found the Chinese texts useful for them and preferred to spend more time in their Chinese classes. These neutral findings were different from Cao and Tananuraksakul (2023 :18-32) in that activities and useful texts used in the class and desire to spend more time in Chinese classes could highly motivate Thai undergraduate students to learn more. Parallel with an interviewee with a high motivation level, stating that her classmates were friendly.

The ideal L2 self suggested that the students' future desire to speak Chinese with international friends or colleagues as well as utilize Chinese for the things they wished to do and for their future career did not highly motivate them to learn Chinese (Dörnyei, 2005 : 270). Consistent with the quantitative findings, two interviewees with high motivation and two others with low motivation planned to look for a decent career that connected to Chinese language, and two high-motivated students had the desire to communicate with Chinese people in the future. The students could slightly see themselves as someone who could write and speak Chinese like a native speaker in the future. These findings were contrary to Cao and Tananuraksakul (2023 : 18-32) as students in their study could highly see themselves using Chinese in the future, for their future career and with their international friends or colleagues; they could neutrally see themselves to be a fluent native speaker of Chinese in the future. The opposed outcomes could be their goal-oriented students' personal choices to study Chinese as a major subject. The students in this study learned Chinese as an elective subject arranged by the school, and some of them thought "learning Chinese was not important for them".

　　　　The ought-to L2 self indicated that students' personal values of being an educated person and the hope of receiving approval from others moderately impacted on their Chinese learning. Inversely to Cao and Tananuraksakul's (2023 : 18-32) finding, students were highly motivated to learn Chinese due to their personal values as someone educated. The reason could be their target students were required to pass the level of HSK5 after completing all the courses, or they were not able to graduate from the program unlike the target students in this study. In line with the quantitative results, the majority of interviewees had no aspiration to pursue higher education; one low motivated interviewee "wanted to further study in China". Their parents did not highly influence them to learn Chinese, which was different from Cao and Tananuraksakul's (2023 :18-32) study in that students were highly motivated to learn Chinese because they wanted to be obedient to their parents. The majority of interviewees demonstrated that their parents' value in learning Chinese was not the primary reason for them to learn Chinese; only one low-motivated student's mother could see the need of learning Chinese and encouraged her to learn the language. Close friends and people they respected did not affect their Chinese learning, the hope of using Chinese to avoid negative outcomes and maintain a good social relationship could not influence them to learn Chinese, either. Similar to Cao and Tananuraksakul (2023 : 18-32), close friends did not influence their decision to study Chinese and learning Chinese would not negatively affect their lives.

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

　　　　Pearson correlation analysis showed a significantly positive correlation between the students' motivation and their achievement in learning CFL, meaning their motivation in learning CFL positively influenced their achievement, in line with previous studies in a Thai context (i.e., Liu, 2014 : 53-76; Cai & Lynch, 2016 : 63-75; Li & Lynch, 2016 : 1-13; Huo & Lynch, 2017 : 94-105; Huang & Lynch, 2019 : 70-79; Du, 2020 : 77-89; Fan, 2020 : 99-112; Zheng & Lynch, 2021 : 347-355). Of the L2MSS components, the students' overall learning motivation showed a significantly positive relationship between their ideal L2 self and ought-to L2 self, but without a relationship with their L2 learning experience. This finding indicated that ideal L2 self and ought-to L2 self positively pushed them to make effort to achieve highly in learning, which differed from Yang and Chanyoo's (2022 : 254-262) study in that L2 learning experience contributed to students' high level of achievement. However, the results of different major students in this study were not the same.

　　　　Both logistics and accounting students had a moderate level of CFL learning motivation but with the highest level of achievement. Their learning achievement had a weak relationship with their ideal L2 self, similar to Cao and Tananuraksakul's (2023 : 18-32), indicating that students' positive attitude towards Chinese language and culture and their future desire of using Chinese could push them to achieve highly. However, their achievement had no relationship with their L2 learning experience, indicating that the current learning environment, teaching materials, Chinese teachers and classmates could not impact on their Chinese learning, similar to Liu's (2014 : 63) study in that there was no connection between learning atmosphere and students' achievement in learning CFL. Surprisingly, the ought-to L2 self negatively correlated with the logistic students' achievement and without relationship with accounting students' achievement, indicating that their personal interests, the influence of their parents, friends, relatives, teachers and the people they admired would not encourage them or even demotivate them to get good learning results. These findings were contrary to Li and Lynch's

(2016 : 1-13) study in that students' extrinsic goal orientation could positively push them to invest time to get a high score in their Chinese learning.

The students from hotel management and marketing also had a moderate level of motivation but with a high level of learning achievement. Their learning achievement showed a significantly positive relationship with ideal L2 self and ought-to L2 self, indicating that their future desire and their personal interest could positively influence their learning achievement. The findings were similar to Cai and Lynch's (2016 : 63-75) in that the students had less chances to practice Chinese in their daily life but obtained a good result in their Chinese learning because they realized the importance of learning Chinese for their future. Surprisingly, the L2 learning experience negatively correlated with the marketing students' achievement and had no relationship with the hotel management students' achievement, indicating that the current learning environment, teaching materials, Chinese teachers and classmates could not predict their achievement in learning CFL. These findings were contrary to Ye's (2016 : 20-36) study in that positive learning environment tended to reinforce students' motivation to accomplish highly in their study.

The negative findings from the logistic students and the marketing students were similar to Cao and Tananuraksakul's (2023 : 18-32) study in that senior students' achievement negatively correlated with their ought-to L2 self and L2 learning experience. The reason could be the students in both groups were not in their first year of study; they would be aware more of their own goals of learning Chinese (Dewi, 2020 : 25-34).

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

Suggestions

The students' final grade scores may not reflect their actual CFL learning achievement due to the course objectives, making a standardized Chinese test designed specifically for the junior technical college students is recommended for future research. To help students enjoy learning Chinese in the class more, it is recommended that the vocational school and Chinese teachers update the teaching materials and organize activities that are suitable for them.

References

Bambirra, R. (2017). Motivation to Learn English as a Foreign Language in Brazil‑giving Voice to a Group of Students at a Public Secondary School. *Linguagem em (Dis) curso,* 17, 215-236.

Bryman, A. (2016). *Social Research Methods (5thed.).* Oxford: Oxford University Press.

Bujang, M. A., Omar, E. D., & Baharum, N. A. (2018). A Review on Sample Size Determination for Cronbach's Alpha Test: A Simple Guide for Researchers. *Malaysian Journal of Medical Sciences: MJMS.* 25 (6), 85–99. https://doi.org/10.2 1315/mjms2018.25.6.9

Cai, L., & Lynch, R. (2016). The Relationship between Motivation for Learning Chinese as A Foreign Language and Chinese Achievement of Grade 9 Students at Ekamai International School in Bangkok, Thailand. *Scholar: Human Sciences,* 8(2). Retrieved from http://www.assumptionjournal .au.edu/index.php/Scholar/article/view/2496

Cao, T., & Noparat Tananuraksakul. (2023). Thai Undergraduate Students' Motivation and Achievement in Learning Chinese as a Foreign Language: A Case Study at a Private University in Thailand. *Journal of Humanities and Social Sciences Nakhon Phanom University,* 13 (1), 18–32.

Chen, W. L. (2022). *The Effects of High School Students' L2 Motivational Self‑System and Self-efficacy on Their English Scores,* [Master's Thesis]. Minnan Normal University.

Chilingaryan, K., & Gorbatenko, R. (2015). Motivation in Language Learning. *2nd International Multidisciplinary Scientific Conference on Social Sciences and Arts,* 2 (3), 557-562.

Dewi, K. (2020). Learning Motivation of Chinese Language Department Students in Bunda Mulia University Indonesia. *Jurnal Bahasa dan Budaya China,* 8 (1), 25-34

Dörnyei, Z. (1994). Motivation and Motivating in the Foreign Language Classroom. *The Modern Language Journal,* 78 (3), 273–284.

Dörnyei, Z. (2005). *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition.* Mahwah : Lawrence Erlbaum Associates.

Du, H. (2020). *A Study on the Correlation between Chinese Learning Motivation and Academic Performance of Middle School Students in Thailand - Take Huasheng Middle School as an Example,* [Master's Thesis]. Hebei University of Technology.

Fan, L. (2020). *The Correlation between Chinese Learning Motivation and Academic Achievement of Students in Chinese Learning School in Eastern Thailand - Taking Sawang Boriboon Wittaya School as an Example,* [Master's Thesis]. Zhengzhou University.

Gao, N. (2021). *Investigation and Analysis of Chinese Learning Motivation of Primary and Middle School Students in Northeast Thailand,* [Master's Thesis]. Xi'an Shiyou University.

Gardner, R. C. (1988). The Socio‑Educational Model of Second‑Language Learning: Assumptions, Findings, and Issues. *Language Learning,* 38 (1), 101–126.

Gardner, R. C., & Lambert, W. E. (1959). Motivational Variables in Second-language Acquisition. *Canadian Journal of Psychology/Revue Canadienne de Psychologie,* 13 (4), 266–272.

Han, M. (2021). *A Survey of Students' Chinese Learning Motivation in Middle Schools in Thailand- A Case Study of Triamudomsuksa Suwinthawong School in Bangkok,* [Master's Thesis]. Xi'an Shiyou University.

Hou, J., & Lynch, R. (2016). A Correlative Study of Motivation for Learning Chinese According to Academic Achievement and Parental Encouragement among Grade Four to Grade Six Students at Ladprao Bilingual School (Lbs), Bangkok, Thailand. *Scholar: Human Sciences,* 8(2). Retrieved from http://www.Assumptionjourna l.au.edu/index.php/Scholar/article/view/2501

Hu, J. Y. (2016). *Thai High School Students Chinese Learning Motivation Investigation- Thailand Phuket Middle School as Example,* [Master's Thesis]. Yunnan University.

Huang, E. C., & Lynch, R. (2019). Perception of Parental Encouragement for Learning Chinese with Chinese Academic Achievement of Grade 3, Grade 4, and Grade 5 Students at an International School in Thailand. *Scholar: Human Sciences,* 11 (1), 70–79.

Jiang, N. (2017). *The Investigation of Chinese Learning Motivation of Students at Suankularb Wittayalai Nonthaburi School,* [Master's Thesis]. Yunnan University.

Jing, L. (2021). *A Diachronic Study of Students' Chinese Learning Motivation in Baton Junior-senior High School,* [Master's Thesis]. Xi'an University of Architecture and Technology.

Krejcie, R. V., & Morgan, D. W. (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement,* 30(3), 607–610.

Li, J. Y. (2019). *Research of Thailand Pathumrat Pittayakom School Students Motivation of Learning Chinese on Chinese Classroom Teaching,* [Master's Thesis]. Northwest University.

Li, M. (2020). *Investigation and Research on the Current Situation of Chinese Learning Motivation in Thai Vocational Schools,* [Master's Thesis]. Liaoning Normal University.

Liu, L. P. (2014). *Learning Motivation and Achievement in Chinese Language of High School Students in Huaykuang District Bangkok, Thailand,* [Doctoral Dissertation]. Mahidol University.

Liu, L.Y. (2020). *A Study of the Influence of L2 Motivational Self-System on Chinese Learning Behavior: Taking Chinese Learners at Rangsit University as an Example,* [Master's Thesis]. Shanghai International Studies University.

Li, T., & Lynch, R. (2016). The Relationship Between Motivation for Learning and Academic Achievement among Basic and Advanced Level Students Studying Chinese as A Foreign Language in Years 3 to 6 at Ascot International School in Bangkok, Thailand. *Scholar: Human Sciences,* 8(1), 1. Retrieved from http://www.Assumptionjour nal.au.edu/index.php/Scholar/article/view/2181

Liu, Y., & Thompson, A. S. (2018). Language Learning Motivation in China: An Exploration of the L2MSS and Psychological Reactance. *System,* 72 (2), 37–48.

Nattanon, W.（2021）. *A Survey on the Influencing Factors of the Motivation of the Kasetart University Students for Chinese Language Learning,* ［Master's Thesis］. Shaoxing College of Arts and Sciences.

Punch, K. F., & Alis Oancea. (2014). *Introduction to Research Methods in Education.* London [Etc.] Sage.

Riengthong, D., & Al, E.（2021）. Factors Affecting the Efficiency of Teaching and Learning Chinese Language in the Secondary Schools under the Secondary Educational Service Area Office 1-3. *Turkish Journal of Computer and Mathematics Education (TURCOMAT),* 12 (12), 313–323.

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and Extrinsic motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology,* 25 (1), 54–67.

Taguchi, T., Magid, M., & Papi, M. (2009). *The L2 motivational Self System among Japanese*, Chinese and Iranian learners of English: A Comparative Study. Motivation, language identity and the L2 self, 36, 66-97.

Voraditee, A.（2015）. *Chinese Learning Motivation of Chinese Major in Thai-Taking UTCC,BU,and HCU as Example,* ［Master's Thesis］. Guangdong University of Foreign Studies.

Wang, H. X.（2016）. *Research and Analysis on Motivation of Thai Students Participating in Chinese Language Program at Chiralada School,* [Master's Thesis]. Tianjin Normal University.

Wang, L. Y.（2015）. *A Study on Chinese Learning Motivation of High School Students in Thailand-Taking Kalasin Girls' School and Beyasan Middle School as Examples,* [Master's Thesis]. Nanjing Normal University.

Wang, S.T. (2022). *A Survey of Chinese Learners' Chinese Learning Motivation and Learning Attitudes,* [Master's Thesis]. Dalian University of Foreign Language.

Williams, C.（2007）. Research Methods. *Journal of Business & Economics Research (JBER),* 5(3). Retrieved from https://doi.org/10.19030/jber.v5i3.2532

Wu, G. N.（2016）. *Thailand Buddharaksa Technological College Students' Motivation in Chinese Learning Survey Report,* [Master's Thesis]. Harbin Normal University.

Yang, L., & Chanyoo, N. (2022). Motivational Factors and Intended Efforts in Learning East Asian Languages Among Thai Undergraduate Students. *Theory and Practice in Language Studies,* 12 (2), 254–262.

Ye, Y.（2016）. An Investigation of Chinese New HSK Test Takers' Learning Motivation in Thailand. *ABAC Journal,* 36 (2), 20–36.

Zhang, X. R.（2020）. *Research on Learning Motivation of Chinese Learning Students of the Luangphorkhoon Praisutho Technical College in Thailand,* [Master's Thesis]. Tianjin Normal University.

Zheng, Y., & Lynch, R.（2021）. A Correlational Study of Motivation and Language Anxiety For Learning Chinese as A Foreign Language with Chinese Academic Achievement

of Thai Grade 6 Students. *AU Virtual International Conference on " Entrepreneurship & Sustainability in Digital Era" under the Theme of "Challenges of Organizational & Business Management in Dynamic Digital Dimension," 2* (1), 347–355.

Zhou, J. S. (2020). *A Study on Chinese Language Attitude,Learning Motivation and Their Correlation of Thai College Students and Middle School Students,* [Master's Thesis]. Guangxi University.