

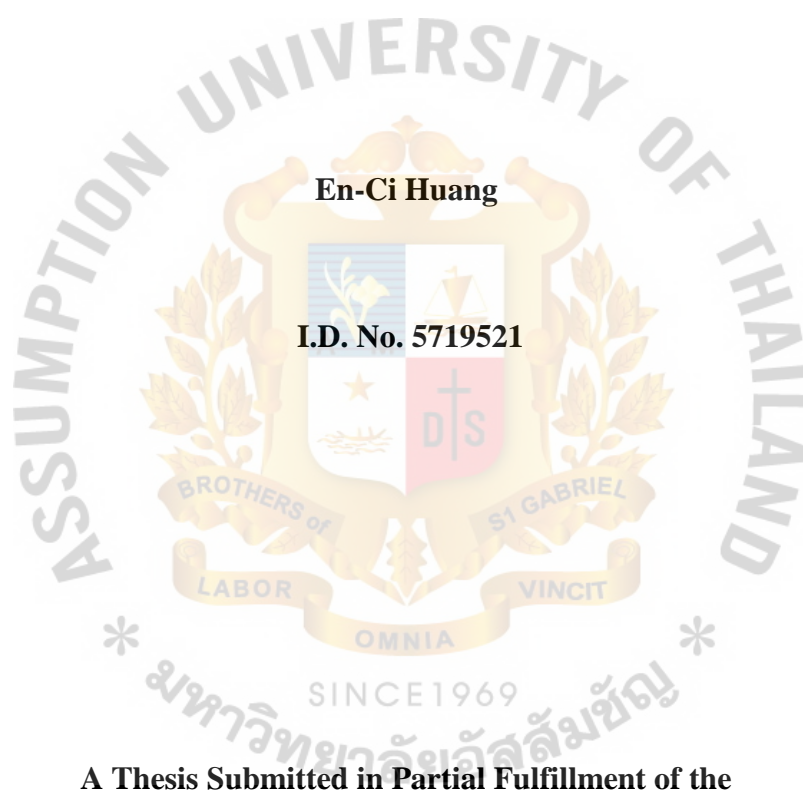


THE RELATIONSHIP OF MOTIVATION FOR LEARNING CHINESE AND
PERCEPTION OF PARENTAL ENCOURAGEMENT FOR LEARNING CHINESE
WITH CHINESE ACADEMIC ACHIEVEMENT OF GRADE 3, GRADE 4, AND
GRADE 5 STUDENTS AT AN INTERNATIONAL SCHOOL IN THAILAND

En-Ci Huang

A Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of
MASTER OF EDUCATION
in Curriculum and Instruction
Graduate School of Human Sciences
ASSUMPTION UNIVERSITY OF THAILAND
2017

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By: EN- CI HUANG

Field of Study: CURRICULUM AND INSTRUCTION

Thesis Advisor: ASST. PROF. DR. RICHARD LYNCH

**Accepted by the Graduate School of Human Sciences, Assumption University in
Partial Fulfillment of the Requirements for the Master Degree in Education**

Thesis Examination Committee

.....
(Assoc. Prof. Dr. Suwattana Eamoraphan)

Dean of the Graduate School of Human Sciences

..... **Chair**

(Assoc. Prof. Dr. Suwattana Eamoraphan)

..... **Advisor**

(Asst. Prof. Dr. Richard Lynch)

..... **Faculty Member**

(Dr. Orlando Rafael González González)

..... **External Expert**

(Assoc. Prof. Dr. Supit Karnjanapun)

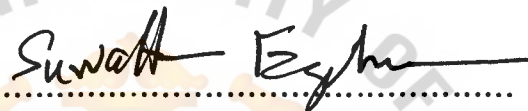
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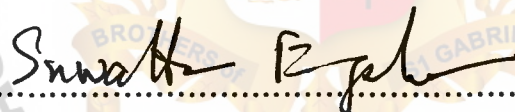
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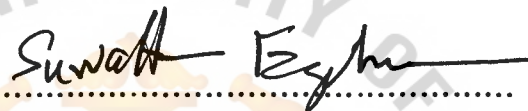
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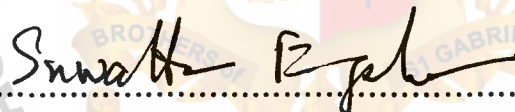
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External Expert

(Assoc. Prof. Dr. Supit Karnjanapun)

ABSTRACT

I.D. No.: 5719521

Key Words: MOTIVATION, PERCEPTION OF PARENTAL ENCOURAGEMENT,
CHINESE ACADEMIC ACHIEVEMENT, FOREIGN/SECOND
LANGUAGE ACQUISITION, SOCIO-EDUCATIONAL MODEL,
ATTITUDE/MOTIVATION TEST BATTERY (AMTB)

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The purpose of this study was to determine the relationships between Grade 3, Grade 4, and Grade 5 students' level of motivation for learning Chinese, perception of parental encouragement for learning Chinese with their Chinese academic achievement at an international school in Thailand. An adapted version of attitude/motivation test battery was used to collect data from 55 Grade 3 students, 52 Grade 4 students, and 48 Grade 5 students during the second semester of academic year 2016 – 2017. Descriptive statistics - means, standard deviations, and multiple correlation coefficients were used to analyze the data. The findings suggested that Grade 3, Grade 4, and Grade 5 students at this school had high levels of motivation for learning Chinese and high levels of perception of parental encouragement for learning Chinese. Motivation for learning Chinese was found to correlate significantly with students' Chinese academic achievement, while parental encouragement for learning

Chinese did not significantly correlate with students' Chinese academic achievement.

Recommendations for practice and future research are provided.



Field of Study: Curriculum and Instruction

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Graduate School of Human Sciences

Advisor's signature

Academic Year 2017

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CONTENTS

	Page
COPYRIGHT.....	ii
APPROVAL	iii
ABSTRACT.....	iv
ACKNOWLEDGEMENTS	vi
CONTENTS.....	vii
LIST OF TABLES.....	x
LIST OF FIGURES.....	xiii
LIST OF ABBREVIATIONS	xiv
 CHAPTER I INTRODUCTION	
Background of the Study.....	1
Statement of the Problem.....	4
Research Questions.....	4
Research Objectives.....	5
Research Hypothesis.....	6
Theoretical Framework.....	6
Conceptual Framework.....	7
Scope of the Study.....	7
Definitions of Terms.....	8
Significance of the Study.....	10

CHAPTER II REVIEW OF RELATED LITERATURE

Chinese Language Learning Worldwide.....	12
Individual Differences in Language Learning	15
Motivation for Learning.....	19
Motivation for Second Language Learning.....	19
Previous Research On Motivation, Parental Encouragement and Chinese Academic Achievement.....	29
The Research Context.....	36

CHAPTER III RESEARCH METHODOLOGY

Research Design.....	38
Population.....	39
Sample.....	39
Research Instrument	40
Collection of Data.....	49
Data Analysis.....	50
Summary of the Research Process.....	51

CHAPTER IV RESEACH FINDINGS

Research Findings.....	53
Research Objective 1.....	54
Research Objective 2.....	66
Research Objective 3.....	70
Summary	72

CHAPTER V CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

Summary of the Study.....	74
Conclusions.....	75
Discussions.....	76
Recommendations.....	82

REFERENCES.....	85
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APPENDICES.....	95
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Appendix A: Motivation and Parental Involvement for Learning Chinese Questionnaire.....	96
Appendix B: Grade 3, Grade 4, and Grade 5 Students' Chinese Academic Achievement.....	106
BIOGRAPHY.....	110

LIST OF TABLES

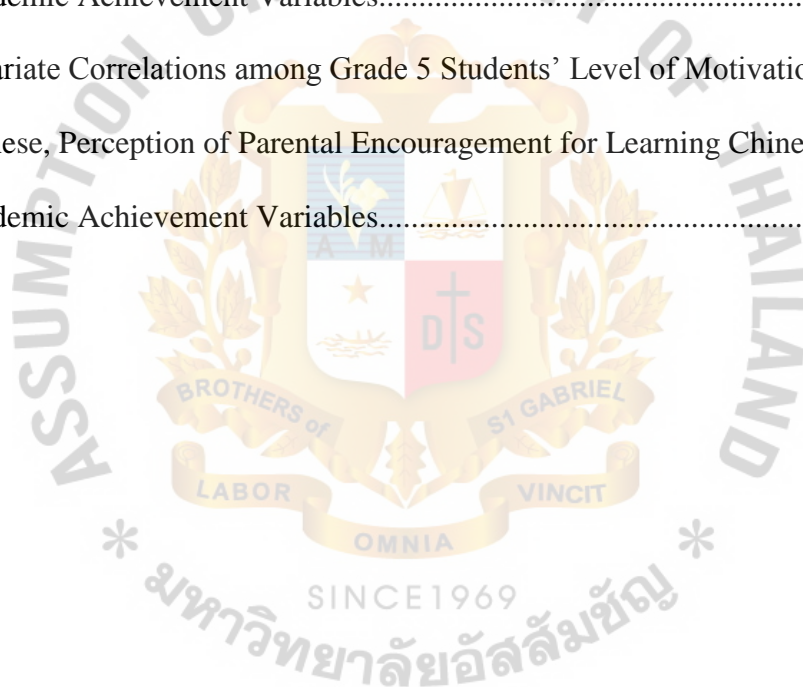
TABLE	Page
1 The Subscales of Attitude/Motivation Test Battery.....	27
2 Subscales of International Attitude/Motivation Test Battery	29
3 Current Study's Population and Available Sample (Academic Year 2016 - 2017).....	40
4 6 – Point Likert Scale of the Questionnaire.....	41
5 Subscales in the Motivation and Parental Encouragement for Learning Chinese Questionnaire.....	43
6 Reliability Data of AMTB, International AMTB, and The Motivation and Parental Encouragement for Learning Chinese Questionnaire.....	44
7 Scoring of Attitudes Toward Learning Chinese, Desire to Learn Chinese, Motivational Intensity for Learning Chinese, and Parental Encouragement Subscales.....	45
8 Score Interpretation for Motivation for Learning Chinese, Attitudes Toward Learning Chinese, Desire to Learn Chinese, Motivational Intensity, and Parental Encouragement Subscales.....	46
9 Summary of Research Process.....	51
10 Grade 3 Students' Means, Standard Deviations and Interpretations for Attitude Toward Learning Chinese Subscale Items.....	55
11 Grade 3 Students' Means, Standard Deviations and Interpretations for Desire to Learn Chinese Subscale Items.....	56
12 Grade 3 Students' Means, Standard Deviations and Interpretations for Motivational Intensity to Learn Chinese Subscale Items.....	57

TABLE

13	Grade 3 Students' Mean Score and Standard Deviation for the Motivation Variable and Subscales.....	58
14	Grade 4 Students' Means, Standard Deviations and Interpretations for Attitude Toward Learning Chinese Subscale Items	59
15	Grade 4 Students' Means, Standard Deviations and Interpretations for Desire to Learn Chinese Subscale Items.....	60
16	Grade 4 Students' Means, Standard Deviations and Interpretations for Motivational Intensity to Learn Chinese Subscale Items.....	61
17	Grade 4 Students' Mean Score and Standard Deviation for the Motivation Variable and Subscales.....	62
18	Grade 5 Students' Means, Standard Deviations and Interpretations for Attitude Toward Learning Chinese Subscale Items.....	63
19	Grade 5 Students' Means, Standard Deviations and Interpretations for Desire to Learn Chinese Subscale Items.....	64
20	Grade 5 Students' Means, Standard Deviations and Interpretations for Motivational Intensity to Learn Chinese Subscale Items.....	65
21	Grade 5 Students' Mean Score and Standard Deviation for the Motivation Variable and Subscales.....	66
22	Grade 3 Students' Mean Score and Standard Deviation for the Perception of Parental Encouragement for Learning Chinese Subscale Items.....	67
23	Grade 4 Students' Mean Score and Standard Deviation for the Perception of Parental Encouragement for Learning Chinese Subscale Items.....	68
24	Grade 5 Students' Mean Score and Standard Deviation for the Perception of Parental Encouragement for Learning Chinese Subscale Items.....	69

TABLE

25	Means and Standard Deviations for Grade 3, Grade 4, Grade 5 Students' Level of Perception of Parental Encouragement for Learning Chinese Variable.....	69
26	Bivariate Correlations among Grade 3 Students' Level of Motivation for Learning Chinese, Perception of Parental Encouragement for Learning Chinese and Chinese Academic Achievement Variables.....	70
27	Bivariate Correlations among Grade 4 Students' Level of Motivation for Learning Chinese, Perception of Parental Encouragement for Learning Chinese and Chinese Academic Achievement Variables.....	71
28	Bivariate Correlations among Grade 5 Students' Level of Motivation for Learning Chinese, Perception of Parental Encouragement for Learning Chinese and Chinese Academic Achievement Variables.....	72



LIST OF FIGURES

FIGURE		Page
1	Conceptual framework of the study.....	7
2	The socio-educational model of second language acquisition.....	22



LIST OF ABBREVIATIONS

AMTB	Attitude/Motivation Test Battery
ASEAN	Association of Southeast Asian Nations
IB	International Baccalaureate
L2	Second/foreign languages
OBEC	Office of the Basic Education Commission
SDT	Self-Determination Theory



CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the statement of the problem, the research questions with the corresponding objectives and hypotheses. It also includes the theoretical framework and conceptual framework of this study, followed by the scope of the study, the definitions of terms and concludes with the significance of the study.

Background of the Study

In today's globalized world, multilingualism has become a more important ability than ever before. Language competence and intercultural understanding are no longer just additional skills but an essential part of being a world citizen in today's 21st century knowledge society (Crace, 2004). Among the different languages in the world today, Mandarin Chinese language is the biggest native language with 897 million native speakers and is becoming more prominent in the international arena (Kanoksilapatham, 2011; Paul, Simons & Fennig, 2016). As China is now playing a major role as one of the leading countries in international business, Chinese language proficiency has become crucial for economic growth and learning Chinese can bring great economic value especially in the Association of Southeast Asian Nations (ASEAN) countries (Gao, 2011). As a matter of fact, according to Bloomberg rankings, Mandarin Chinese is now ranked as the most useful business language after English (Lauerman, 2011).

China's successful economic development in recent years has led to a huge increase in the numbers of non-Chinese heritage people learning Chinese around the world, a phenomenon known as global Mandarin fever (Gao, 2011). In Thailand, despite the fact that

English is the first foreign language that all Thai students learn in school, Mandarin Chinese is now being considered as the most popular second foreign language among Thai students (The Nation, 2012). According to a survey of students at 700 schools under the Office of the Basic Education Commission (OBEC) of Thailand, the top three most popular second foreign languages for Thai students are Chinese, Japanese and Korean (The Korea Times, 2012). The survey showed that over 300,000 students chose to study Chinese, while 34,000 and 12,000 preferred to study Japanese and Korean, respectively (The Nation, 2012). The results also showed that Chinese has replaced French as the most selected second foreign language among Thai students (The Korea Times, 2012). Furthermore, the number of schools offering Chinese language class in Thailand has also been increasing. It is now estimated that around 700 schools in Thailand offer Mandarin Chinese language to their elementary, middle and high school students (The Nation, 2012). Moreover, Chinese language is now one of the major foreign language strands in the Thai national curriculum today (Kanoksilapatham, 2011). As Chinese is becoming a more popular foreign language in Thailand, it is important to study the factors that influence Chinese language teaching and learning in the Thai context.

According to Ellis (1994), the factors that influence the acquisition of second/foreign languages (L2s) can be categorized into two main types as internal and external. Internal factors are individual learner characteristics such as age, personality, motivation, past experiences, cognitive abilities and language aptitudes that can have an effect on the L2 learning. The external factors refer to the curriculum, teacher variables, instructional methods, social context, as well as learning situations that are originated from the outside environment (Ellis, 1994).

Among the aforementioned factors, studies have indicated that motivation is one of the most crucial internal factors that can affect L2 learning, as it has great impact on the rate and success of L2 learning (Dörnyei, 1998; Gardner, 1985b; Skehan, 1991). Without

sufficient motivation, even the most talented and gifted students cannot achieve; neither a quality curriculum nor good instruction alone can ensure a language learner's achievements (Dörnyei, 1998). Furthermore, Gardner and Lambert's study (1972, as cited in Dörnyei, 1998) suggested that a high level of motivation can even compensate for deficiencies in one's language aptitude and learning conditions.

Another crucial factor for L2 learning, especially for young learners in a monolingual country like Thailand, is parental encouragement (Gardner, 1985a). Parental encouragement in this context refers to the amount of support parents give to their children in their L2 study (Gardner, 1985a). It can either take place actively or passively. Parents can be there to actively encourage, support and monitor the language learning processes of their children, or they can be passively modeling and communicating the attitudes related to the learning of the L2 and the L2 community. A study has suggested that parental support mediates L2 proficiency through its influence on students' motivation toward learning the L2 (Gardner, Masgoret, & Trembley, 1991).

This study will focus on a trilingual international school in Thailand. What is unique about this international school is its English and Mandarin Chinese language immersion program. In this school, English and Mandarin Chinese language are not taught as language arts only, but serve as the mediums of instruction of the school's curriculum. From Nursery level to Grade 4, students spend half of each school day learning in an English environment and the other half of each day learning in a Mandarin Chinese environment. After Grade 5, English becomes the core language of instruction and Chinese is available as an individual language subject. As 90% percent of the students are Thai nationals, this school provides an authentic and natural environment for the students to acquire two foreign languages, English and Mandarin Chinese, at the same time.

Statement of the Problem

Despite the fact that the school has one of the most well-known Chinese curriculums in Bangkok, the researcher, who has been a Chinese teacher in this school for three years, has observed differences in level of attainment in Chinese ability among students. Among the important individual differences for foreign language learning achievement, the researcher hypothesizes that it is the difference in level of motivation toward learning Chinese and parental encouragement that has led to the achievement differences. Therefore, the purpose of this study was to examine whether there was a significant relationship between students' level of motivation for learning Chinese, parental encouragement for learning Chinese, and Chinese language achievement among Grade 3, Grade 4, and Grade 5 students at an international school in Thailand.

Research Questions

For this study, the following research questions have been formulated:

1. What are the levels of motivation for learning Chinese of Grade 3, Grade 4 and Grade 5 students at an international school in Thailand?
 - 1.1 What are the levels of attitudes toward learning Chinese of Grade 3, Grade 4, and Grade 5 students at an international school in Thailand?
 - 1.2 What are the levels of desire to learn Chinese of Grade 3, Grade 4, and Grade 5 students at an international school in Thailand?
 - 1.3 What are the levels of motivational intensity to learn Chinese of Grade 3, Grade 4, and Grade 5 students at an international school in Thailand?
2. What are the levels of perception of parental encouragement for learning Chinese of Grade 3, Grade 4, and Grade 5 students at an international school in Thailand?

3. Are there significant relationships between Grade 3, Grade 4, and Grade 5 students' motivation for learning Chinese and perceptions of parental encouragement for learning Chinese with their Chinese academic achievement at an international school in Thailand?

Research Objectives

The following are the specific research objectives addressed by this study:

1. To determine the levels of motivation for learning Chinese of Grade 3, Grade 4, and Grade 5 students at an international school in Thailand.
 - 1.1 To determine the levels of attitudes toward learning Chinese of Grade 3, Grade 4, and Grade 5 students at an international school in Thailand.
 - 1.2 To determine the levels of desire to learn Chinese of Grade 3, Grade 4, and Grade 5 students at an international school in Thailand.
 - 1.3 To determine the levels of motivational intensity to learn Chinese of Grade 3, Grade 4, and Grade 5 students at an international school in Thailand.
2. To determine the levels of perception of parental encouragement for learning Chinese of Grade 3, Grade 4, and Grade 5 students at an international school in Thailand.
3. To determine if there are significant relationships between Grade 3, Grade 4, and Grade 5 students' motivation for learning Chinese and perceptions of parental encouragement for learning Chinese with their Chinese academic achievement at an international school in Thailand.

Research Hypothesis

One hypothesis was formulated for this study:

There are significant relationships between Grade 3, Grade 4, and Grade 5 students' levels of motivation for learning Chinese and perceptions of parental encouragement for learning Chinese with their Chinese academic achievement at an international school in Thailand at the level of .05.

Theoretical Framework

The theoretical framework of this study follows Gardner's socio-educational model of second language acquisition. The model suggests that both ability and motivation are key factors in second/foreign language learning, and that the acquisition of an L2 cannot be viewed as a cognitive or educational phenomenon alone, but rather a socio-psychological phenomenon. Motivation in this model is defined as the combination of an individual's desire to learn the language, attitudes toward learning the language and motivational intensity (Gardner, 1985b). Gardner's model also states that sociocultural factors play an important role in the language learning process. In this study, the sociocultural factor taken into account was parental encouragement for L2 study. These variables were assessed by four modified subscales from Gardner's attitude/motivation test battery (1985a): motivational intensity, desire to learn the language, attitude toward learning the language and perception of parental encouragement toward learning the language.

Conceptual Framework

This study was a correlational study that aimed to examine the relationship between Chinese learning motivation, perception of parental encouragement for learning Chinese and Chinese academic achievement among Grade 3, Grade 4 and Grade 5 students at an international school in Thailand. Figure 1 presents the conceptual framework of this study.

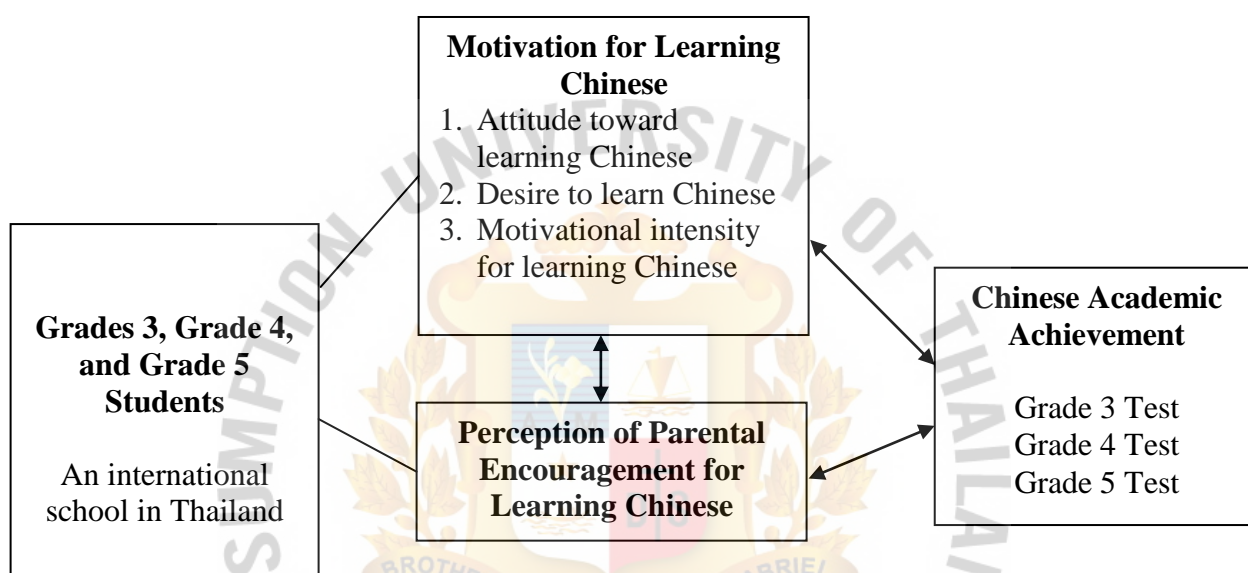


Figure 1. Conceptual framework of the study.

Scope of the Study

The research population of this study was the Grade 3, Grade 4, and Grade 5 students from a trilingual international school in Thailand that offers both English and Chinese immersion programs. The sample of this study was 155 Grade 3, Grade 4, Grade 5 students studying at this international school in academic year 2016-2017. The results of this research would only be applicable to the Grades 3 - 5 students at an international school in Thailand.

The motivation variable in this study was defined according to Gardner's socio-educational model as a three dimensional conception consisting of the motivational intensity

learning Chinese, the desire to learn Chinese and attitudes toward learning Chinese. This variable was measured by the three subscales of Gardner's attitude/motivation test battery: attitude toward learning Chinese, desire to learn Chinese, and motivational intensity for learning Chinese. The parental encouragement variable in this study was defined as the extent in which students feel their parents' support in their foreign language learning (Gardner, 1985a). Students' Chinese end-year assessment scores in second semester of academic year 2016 – 2017 were taken as the Chinese academic achievement variable in this research.

Definitions of Terms

To assure a common understanding of terms used in this study, the following definitions are provided.

An international school in Thailand

This term refers to a trilingual international school located in central Thailand that offers International Baccalaureate (IB) curriculum from nursery through grade 12 in three languages: English, Chinese, Thai. The school was established in 2001, and now has 890 students and 197 teachers. The English and Chinese language programs are offered as immersion programs.

Chinese academic achievement

This refers to students' Chinese test scores taken during the second semester of academic year 2016 – 2017 at an international school in Thailand. There were three Chinese end-year assessments in all, one each for Grade 3, Grade 4, and Grade 5. The total score of each test was 100 points.

Motivation for learning Chinese

This term is defined according to Gardner's socio-educational model of second language acquisition. It refers to as a three part conception consisting of the motivational intensity for learning Chinese, the desire to learn Chinese and attitudes toward learning Chinese. The orientation of students' motivation for learning Chinese is also assessed.

Attitudes toward learning Chinese. This term refers to how students feel about the process of learning Chinese language. It will be assessed by Items 3, 7, 10, 14, 17, 23, 26, 30, 33, and 37 of the study questionnaire.

Desire to learn Chinese. This term refers to how strongly students want to learn Chinese language. It will be measured by Items 4, 6, 11, 13, 19, 22, 27, 29, 34, and 36 of the study questionnaire.

Motivational intensity for learning Chinese. This term refers to the intensity of a student's motivation to learn Chinese, in terms of the degree of effort spent in learning the language, the work done for classroom assignments, and future plans to make use of and study Chinese language. It will be assessed by Items 2, 5, 9, 12, 16, 20, 25, 28, 32, and 35 of the study questionnaire.

Orientation toward learning Chinese. This term refers to the reason why students choose to learn Chinese. There are two main orientations of motivation to learn Chinese: instrumental and integrative. The integrative orientation means the main purpose why students learn Chinese is to communicate with Chinese people and learn more about Chinese culture, while the integrative orientation refers to a utilitarian value of learning Chinese language. Students with instrumental orientation primarily learn Chinese for academic or career purposes. It will be assessed by Item 39 of the study questionnaire.

Immersion Program

This is a method of teaching a second/foreign language in which the second/foreign language is the medium of classroom instruction.

Instrumental Motivation

It is a type of language learning motivation that describes learners who learn the language to gain something practical such as meeting school requirements, applying for jobs, and achieving higher social status, etc.

Integrative Motivation

In contrast to instrumental motivation, integrative motivation describes learners who want to learn the language because they are interested in learning the language and knowing the culture and people of the language community.

Parental Encouragement

This term refers to actions taken by parents to support their children's foreign language support. In some literature, it is mentioned as parental involvement.

Perception of parental encouragement. This term refers to the extent to which students feel their parents' support for their foreign language learning. It will be measured by Items 1, 8, 15, 18, 21, 24, 31, and 38 of the study questionnaire.

Significance of the Study

This study examined the relationship between Chinese learning motivation, perception of parental encouragement and Chinese academic achievement. The findings of this study would benefit the school administrators, teachers, and parents of an international school in Thailand.

Firstly, the findings of this study shed some light on the factors (motivation and perception of parental encouragement) that affect the Chinese language learning and teaching at the target school. By knowing and understanding the factors affecting their learning, the school can make changes and improvements that will ultimately benefit students' learning. Secondly, the information gained from this study would be helpful for administrators and curriculum developers to plan home-school partnership programs to help foster students' motivation to learn Chinese language. Thirdly, the information gained from this study would be useful for teachers to find ways to collaborate with parents to increase students' motivation to learn Chinese language. Lastly, for parents, this study would help them understand the importance of their involvement in their children's Chinese language education.

In this chapter, the background, the theoretical and conceptual frameworks, scope and significance of the study, along with the definitions of terms were presented. In the following chapter, the researcher reviewed literatures related to factors affecting second/foreign language acquisition, motivation for second/foreign language acquisition, students' perception of parental encouragement toward second/foreign language acquisition, as well as background information of the target school.

CHAPTER II

REVIEW OF RELATED LITERATURE

In the previous chapter, the researcher provided the rationale and significance of the study. In this chapter, the researcher reviewed the important theories and literature related to this research. There are six sections in this chapter. The first section gives an overview of Chinese language learning worldwide, then narrow down to the Chinese language learning in Thailand. The second section presents the individual differences in language learning. The third section presents the importance of motivation in learning. The next section focuses on the main motivation theories in second language acquisition field. The fifth section reviews the previous research on the relationships between the main variables of this study: motivation, perception of parental encouragement, and language academic achievement. Then lastly, the sixth section introduces the target school in detail.

Chinese Language Learning Worldwide

Napoleon Bonaparte once referred to China as a sleeping giant. He said “Let it sleep, for when China wakes, it will shake the world.” Nearly two centuries after that remark, China has woken up to become a country that possesses economic influence that directly concerns and supports the global market. It is now the largest exporter and second largest economy in the world (World Bank, 2016a, 2016b). As China emerges to become a worldwide economic giant, countries around the world are purposely moving forward and taking opportunities to trade and carry out business with China. Within this context, Mandarin, the official language of China, has become important and valuable for the modern world (Mandarin Chinese Language, 2015). As people are recognizing Mandarin’s importance as the emerging global

business language of the future, it is now in high demand around the world (Shao, 2015; Wei, 2010). This phenomenon, also called global Mandarin fever, is reflected by the increasing number of non-Chinese heritage people learning Mandarin all over the world. According to the Office of Chinese Language Council International, approximately 150 million people are learning Chinese Mandarin globally (Zhang, Xie & Li, 2016).

Mandarin fever has been spreading and increasing in many countries around the world. For instance, in the United States, Mandarin is now the first choice second language after Spanish (Gao, 2011; Lofholm, 2016). Many schools across the country are now offering Chinese language programs, even Chinese immersion programs to students from K-12. Approximately 200,000 students across the country are now studying Mandarin (Feldscher, 2015). On the initiative to help American students gain a better understanding of Chinese culture and prepare them to deal with China in future jobs, the US government has launched a program recently aiming to increase the number of American students learning Mandarin to 1,000,000 by 2020 (Feldscher, 2015). The enthusiasm to learn Mandarin can also be seen in Britain, as it has been reported that Mandarin has become the top choice second language for many British people. The number of British students sitting the General Certificate of Secondary Education (GCSE) exam in Mandarin has been increasing 10% year-on-year, and has increased by 75% over the past five years. Furthermore, the British government has recently announced a £10 million investment to allow more children to learn Mandarin at school (Wang, 2016).

The Sindh province of Pakistan has also promoted a similar program, making Mandarin compulsory in all schools for its 10 and 11 year olds (Crilly, 2011). In India, Mandarin is now offered as a foreign language subject in 500 schools, and the government is planning to gradually promote Chinese language learning in 11,500 middle schools across the country (Mandarin Chinese Language, 2015). The Australian government is also on board, as

it has been promoting the study of Asian languages in its country. The number of schools offering Chinese language classes have increased from 319 in 2008 to 1,030 in 2015, while the number of students learning Mandarin as foreign language has doubled since 2008, reaching 172,878 in 2015 (Zhao, 2016). Along the same line, the Panamanian government proposed legislation to make Mandarin mandatory in all schools in Panama (BBC News, 2007). Similar trends are observed in the Scandinavian countries as well, as the Swedish government has decided to upgrade the status of Mandarin as a foreign language in schools, putting it on par with German, French, and Spanish (Willgren, 2012).

Chinese Language Learning in Thailand

The trend of Mandarin fever is also evident in Thailand, as Mandarin is now considered the most popular foreign language among Thai students (The Nation, 2012). A survey at 700 schools throughout Thailand carried out by the Office of the Basic Education Commission (OBEC) showed that majority of the Thai students' preference for foreign language are moving away from European languages to Asian languages, with Chinese Mandarin as their first choice (The Korea Times, 2012). This is reflected in the increasing number of Thai students taking Mandarin classes, tripling over the past few years, and has reached up to 800,000 currently (Zhang, 2013).

The history of Chinese language in Thailand can be dated back over 700 years, to when Thailand first established relations with China during the Sukhothai Period. Since then, many Chinese people have migrated to Thailand and became the biggest minority group in the country. Along with the migration of Chinese people came the introduction of Chinese language into Thailand (Kanoksilapatham, 2011). However, due to the political development in China and Thailand, there was a period of time when Chinese language was banned in Thailand. It was not until 1975 that Thailand and China reestablished diplomatic relations,

and since then the two countries' connections and friendship has become closer and closer (Kanoksilapatham, 2011).

The turning point for Mandarin learning in Thailand occurred in 1992, when the Thai government made the study of Mandarin accessible to the public in all school levels (Tangyuenyong & Choonharuangdej, 2009). Ever since, Mandarin gradually became more popular and has risen from being a peripheral language to one of the mainstream languages in the Thai education system. In 2001, the OBEC established Mandarin as one of the foreign language strands in the Thai national curriculum. Today, Mandarin is considered an important language that will enhance the country's competitiveness in the globalization era (Kanoksilapatham, 2011).

Individual Differences in Language Learning

Language learners vary greatly in how successfully they can learn a language. This refers not only to how fast they can learn a language, but also the level of proficiency they reach. What are the explanations for the achievement differences among the language learners? In general, three sets of individual difference factors have been identified: social, cognitive, and affective (Ellis, 2004). This section will present the cognitive, affective and social factors that contribute to individual differences in L2 learning.

The most widely studied cognitive factors relevant to L2 learning are intelligence, and language aptitude. Intelligence has been reported to be associated with L2 learning. Some research has suggested that Intelligence Quotient (IQ) score is a good predictor for success in L2 learning. For instance, a study with students in a French immersion program by Genesee (1976, as cited in Lightbown & Spada, 2006) found that intelligence score was related to the development of French second language vocabulary, reading, and grammar. In Ellis's review of research (2004) regarding individual difference factors, learner's intelligence, memory and

language aptitude were also presented as key factors that contribute to individual differences in L2 acquisition. Language aptitude was reported to be one of the big two individual difference factors (the other is motivation). Consistent correlations were revealed between learners' language aptitude and language achievement. For example, Sparks, Ganschow, and Patton's study (1995, as cited in Ellis, 2004) found that language aptitude was a good predictor of the grades achieved by school foreign language learners.

Another cognitive factor that has been receiving a lot of attention in L2 learning is learning styles. According to Reid (1995, as cited in Ellis, 2004), the term learning style is defined as a learner's natural, habitual, and preferred way of absorbing, processing, and retaining information and skills. In the field of second language acquisition, considerable research has focused on distinctions between different cognitive learning styles: field independent and field dependent (Lightbown & Spada, 2006). Field dependent people see things in a holistic perspective, whereas field independent people see things in a more analytic manner. Studies have shown a strong relationship between field independence and success in second language learning (Lightbown & Spada, 2006). The concept of learning styles is also applied to other domains, such as the sensory domain. For instance, Reid (1987) proposed six types of perceptual learning styles: auditory, visual, tactile, kinesthetic, group and individual learning styles. Reid's theory states that the investigation of perceptual learning styles in language learning will lead to more effective teaching strategies as well as higher learning results. The concept of learning styles has been applied in second language pedagogy in many ways. For instance, language teachers have attempted to match instructional activities to learners' preferred learning styles. Language learners are also encouraged to identify their preferred learning style to ensure that they learn efficiently (Lightbown & Spada, 2006).

However, the research of learning styles have been debated and questioned for its validity and its application in education. The critics of learning styles point out that the term *learning styles* have been defined in so many different ways that it has caused confusion in the learning style conceptualizations (Curry, 1990). Furthermore, the reliance on quantitative research methods and self-report questionnaires in learning style research has led to skepticism in the reliability and validity of the learning style measurement instruments (Coffield, Moseley, Hall, & Ecclestone, 2004). The applicability of learning styles concepts in education has also been doubted, as critics point out there is insufficient valid evidence to support the claim that learning styles concept can improve teaching and learning (Curry, 1990; Goldhill, 2016).

Among the affective factors influencing L2 learning, motivation is considered to be the most widely recognized factor that is relevant to language learning. It is the second of the *big two* individual difference factors, which accounts for only slightly less of the variance in learners' language achievement scores than language aptitude. It has been attracting more attention than any other individual difference factors, not only for its importance in understanding language learning, but also its potential in maximizing the success of language learning (Ellis, 2004). The main body of work on motivation in second language acquisition is that associated with Gardner, Lambert and their associates (Ellis, 1994). Gardner's research has taken a socio-psychological approach toward second language learning. The key tenet of Gardner's approach is that the learners' attitudes toward the L2 community will exert a strong influence in their L2 learning. He proposed two types of orientation of motivation for learning L2: integrative and instrumental. Integrative orientation reflects a positive disposition and the desire to interact with and become a part of the target language community (Gardner, 2010). Instrumental orientation refers to the functional purposes and

potential pragmatic gains of L2 proficiency, such as getting a better job or a higher salary (Gardner, 2010).

Another affective variable that can affect L2 language learning is language anxiety. Horwitz, Horwitz, and Cope (1986) defined foreign language anxiety as a specific anxiety that some language learners experience when using or learning a foreign language. It has been found to have a devastating effect on L2 language learning, especially on performance in oral communication (Henter, 2014). Many studies have shown that anxiety is negatively related to L2 achievement, whether it be speaking, reading or writing. However, there have been debates on whether anxiety is the cause of poor language achievement or is it the result of poor language achievement (Ellis, 2004).

In addition to cognitive and affective factors, social factors also play very important roles in L2 learning process and can have significant impact on L2 achievement. However, the influence of social factors on L2 achievement is not a direct one. Their effects are usually mediated by a number of variables, and researchers have found that learner attitude is one of the major variables that social factors act on. Social factors can help shape learner's attitude, which in turn affect learning outcomes (Ellis, 1994). Some examples of social factors include the L2 learning environment, which is constituted of teachers, peer groups as well as the instructional materials. Other social and contextual factors such as the L2 learner's immediate family and friends also have an effect on learner's L2 motivation. Social factors also determine other aspects of L2 learning. For instance, a learner's socioeconomic and ethnic background can affect L2 learning opportunities, as well as the nature and extent of the L2 input that the learners are exposed to (Ellis, 1994).

Motivation for Learning

The term *motivation* is derived from the Latin word *movere*, which means to move. In the psychology field, it is defined as an internal state or condition that energizes and directs behavior. In the educational setting, motivation can be defined as whatever gets students moving, points them toward a direction, and keeps them going (Ormrod, 2008). It is an essential factor for student achievement and success. It determines whether a student will put effort and energy into a task, as well as the student's attitude toward a task (Ormrod, 2008). It can also enhance a student's cognitive processing, leading to a more complete understanding of materials taught in class and a deeper use of processing strategies (Ormrod, 2008; Wolters, Yu, & Pintrich, 1996). Without sufficient motivation, even the most talented and gifted students cannot achieve a quality curriculum. Nor can good instruction alone ensure student achievement (Dörnyei, 1998). The research has shown convincing, consistent and positive evidence that motivation is a critical component of learning, and increased student motivation can lead to better academic achievement (e.g., Broussard & Garrison, 2004; Ross, 2008). As with other academic subjects such as math and science, motivation has been found to be as important for second/foreign language (L2) learning (Dörnyei, 1998; Gardner, 1985b; Skehan, 1991).

Motivation for Second Language Learning

Motivation has been widely recognized by researchers and language teachers as one of the major factors that determines the rate and success of second/foreign language (L2) learning. It is what that provides the initial impetus for a learner to initiate L2 learning, and the driving force that supports the learner through the difficult and tedious L2 learning process. Motivation is not only found to be crucial for language achievement, moreover, studies have shown that high level of motivation can compensate for deficiencies in one's

language aptitude and language learning conditions. As researchers and teachers recognize its significant roles in L2 learning, a great deal of research have been conducted on L2 motivation in the past decades (Dörnyei, 1998). Some of the major L2 motivation models and theories are presented in the following section.

Dörnyei's L2 Motivational Self System

The L2 Motivational Self System is a language learning motivation theory drawn from the psychological theories of the Self and the Self-Discrepancy theory. The Self theory states that everyone has a cognitive sense of self and a set of perceptions for themselves, which includes one's ideas of who they would like to become, what they can be, and what they are afraid of becoming. These possible selves give form, structure, meaning and direction to one's hope and threat, therefore can incite and direct purposeful behavior. The Self-Discrepancy theory postulates that people are motivated to reduce the discrepancy between one's actual self and ideal self. Applying these concepts to foreign language learning, Dörnyei developed the L2 Motivational Self System (Dörnyei, 2005).

The main components of the L2 motivational self-system are ideal L2 self, ought-to self and the L2 learning experience. Firstly, the ideal L2 self refers the ideal image a learner would like to have in the future. For instance, if one learns a language in order to interact with international friends, the ideal self of this person would be a fluent L2 speaker, which will act as a powerful motivator for the learner to learn L2. This dimension is similar to the integrative and instrumental motivation of the previous L2 motivation models. Secondly, the ought-to self refers to the qualities that one believes one should have to meet expectations and to avoid negative outcomes. For example, if one learns L2 to comply with parents' request, please their teachers, or for job requirement, then the ought-to L2 self is the main motivator for their L2 learning. This dimension is related to extrinsic motivational factors, as the main motivators are associated with obligations, perceived duties and responsibilities

endowed from the learner's surrounding. And lastly, the L2 learning experience refers to the motivation coming from the learning environment and experience. Motivators in this dimension include the curriculum, the teacher, the teaching materials and the peer group in the L2 classroom (Dörnyei, 2005).

Self-Determination Theory

Deci and Ryan's self-determination theory (SDT) explains what motivates one and one's behaviors (Deci & Ryan, 1985). It takes a differentiated approach to motivation by classifying motivation into several distinctive types, and attempt to articulate a set of principles of how each type of motivation can be promoted, sustained, and undermined (Ryan & Deci, 2000). The theory mainly distinguishes between the two types of motivations: intrinsic and extrinsic. Intrinsic motivation refers to the desire to achieve something for one's own sake, and at the same time, done out of enjoyment or seeing value in doing so. On the other hand, extrinsic motivation refers to the desire to do something not for the sake of enjoyment, but to produce a certain result, such as getting a reward or avoiding punishment (Center on Education Policy, 2012).

Due to the widespread influence of SDT in the mainstream psychology, many attempts have been made to integrate the theory into L2 research to better understand L2 motivation. For instance, Brown (1981, 1990, 1994, as cited in Dörnyei, 1998) emphasized the importance of intrinsic motivation in L2 classroom. Another aspect of SDT that has been applied to the L2 field is the fostering of learner autonomy in L2 classrooms to increase learner's motivation. Several studies have shown that learner autonomy and L2 motivation go hand in hand and learners who take responsibility of their own learning are more motivated (Dörnyei, 1998). Some L2 researchers even argue that the self-determination paradigm offers many advantages over other motivation models available in L2 motivation research field. Noels, Patelletier, Clement and Vallerand (1997, as cited in Dörnyei, 1998) reasoned that the

theory provides a comprehensive framework that can systematically accommodate the different orientations of L2 motivation.

Socio-Educational Model of Second Language Acquisition Theory

Gardner's socio-educational model of second language acquisition is a model that explains the role of individual difference variables in the second language learning process. It assumes that achievement in second language is mediated by two main variables, which are language aptitude and motivation. It proposes that motivation to learn a second language is influenced by both the educational and cultural contexts of the learning situation (Gardner, 2010). It stresses the idea that language learning is different from other academic learning, because learning a language involves both the acquisition of skills and the behavioral patterns of another cultural community. Therefore, the degree of success a language learner can achieve will be influenced to some extent by the learner's attitudes and beliefs toward the target language community (Gardner, 1985b). Figure 2 presents the socio-educational model of second language acquisition (Gardner, 2005).

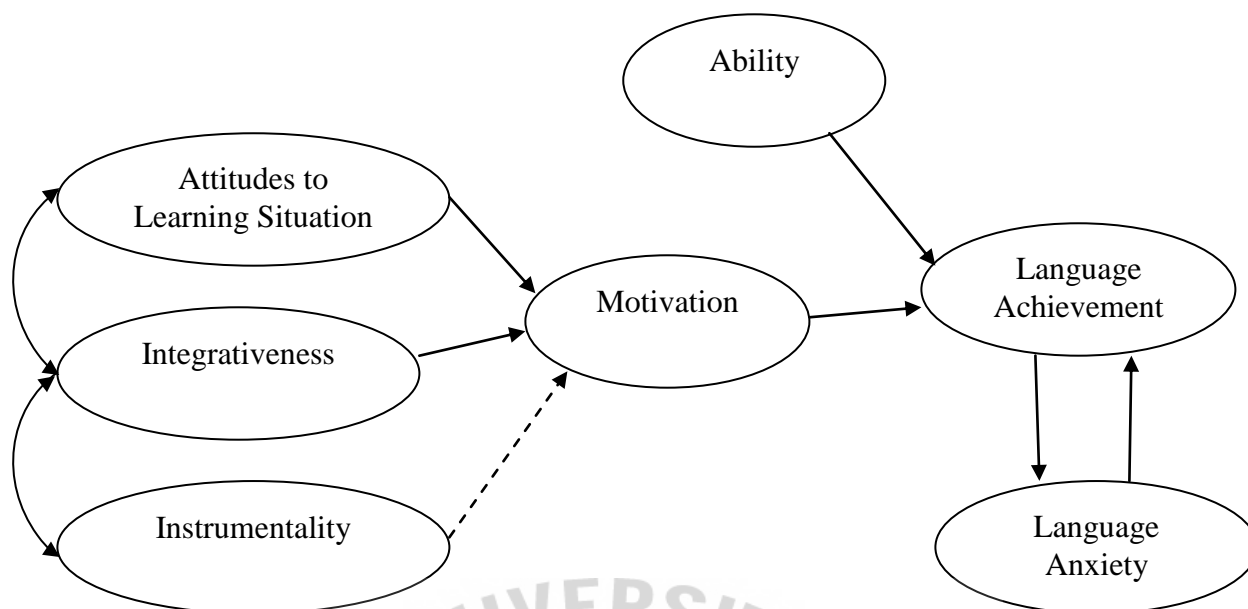


Figure 2. The socio-educational model of second language acquisition. Adapted from *Integrative Motivation and Second Language Acquisition* (p. 6), by R. C. Gardner, 2005, Retrieved from <http://publish.uwo.ca/~gardner/docs/caaltalk5final.pdf>.

The socio-educational model proposes that an individual's motivation to learn a second language is associated with two classes of variables: attitudes toward the learning situation and integrativeness. The learning situation, which is determined by the skill of the teacher, the curriculum, the lesson plans, as well as the evaluation procedures and more, will have an influence on a language learner's motivation. Integrativeness, which refers to an individual's openness to taking on characteristics of another cultural group, is another important factor that will influence one's motivation to learn the language (Gardner, 2005). Instrumentality is another variable that can be implicated in second language achievement. The relationship between instrumentality and language achievement is mediated by motivation (Gardner, 2005).

This model also postulates that language anxiety plays a role in second language learning. It can facilitate achievement due to its motivational properties. At the same time, it

can also be debilitating because it will interfere with learning and productivity, therefore having a negative relation to achievement and self-confidence with the language. This means that learners experiencing high levels of language anxiety will tend to do poorly on the measures of achievement, and low achievers will also tend to be more anxious when they need to use the language (Gardner, 2005).

The socio-educational model also stresses the important role that the sociocultural milieu plays in influencing learners' attitudes, motivation and anxiety in the process of language learning. The milieu can be defined as broadly as the entire community in which the learner lives in or as narrowly as the learners' experiences at home. The model states that learners' early experiences in a specific sociocultural context can play a role in the development of their attitudes and motivation associated with second language learning. Similarly, their experiences at home, which may or may not be the same as their experiences in the social environment, can also influence their attitudes and motivation (Gardner, Masgoret, & Tremblay, 1999).

Gardner (1985b) suggested that parents, which have the strongest familial influence on the learner, can be one of the most significant home background factors that can shape the learner's attitude toward L2. He proposed two potential roles of parents in affecting their children's L2 learning. First, parents can play an active role by encouraging their children to do well in the language class and monitoring their language learning performance. Parents can also actively support their children's L2 learning by tutoring their children's language homework or teaching additional L2 phrases or words to their children at home. Second, parents can play a passive role by communicating and modeling their attitudes toward the L2 language and community to their children. He argued that parents with positive attitudes toward the L2 community would serve as a support to the L2 learner's integrative motive

toward the language, while parents with negative attitudes can inhibit the development of such positive attitudes and discourage their children from learning L2.

Gardner's Definition of Motivation Under Socio-Educational Model

Gardner believes that motivation is a multifaceted and complex concept, as it has been defined in many different ways by different educational psychologists and researchers. Because of its multidimensionality, there is no single definition that can cover and identify all the aspects of the concept. Gardner argued that motivation is a multidimensional construct that encompasses affective, behavioral and cognitive components, and motivated individuals can display many characteristics. They are goal-oriented, and are willing to put effort into attaining a goal. They exhibit persistence, and they attend to the tasks necessary to achieve goals. They also have a strong desire to accomplish their goals, and at the same time they enjoy the activities necessary to attain their goals. They are active in seeking their goals, and they have expectancies about their success and failure. When they achieve some degree of success, they display self-confidence in their accomplishments. Lastly, they have a motive behind their behavior. This shows that motivation is not a simple construct and when measuring motivation, multiple dimensions have to be taken into account (Gardner, 2010).

In Gardner's socio-educational model of second language acquisition, motivation to learn a second language is viewed as being comprised of three elements. First, the motivated individual is willing to put effort into learning the language. The individual exhibits determination and consistently attempts to learn the material by doing the assignments and seeking out opportunities to learn more by doing extra work. Second, the motivated individual wants to accomplish the goal of learning the language. They express a strong desire to learn the language and are willing to do their best to achieve success. Third, the motivated individual is enthusiastic about learning the language, and finds the task of learning the language challenging and enjoyable. All three elements, which are effort, desire

and positive affect, are essential characteristics of a motivated language learner. None of the elements aforementioned can reflect an individual's motivation by itself. For instance, some students may display effort while not enjoying the process and not having a strong desire to achieve the goal. Others may want to learn the language, but do not put as much effort into learning (Gardner, 2010).

On the basis of motivation's definition in the socio-educational model of second language acquisition, Gardner developed a set of instrument, the attitude motivation test battery (AMTB), to measure language learners' motivation to learn a language. It assesses language learners' motivation as a combination of three components: the desire to learn the language, attitudes toward learning the language and the motivational intensity toward learning the language (Gardner, 2010).

The Attitude/Motivation Test Battery (AMTB)

The attitude/motivation test battery (AMTB) is a research instrument that was developed to measure the major affective variables involved in the socio-educational model in second language acquisition. It has been applied widely in the investigations of (a) the correlations of attitudinal and motivation variables with language achievement, (b) the relation of attitude and motivation to classroom language behavior, (c) the effects of language learning programs on attitude and motivation of language learners. It is a reliable and valid instrument (see Chapter III) with various attitudinal and motivational variables for a second language acquisition research (Gardner, 1985a).

There are many versions of the AMTB available. The original version of AMTB was developed by Gardner in 1958 and extended by Gardner and Lambert in 1972. It was designed for the investigation of English speaking students learning French as a second language in Canada. It includes 19 different Likert-type subscales, multiple choice tests, and a semantic differential scale, with a total of 134 items (Gardner, 1985a). Table 1 lists the

subscales of the attitude/motivation test battery (Gardner, 1985a) and the format and number of items of each subscale.

Table 1

The Subscales of Attitude/Motivation Test Battery

Subscales	Response format	Number of items
1. Attitudes toward French Canadians	Likert-type seven alternative response	10
2. Interest in foreign languages	Likert-type seven alternative response	10
3. Attitudes toward European French people	Likert-type seven alternative response	10
4. Attitudes toward learning French	Likert-type seven alternative response	10
5. Integrative orientation	Likert-type seven alternative response	4
6. Instrumental orientation	Likert-type seven alternative response	4
7. French class anxiety	Likert-type seven alternative response	5
8. Parental encouragement	Likert-type seven alternative response	10
9. Motivational intensity	Multiple choice test	10
10. Desire to learn French	Multiple choice test	10
11. Orientation index	Multiple choice test	1
12. French teacher – evaluation	Semantic differential scale	10
13. French teacher - rapport	Semantic differential scale	5
14. French teacher – competence	Semantic differential scale	5
15. French teacher – inspiration	Semantic differential scale	5
16. French course – evaluation	Semantic differential scale	10
17. French course – difficulty	Semantic differential scale	5
18. French course – utility	Semantic differential scale	5
19. French course – interest	Semantic differential scale	5

Ten of the aforementioned 19 subscales are used in the computation of three composite indices of the main constructs assessed by the subscales: integrativeness, motivation, and attitudes toward the learning situation.

Integrativeness index. This index reflects an individual's willingness or affective reactions to take on the characteristics of another cultural community (Gardner, 2010). It is comprised of the sum of the scores of the following subscales: attitude toward French

Canadians, integrative Orientation, attitudes toward European French people, and interest in foreign languages (Gardner, 1985a).

Motivation index. This index accesses an individual's motivation to learn French. It includes the three part conception of motivation which consists of affective reactions toward learning French, effort in learning French, and desire to learn French. This index is the sum of the scores of the motivational intensity, attitudes toward learning French, and desire to learn French subscales (Gardner, 1985a).

Attitudes toward the learning situation index. This index assesses students' attitudes toward the context which the language is taught. It is the sum of the score of the French teacher – evaluation, and French course – evaluation subscales (Gardner, 1985a).

International AMTB

The international version of the AMTB (Gardner, 2004a) is a modified version of the AMTB developed to investigate the affective variables in learning English as foreign language learning in Canada. It contains 116 items with 12 different subscales and utilizes a 7-point Likert-type scale response format (Gardner, 2004a). It has been translated and used in Gardner's research in different countries such as Brazil, Japan, Croatia, Poland, Spain and Romania. Table 2 presents the subscales of the International AMTB.

Table 2

Subscales of International Attitude/Motivation Test Battery (Gardner, 2004a)

Subscales	Number of items
1. Interest in foreign languages	10
2. Parental encouragement	8
3. Motivational intensity	10
4. English class anxiety	10
5. English teacher evaluation	10
6. Attitudes toward learning English	10
7. Attitudes toward English speaking people	8
8. Integrative orientation	4
9. Desire to learn English	10
10. English course evaluation	10
11. English use anxiety	10
12. Instrumental orientation	4

Previous Research on Motivation, Parental Encouragement and Language Academic Achievement

This section presents the previous research on the relationships between motivation, parental encouragement and language achievement.

Motivation and Language Academic Achievement

Garcia's study (1996) tested Gardner's Socio-educational model using multiple regression analysis to determine if attitudes, aptitude, and motivation predict second language achievement among college students studying Spanish at Southeast Texas. Gardner's AMTB, Carroll's Modern Language Aptitude Test, and Defense Activity for Non-Traditional Education Support Subject (DANTES) Standardized Test were used to assess students' motivation, aptitude and language achievement, respectively. Motivation was found to significantly correlate with language achievement ($r = .60, p < .01$). Aptitude was reported to have the greatest impact on second language achievement, while motivation was the second

most influential variable on language achievement. Garcia discussed that motivation was seen as an important factor in language learning because it provides the impetus for learning.

Lysynchuk (1992) explored the teacher and student variables involved in Grade 6 students learning French as a second language. Students' language attitudes, motivation, self-perceptions of using French, use of French outside the classroom, measures of French listening, speaking, reading, and writing achievement were assessed. None of the teacher variables was found to influence students' language achievement. Students' variable data was analyzed with Pearson product moment correlations, and results showed that students with high motivation and language aptitude had higher French achievement. Motivation was found to have an effect on self-confidence in using French. At the same time, it was also found to have an effect on French achievement.

Cortes's research (2002) studied the relationships between Puerto Rican first year university students' attitudes, motivation, anxiety and proficiency level in English as a second language. Intercorrelations among the variables were examined. The correlation between motivation index and English achievement as measured by the College Entrance Examination Board (CEEB) scores was found to be low but statistically significant at the .05 level. Regression analysis was used to determine the relationship between CEEB scores, attitude toward the learning situation index, motivation index, and integrativeness index. Among the aforementioned variables, the motivation index appeared to be the best predictor of CEEB scores, followed by the integrativeness index and the attitude toward learning situation index. Higher CEEB scores or language achievement was found to be related to higher motivation levels and more positive attitude toward the learning situation.

Marangelli's study (2002) investigated the variables that influence language learning motivation and language achievements among Grade 6 French immersion learners in Canada. The AMTB was utilized to measure students' motivation variables while French language

achievement was measured by the final grades for French Language Arts class. The results showed that all motivational variables correlated positively with language achievement.

Sick (2007) conducted a three year study to investigate the effects of individual differences on English language achievement and the rate of achievement in a Japanese academic high school. Students' attitudes and motivation, language aptitude, self-perceived English competence, and language anxiety were assessed. Rasch analysis was used to link the four variables to a common scale for longitudinal comparisons. Motivation and aptitude were identified to be the primary influential factors on language achievement. Self-confidence was found to be influenced by motivation and achievement.

Hou and Lynch (2016) investigated the relationship between students' Chinese learning motivation, perception of parental encouragement and Chinese academic achievement among Grades 4 – 6 students at Ladprao Bilingual School, Bangkok. The study utilized the AMTB's integrative orientation and instrumental orientation subscales to measure the level of students' motivation for learning Chinese and correlated them with their Chinese academic achievement. The findings revealed that there is a significant relationship between students' motivation for learning Chinese and their Chinese academic achievement.

Li and Lynch (2016) studied the relationship between Years 3 – 6 students' level of motivational goal orientation and academic achievement for Chinese as a foreign language course at Ascot International School in Thailand. Among the Chinese classes, students were being divided into basic level and advanced level. The findings showed that the level of intrinsic goal orientation only correlated with the academic achievement of advanced class students, while the level of extrinsic goal orientation correlated with the academic achievement of both basic and advanced class.

Yang and Lynch's study (2016) surveyed Grades 5 – 8 students' level of motivation for learning Chinese as a foreign language at Concordian International School in Thailand.

The findings of the study showed that the Grades 5 – 8 students' overall motivation for learning Chinese was moderate and very close to high level. The researchers believed that this was due to the nature of the Chinese immersion program of the school. Yang and Lynch (2016) also mentioned that parents of the students were very supportive and valued their children's Chinese language education. The parents' encouragement could be one of the big factors that have influenced their children's level of motivation for learning Chinese.

Another research studied the relationship between students' motivational goal orientation for learning Chinese as a foreign language and Chinese achievement of Grade 9 students at Ekamai International School (Lin & Lynch, 2016). The study utilized an adapted version of the Motivated Strategies for Learning Questionnaires (MSLQ) to measure the level of students' motivational goal orientation, and correlated with students' Chinese achievement in the HSK level III listening, reading and writing test. The study found that the students' motivation had a significant relationship with their Chinese achievement.

Parental Encouragement and Language Academic Achievement

Hou and Lynch (2016) examined the relationship between students' Chinese learning motivation, perception of parental encouragement and Chinese academic achievement among Grades 4 – 6 students at Ladprao Bilingual School, Bangkok. The study utilized the AMTB's parental encouragement subscale to measure the level of students' perception of parental encouragement for learning Chinese and correlated it with their Chinese academic achievement. The findings revealed that there is a significant relationship between students' perception of parental encouragement and Chinese academic achievement.

Zhang and Lynch (in press) also explored the relationship between Grades 5 and 6 students' perceptions of parental encouragement and their academic achievement in Mandarin learning at an international school in Bangkok. The study found a positive relationship between students' perception of parental encouragement and their Mandarin

academic achievement. The researchers explained that parental encouragement can help students feel more enthusiastic and motivated to learn the language, and at the same time, are constructive to students' communication skills and helpful in developing good learning habits.

Topor et al.'s study (2010) investigated the relationship of parental involvement with children's academic performance and the mechanism of parental involvement with student's academic performance. The findings of the study demonstrated that parental involvement was significantly related to children's academic performance. Furthermore, the result of the study also indicated that the effect of parental involvement on students' academic performance was above and beyond the impact of the children's intelligence.

Fan and Chen (2001) conducted a meta-analysis to synthesize the quantitative literature about the relationship between parental involvement and students' academic achievement. The findings indicated a moderate and meaningful relationship between parental involvement and academic achievement. Parental expectation was found to have the strongest relationship while parental home supervision was found to have the weakest relationship with children's academic achievement.

Similarly, Jeynes (2005) also conducted a meta-analysis of 41 studies to examine the relationship between parental involvement and the academic achievement of urban elementary students. The finding of the study indicated a considerable and consistent relationship between parental involvement and academic achievement among urban elementary students. The study concluded that parental expectation and style had the strongest relationship with children's academic achievement when compared to other specific components' of parental involvement such as attending school functions and checking on homework etc. The study also concluded that parental expectation and style can create an educational ambience which leads to a sense of support and standards for the children.

Despite the general notion of the importance of parental involvement for children's academic success, there was also research which yielded inconsistent results. In Gardner and Smyth's study (1981) which studied the relationship between Canadian students' perceptions of parental encouragement and grades in French, there was no significant relationship found between the two variables. Similarly, in Gardner's later research (2005) investigating the European students' motivation to learn English as foreign language, parental encouragement was also not found to be significantly correlated with their language achievement. Gardner (1985b) reasoned that even though parents play a very important role in the development of their child's attitude and belief toward the L2 language and they do affect their child's language learning, parental support is not directly related to L2 achievement but related to the willingness to persist at language study. The actual effect of parental encouragement on achievement was mediated through motivation.

Parental Encouragement and Motivation

Parental encouragement has been reported to influence children's motivation for second language learning (Colletta, Clement, & Edwards, 1983). Colletta et al. (1983) found that parental support in language learning correlate highly with children's motivation for second language learning. The study conducted a causal modeling analysis and found that parental support mediated second language proficiency through its influence on learners' motivational characteristics.

Vijchulata and Lee (1985) conducted a study to survey students' motivation for learning English at the Universiti Pertanian Malaysia in Serdang, Malaysia. The study was to find out if the undergraduate students in Universiti Pertanian Malaysia were motivated to learn English, the causes of their motivation, and whether the motivation facilitate their English learning process. A modified version of attitude/motivation test battery was used in the study to survey the students' motivational orientation, motivational intensity for learning

English, desire to learning English, as well as parental/lecturer's encouragement in learning English. The results showed that there was a significant correlation between parental encouragement and students' motivational intensity ($r=.30, p \leq .001$). This suggested that parental encouragement do have an effect on students' motivation to learn a language to a certain extent.

In Cortes's research (2002), correlational relationship between Puerto Rican first year university students' motivation to learn English as a second language and perception of parental encouragement was explored. The findings showed low correlation between motivation index and parental encouragement but the results are statistically significant at the .01 level. Further regression analysis was done to find the relationship between students' motivation to learn English, English class anxiety, English use anxiety and perception of parental encouragement. Among the aforementioned variables, parental encouragement was found to be the more significant predictor of motivation. Higher levels of motivation tend to go along with higher levels of parental encouragement and support. Cortes explained that in this study's context, parents' political perspectives played a role in influencing their children's second language learning.

Paran and Tibli's research (2009) explored the attitude and motivation variables for learning English among college students in the Philippines. The students' perception of parental encouragement in learning English was also assessed. The findings revealed a significant relationship between parental encouragement and attitudes toward English language. In this study, parental encouragement for learning English contributed to the enhancement of students' motivation to learn English.

Hou and Lynch (2016) examined the relationship between students' Chinese learning motivation, perception of parental encouragement and Chinese academic achievement among Grades 4 – 6 students at Ladprao Bilingual School, Bangkok. The study utilized the AMTB's

parental encouragement subscale to measure the level of students' perception of parental encouragement for learning Chinese and the AMTB's integrative orientation and instrumental orientation to assess students' motivation for learning Chinese. The results showed that there is a significant relationship between students' perception of parental encouragement and motivation for learning Chinese.

Parental encouragement has been consistently found to significantly correlate with children's motivation in learning. However, some studies suggested that age could be a factor that reduces the effect of parental encouragement on children's motivation level. In Gardner's research (2005) on students learning English as foreign language in Spain, it was found that the effects of parental encouragement on students' motivation level decreased as students get older. Another study by Wesley (2009) found similar findings, and he reasoned that as students enter early adolescence, they start to prioritize peer interactions over interactions with adults. Therefore the effects of parental encouragement on their motivation level might not be as effective as in the past.

The Research Context

This study was conducted at an international school in Thailand, a trilingual international school that offers International Baccalaureate Curriculum from nursery to grade 12. It was founded in 2001, and has been prominent for its Chinese curriculum. The school offers Chinese, English and Thai languages across all grade levels. The school now has a total of 890 students across primary, middle and high school.

At this school, a dual language program is offered throughout kindergarten and elementary school (nursery to Grade 5). English and Chinese are both the medium of instruction, which means students learn academic subjects in those languages. Students spend approximately 45% of the school day in an English environment, 45% in a Chinese

environment, and 10% in a Thai environment. As students move on to middle school, which is Grades 6 to 10, students spend less time learning Chinese, approximately an hour per day. Chinese language then becomes an elective course, while English becomes the primary language of instruction for all other academic subjects.

Approximately 90% of the student body at this school is Thai. For each grade level, there are at most four classes, with no more than 20 students in each class. Over 70% of the students have had more than three years of Chinese language immersion experience.

Chinese Curriculum at the Target School

The target school follows a transdisciplinary curriculum where Chinese and English both serve as the medium of instruction. In this school, Chinese language is integrated into the transdisciplinary curriculum in an immersion approach to help students develop Chinese language proficiency. Within the framework of the curriculum, students not only learn the Chinese language but also learn about the Chinese language and learn through the Chinese language. The instructional design of the program ensures that students apply the language skills they have learned for authentic purposes and demonstrate their language skills (reading, writing, speaking, and listening) and knowledge through project-based tasks within the context of the curriculum. However focusing on the Chinese language arts curriculum alone, for each grade level, approximately 250 new Chinese characters are taught each year. By the end of primary school, the students would have mastered approximately 1200 Chinese characters, which provided them with a certain level of proficiency in Chinese.

This chapter has presented the literature review and theories related to the topic of the study. In the next chapter, the researcher will describe the research design and research instrument of the study.

CHAPTER III

RESEARCH METHODOLOGY

In the previous chapter, the researcher presented the theories and literature related to the study. Literature related to motivation for learning and second/foreign language acquisition, parental encouragement, and previous research related to the study was reviewed. This chapter will discuss the research design, population and sample, research instruments, data collection, data analysis, and summary of the study.

Research Design

This study was a quantitative correlational study. The purpose of this study was to examine the relationship between Grade 3, Grade 4, and Grade 5 students' levels of motivation for learning Chinese and perceptions of parental encouragement for learning Chinese, and their Chinese language achievement at an international school in Thailand. Two sets of instruments were used. One questionnaire was used to measure students' levels of motivation for learning Chinese, perception of parental encouragement for learning Chinese and the orientations of students' motivation to learn Chinese (see Appendix A). Students' Chinese academic achievements were based on the results from the Chinese end-year assessment they take at the end of the academic year. Descriptive statistics such as means and standard deviation were used to find the levels of the motivation and perception of parental encouragement for learning Chinese while multiple correlation coefficients were used to find the relationship between the variables.

Population

The population of this study was a total of 61 Grade 3 students, 66 Grade 4 students, and 48 Grade 5 students at an international school in Thailand during academic year of 2016-2017. Ninety-five percent of the students have already studied in the school's Chinese immersion program for more than three years, and ninety percent of them were Thais.

Sample

The sample of this study was a total of 175 Grade 3, Grade 4, and Grade 5 students at an international in Thailand. Table 3 shows the number of this study's population and available sample by grade level.

Table 3

Current Study's Population and Available Sample (Academic Year 2016 - 2017)

Grade level	Study population	Available sample
Grade 3	61	55
Grade 4	66	52
Grade 5	48	48

Research Instrument

One instrument was used in this study. The motivation and parental encouragement for learning Chinese questionnaire (see Appendix A), was used to assess the students' level of motivation for learning Chinese, the students' level of perception of parental encouragement for learning Chinese, and the orientation of students' motivation for learning Chinese. Students' Chinese end-year assessment scores were used for the Chinese academic achievement variable for correlation analysis.

Motivation and Parental Encouragement for Learning Chinese Questionnaire







The questionnaire of this study was an adapted version of the international attitude/motivation test battery (AMTB) for English as a foreign language (Gardner, 2004). The questionnaire contained three parts. The first part asked for the students' demographic information. The second part assessed the students' level of motivation for learning Chinese and the students' level of perception of parental encouragement for learning Chinese. The last part of the questionnaire assessed the orientation of the students' motivation for learning Chinese.

Part one. Part one of the test asked for students' demographic information: name, grade level and gender.

Part two. The second part of the questionnaire was adapted from the International AMTB. The international AMTB (Gardner, 2004) is a version of AMTB developed by Gardner and his colleagues to assess learners' motivation for learning English as a foreign language. The original instrument contains 12 subscales, with a total of 103 items. However, only 4 of the subscales were used in this study: attitudes toward learning English, desire to learn English, motivational intensity, and parental encouragement. In order to fit the purpose of this study, the wording of all items were slightly modified to assess the students' motivation for learning Chinese and the students' perception of parental encourage for learning Chinese. The word *English* in all items was changed to *Chinese*. These subscales utilized a 6-point Likert scale. Table 4 presents the 6-point Likert scale that was used in the questionnaire.

Table 4

6 - Point Likert Scale of the Questionnaire

Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree
					

Attitudes toward learning Chinese. This subscale measured the students' affect associated with learning Chinese language. It measured how much do students enjoy and take pleasure in learning Chinese language. It was assessed with 10 items: five positively-keyed and five negatively-keyed items. The items under this subscale were Item 3, 7, 10, 14, 17, 23, 26, 30, 33, and 37. This part of the questionnaire provided data for Objective 1.1.

Desire to learn Chinese. This subscale assessed the students' level of desire to achieve proficiency in Chinese language. It was assessed with 10 items: five positively-keyed and five negatively-keyed items. The items under this subscale were Item 4, 6, 11, 13, 19, 22, 27, 29, 34, 36. This part of the questionnaire provided data for Objective 1.2.

Motivational intensity for learning Chinese. The motivation intensity subscale measured the effort that a student expends to learn Chinese language. It was assessed with 10 items: five positively-keyed and five negatively-keyed items that referred to the persistence, consistency in focus and amount of work done to learn Chinese language. The items under this subscale were Item 2, 5, 9, 12, 16, 20, 25, 28, 32, 35. This part of the questionnaire provided data for Objective 1.3.

Parental encouragement. The parental encouragement subscale measured the level of encouragement from parents, as perceived by the students, for learning Chinese language. It

was measured by eight positively-keyed items. The items under this subscale were Item 1, 8, 15, 18, 21, 24, 31, 38. This part of the questionnaire provided data for Objective 2.

Part three. The third part of the questionnaire included one item from another version of AMTB (Gardner, 1985b). This item assessed whether the orientation of students' motivation for learning Chinese was integrative or instrumental. This item presented four possible reasons for studying Chinese, with two of them stressing the language's instrumental value and the other two stressing the integrative value. Students were asked to choose one from the four choices.

Orientation of motivation for learning Chinese. This subscale assessed whether the orientation of students' motivation is instrumental or integrative. It was a dichotomous item. The item under this subscale was Item 39.

Table 5 presents the subscales and item details included in the motivation and parental encouragement for learning Chinese questionnaire.

Table 5

Subscales in the Motivation and Parental Encouragement for Learning Chinese Questionnaire

Subscales	Positively-keyed items	Negatively-keyed items	Total number of items
Attitudes toward learning Chinese	3, 10, 17, 26, 33	7, 14, 23, 30, 37	10
Desire to learn Chinese	4, 11, 19, 27, 34	6, 13, 22, 29, 36	10
Motivational intensity for learning Chinese	5, 12, 20, 28, 35	2, 9, 16, 25, 32	10
Perception of parental encouragement for learning Chinese	1, 8, 15, 18, 21, 24, 31, 38	-	8
Orientation of motivation for learning Chinese	39	-	1
Total	24	15	39

Validity and Reliability of the Attitude/Motivation Test Battery

The construct validity of AMTB has been established through demonstration of convergent and discriminant validity of the scales in Gardner's research (1985b). Other research has also documented the predictive validity and construct validity of the various scales in the AMTB (Clement, Gardner, & Smythe, 1977; Gardner, 1985a; Gardner & MacIntyre, 1993).

The internal consistency reliability of the international AMTB was obtained through Gardner's study (1985b, 2010) of English learners across 8 countries around the world. Many previous researches in the field have also utilized AMTB in their studies. Murtagh's study (2003) reported substantial internal consistency reliability of AMTB scales in studying Irish learner's motivation and attitudes toward Irish. Table 6 illustrates the internal consistency reliability data of the AMTB subscales used in this study as well as the previous studies.

Table 6

Reliability Data of AMTB, International AMTB, and the Motivation and Parental Encouragement for Learning Chinese Questionnaire

Scales	Number of items for each component	Cronbach's alpha value			
		AMTB (Gardner, 1985b)	International AMTB (Gardner, 2010)	Murtagh's research (2003)	Current Study
Attitudes toward learning the language	10	.93	.90	.95	.94
Desire to learn the language	10	.85	.83	.89	.88
Motivational intensity	10	.82	.75	.75	.77
Parental encouragement	8	.91	.81	.88	.72

Scoring and Interpretation of the Questionnaire Results

The motivation and parental encouragement for learning Chinese questionnaire utilized a 6-point Likert scale as shown in Table 4. The scoring of the questionnaire is presented in Table 7. Note that the scoring value of four was excluded to ensure a clear interpretation of sum scores. For the positively keyed items, the sum score of the items resulted in a high score for students who have high levels of the attribute in the question and low scores for those with low levels. For the negatively keyed items, the item scores were recoded as shown in Table 7.

Table 7

Scoring of Attitudes Toward Learning Chinese, Desire to Learn Chinese, Motivational Intensity for Learning Chinese, and Parental Encouragement Subscales

Likert response anchor	Scores for positively worded items	Scores for negatively worded items
Strongly agree	7	1
Agree	6	2
Slightly agree	5	3
Slightly disagree	3	5
Disagree	2	6
Strongly disagree	1	7

Motivation for learning Chinese. The motivation for learning Chinese variable was assessed by three subscales in the questionnaire of the study: attitudes toward learning Chinese, desire to learn Chinese, motivational intensity. The sum of these three subscales' scores was taken as an indicator of students' actual motivation for learning Chinese. These subscales used a 6-point Likert scale. The scoring of the subscales, attitudes toward learning Chinese, desire to learn Chinese, motivational intensity is as presented in Table 7. The lowest possible score for the motivation for learning Chinese variable was 30, while the highest score was 210. The interpretation scale of the motivation for learning Chinese score is presented in Table 8.

Parental encouragement. The sum of parental encouragement subscale scores gives the parental encouragement for learning Chinese score. This subscale also uses a 6-point Likert scale. The scoring of this subscale is as presented in Table 7 above. The lowest possible score for the parental encouragement variable was 8, and the highest possible score was 56. The interpretation scale of the parental encouragement score is presented in Table 8.

Orientation of motivation for learning Chinese. For this dichotomous item, students chose one choice from four possible reasons to why they study Chinese. These two were the instrumental reasons:

- I think it will someday be useful in getting a good job.
- Knowledge of two or more languages will make me a better educated person.

These two were the integrative reasons:

- I think it will help me to better understand Chinese people and way of life.
- It will allow me to meet and converse with more and varied people.

Table 8

Score Interpretation for Motivation for Learning Chinese, Attitudes Toward Learning Chinese, Desire to Learn Chinese, Motivational Intensity, and Parental Encouragement Subscales

Interpretation Scales	Very low	Moderately low	Slightly low	Slightly high	Moderately high	Very high
Motivation for learning Chinese	30.00 - 60.00	60.01 - 90.00	90.01 - 120.00	120.01 - 150.00	150.01 - 180.00	180.01 - 210.00
Attitudes toward learning Chinese	10.00 - 20.00	20.01 - 30.00	30.01 - 40.00	40.01 - 50.00	50.01 - 60.00	60.01 - 70.00
Desire to learn Chinese	10.00 - 20.00	20.01 - 30.00	30.01 - 40.00	40.01 - 50.00	50.01 - 60.00	60.01 - 70.00
Motivational intensity	10.00 - 20.00	20.01 - 30.00	30.01 - 40.00	40.01 - 50.00	50.01 - 60.00	60.01 - 70.00
Parental encouragement	8.00 - 16.00	16.01 - 24.00	24.01 - 32.00	32.01 - 40.00	40.01 - 48.00	48.01 - 56.00
Subscale item mean score	1.00 - 2.00	2.01 - 3.00	3.01 - 4.00	4.01 - 5.00	5.01 - 6.00	6.01 - 7.00

Chinese Academic Achievement

Students' Chinese end-year assessment test scores (see Appendix B) in the second semester of academic year 2016-2017 were used for the Chinese academic achievement variable in this study. The test papers were prepared by the homeroom Chinese teachers of each grade level. The tests included a variety of question types: multiple choice questions, cloze test, and short answer questions. They were designed to assess students' ability to write and read Chinese characters, hanyu pinyin skills, sentence composition skills, as well as sentence and paragraph reading comprehension skills.

Grade 3 test. The Grade 3 test was comprised of six parts. The total score for the test was 100%.

- Part one: This part contained ten items which asked students to write the corresponding Chinese characters and radicals to the given hanyu pinyin. . Each item worth three percent. This part worth a total of thirty percent.
- Part two: This part contained ten items which asked the students to recognize and write the hanyu pinyin to the given Chinese characters. Each item worth one percent. This part worth a total of ten percent.
- Part three: This part contained five dictation items which the students write down the dictated Chinese character, its radical and the meaning of the characters. Each item worth two percent. This part worth a total of ten percent.
- Part four: This part contained four sentence composition items which students were provided with words to be used in the sentence. Each item worth five percent. This part worth a total of twenty percent.
- Part five: This part contained eight reading comprehension items. Students were provided with a passage and they have to answer five items of multiple choice questions, two short question items and one illustration item about the

passage. Each of the multiple choice items worth two percent. The short question item worth four percent each, while the illustration item worth twelve percent.

Grade 4 test. The Grade 4 test had a total of five parts. The total score for the test was 100%.

- Part one: This part contained ten matching items which students were asked to match the sentences in the correct context. Each item worth three percent. This part worth a total of thirty percent.
- Part two: This part contained ten matching items which students were asked to match the correct word to the given sentences. Each item worth two percent. This part worth a total of twenty percent.
- Part three: This part contained ten multiple choice questions which students were asked to read the provided sentence and choose the best choice to the provided questions. Each item worth two percent. This part worth a total of twenty percent.
- Part four: This part contained five items which students were asked to rearrange the provided words in the correct order to form a sentence. Each item worth three percent. This part worth a total of fifteen percent.
- Part five: This part contained five reading comprehension items in the format of short answer questions. Students were asked to read the provided passage and answer the questions. Each item worth three percent. This part worth a total of fifteen percent.

Grade 5 test. The Grade 5 test consisted of seven parts. The total score for the test was 100%.

- Part one: This part contained five multiple choice questions which students were asked to select the correct character for the provided sentences. Each item worth two percent. This part worth a total of ten percent.
- Part two: This part contained five multiple choice questions which students were asked to select the right word choice for the provided sentences. Each item worth two percent. This part worth a total of ten percent.
- Part three: This part contained five matching items which students were asked to match the right Chinese idioms to its corresponding picture. Each item worth two percent. This part worth a total of ten percent.
- Part four: This part contained twelve items which students were asked to write the correct characters corresponding to the given hanyu pinyin. Each character worth one percent. This part worth a total of twenty percent.
- Part five: This part contained five items which students were asked to write the antonyms of the provided words. Each item worth two percent. This part worth a total of ten percent.
- Part six: This part contained ten cloze items which students were asked to select the correct conjunction for each sentence with word bank provided. Each item worth two percent. This part worth a total of twenty percent.
- Part seven: Students were asked to write a passage about the provided picture. This part worth a total of twenty percent. The criteria for this part were:
 - Provide a title to the passage
 - Write at least 3 paragraphs
 - Use conjunctions in the paragraphs
 - Correct use of sentence structure and word choice
 - Correct grammar and punctuation usage

Collection of Data

Permission to conduct this study was requested from the principal of the target school. After permission was granted, the researcher contacted the homeroom teachers of the sample classes to schedule a date to conduct the questionnaires. The questionnaires were conducted in May and June of 2017.

Prior to the administration of the questionnaires, the researcher explained the purpose of the survey, including the fact that it would not be graded and there was no right or wrong answers. The researcher first explained the 3 parts and instructions of each part in the questionnaire. The researcher also went through the sample item with the students and at the same time explained the 6-point Likert scale used in Part two of the questionnaire. Then the students completed the questionnaires independently. After students completed the questionnaire, the researcher collected the questionnaires.

Due to absences and incomplete questionnaires, out of the 175 questionnaires distributed, only data of 155 students were used for analysis. For Grade 3, the return rate was 90%, as one student was absent and five students' data were excluded from analysis due to incompleteness. For Grade 4, the return rate was 78%, as two students were absent and 12 students' data were excluded from analysis due to incompleteness. For Grade 5, the return rate was 100%.

Data Analysis

The collected data was analyzed according to the research objectives by using a statistical software package. For Objectives 1, 1.1, 1.2, 1.3, and 2, descriptive statistics involving means and standard deviations were used to determine students' level of motivation for learning Chinese, attitudes toward learning Chinese, level of desire to learn Chinese, and level of motivational intensity to learn Chinese, respectively. For Objective 3, multiple correlation coefficients was used to examine the relationship between students' motivation for learning Chinese, perception of parental encouragement for learning Chinese with their Chinese language achievement. Table 9 presents the summary of research process of this study.



Summary of the Research Process

The research process of this study is summarized in Table 9.

Table 9

Summary of the Research Process

Research objectives	Source of data or sample	Data collection method or research instrument	Data analysis
<p>1) To determine the levels of motivation for learning Chinese of Grade 3, Grade 4, and Grade 5 students at an international school in Thailand</p> <p>1.1) To determine the levels of attitudes toward learning Chinese of Grade 3, Grade 4, and Grade 5 students at an international school in Thailand</p> <p>1.2) To determine the levels of desire to learn Chinese of Grade 3, Grade 4, and Grade 5 students at an international school in Thailand</p> <p>1.3) To determine the levels of motivational intensity to learn Chinese of Grade 3, Grade 4, and Grade 5 students at an international school in Thailand</p>	<p>A sample of 155 Grade 3, Grade 4, Grade 5 students at an international school in Thailand</p>	<p>The motivation and parental encouragement for learning Chinese questionnaire</p>	<p>Means and standard deviations</p>

(continued)

(continued)

Research objectives	Source of data or sample	Data collection method or research instrument	Data analysis
2) To determine the levels of perception of parental encouragement for learning Chinese of Grade 3, Grade 4, and Grade 5 students at an international school in Thailand	A sample of 155 Grade 3, Grade 4, Grade 5 students at an international school in Thailand	The motivation and parental encouragement for learning Chinese questionnaire	Multiple correlation coefficient
3) To determine if there are significant relationships between Grade 3, Grade 4, and Grade 5 students' motivation for learning Chinese and perceptions of parental encouragement for learning Chinese with their Chinese academic achievement at an international school in Thailand		Grade 3 Test Grade 4 Test Grade 5 Test	

CHAPTER IV

RESEARCH FINDINGS

In Chapter III, the researcher presented and explained the research design, population, sample, research instrument, data collection, data analysis, and the summary of the research process of the study. In this chapter, the research findings of this study are presented.

This study was a quantitative study that investigated the relationship among Grade 3, Grade 4 and Grade 5 students' motivation for learning Chinese, perception of parental encouragement for learning Chinese and their Chinese academic achievement at an international school in Thailand. The research instrument utilized in this study was the motivation and parental encouragement for learning Chinese questionnaire (see Appendix A), which was an adapted version of the international attitude/motivation test battery (Gardner, 2004) that measures students' motivation for learning Chinese and their perception of parental encouragement for learning Chinese. The questionnaire consisted of 39 items with five subscales: attitudes toward learning Chinese, desire to learn Chinese, motivational intensity to learn Chinese, perception of parental encouragement for learning Chinese, and orientation of motivation for learning Chinese. Sixty Grade 3 students, 61 Grade 4 students, and 48 Grade 5 students were surveyed during May and June 2017. However, only 55 Grade 3 students, 52 Grade 4 students, and 48 Grade 5 students' data was used in the study. Descriptive statistics such as means and standard deviation were used to find the students' level of motivation and perception of parental encouragement, while multiple correlation coefficients were used to find the relationships between the variables.

Main Findings

In this section, the main findings of this study are presented according to the study's research objectives.

Research Objective One

The first research objective was to determine the levels of motivation for learning Chinese of Grade 3, Grade 4, and Grade 5 students at an international school in Thailand. This objective included 3 sub-objectives which were to measure the subscales of the motivation variable in research objective one.

1.1 To determine the levels of attitudes toward learning Chinese of Grade 3, Grade 4, and Grade 5 students at an international school in Thailand.

1.2 To determine the levels of desire to learn Chinese of Grade 3, Grade 4, and Grade 5 students at an international school in Thailand.

1.3 To determine the levels of motivational intensity to learn Chinese of Grade 3, Grade 4, and Grade 5 students at an international school in Thailand.

Thirty items in the Motivation and Parental Encouragement for Learning Chinese Questionnaire measured the three aforementioned subscales with 10 items under each subscale (see Appendix A).

Grade 3. Table 10, Table 11, and Table 12 shows Grade 3 students' mean scores and standard deviation for the attitude toward learning Chinese, desire to learn Chinese, and motivational intensity to learn Chinese subscale items, respectively.

Table 10

Grade 3 Students' Means, Standard Deviations and Interpretations for Attitude Toward Learning Chinese Subscale Items

	Attitude toward learning Chinese	Item N ^o	<i>M</i>	<i>SD</i>	Interpretation
Positively-keyed items	Learning Chinese is really great	3	5.51	1.81	Moderately high
	I really enjoy learning Chinese	10	5.42	1.78	Moderately high
	Chinese is a very important part of the school program	17	5.45	2.02	Moderately high
	I plan to learn as much Chinese as possible	26	5.24	1.79	Moderately high
	I love learning Chinese	33	5.11	2.01	Moderately high
Negatively-keyed items	I hate Chinese	7	5.60	1.98	Moderately high
	I would rather spend my time on subjects other than Chinese	14	3.73	2.09	Slightly low
	Learning Chinese is a waste of time	23	5.62	2.03	Moderately high
	I think that learning Chinese is dull	30	5.25	2.05	Moderately high
	When I leave school, I will give up the study of Chinese because I am not interested in it	37	5.20	2.09	Moderately high
	Total mean score		52.13	15.98	Moderately high

Note. *n* = 55.

Table 11

Grade 3 Students' Means, Standard Deviations and Interpretations for Desire to Learn Chinese Subscale Items

	Desire to learn Chinese	Item N ^o	<i>M</i>	<i>SD</i>	Interpretation
Positively-keyed items	I have a strong desire to know all aspects of Chinese	4	5.42	1.51	Moderately high
	If it were up to me, I would spend all of my time learning Chinese	11	3.96	1.93	Slightly low
	I want to learn Chinese so well that it will become natural to me	19	5.22	2.07	Moderately high
	I would like to learn as much Chinese as possible	27	5.22	1.83	Moderately high
Negatively-keyed items	I wish I were fluent in Chinese	34	5.64	1.69	Moderately high
	Knowing Chinese isn't really an important goal in my life	6	4.78	2.16	Slightly high
	I sometimes daydream about dropping Chinese	13	4.71	2.16	Moderately high
	I'm losing any desire I ever had to know Chinese	22	5.57	2.07	Moderately high
	To be honest, I really have no desire to learn Chinese	29	4.87	2.25	Slightly high
	I don't have any great wish to learn more than the basics of Chinese	36	4.60	2.10	Slightly high
Total mean score			49.89	13.34	Slightly high

Note. $n = 55$.

Table 12

Grade 3 Students' Means, Standard Deviations and Interpretations for Motivational Intensity to Learn Chinese Subscale Items

	Motivational intensity to learn Chinese	Item N ^o	<i>M</i>	<i>SD</i>	Interpretation
Positively-keyed items	I make a point of trying to understand all the Chinese I see and hear	5	5.78	1.40	Moderately high
	I keep up to date with Chinese by working on it almost every day	12	4.49	1.98	Slightly high
	When I have a problem understanding something in my Chinese class, I always ask my teacher for help	20	5.89	1.29	Moderately high
	I really work hard to learn Chinese	28	5.44	1.76	Moderately high
Negatively-keyed items	I wish I were fluent in Chinese	35	5.13	1.77	Moderately high
	I don't pay much attention to the feedback I receive in my Chinese class	2	5.13	1.73	Moderately high
	I don't bother checking my assignments when I get them back from my Chinese teacher	9	4.22	2.27	Slightly high
	I sometimes daydream about dropping Chinese	16	3.76	2.00	Slightly low
	I'm losing any desire I ever had to know Chinese	25	5.29	2.11	Moderately high
	I don't have any great wish to learn more than the basics of Chinese	35	5.13	1.77	Moderately high
	Total mean score		48.40	10.03	Slightly high

Note. n = 55.

Table 13 shows Grade 3 students' mean scores and standard deviation for motivation and subscales of motivation for learning Chinese at an international school in Thailand.

Table 13

Grade 3 Students' Mean Score and Standard Deviation for the Motivation Variable and Subscales

Motivation subscales	<i>M</i>	<i>SD</i>	Interpretation
Attitude toward learning Chinese	52.13	15.98	Moderately high
Desire to learn Chinese	49.89	13.34	Slightly high
Motivational intensity to learn Chinese	48.40	10.03	Slightly high
Motivation for learning Chinese	149.42	37.21	Slightly high

Note. $n = 55$.

Table 13 shows that Grade 3 students' total mean score of motivation for learning Chinese was 149.42, which according to the interpretation key (see Table 8) was slightly high. Their mean score for the subscale attitude for learning Chinese, 52.13, was interpreted as moderately high. And lastly, their mean scores for the subscales desire to learn Chinese and motivational intensity to learn Chinese were 49.89 and 48.40, respectively. Both of the mean scores of these subscales were interpreted as slightly high (see Table 8).

Grade 4. Table 14, Table 15, and Table 16 shows Grade 4 students' mean scores and standard deviation for the attitude toward learning Chinese, desire to learn Chinese, and motivational intensity to learn Chinese subscale items, respectively.

Table 14

Grade 4 Students' Means, Standard Deviations and Interpretations for Attitude Toward Learning Chinese Subscale Items

	Attitude toward learning Chinese	Item N ^o	<i>M</i>	<i>SD</i>	Interpretation
Positively-keyed items	Learning Chinese is really great	3	5.46	1.73	Moderately high
	I really enjoy learning Chinese	10	5.52	1.65	Moderately high
	Chinese is a very important part of the school program	17	5.77	1.54	Moderately high
	I plan to learn as much Chinese as possible	26	5.13	1.57	Moderately high
	I love learning Chinese	33	5.29	1.91	Moderately high
Negatively-keyed items	I hate Chinese	7	5.73	1.76	Moderately high
	I would rather spend my time on subjects other than Chinese	14	3.75	1.70	Slightly low
	Learning Chinese is a waste of time	23	5.90	1.59	Moderately high
	I think that learning Chinese is dull	30	5.37	1.83	Moderately high
	When I leave school, I will give up the study of Chinese because I am not interested in it	37	5.54	1.49	Moderately high
Total mean score			53.46	13.02	Moderately high

Note. $n = 52$.

Table 15

Grade 4 Students' Means, Standard Deviations and Interpretations for Desire to Learn Chinese Subscale Items

	Desire to learn Chinese	Item N ^o	<i>M</i>	<i>SD</i>	Interpretation
Positively-keyed items	I have a strong desire to know all aspects of Chinese	4	4.96	1.49	Slightly high
	If it were up to me, I would spend all of my time learning Chinese	11	3.71	1.79	Slightly low
	I want to learn Chinese so well that it will become natural to me	19	5.40	1.56	Moderately high
	I would like to learn as much Chinese as possible	27	5.29	1.70	Moderately high
Negatively-keyed items	I wish I were fluent in Chinese	34	5.73	1.50	Moderately high
	Knowing Chinese isn't really an important goal in my life	6	4.90	1.92	Slightly high
	I sometimes daydream about dropping Chinese	13	4.85	2.09	Slightly high
	I'm losing any desire I ever had to know Chinese	22	4.31	1.90	Slightly high
	To be honest, I really have no desire to learn Chinese	29	4.83	1.98	Slightly high
	I don't have any great wish to learn more than the basics of Chinese	36	4.46	1.94	Slightly high
	Total mean score		48.44	10.34	Slightly high

Note. $n = 52$.

Table 16

Grade 4 Students' Means, Standard Deviations and Interpretations for Motivational Intensity to Learn Chinese Subscale Items

	Motivational intensity to learn Chinese	Item N ^o	<i>M</i>	<i>SD</i>	Interpretation
Positively-keyed items	I make a point of trying to understand all the Chinese I see and hear	5	5.81	0.95	Moderately high
	I keep up to date with Chinese by working on it almost every day	12	5.12	1.48	Moderately high
	When I have a problem understanding something in my Chinese class, I always ask my teacher for help	20	5.15	1.50	Moderately high
	I really work hard to learn Chinese	28	5.46	1.47	Moderately high
Negatively-keyed items	I wish I were fluent in Chinese	35	4.98	1.58	Slightly high
	I don't pay much attention to the feedback I receive in my Chinese class	2	4.83	1.84	Slightly high
	I don't bother checking my assignments when I get them back from my Chinese teacher	9	4.46	1.86	Slightly high
	I put off my Chinese homework as much as possible	16	4.10	2.20	Slightly low
	I tend to give up and not pay attention when I don't understand my Chinese teacher's explanation of something	25	5.27	1.75	Moderately high
	I can't be bothered trying to understand the more complex aspects of Chinese	32	4.10	1.74	Slightly high
Total mean score			49.27	7.79	Slightly high

Table 17 shows Grade 4 students' mean scores and standard deviation for motivation and subscales of motivation for learning Chinese at an international school in Thailand.

Table 17

Grade 4 Students' Mean Score and Standard Deviation for the Motivation Variable and Subscales

Motivation subscales	<i>M</i>	<i>SD</i>	Interpretation
Attitude toward learning Chinese	53.46	13.02	Moderately high
Desire to learn Chinese	48.44	10.34	Slightly high
Motivational intensity to learn Chinese	49.27	7.79	Slightly high
Motivation for learning Chinese	151.17	27.45	Moderately high

Note. $n = 52$.

Table 17 shows that Grade 4 students' total mean score of motivation for learning Chinese was 151.17, which was interpreted as moderately high (see Table 8). Grade 4 students' attitude toward learning Chinese mean score was 53.46, being interpreted as moderately high. Their mean score for desire to learn Chinese and motivational intensity to learn Chinese subscales was 48.44 and 49.27, respectively, which were both interpreted as slightly high (see Table 8).

Grade 5. Table 18, Table 19, and Table 20 shows Grade 5 students' mean scores and standard deviation for the attitude toward learning Chinese, desire to learn Chinese, and motivational intensity to learn Chinese subscale items, respectively.

Table 18

Grade 5 Students' Means, Standard Deviations and Interpretations for Attitude Toward Learning Chinese Subscale Items

	Attitude toward learning Chinese	Item N ^o	<i>M</i>	<i>SD</i>	Interpretation
Positively-keyed items	Learning Chinese is really great	3	4.93	1.74	Slightly high
	I really enjoy learning Chinese	10	4.53	1.89	Slightly high
	Chinese is a very important part of the school program	17	6.16	1.34	Very high
	I plan to learn as much Chinese as possible	26	4.31	2.09	Slightly high
	I love learning Chinese	33	4.30	2.02	Slightly high
Negatively-keyed items	I hate Chinese	7	4.52	2.04	Slightly high
	I would rather spend my time on subjects other than Chinese	14	3.08	1.91	Slightly low
	Learning Chinese is a waste of time	23	5.23	1.88	Moderately high
	I think that learning Chinese is dull	30	4.81	1.93	Slightly high
	When I leave school, I will give up the study of Chinese because I am not interested in it	37	4.42	2.07	Slightly high
Total mean score			46.29	15.57	Slightly high

Note. $n = 48$.

Table 19

Grade 5 Students' Means, Standard Deviations and Interpretations for Desire to Learn Chinese Subscale Items

	Desire to learn Chinese	Item N ^o	<i>M</i>	<i>SD</i>	Interpretation
Positively-keyed items	I have a strong desire to know all aspects of Chinese	4	5.42	1.51	Moderately high
	If it were up to me, I would spend all of my time learning Chinese	11	3.96	1.93	Slightly low
	I want to learn Chinese so well that it will become natural to me	19	5.22	2.07	Moderately high
	I would like to learn as much Chinese as possible	27	5.22	1.83	Moderately high
Negatively-keyed items	I wish I were fluent in Chinese	34	5.64	1.69	Moderately high
	Knowing Chinese isn't really an important goal in my life	6	4.78	2.16	Slightly high
	I sometimes daydream about dropping Chinese	13	4.71	2.16	Moderately high
	I'm losing any desire I ever had to know Chinese	22	5.57	2.07	Moderately high
	To be honest, I really have no desire to learn Chinese	29	4.87	2.25	Slightly high
	I don't have any great wish to learn more than the basics of Chinese	36	4.60	2.10	Slightly high
Total mean score			43.75	15.31	Slightly high

Note. *n* = 48.

Table 20

Grade 5 Students' Means, Standard Deviations and Interpretations for Motivational Intensity to Learn Chinese Subscale Items

	Motivational intensity to learn Chinese	Item N°	<i>M</i>	<i>SD</i>	Interpretation
Positively-keyed items	I make a point of trying to understand all the Chinese I see and hear	5	5.02	1.48	Moderately high
	I keep up to date with Chinese by working on it almost every day	12	4.73	1.71	Slightly high
	When I have a problem understanding something in my Chinese class, I always ask my teacher for help	20	5.17	1.77	Moderately high
	I really work hard to learn Chinese	28	4.85	1.84	Slightly high
	I wish I were fluent in Chinese	35	4.22	1.72	Slightly high
Negatively-keyed items	I don't pay much attention to the feedback I receive in my Chinese class	2	5.15	1.76	Moderately high
	I don't bother checking my assignments when I get them back from my Chinese teacher	9	4.63	1.95	Slightly high
	I put off my Chinese homework as much as possible	16	4.33	2.17	Slightly high
	I tend to give up and not pay attention when I don't understand my Chinese teacher's explanation of something	25	4.71	1.90	Slightly high
	I can't be bothered trying to understand the more complex aspects of Chinese	32	3.64	1.75	Slightly low
Total mean score			46.44	12.61	Slightly high

Note. $n = 48$.

Table 21 shows Grade 5 students' mean scores and standard deviation for motivation and subscales of motivation for learning Chinese at an international school in Thailand.

Table 21

Grade 5 Students' Mean Score and Standard Deviation for the Motivation Variable and Subscales

Motivation subscales	<i>M</i>	<i>SD</i>	Interpretation
Attitude toward learning Chinese	46.29	15.57	Slightly high
Desire to learn Chinese	43.75	15.31	Slightly high
Motivational intensity to learn Chinese	46.44	12.61	Slightly high
Motivation for learning Chinese	136.48	41.70	Slightly high

Note. $n = 48$.

Table 21 shows that Grade 5 students' total mean score of motivation for learning Chinese was 136.48, which was interpreted as slightly high (see Table 8). Their mean scores for attitude toward learning Chinese, desire to learn Chinese, and motivational intensity to learn Chinese were 46.29, 43.75, and 46.44 respectively, which were all interpreted as slightly high (see Table 8).

Research Objective Two

The second research objective of this study was to determine Grade 3, Grade 4, Grade 5 students' levels of perception of parental encouragement for learning Chinese at an international school in Thailand. Data was collected from eight items of Part two of the questionnaire of the study (see Appendix A). Table 22, Table 23, and Table 24 show the Grade 3, Grade 4 and Grade 5 students' mean scores and standard deviation for the perception of parental encouragement for learning Chinese subscale items, respectively.

Table 22

Grade 3 Students' Mean Score and Standard Deviation for the Perception of Parental Encouragement for Learning Chinese Subscale Items

Perception of parental encouragement for learning Chinese	Item N ^o	<i>M</i>	<i>SD</i>	Interpretation
My parents try to help me to learn Chinese	1	4.60	2.16	Slightly high
My parents feel that it is very important for me to learn Chinese	8	6.24	1.41	Very high
My parents feel that I should continue studying Chinese all through school	15	6.31	1.29	Very high
My parents have stressed the importance Chinese will have for me when I leave school	18	5.07	1.94	Moderately high
My parents urge me to seek help from my teacher if I am having problems with my Chinese	21	5.22	1.90	Moderately high
My parents are very interested in everything I do in my Chinese class	24	5.65	1.58	Moderately high
My parents encourage me to practice my Chinese as much as possible	31	6.00	1.41	Very high
My parents think I should devote more time to studying Chinese	38	5.85	1.52	Moderately high
Total mean score		44.95	7.74	Moderately high

Table 23

Grade 4 Students' Mean Score and Standard Deviation for the Perception of Parental Encouragement for Learning Chinese Subscale Items

Perception of parental encouragement for learning Chinese	Item N ^o	<i>M</i>	<i>SD</i>	Interpretation
My parents try to help me to learn Chinese	1	5.62	1.69	Moderately high
My parents feel that it is very important for me to learn Chinese	8	6.40	1.14	Very high
My parents feel that I should continue studying Chinese all through school	15	6.23	1.17	Very high
My parents have stressed the importance Chinese will have for me when I leave school	18	4.96	1.97	Slight high
My parents urge me to seek help from my teacher if I am having problems with my Chinese	21	5.21	1.98	Moderately high
My parents are very interested in everything I do in my Chinese class	24	5.17	1.95	Moderately high
My parents encourage me to practice my Chinese as much as possible	31	5.92	1.56	Moderately high
My parents think I should devote more time to studying Chinese	38	5.79	1.43	Moderately high
Total mean score		45.31	7.67	Moderately high

Table 24

Grade 5 Students' Mean Score and Standard Deviation for the Perception of Parental Encouragement for Learning Chinese Subscale Items

Perception of parental encouragement for learning Chinese	Item N ^o	<i>M</i>	<i>SD</i>	Interpretation
My parents try to help me to learn Chinese	1	5.02	2.09	Moderately high
My parents feel that it is very important for me to learn Chinese	8	6.60	1.00	Very high
My parents feel that I should continue studying Chinese all through school	15	6.23	1.15	Very high
My parents have stressed the importance Chinese will have for me when I leave school	18	5.77	1.59	Moderately high
My parents urge me to seek help from my teacher if I am having problems with my Chinese	21	5.48	1.82	Moderately high
My parents are very interested in everything I do in my Chinese class	24	4.90	2.00	Slightly high
My parents encourage me to practice my Chinese as much as possible	31	6.27	1.12	Very high
My parents think I should devote more time to studying Chinese	38	5.56	1.51	Moderately high
Total mean score		45.83	7.58	Moderately high

Table 25

Means and Standard Deviations for Grade 3, Grade 4, Grade 5 Students' Level of Perception of Parental Encouragement for Learning Chinese Variable.

Grade level	N	<i>M</i>	<i>SD</i>	Interpretation
Grade 3	55	44.95	7.74	Moderately high
Grade 4	52	45.31	7.67	Moderately high
Grade 5	48	45.83	7.58	Moderately high

As seen in Table 25, the mean scores of Grade 3, Grade 4, Grade 5 students' level of parental encouragement for learning Chinese was 44.95, 45.31, and 45.83 respectively. They were all interpreted as moderately high (see Table 8).

Research Objective Three

The third research objective of this study was to determine if there was a significant relationship between Grade 3, Grade 4, Grade 5 students' level of motivation for learning Chinese and perception of parental encouragement for learning Chinese with their Chinese academic achievement at an international school in Thailand.

Data obtained from Part two of the Motivation and Parental Encouragement for Learning Chinese Questionnaire (see Appendix A) and students' Chinese Final Test results were analyzed with multiple linear regression technique to determine the relationships among the two independent variables and dependent variable.

Grade 3. Table 26 presents the bivariate correlations among the three variables, Grade 3 students' level of motivation for learning Chinese, perception of parental encouragement for learning Chinese and their Chinese academic achievement.

Table 26

Bivariate Correlations Among Grade 3 Students' Level of Motivation for Learning Chinese, Perception of Parental Encouragement for Learning Chinese and Chinese Academic Achievement Variables

Variables	1	2	3
1. Motivation for learning Chinese	-		
2. Perception of parental encouragement for learning Chinese	.46*	-	
3. Chinese academic achievement	.47*	.17	-

Note. An * means correlation is significant at .05 level (2-tailed). $n = 55$.

An examination of the bivariate correlations among the three variables, Grade 3 students' level of motivation for learning Chinese, perception of parental encouragement for

learning Chinese and their Chinese academic achievement, shows that Grade 3 students' level of motivation for learning Chinese correlated significantly with their perception of parental encouragement for learning Chinese ($r = .46$) and Chinese academic achievement ($r = .47$) at a significance level of .05. The coefficient of determination (R^2) of .22 indicated that 22% of the variance in Grade 3 students' Chinese academic achievement could be accounted for by the motivation for learning Chinese variable. According to Evans (1996), these relationships are considered to be moderate and positive. However, Grade 3 students' perception of parental encouragement for learning Chinese did not have a significant relationship with their Chinese academic achievement. Since one of the independent variables did not correlate significantly with the dependent variable, further regression analysis was not needed.

Grade 4. The results of bivariate correlation among Grade 4 students' motivation for learning Chinese, perception of parental encouragement for learning Chinese and their Chinese academic achievement variables are shown in Table 27.

Table 27

Bivariate Correlations Among Grade 4 Students' Level of Motivation for Learning Chinese, Perception of Parental Encouragement for Learning Chinese and Chinese Academic Achievement Variables

Variables	1	2	3
1. Motivation for learning Chinese	-		
2. Perception of Parental Encouragement for Learning Chinese	-.11	-	
3. Chinese Academic Achievement	.17	-.06	-

Note. $n = 52$.

The results showed that no statistically significant relationship existed among the variables.

Grade 5. Table 28 presents the bivariate correlations between grade 5 students' level of motivation for learning Chinese and perception of parental encouragement for learning Chinese with their Chinese academic achievement.

Table 28

Bivariate Correlations Among Grade 5 Students' Level of Motivation for Learning Chinese, Perception of Parental Encouragement for Learning Chinese and Chinese Academic Achievement Variables

Variables	1	2	3
1. Motivation for learning Chinese	-		
2. Perception of parental encouragement for learning Chinese	.22	-	
3. Chinese academic achievement	.43*	-.15	-

Note. An * means correlation is significant at .05 level (2-tailed). $n = 48$.

The bivariate correlation results of Grade 5 students' data revealed that there was a positive, moderate, significant relationship between Grade 5 students' motivation for learning Chinese and their Chinese academic achievement ($r = .43$) at the significance level of .05. The coefficient of determination (R^2) of .18 indicated that 18% of the variance in Grade 5 students' Chinese academic achievement could be accounted for by the motivation for learning Chinese variable. There was no any statistically significant relationship between the other variables. Since one of the independent variables did not correlate significantly with the dependent variable, further regression analysis was not needed.

Summary

One hundred and fifty-five students from an international school in Thailand were surveyed with the questionnaire of the study, Motivation and Parental Encouragement for Learning Chinese Questionnaire (see Appendix A), to measure their motivation for learning Chinese and perception of parental encouragement for learning Chinese. This study aimed to examine the relationship between these students' motivation for learning Chinese and perception of parental encouragement for learning Chinese with their Chinese academic achievement. This chapter presented the results from the analyses used to test the hypotheses set forth in this study.

In the next chapter, the researcher will discuss the findings presented above and make connections and link them with the previous research in this field. Chapter V will also present the conclusions, interpretations, and implications suggested by the results, as well as limitations, recommendations and suggestions for future research.



CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

In Chapter IV, the major findings of the study were presented. This chapter presents the summary of the study, conclusions and discussions and implications indicated by the results, as well as the recommendations and suggestions for future research.

Summary of the Study

This research was a quantitative study that investigated the relationship between students' motivation for learning Chinese and perception of parental encouragement for learning Chinese with their Chinese academic achievement among Grade 3, Grade 4, and Grade 5 students at an international school in Thailand. Fifty-five third graders, 52 fourth graders, and 48 fifth graders were surveyed using the Motivation and Parental Encouragement for Learning Chinese Questionnaire (See Appendix A). To examine the relationship among the variables, the researcher carried out a multiple regression analysis.

The research objectives were:

1. To determine the levels of motivation for learning Chinese of Grade 3, Grade 4, and Grade 5 students at an international school in Thailand.
 - 1.1 To determine the levels of attitudes toward learning Chinese of Grade 3, Grade 4, and Grade 5 students at an international school in Thailand.
 - 1.2 To determine the levels of desire to learn Chinese of Grade 3, Grade 4, and Grade 5 students at an international school in Thailand.
 - 1.3 To determine the levels of motivational intensity to learn Chinese of Grade 3, Grade 4, and Grade 5 students at an international school in Thailand.

2. To determine the levels of perception of parental encouragement for learning Chinese of Grade 3, Grade 4, and Grade 5 students at an international school in Thailand.
3. To determine if there are significant relationships between Grade 3, Grade 4, and Grade 5 students' motivation for learning Chinese and perceptions of parental encouragement for learning Chinese with their Chinese academic achievement at an international school in Thailand.

Based on the third research objective, there was one hypothesis:

1. There are significant relationships between Grade 3, Grade 4, and Grade 5 students' levels of motivation for learning Chinese and perceptions of parental encouragement for learning Chinese with their Chinese academic achievement at an international school in Thailand at the level of .05.

Conclusions

The first objective of this study was to determine the level of motivation for learning Chinese of Grade 3, Grade 4, and Grade 5 students at an international school in Thailand. This study found that Grade 3 and Grade 5 students' motivation for learning Chinese was slightly high, while Grade 4 students' motivation for learning Chinese was moderately high. The findings indicated that motivation was not an issue among these groups of students at this international school in Thailand.

The second objective of this study was to determine the level of perception of parental encouragement for learning Chinese of Grade 3, Grade 4, and Grade 5 students at an international school in Thailand. It was found that the level of perception of parental encouragement for all three grade levels were moderately high. From the findings, it can be seen that these students felt that their parents were very supportive and encouraging about their Chinese language education.

The third objective of this study was to determine if there was a significant relationship between Grade 3, Grade 4, Grade 5 students' level of motivation for learning Chinese and perception of parental encouragement for learning Chinese with their Chinese academic achievement at an international school in Thailand. The bivariate correlations between the variables were analyzed before running regression analysis. It was found that students' motivation for learning Chinese had a moderate and positive significant relationship with their Chinese academic achievement. Students' perception of parental encouragement for learning Chinese was found to have a moderate and positive significant relationship with Chinese academic achievement among the younger (Grade 3) students only. However, students' perception of parental encouragement did not significantly correlate with their Chinese academic achievement. Since one of the independent variable did not have a significant bivariate correlation with the dependent variable, further regression analysis was not needed. The findings indicated that for these groups of students, motivation for learning Chinese was an important factor for their success in Chinese learning. However, this motivation might not have come from their parents, as students' perception of parental encouragement was not found to be significantly correlated with the students' Chinese academic achievement.

Discussion

The findings are discussed for 1) motivation for learning Chinese, 2) parental encouragement for learning Chinese, 3) the relationship between students' motivation and perception of parental encouragement for learning Chinese and their Chinese academic achievement.

Motivation for Learning Chinese

The result of this study suggested that Grade 3, Grade 4, and Grade 5 students' overall level of motivation for learning Chinese were overall high at the target international school in Thailand. This result was in line with Yang & Lynch's research (2016) which surveyed Grades 5 – 8 students' level of motivation for learning Chinese as a foreign language at the same international school in Thailand where the current research was conducted. Yang and Lynch's research (2016) found that Grades 5 – 8 students' overall motivation for learning Chinese as a foreign language was moderate and very close to high level. Yang and Lynch (2016) reasoned that due to the nature of the Chinese immersion program at this school, students enjoyed learning Chinese and were motivated to learn Chinese. The researcher believes that the immersion experience has provided the students with opportunities to get exposed to the Chinese language and culture, which has cultivated their openness and interest in the language. Furthermore, most of the students in this school have enrolled into the Chinese immersion program since nursery level, therefore by the time they reached upper elementary, they are already very accustomed to the language and are confident to learn the language.

Relationship between students' motivation for learning Chinese and their Chinese academic achievement. The findings of this study suggested that there was a significant positive relationship between Grade 3 and Grade 5 students' motivation for learning Chinese with their Chinese academic achievement at an international school in Thailand. This finding was in line with many previous studies that have shown the importance of motivation in learning Chinese language (Hou & Lynch, 2016; Li & Lynch, 2016; Lin & Lynch, 2016). In fact, motivation is generally found to be a crucial factor in L2 learning (Cortes, 2002; Garcia, 1996; Lysynchuk, 1992; Marangelli, 2002).

Motivation has been recognized to be one of the major factors that determine the success of L2 learning. Motivated language learners are more willing to put more effort into learning the language and they exhibit determination and consistently work hard to complete assignments and seek out opportunities to learn more. They have a strong desire to learn the language and will try their best to achieve success (Gardner, 2010). These motivating characteristics are all reasons why highly motivated language learners tend to have better language achievement than the less motivated language learners.

However, the results of Grade 4 students did not show a significant correlation between their motivation for learning Chinese and their Chinese academic achievement. This outcome was contrary to expectations. The researcher analyzed and compared the mean scores and reliability data of the three grade levels and found that Grade 4 students' overall motivation score was higher than the other two grade levels. Further analysis of each grade levels' reliability data indicated that the Cronbach's alpha of Grade 4 students' responses to the two subscales, desire to learn Chinese and motivational intensity for learning Chinese, were substantially lower than the other two grade levels. These indicated the possibility that the questionnaires were not filled out properly. Students might have misunderstood the questionnaire items due to the way that some of the questions were negatively worded. Another possible reason to this phenomenon was that while measuring students' motivation through a one-time quantitative instrument, the researcher overlooked the dynamics of the students' motivation. Students' motivation can be affected by many factors and fluctuate over the school year. Sometimes students' motivation might have increased throughout the school year, but this change might have not yet been reflected in their achievement. This is possible as Chinese is a complex and difficult language. Unlike English, Chinese is not an alphabetic language, therefore students have to learn Chinese characters in order to read and write Chinese. As students go through each grade level, the amount of Chinese characters that they

have to learn increases every year, and if students cannot pick up what was learned in the previous years, the student need to put in even more effort to make them up and learn the new characters of the current year at the same time. This reason could lead to an inconsistent correlation that resulted in insignificant results.

Parental Encouragement for Learning Chinese

The finding of the study revealed that Grade 3, Grade 4, and Grade 5 students had a moderately high level of perception of parental encouragement for learning Chinese. Similar results were found in Hou and Lynch's study (2016) and Zhang and Lynch's study (in press).

Based on Yang and Lynch's study (2016), the researcher had expected high perception of parental encouragement for learning Chinese among the students, and the result was in accordance with the researcher's expectation. This international school is prominent for its dual English and Chinese immersion program, parents have very high expectation. By the parents' choice of school, it was obvious that the parents valued their children's Chinese language education and wanted their children to master Chinese language.

Relationship between students' motivation for learning Chinese and their perception of parental encouragement for learning Chinese. Among the Grade 3 students, it was found that students' motivation for learning Chinese significantly correlated with their perception of parental encouragement for learning Chinese. However, for the Grade 4 and Grade 5 students, students' motivation for learning Chinese did not significantly correlate with their perception of parental encouragement for learning Chinese.

Grade 3 students' finding was in line with Hou and Lynch's research (2016) and Zhang and Lynch's study (in press) which also found a significant relationship between elementary students' motivation for learning Chinese with their perception of parental encouragement for learning Chinese. Hou and Lynch (2016) stated that parents play a very important role in their child's development. They are there to support and encourage their

child whether it is through communicating with the child or actively involving in the learning process. Gardner (1985b) suggested that parents can play either an active or passive role in their children's language learning process. Parents can take an active role by supporting, encouraging and monitoring the curricular activities of their children. They can also take a passive role by communicating and modeling the attitudes related to the learning of second language and the second language group. Similarly, Colletta et al. (1983) also indicated the importance of parents' encouragement/involvement in their children's motivation for second language learning. Colletta et al. (1983) ran a causal modeling analysis and found that parental encouragement and support mediates second language proficiency through its influence on students' motivational characteristics. Gardner, Masgoret, and Tremblay (1999) stated that parents' attitudes and beliefs about acquisition of the second language are influential on their child's cultural attitudes, motivation to learn the language, as well their self-perceptions of language proficiency.

For the fourth and fifth graders, there was no significant relationship found between the students' motivation to learn Chinese and their perception of parental encouragement for learning Chinese. As most of the research in the field has shown the importance of parental encouragement for students' L2 learning motivation, this result was unexpected. However, this result aligned with Gardner's research (2005) on students learning English as foreign language in Spain. The result suggested that as students get older, the effects of parental encouragement on students' motivation decreased. Wesley's research (2009) indicated that as students enter early adolescence, they experience a shift to prioritizing peer interactions over interactions with adults, therefore at this stage, many other factors can also influence their motivation.

Despite the fact that only Grade 3 students' results indicated significant relationship between students' motivation for learning Chinese with their perception of parental

encouragement for learning Chinese, the researcher still believes that parental encouragement played a very important role in students' Chinese learning. Especially in this research context where students were learning two foreign languages at the same time in a monolingual country, parents' encouragement and support were definitely crucial to the students' foreign language learning process.

Relationship between students' perception of parental encouragement for learning Chinese with their Chinese academic achievement. The finding of this study suggested that there was not any significant correlation between Grade 3, Grade 4, and Grade 5 students' perception of parental encouragement for learning Chinese and their Chinese academic achievement. This result was surprising, as it contradicted with what most literature (Fan & Chen, 2001; Jeynes, 2005; Topor et al., 2010) said about the relationship between parental encouragement and students' achievement. However, the results of this study were in line with Gardner and Smyth's study (1981) that investigated the relationship between students' perceptions of parental encouragement and grades in French. The result indicated no relationship between perceived parental encouragement and grades in French. Similarly, in Gardner's study (2005) where he surveyed students learning English as foreign language in Europe, parental encouragement was not found to have significant correlation with their language grades. Gardner (1985b) stated that even though parents do play a very important role in the development of their child's attitude and belief toward the L2 language and they do affect their child's language learning, parental support is not directly related to L2 achievement but related to the willingness to persist at language study. The actual effect of parental encouragement on achievement was mediated through motivation.

Recommendations

Based on the findings of the study, the following recommendations are suggested to the stakeholders.

Recommendations for Practice

Based on the findings of this study, the researcher would like to present some recommendations for the school administrators, curriculum developers, teachers, and parents.

The findings of this study have pointed out the importance of students' motivation in their Chinese language learning. Therefore, it is highly recommended that the stakeholders are aware of the concepts of learning motivation and its relation to success in studying Chinese.

As motivation is a crucial factor for successful language learning, administrators and curriculum developers are recommended to always take students' motivation into account when formulating curriculums and school policies. Furthermore, the researcher suggests that the administrators and curriculum developers can plan for more opportunities for home-school partnership programs to engage parents in their child's Chinese learning. Administrators can also consider organizing teacher in-service sessions focusing on motivational strategies in teaching to help teachers in motivating students in their Chinese learning.

For the teachers, it is important that they incorporate motivational strategies into their lessons to stimulate students' initiative, creativity and enthusiasm in learning Chinese language. The teachers can also try to apply different methods of teachings and create more active learning environments to enhance students' learning.

For the parents, it is crucial that they are aware of the important role they play in their child's Chinese language education. They should provide on-going active encouragement and support throughout the learning process. It is recommended that parents not only show their

expectations but also their interest and willingness to get involved in the learning process. However, it is important that the parents give their encouragement in a balanced manner so that the students will not feel pressured, which will have a negative effect on the students' learning attitudes.

Recommendations for Future Researchers

For future researchers who are interested in investigating students' motivation and perception of parental encouragement for learning Chinese, below are some recommendations:

- Future researchers could consider applying larger sample sizes to investigate the relationships between students' motivation and parental encouragement and achievement. With larger samples, the results will be more reliable and generalizable.
- Future researchers could consider conducting a longitudinal study that follows up with changes in students' motivation for learning Chinese throughout the school year and into subsequent years and explore the relationship between the changes of their motivation with their language achievement.
- Future researchers could include parents' point of view into the study to explore the strategies they used to support their children's Chinese language education.
- Future researchers could compare the highly motivated students and lowly motivated students' perception of parental encouragement. This would pinpoint the possible difference in how their parents support and encourage them, and thus result in different levels of motivation for learning Chinese.
- Future researchers could consider doing a mixed research design that employs both quantitative and qualitative approaches to explore deeper students' motivation for learning Chinese. Through the qualitative approach, a more

insightful perspective can be taken to understand the factors that influence students' motivation for learning Chinese.

- Future researchers could also include more subscales from the AMTB (attitudes toward the learning situation, integrativeness, language anxiety, and instrumentality). A thorough study will provide researchers with a more accurate understanding of the factors that affect students' Chinese language learning, which will help the teachers and administrators in planning and enhancing the curriculum, and ultimately improve student learning.



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APPENDIX A

Motivation and Parental Involvement for Learning Chinese Questionnaire



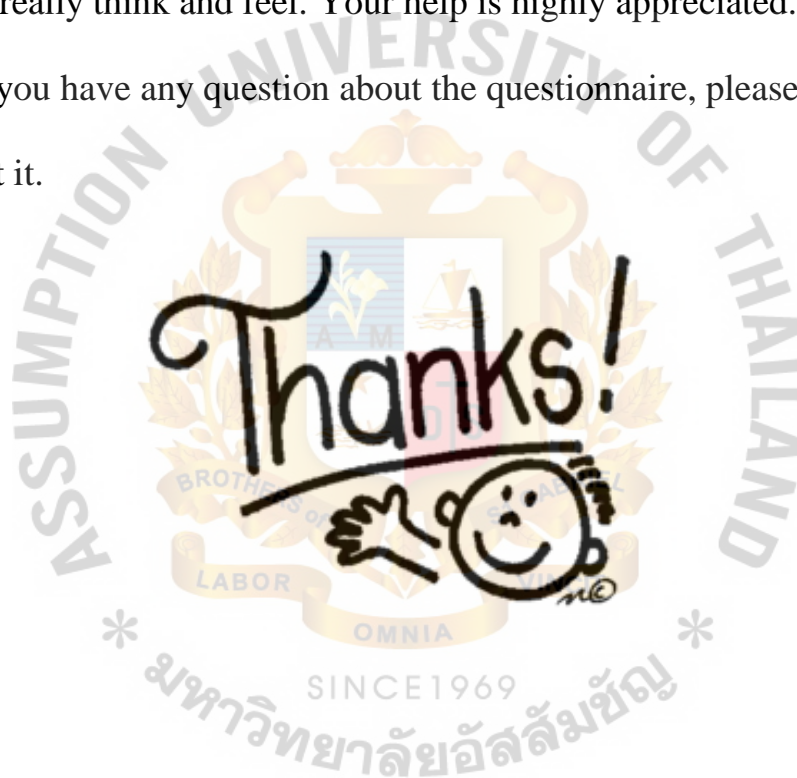
Dear Students,

I am Miss Enci, CLS Support Teacher in EY. I would like to ask of your help in completing this questionnaire. This questionnaire asks for your opinions about Chinese language. You will be reading sentences and will be asked whether you agree or disagree with them. This is not a test and there is no right or wrong answers. It is important that you answer on your own and answer the way you really think and feel. Your help is highly appreciated.

If you have any question about the questionnaire, please feel free to ask me about it.

Sincerely,

Ms. Enci,



Motivation and Parental Involvement for Learning Chinese Questionnaire

Read the following statements carefully. Circle the answer that best describes you.

Part 1: Demographics

Full Name: _____

Boy

Girl

Grade 4







Grade 5

Grade 6





























































































Part 2: Please read the following statements carefully. Highlight the smiley face that describes your answer best. Which one you choose would indicate your own feeling based on everything you know and have heard. Note: there is no right or wrong answer.




















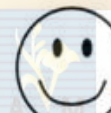






















Sample Item:








































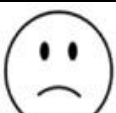


Items	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree
1. I like strawberry ice cream.						

























































Items	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree
1. My parents try to help me to learn Chinese.						
2. I don't pay much attention to the feedback I receive in my Chinese class.						
3. Learning Chinese is really great.						
4. I have a strong desire to know all aspects of Chinese.						
5. I make a point of trying to understand all the Chinese I see and hear.						
6. Knowing Chinese isn't really an important goal in my life.						
7. I hate Chinese.						
8. My parents feel that it is very important for me to learn Chinese.						

Items	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree
9. I don't bother checking my assignments when I get them back from my Chinese teacher.						
10. I really enjoy learning Chinese.						
11. If it were up to me, I would spend all of my time learning Chinese.						
12. I keep up to date with Chinese by working on it almost every day.						
13. I sometimes daydream about dropping Chinese.						
14. I would rather spend my time on subjects other than Chinese.						
15. My parents feel that I should continue studying Chinese all through school.						

Items	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree
16. I put off my Chinese homework as much as possible.						
17. Chinese is a very important part of the school program.						
18. My parents have stressed the importance Chinese will have for me when I leave school.						
19. I want to learn Chinese so well that it will become natural to me.						
20. When I have a problem understanding something in my Chinese class, I always ask my teacher for help.						
21. My parents urge me to seek help from my teacher if I am having problems with my Chinese.						
22. I'm losing any desire I ever had to know Chinese.						

Items	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree
23. Learning Chinese is a waste of time.						
24. My parents are very interested in everything I do in my Chinese class.						
25. I tend to give up and not pay attention when I don't understand my Chinese teacher's explanation of something.						
26. I plan to learn as much Chinese as possible.						
27. I would like to learn as much Chinese as possible.						
28. I really work hard to learn Chinese.						
29. To be honest, I really have no desire to learn Chinese.						

Items	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree
30. I think that learning Chinese is dull.						
31. My parents encourage me to practice my Chinese as much as possible.						
32. I can't be bothered trying to understand the more complex aspects of Chinese.						
33. I love learning Chinese.						
34. I wish I were fluent in Chinese.						
35. When I am studying Chinese, I ignore distractions and pay attention to my task.						
36. I don't have any great wish to learn more than the basics of Chinese.						
37. When I leave school, I will give up the study of Chinese because I am not interested in it.						

Items	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree
38. My parents think I should devote more time to studying Chinese.						

Part 3. Circle one choice that best describes you.

39. I am studying Chinese because:

- a) I think it will someday be useful in getting a good job.
- b) I think it will help me to better understand Chinese people and way of life.
- c) It will allow me to meet and converse with more and varied people.
- d) A knowledge of two or more languages will make me a better educated person.

😊😊😊 THANK YOU! 😊😊😊



APPENDIX B

Grade 3, Grade 4, and Grade 5 Students' Chinese Academic Achievement



Grade 3 Students' Chinese End-Year Assessment Scores

Student	Chinese Academic Achievement Score	Student	Chinese Academic Achievement Score
1	98	39	77
2	74	40	62
3	100	41	46
4	100	42	90
5	95	43	79
6	87	44	63
7	99	45	88
8	100	46	93
9	85	47	74
10	60	48	91
11	74	49	91
12	97	50	87
13	92	51	68
14	95	52	85
15	99	53	83
16	88	54	92
17	84	55	96
18	94		
19	80		
20	92		
21	92		
22	92		
23	95		
24	86		
25	99		
26	100		
27	92		
28	98		
29	80		
30	70		
31	93		
32	84		
33	88		
34	78		
35	92		
36	66		
37	72		
38	92		

Grade 4 Students' Chinese End-Year Assessment Scores

Student	Chinese Academic Achievement Score	Student	Chinese Academic Achievement Score
1	70	39	75
2	89	40	73
3	89	41	78
4	81	42	88
5	56	43	82
6	75	44	69
7	79	45	89
8	26	46	65
9	93	47	80
10	97	48	70
11	71	49	83
12	84	50	91
13	78	51	72
14	92	52	60
15	54		
16	89		
17	88		
18	88		
19	98		
20	90		
21	82		
22	79		
23	71		
24	80		
25	60		
26	52		
27	81		
28	74		
29	68		
30	71		
31	76		
32	91		
33	90		
34	71		
35	68		
36	87		
37	84		
38	83		

Grade 5 Students' Chinese End-Year Assessment Scores

Student	Chinese Academic Achievement Score	Student	Chinese Academic Achievement Score
1	33	39	96
2	60	40	61.5
3	63.5	41	21
4	90.5	42	61
5	63	43	71
6	37	44	87.5
7	85	45	78
8	84	46	91.5
9	62	47	56.5
10	90	48	63
11	56		
12	72		
13	93		
14	56		
15	61		
16	94		
17	90		
18	44		
19	81		
20	65		
21	93.5		
22	44		
23	76.5		
24	28		
25	66.5		
26	84		
27	53		
28	57		
29	75		
30	50		
31	61		
32	36		
33	90.5		
34	71.5		
35	88		
36	62		
37	66.5		
38	69		

BIOGRAPHY

En-Ci Huang is a kindergarten Chinese teacher at an international school in Samutprakarn, Thailand. She completed her primary and secondary education at Ekamai International School in Thailand and she did her bachelor degree in Biomedical Science at Mahidol University International College, Thailand.

Growing up as the eldest children in a family with three siblings, she loves and enjoys being with young children. With her passion for children, she has decided to change her career path to the early years education field in 2014. Since then, she has been working as a Chinese language support teacher at an international school in Thailand. In order to become a more professional and qualified early years educator, she is now pursuing a Master's degree in Education, majoring in Curriculum and Instruction.



