



A COMPARATIVE STUDY OF MOTIVATION FOR AND SITUATIONAL
INTEREST IN LEARNING CHINESE AS A FOREIGN LANGUAGE AMONG
GRADES 4 TO 6 STUDENTS AT AN INTERNATIONAL SCHOOL IN BANGKOK

Ting Chen

I.D. No. 6329561

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

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Field of Study: CURRICULUM AND INSTRUCTION

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ABSTRACT

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Key Words: CHINESE AS A FOREIGN LANGUAGE, MOTIVATION FOR LEARNING,
SITUATIONAL INTEREST, CHINESE LANGUAGE EDUCATION,
ELEMENTARY SCHOOL

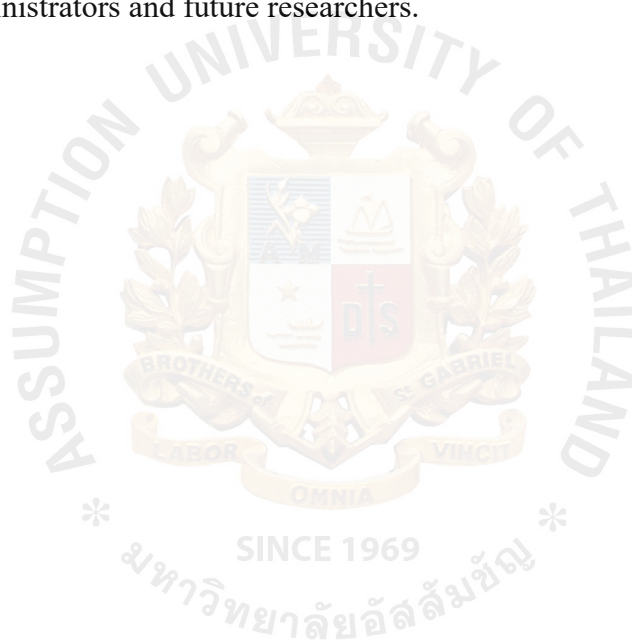
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This study was conducted to determine whether there were significant differences in motivation for and situational interest in learning Chinese as a foreign language among Grades 4-6 students at an international school in Bangkok. A convenience sample of 99 students, enrolled in the target school during the academic year 2021-2022, participated in this study. For the data collection, the Motivation for Learning Chinese Questionnaire (MLCQ), and the Situational Interest Scale (SIS), were used. From performing descriptive statistics on the collected data, the overall level of motivation for learning Chinese, motivational intensity for learning Chinese and desire to learn Chinese as a foreign language held by Grade 4, Grade 5 and Grade 6 students at the target school was found to be partially high. The overall level of attitude toward learning Chinese held by Grade 4, Grade 5 and Grade 6 students at the target school was interpreted as slightly positive. The overall level of situational interest in learning Chinese as a foreign language held by Grade 4, Grade 5 and Grade 6 students at the target school was interpreted as moderate. The overall levels of

attention demand, challenge, instant enjoyment, exploration intention, novelty in learning Chinese as a foreign language held by Grade 4, Grade 5 and Grade 6 students at the target school were found to be moderate. From a quantitative comparative analysis, there was no significant difference in motivation for learning Chinese as a foreign language among Grade 4, Grade 5, and Grade 6 students at the target international school. Moreover, there was no statistically significant difference in situational interest in learning Chinese as a foreign language among Grade 4, Grade 5, and Grade 6 students at an international school in Bangkok. Based on the research findings, recommendations are provided for students, teachers, school administrators and future researchers.



Field of Study: Curriculum and Instruction

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CONTENTS

	Page
COPYRIGHT.....	ii
APPROVAL	iii
ABSTRACT.....	iv
ACKNOWLEDGEMENTS	vi
CONTENTS.....	vii
LIST OF TABLES	x
LIST OF FIGURES	xii

CHAPTER I INTRODUCTION

Background of the Study.....	1
Statement of the Problem.....	4
Research Questions.....	6
Research Objectives.....	7
Research Hypotheses.....	7
Theoretical Framework.....	7
Conceptual Framework.....	9
Scope of the Study	10
Definitions of Terms.....	11
Significance of the Study.....	14

CHAPTER II REVIEW OF RELATED LITERATURE

Learning Chinese as a Foreign Language Worldwide and in Thailand.....	16
Social Educational Model of Second Language Acquisition.....	19

	Page
Situational Interest Theory	22
Previous Studies on Motivation for Learning Foreign Language.....	25
Previous Studies on Situational Interest in Learning.....	26
Background of Target International School in Bangkok	28

CHAPTER III RESEARCH METHODOLOGY

Research Design.....	32
Population.....	33
Sample.....	33
Research Instruments.....	34
Collection of Data.....	38
Data Analysis.....	39
Summary of the Research Process	40

CHAPTER IV RESEARCH FINDINGS

Main Research Findings	42
Findings From Research Objective 1.....	42
Findings From Research Objective 2.....	53
Findings From Research Objective 3.....	64
Findings From Research Objective 4.....	65

CHAPTER V CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

Summary of the Study	67
Summary of the Findings.....	68

	Page
Conclusions.....	70
Discussion.....	72
Recommendations.....	77
REFERENCES	81
APPENDICES.....	89
Appendix A: Motivation for Learning Chinese Questionnaire (MLCQ).....	90
Appendix B: Situational Interest Scale (SIS)	96
BIOGRAPHY	101



LIST OF TABLES

TABLE	Page
1 Sample Sizes of Participants in Grades 4-6 at an International School in Bangkok.....	34
2 Interpretation of the 6-Point Likert Scale for the MLCQ.....	35
3 Interpretation of the 5-Point Likert Type-Scale for the SIS.....	36
4 Reliability Statistics of Previous and Current Studies Using the AMTB's Motivation Subscale.....	37
5 Internal Reliability Statistics of Previous Studies Using the SIS.....	38
6 Research Timeline for This Study.....	39
7 Summary of the Research Process.....	41
8 Mean Scores, Standard Deviations, and Interpretations for the Motivation for Learning CFL Held by Grades 4, 5 and 6 Students at an International School in Bangkok.....	43
9 Mean Scores, Standard Deviations, and Interpretations for the Motivation for Learning CFL Held by Grade 4 Students at an International School in Bangkok.....	45
10 Mean Scores, Standard Deviations, and Interpretations for the Motivation for Learning CFL Held by Grade 5 Students at an International School in Bangkok.....	48
11 Mean Scores, Standard Deviations, and Interpretations for the Motivation for Learning CFL Held by Grade 6 Students at an International School in Bangkok.....	51

TABLE	Page
12 Mean Scores, Standard Deviations, and Interpretations for the Situational Interest in Learning CFL Held by Grades 4, 5 and 6 Students at an International School in Bangkok.....	54
13 Mean Scores, Standard Deviations, and Interpretations for the Situational Interest in Learning CFL Held by Grade 4 Students at an International School in Bangkok.....	56
14 Mean Scores, Standard Deviations, and Interpretations for the Situational Interest in Learning CFL Held by Grade 5 Students at an International School in Bangkok.....	59
15 Mean Scores, Standard Deviations, and Interpretations for the Situational Interest in Learning CFL Held by Grade 6 Students at an International School in Bangkok.....	62
16 Results of the One-Way ANOVA Test Comparing the Motivation for Learning Chinese as a Foreign Language Among Grades 4-6 Students at an International School in Bangkok.....	65
17 Results of the One-Way ANOVA Test Comparing the Situational Interest in Learning Chinese as a Foreign Language Among Grades 4-6 Students at an International School in Bangkok.....	66

LIST OF FIGURES

FIGURE		Page
1	Conceptual Framework of the Current Study.....	9
2	The World's Most Spoken Languages.....	17



CHAPTER I

INTRODUCTION

In this chapter, the researcher presents and discusses the purpose and goal of this study. The chapter is comprised of the background of the study, statement of the problem, research questions, research objectives, research hypotheses, theoretical framework, conceptual framework, scope of the study, followed by the definitions of terms and concludes with the significance of the study.

Background of the Study

Globalization has led to a significantly high demand for language talent, especially multilingual one. The world is shrinking day by day and becoming smaller in every way, and we are becoming more and more multicultural, inclusive and engaging with people from all over the world every single day in our daily life (Amin, 2019). People often say that one language create in a corridor for life, while two languages unlock every door along the path (Amin, 2019; Smith & Amin, 2019).

According to Ethnologue, Chinese is by far the most spoken first language in the world, with over 1.31 billion native speakers (Zhang et al., 2020). As a result, Chinese has become a vital tool for the rest of the world, necessary to recognize and comprehend China (Keyuravong, 2010). Back in 2004, with the continuous spreading of Chinese language worldwide, China opened its first Confucius Institute in South Korea, and by 2019, according to the data, there were more than 548 Confucius Institutes all over the world (Jakhar, 2019). In order to fulfill the raising needs for the expanding demand of Chinese language talent, there are various aspects of cooperation and exchange between Thailand and China, with

Thailand being committed to the promotion of Chinese language education for national development and construction services.

Back in 2016, Chinese has already become the most spoken language globally (James, 2021); however, even though all 120 international schools in Thailand were offering English language subjects, there were only 32 out of 120 international schools that had Chinese language subjects, and there were only 17 schools taking Chinese language as a main subject, according to the International School Association of Thailand (ISAT; International School Association of Thailand, 2016).

The success of students in achieving high learning outcomes is determined, among other factors, by their motivation for learning. According to Schunk and Hanson (1989), motivation and learning can influence each other. Schunk and Hanson (1989) described motivation as a process of pushing and maintaining a particular purpose by steering someone's behavior. Motivation is then a driving force behind learning that gives students power and strength to study.

Motivation is a key element for foreign language learning. Motivation for learning Chinese as a foreign language is a condition that activates and sustains behavior toward a learning goal in Chinese as a foreign language class (Efremova, 2019). Motivation plays a fundamental role in various ways in the process of learning a second or foreign language (Thohir, 2017). Research shows that motivation directly influences how much input students receive and how well they achieve in learning a second language (Efremova, 2019). For instance, students have been found to be more satisfied when they learn Chinese with pictographs, since teaching Chinese characters with pictographs improves students' learning efficiency and interest, make them feel good about the characters psychologically, and involve more with the character structure (Lin, 2014).

Students' motivation for learning is affected by tasks which offer challenges (Reeve

& Masmoudi, 2010). Challenge refers to the balance among individual skills, ability, and the level of the learning difficulty. Students' desire to engage in learning tasks such as singing a Chinese pop song they like by themselves, without it being part of the official program, can trigger their motivation for learning (Myers, 2008). However, content or vocabulary from the textbook that students can not apply to something that interests them, will lead students to a low motivation for engaging in the class activity. Therefore, well-developed learning interest can help individual's learning (Myers, 2008).

Gardner's (2010) socio-educational model of second language acquisition asserts that the key factor affecting the second or foreign language acquisition is to understand how the language learning process and outcome works, as each individual learner is different, so it is important to consider the cultural context, understand each learner's motivation for learning and attitude toward learning the language.

In positive psychology, when the learner is performing activities with full interest and is feeling instant enjoyment and exploration intention, the outcome is positive (Falkowitz, 2014). Well-developed personal interest is the most developed form of interest for students' learning. Students' learning interest toward the learning activity makes them more motivated to learn (Hidi & Renninger, 2016). According to Chen et al. (1999), situational interest (i.e., the temporary predisposition to reengage in particular domains and activities triggered by environmental stimuli and specific to an activity and social environment) consists of five main indicators: attention demand; challenge; instant enjoyment; exploration intention; and novelty.

With a clear attention demand, learners establish a learning structure and direction toward their progress; balancing the perceived skills with the perceived challenges, and perceiving the learning experience with motivation. Some studies (e.g., Gentry et al., 2000; Renzulli, 1994) indicate that the students' learning interest is linked to a high degree of desire

toward the learning activity and effort to reengage in the learning task. As a result, learning Chinese as a foreign language with a long-lasting interest will help learners keep a high motivation for learning. A learning environment that stimulates this interest is a strong fundamental basis of the educational process (Gentry et al., 2000; Renzulli, 1994). This implies that the lack of learning interest in education, particularly the lack of situational interest, will lead to failure in learning (e.g., Chen et al., 1999; David et al., 2003).

Motivation for learning Chinese as a foreign language and situational interest in learning carry an important role in the process of learning a new language. Motivation for learning influence the learning interest and enjoyment, and allow learners to set clear learning goals (Krapp, 1999). As Chinese is a foreign language for Thai students, clear goals and motivation would drive students' learning interest, with such positive motivation and goals, students will be more dedicated toward learning foreign language such as Chinese. On the other hand, situational interest may encourage learners to continually explore the language with positive long-term resilience, resulting in a better performance from the learning enjoyment and motivation (Zhang et al., 2020).

Statement of the Problem

The researcher conducting this study is an elementary Chinese language teacher, teaching Chinese as a foreign language (CFL) from Grade 1 to Grade 4 at an international school in Bangkok. In each grade, there are two classes, each class has two CFL classes per week, the student number in each class is about 16 to 25 students maximum, so the total amount of students for the researcher, from Grade 1 to Grade 4, are about 160 students. Thus, the researcher has to teach 16 lessons per week to 160 students enrolled in eight different classes in four grades at the target school. A teacher like the researcher and the other Chinese language teachers at the target school, teaching large classes with multiple mixed level

groups, may have limited options to conduct multiple activities and efficiently engage students in them, which could impact negatively on students' motivation for learning (i.e., drive toward achieving learning goals; Gardner, 2010) and situational interest for learning Chinese as a foreign language (i.e., predisposition to engage in particular CFL tasks), exploration intention (i.e., the extent to which a student is driven to search and discover new things and desires to reengage in a learning task or behavior) and attention demand (i.e., a student's concentrated cognition and mental energy required in learning while engaged in CFL activity; Chen et al., 1999). These are indicators of students possibly having a low level of situational interest in learning CFL.

At the target school, Chinese language subject from kindergarten to Grade 6 is mandatory, while from Grade 7 to Grade 12, Chinese subject becomes an elective subject to all students. However, the enrolment in the Chinese language subject from Grade 7 to Grade 12 is extremely low, in the 2021- 2022 academic school year, Grade 7 has no students signed up for Chinese subjects, and the total student number from Grade 7 to Grade 12 is not more than 20 students, the rest of the students all signed up for other elective class such as Film, Drama, Design, and Music, as these subjects seem to be more fun and interesting to explore for the students. Therefore, it seems that students ending elementary school level in the target school are not willing to exert a high level of effort to reach learning goals for Chinese as a foreign language, which can be interpreted as an indicator of a low motivation for, as well as a low situational interest in, learning CFL.

Based on the researcher's observation, Grade 4 to Grade 6 students in CFL class seem to lack of drive (i.e., motivation) and predisposition to engage (i.e., situational interest) in relation to Chinese language class, which could lead to lower motivation for students in the higher grades when it comes to writing Chinese characters (Mese, 2021). As Grades 5-6 students' Chinese textbook has increased vocabulary quantity and require higher proficiency

compared to lower grades, Grades 5-6 students seem to find difficulty in reaching the level required by the academy. Therefore, as mentioned above, according to the situational interest theory (Chen et al., 1999), students' learning interest is stimulated when there is a good balance between challenge and skills. Therefore, because Grades 5-6 students' Chinese language level is not on par with their textbook requirement skills, the students may have a low learning interest in CFL, which will cause them to have a low motivation for learning.

The data of students learning CFL at high school level has brought concern and attention to the school. Therefore, the researcher decided to carry out a quantitative study with the aim of measuring and comparing the motivation and situational interest in learning Chinese as the foreign language among Grade 4 to Grade 6 students in an international school in Bangkok, to help school stakeholders to get a better understanding of students' motivation for learning and situational interest level toward Chinese language class. For data collection convenience purposes, this research was conducted only on students enrolled in Grade 4 to Grade 6, grades in which the Chinese language subject is still mandatory at the target school.

Research Questions

The researcher developed the following questions for the current study.

1. What are the levels of motivation for learning Chinese as a foreign language held by Grades 4-6 students at an international school in Bangkok?
2. What are the levels of situational interest in learning Chinese as a foreign language held by Grades 4-6 students at an international school in Bangkok?
3. Is there a significant difference in motivation for learning Chinese as a foreign language among Grades 4-6 students at an international school in Bangkok?
4. Is there a significant difference in situational interest in learning Chinese as a foreign language among Grades 4-6 students at an international school in Bangkok?

Research Objectives

The objectives of the current study are shown as follows.

1. To determine the levels of motivation for learning Chinese as a foreign language held by Grades 4-6 students at an international school in Bangkok.
2. To determine the levels of situational interest in learning Chinese as a foreign language held by Grades 4-6 students at an international school in Bangkok.
3. To determine if there is a significant difference in motivation for learning Chinese as a foreign language among Grades 4-6 students at an international school in Bangkok.
4. To determine if there is a significant difference in situational interest in learning Chinese as a foreign language among Grades 4-6 students at an international school in Bangkok.

Research Hypotheses

The research hypotheses tested in the current study were the following.

1. There is a significant difference in motivation for learning Chinese as a foreign language among Grades 4-6 students at an international school in Bangkok, at a significance level of .05.
2. There is a significant difference in situational interest in learning Chinese as a foreign language among Grades 4-6 students at an international school in Bangkok, at a significance level of .05.

Theoretical Framework

In this study, two theories comprised the theoretical framework: Gardner's (2010) socio-educational model of second language acquisition, and Chen et al.'s (1999) situational

interest theory.

Gardner's (2010) Socio-Educational Model of Second Language Acquisition

The experience of adopting a second language other than the first language demands from the learner to think and behave in a new cultural perspective. For this reason, the socio-educational model of second or foreign language acquisition hypothesizes that high levels of motivation for learning and ability lead to a high level of academic achievement (Gardner, 2010). In an educational context, the primary focus of this model is to explain the individual factors that influence the motivation for learning a second or foreign language, as well as the language achievement. According to Gardner (2010), the challenge of the ability and motivation are two main significant factors that can affect the language learning progress.

According to this theoretical model, motivation for learning is composed of three key components, there are: motivation intensity (i.e., how strong the individual wants to learn the language, it can be measured by task completion rate, perseverance and consistency focus); desire to learn languages (i.e., how serious an individual is about learning the language, whose extent is reflected by a strong motivation, interest, need or ambition to achieve toward learning the foreign language with a good academic level); attitudes toward learning English (i.e., how much of the interest, happiness and pleasure with the process of learning English can represent how much the individual psychological and personal propensity towards learning English).

Chen et al.'s (1999) Situational Interest Theory

This theoretical model categorizes interest into two types: situational interest and personal interest. Situational interest is defined as a temporary predisposition to reengage in particular domains and activities triggered by environmental stimuli, and is specific to a particular activity (e.g., academic ones) and social environment (Chen et al., 1999). Situational interest, plays an important role in student motivation (Eccles et al., 2001).

Situational interest in daily learning environment attracts learners' engagement toward learning activity while personal interest plays the long-term preferences in building interaction for certain task or activities (Park, 2016).

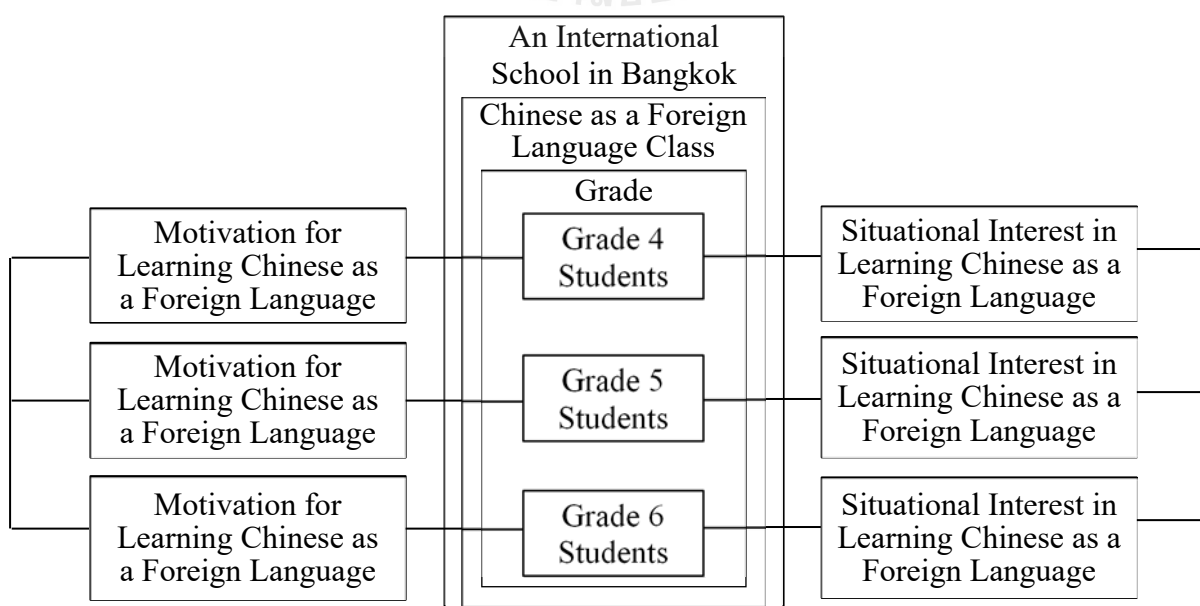
According to Chen et al. (1999), there are five factors of situational interest associated with personal-task interactions: attention demand (i.e., the level of energy and concentration require for learning); challenge (i.e., the level of difficulty in relation to learner's ability); instant enjoyment (i.e., the pleasure of engagement); explorational intention (i.e., cognitive stimulation required by psychological aspects); novelty (i.e., the gap among known information and information deficiency).

Conceptual Framework

The current research aimed to determine the levels of motivation and situational interest held by Grade 4 to Grade 6 students in learning Chinese as a foreign language at an international school in Bangkok, Thailand. Figure 1 depicts the conceptual framework of the current research project.

Figure 1

Conceptual Framework of the Current Study



Scope of the Study

In this section, the boundaries of this study are clearly described, in relations to five different aspects: theoretical scope, variable scope, research design scope, demographic scope, and instrumental scope.

Theoretical Scope of This Study

This research was built upon two guiding theories: Gardner's (2010) socio-educational model of second language acquisition, and Chen et al.'s (1999) situational interest theory.

Variable Scope of This Study

The students' grade (i.e., Grade 4 to Grade 6) served as the independent variable. The study addressed the following two dependent variables: motivation for learning Chinese as a foreign language, and situational interest in learning Chinese as a foreign language.

Research Design Scope of This Study

The research used a comparative survey research design to investigate the Grade 4 to Grade 6 students' motivation for and situational interest in learning CFL.

Demographic Scope of This Study

The participants for this study were 36 students from Grade 4, 31 students from Grade 5, and 32 students from Grade 6, enrolled in an international school in Thailand during the academic year 2021-2022.

Instrumental Scope of this Study

The instrument scope of this study was comprised of two questionnaires, one for measuring each variable addressed in this study.

In terms of motivation, the researcher administered a 30-item research instrument named as Motivation for Learning Chinese Questionnaire (see Appendix A). For the development of this instrument, the researcher chose the three subscales of motivation

included in Gardner (2010): motivational intensity (Items 1-10), desire to learn the language (Items 11-20), and attitude toward learning the language (Items 21-30). Each of the subscales had five positively worded and five negatively worded items, using a 6-point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*).

In terms of situational interest, Chen et al.'s (1999) Situational Interest Scale was used to collect data on participants' situational indicators (see Appendix B). The scale included 24 items grouped into five subscales: cognitive demand (e.g., "I was focused"; Items 1-4), challenge (e.g., "It is a complex activity"; Items 5-9), instant enjoyment (e.g., "It is an enjoyable activity to me"; Items 10-14), exploration intention (e.g., "I like to inquire into details of how to do it; Items 15-19"), and novelty (e.g., "This activity is new to me"; Items 20-24). All the items were positively worded and used a 5-point Likert-type scale ranging from 1 (*very untrue*) to 5 (*very true*).

Definitions of Terms

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

An International School in Bangkok

It refers to an educational institution that follows the American curriculum, located in Bangkok, Thailand, and established in 2005. This international school provides classes that range from kindergarten, elementary school, middle school to high schools with 125 educators and over 650 students overall. Students are native Thai speakers, but they have studied English and use English as the means of communication and instruction at school since kindergarten. Chinese language at the school is a foreign language subject, which students only study twice a week.

Chinese as a Foreign Language

It refers to the study of the Chinese language from someone who is not a native speaker. In the current study, the students from the target school are mostly Thai, with Thai language being their native language and Chinese language being considered as their foreign language at school.

Chinese Language Class

It refers to a compulsory subject offered from Grade 1 to Grade 6, which becomes an elective subject from Grade 7 to Grade 12, taken by students at the target international school in Bangkok, Thailand. Students in this school are learning Chinese as a foreign language for two periods a week.

Grade 4 to Grade 6 Students

It refers to all students enrolled in Grade 4, Grade 5 and Grade 6 at an international school in Bangkok, Thailand, during the academic school year 2021-2022. Students in each grade were distributed as follows: 36 students from Grade 4, 31 students from Grade 5, and 32 students from Grade 6.

Motivation for Learning Chinese as a Foreign Language

Based on Gardner (2010), motivation for learning CFL can be defined as the drive toward achieving a learning goal in CFL class. It consists of three key components: motivational intensity for learning Chinese, desire to learn Chinese and attitude toward learning Chinese. This variable was measured by the Motivational for Learning Chinese Questionnaire (MLCQ; Items 1-30).

Motivational Intensity for Learning Chinese

Motivational intensity refers to the effort spent by an individual on learning Chinese. It can be assessed by the quantity of task achievement, perseverance, and invariability of focus. In this study, motivational intensity was measured by the Motivational for Learning

Chinese Questionnaire (MLCQ; Items 1-10).

Desire to Learn Chinese

Desire to learn Chinese can be understood as when an individual has strong willingness toward learning the Chinese language. It is reflected by a strong motivation, interest, need or ambition to achieve toward learning Chinese with a good academic level. Items 11-20 in the MLCQ were utilized to measure the students' desire to learn Chinese.

Attitude Toward Learning Chinese

Attitude toward learning Chinese refers to a psychological and personal tendency toward learning Chinese. It can be reflected by the interest, enjoyment and pleasure with the process of learning Chinese. The attitude toward learning Chinese was measured by the MLCQ Items 21 to 30.

Situational Interest in Learning Chinese as a Foreign Language

Situational interest is defined as a temporary predisposition to reengage in particular domains and activities triggered by environmental stimuli and is specific to an activity and social environment. According to Chen et al.'s (1999) situational interest theory, researchers have hypothesized five main important factors of situational interest are hypothesized to be associated with personal-task interactions: attention demand; challenge; instant enjoyment; explorational intention; and novelty. In this study, this variable was measured by the Situational Interest Scale (SIS), Items 1-24.

Attention Demand

Attention demand refers to students' mental energy and concentration cognition toward learning CFL. In this study, attention demand was measured by the Situational Interest Scale (SIS), Items 1-4.

Challenge

Challenge refers to the balance among the students' ability and difficulty of the learning activity. The challenge was measured by the SIS, Items 5 to 9.

Instant Enjoyment

Instant enjoyment refers to the instant pleasure while engaging in the learning activity. Items 10-14 in the SIS were utilized to measure the students' instant enjoyment to learn Chinese.

Explorational Intention

Explorational intention is the degree of willingness to adopt new knowledge that keeps learner to search and discover the new things and facilitate the desire to learn, psychologically require cognitive stimulation. SIS Items 15-19 were used measure participants' explorational intention.

Novelty

Novelty is the gap among known information and information deficiency, it refers to the learners' creativity and encouragement to accept new challenges and try new things in learning activity. SIS Items 20-24 were used to measure the participants' novelty in relation to learning Chinese language.

Significance of the Study

The findings of this study will benefit students, teachers, school administrators, as well as future researchers.

Firstly, the information from this study will be beneficial for teachers to get a better understanding of students' motivation for learning and situational interest toward Chinese language. Therefore, from the findings of this study, teachers can learn to employ more motivating and interesting activities, games and teaching strategies in the class to help students learn Chinese as a foreign language.

Secondly, through the research results, school administrators be aware of on what specific aspects students and teachers must be supported for the promotion of students' motivation for learning and situational interest in Chinese as a foreign language. Therefore, the school should provide more useful training to all teachers to improve teachers' teaching methods and teaching strategies.

In addition, the changes and improvements that will take place in the school by the teachers and administrators will be beneficial for promoting elementary students' motivation and situational interest for learning Chinese as the foreign language.

Lastly, future researchers that are considering to conduct similar studies to the current one may continue to focus on students' motivation for learning and situational interest while providing the classroom learning for teaching Chinese as foreign language.



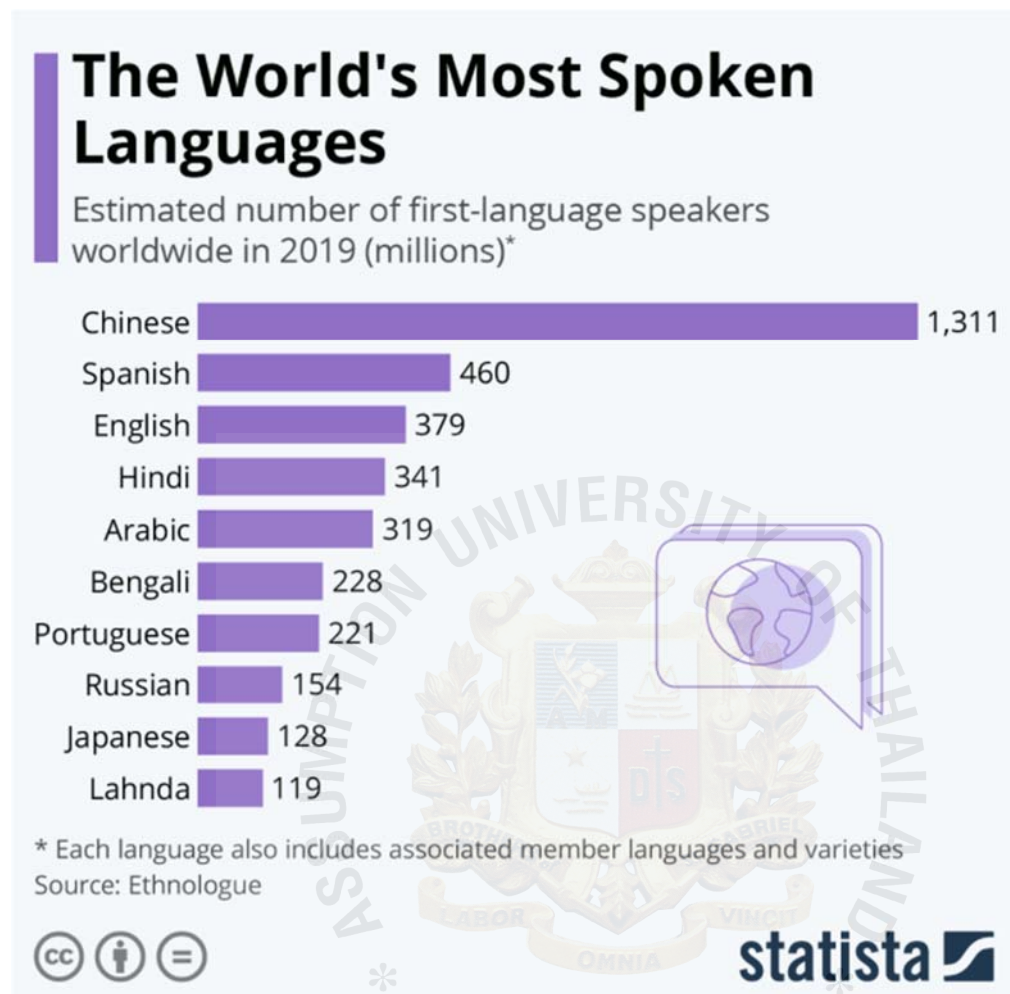
CHAPTER II

REVIEW OF RELATED LITERATURE

In the previous chapter, the researcher discussed the purpose and the problem of this study. In this chapter, the researcher reviews related literature to this study. This chapter is organized as follows: Learning Chinese as a foreign language worldwide and in Thailand, Gardner's (2010) socio-educational model of second language acquisition theory, Chen et al.'s (1999) situational interest theory, previous research on motivation for learning, previous studies on situational interest in learning, and the background of the target international school in Bangkok.

Learning Chinese as a Foreign Language Worldwide and in Thailand

Despite the fact that English has been the dominant worldwide language for a century and is still studied and recognized in most nations, Chinese is the most widely spoken language (Postan, 2020). Chinese is by far the most spoken first language across the world, with 1.31 billion native speakers, which is approximately the 16% of the world's population (Richter, 2020). When you consider the number of native speakers and those who speak it as a second or foreign language, Chinese is now the most commonly spoken language in the world. Figure 2 shows an infographic depicting the world's most spoken first languages in 2019 (Richter, 2020).

Figure 2*The World's Most Spoken Languages*

Speaking Chinese gives many people access to communicate with many people and also bring more opportunity to Chinese speakers across the world (Huel, 2021). China's economy has grown at one of the fastest rates in the last two decades. Thus, there are numbers of schools outside of China offering Chinese language and culture courses, and hence learning Chinese as a foreign language outside of China has exploded in recent decades in many nations (Guo et al., 2020). Among many countries in Asia, Thailand has the most impact in economy from China, because Thailand has always been a friendly neighbor country to China (Hays, 2014).

Thailand has taken Chinese language education seriously, to the extent where the Thai

government has requested to China to send Chinese language teachers to educate Thai students. In January 2006, an agreement between China's deputy education minister and Thailand stated that Chinese government will send and train 1,000 Mandarin language teachers each year to support Thailand's Chinese Mandarin program. Under this agreement, China will also provide 100 scholarships for Thai students to study in China and send 500 young volunteers to teach Chinese in Thailand. Meanwhile, the Thai Education Ministry aims to promote the Chinese language alongside compulsory English and hopes that one third of high school students will be fluent in Chinese within five years' time (Hays, 2014).

Among 2003 and 2018, there were over 10,000 Chinese volunteer teachers dispatched to over 1000 Thai schools and universities, becoming Thailand the world's largest recipient country of Chinese volunteer teachers. The cooperation among Thailand and the Confucius Institute in the Chinese Volunteer Teacher Program has helped to build mutual trust in China's language teaching and learning program (Hanban Office in Thailand, 2017). Not surprisingly, the Confucius Institutes in Thailand were mostly established in 2006, as the world's first Confucius Institute classroom. Furthermore, overseas Chinese in Thailand's long-term commitment to Chinese language instruction has aided the establishment of the Confucius Classroom in Thailand, they have been assigned to Beijing as representatives to discuss Chinese language education collaboration among Thailand and China (Wang, 2019).

In recent years, as a result of the large possibility for foreign schools in Thailand, a growing number of high-quality international schools with Chinese programs have been established across the Kingdom, particularly in Bangkok. Bangkok, along with Dubai, Shanghai, Beijing, and Tokyo, is one of the top five cities in the world for quality international education, with 49 elite international schools out of a total of 118 (Study International, 2019). More and more international schools in Thailand are trying to create and offer immersion Chinese language programs, by hiring native Chinese language teachers with

solid background and qualifications in Chinese teaching, in order to achieve an effective teaching of Chinese language in the classroom. An immersion language environment is created by considering age-appropriate academic contents for second or third language learners learning Chinese language, in an environment in which the use of the first language is null or very limited by the Chinese language teacher (Bissell & Chang, 2022).

Chinese language is considered as one of the hardest languages to learn in the world. It has different calligraphic styles, some characters even can break down into several radicals, and as it is a tonal language, it comes with the most similar sounding words, this makes it quite difficult for non-native speakers to differentiate between the words and sound combination (Song, 2022). Therefore, having fun when learning Chinese is essential to master the language successfully and keep the learner motivated. Entertainments such as games, watching legend stories and movies, combining culture studies with cooking, reading Chinese stories and sing Chinese songs, are some of the great ways that could be employed by the teacher to immerse students in the Chinese language learning (Q-Admin, 2021).

Socio-Educational Model of Second Language Acquisition

Gardner (2010)'s socio-educational model of second language acquisition addresses the meaningful interaction of key constructs related to the achievement in the target language. Gardner initially established and developed the socio-education paradigm of second language acquisition back in the 1960s (Gardner, 1985). This paradigm was widely utilized in learning a second or foreign language because it examined the learners' attitudes and motivation in learning a language (Gardner, 1985). Although the model has been altered several times, the major concepts of the model have remained the same with minor changes (Gardner, 2010; Lin & González, 2019).

The socio-educational model focuses on language learning motivation and is critical

for second language acquisition (SLA), which is the study's major theory. In general, the paradigm is built upon motivation to support language acquisition, as well as upon attitudes toward learning situations, integrativeness, and instrumentality. Gardner (1985) formalized the study of characteristics that affect foreign learners, such as integrativeness, attitude toward learning situations, motivation, language anxiety, and so on. Motivation, according to this model, encompasses a broader variety of cognitive, affective, and cognitive traits. Motivation is a combination of hard work, a positive attitude, and a desire to achieve a satisfying goal through a second or foreign learning process (Gardner, 1985).

In order to measure the variables defined in the socio-educational model of the second language acquisition, the Attitude/Motivation Test Battery (AMTB) was developed (Gardner, 1985). This instrument aims to measure the various components of the socio-educational model of second language acquisition, consisting of 12 scales: attitudes to English speakers, interest in foreign languages, motivational intensity, integrative orientation, desire to learn languages, attitude toward learning English, English teacher evaluation, English course evaluation, English class anxiety, English use anxiety, instrumental orientation, and parental encouragement (Gardner, 2010). These 12 scales comprised the measurement of the attitudinal and motivational aspects that influence the learning of a second or foreign language (Atay & Kurt, 2010; Gardner, 2010).

Attitudes to English Speakers

Attitudes to English speaker refers to a psychological and personal tendency toward learning English with native speakers from English-speaking countries. It can be reflected by the interest, enjoyment and pleasure with the process of learning English with English native speakers.

Interest in Foreign Languages

Interest in foreign languages refers to a high degree of attentiveness level toward

learning and using foreign languages.

Motivational Intensity

Motivational intensity refers to the effort spent by an individual on a learning activity. It can be assessed by the quantity of task achievement, perseverance, and invariability of focus. For instance, a new enrolled student approached to the language teacher after school, requesting for assistance to highlight the target contents in the previous unit where he missed out, so he can spend time to study at home, to catch up with the current textbook contents.

Integrative Orientation

Integrative orientation refers to a desire to learn the target language with positive and interactive attitude, reflected by the degree of ability to interact and identify the target language and the community that speaks and use that language.

Desire to Learn Languages

Desire to learn the languages can be understood as when an individual has a strong willingness toward learning the language. It is reflected by a strong motivation, interest, need or ambition to achieve the target language with a good academic level. For instance, in classroom learning, students volunteer to participate in class presentation, so teacher can evaluate their work; during online learning, students request opportunity to share their screen, so teacher can check their work whether it is all correct.

Attitude Toward Learning English

Attitude toward learning English refers to a psychological and personal tendency toward learning Chinese. It can be reflected by the interest, enjoyment and pleasure with the process of learning the language. For instance, after a language class, students came back to their homeroom class happily, and share what they have done in the previous class with their homeroom teacher; a student always be the first one arrived in the classroom, keep the middle front seat for him, make sure he can see the whiteboard clear and participate in all activities

teacher required to do.

English Teacher Evaluation

English teacher evaluation refers to a ranking of judgment criteria from a language learner to measure how favorable practice of an English teacher is.

English Course Evaluation

English course evaluation refers to the appraisal ranking level of the English class from a language learner.

English Class Anxiety

English class anxiety refers to the level of the tension feeling upon using English in the class as a foreign language learner.

English Use Anxiety

English use anxiety refers to the level of the tension or anxious feeling when using or speaking English outside of the class as a foreign language learner.

Instrumental Orientation

Instrumental orientation is the degree of the learner's attitude or drive toward learning the language by focusing on what knowing such language could do for the learner without getting directly involved with, or closer to, the group of people who speaks the language.

Parental Encouragement

Parental encouragement indicates the scale of student parents' support level toward their English learning.

Situational Interest Theory

The situational interest theory used in the current study was reported by Chen et al. in 1999. However, situational interest was first defined in 1992 by Hidi and Anderson. Initially, situational interest referred as "interestingness" to individual's learning effect of

characteristic in an activity or learning task (Frick, 1992). This definition is used in research to contrast the notion of personal or individual interest, which is described as a person's psychological preference for one action over another (Krapp et al., 1992). Personal interest develops throughout time as a result of a person's frequent and consistent involvement with specific activities in a given environment.

The concept of situational interest is a multidimensional construct. When a person participates in a given activity, he or she can report situational interest in seven dimensions, according to Deci (1992). The nature of the action is represented by the dimensions of novelty and challenge. The function of novelty is to elicit and increase a person's inquisitive activity (Spielberger & Starr, 1994). The level of difficulty in relation to a person's abilities is characterized as a challenge (Harter, 1978). Exploration intention, desire arousal, and time alteration are mental disposition qualities that arise when a person is interested in a certain activity.

According to the most recent studies at the time, Chen et al. (1999) developed a multistage, multi sample validation research with 674 middle school students to validate the construct in physical education. Split data sets were subjected to exploratory and confirmatory factor analysis. Factor analysis solutions discovered five characteristics instead of the seven identified by Deci (1992): attention demand, challenge, instant enjoyment, exploration intention, and novelty (Chen et al., 2001).

Attention Demand

Attention demand refers to students' mental energy and concentration cognition toward learning, required high level of concentration in participate in the learning activities.

Challenge

Challenge refers to the balance among the students' learning ability and the level of difficulty of the learning activity. Learner motivated by the task which offers challenge, the

challenge levels are relay on student's learning ability, the ideal challenge task imply learners' ability, neither too hard nor too easy (Atay & Kurt, 2010). With learning challenge, the individual learner's input, output, or internal processing is inefficient.

Instant Enjoyment

Instant enjoyment refers to the instant pleasure while engaging in the learning activity, as enjoyment keep student's desire in learning activity, and engage them to participate in learning with pleasure (Atay & Kurt, 2010). Enjoyment of learning also describe students' learning satisfaction, responds the learner's present learning experience, high level of learning enjoyment link to students' learning satisfaction, affect the learning outcome (Manasia, 2015).

Exploration Intention

Exploration intention is a learner's subjective likelihood that he or she will keep searching and discovering in learning activities. Exploration intention psychologically requires cognitive stimulation. Exploration intention drives students' desire to explore in new learning experience, searching new information for learning task, reengage the learning behavior and help learner facilitate the learning goal (Otundo, 2017).

Novelty

Novelty is the gap among known information and information deficiency, it refers to the learners' creativity and encourage learner to accept new challenge and trying the new things in learning activity. Novelty motivates student to learn novel ideas, each individual learner engages in the activities and bring out the appear idea to be now, through new learning experience enhance learning, educator is expected to design learning environment in a new concept to build student's learning interest without discourage (Linnenbrink-Garcia et al., 2013).

Previous Studies on Motivation for Learning Foreign Language

El-Zine and Aamer (2020) conducted a study to determine the level of motivation intensity and desire to learn French in a non-francophone country. This study was conducted on undergraduate students enrolled at a university in Yemen. Random sampling method was applied to choose the sample for the study: 69 undergraduate students who were sampled out of a population of 145 undergraduate students that enrolled in the French Language and Literature Department from a university in Yemen. The collected data for this research was analyzed by using a one-way analysis of variance (ANOVA). The results showed that Yemeni undergraduate learners had a high level of motivational intensity and a desire for learning the French language and culture.

Shuo (2018) conducted a study to determine the attitudes toward learning Chinese from native and non-native Chinese speaking teachers. This study took place at a Chinese language academy in Bangkok, in which the sample group was comprised of non-native adult learners who were studying in the target language academy. Random sampling method was applied to choose sample population for the study, there were 124 non-native Chinese language adult learners from three different learning levels from the target language academy participated in August 2018. The collected data was analyzed by a one-way ANOVA. The findings from this study showed that adult learners from this Chinese language academy had no preference for either native Chinese-speaking teachers or non-native Chinese-speaking teachers. Moreover, the beginner adult learners participating in this study were found to have a moderate motivation level for learning Chinese; the intermedia to adult learners were found to have a moderate level motivation for learning Chinese; while the advanced adult learners were found to have a high-level motivation for learning Chinese.

Lin (2020) examined the relationship among motivation for learning English as a foreign language and perception of the study of theology in English. This study took place at

St. Joseph's Major Seminary, Yangon, Myanmar. The total population sample was comprised of 100 seminarians from Year 1 to Year 4 enrolled in the institution during the academic year 2019-2020. The study was designed as quantitative correlational study, and the collected data from this research was analyzed by a correlational analysis using Pearson product-moment correlation and multiple correlation coefficient. The findings of the study indicated that all seminarians from Years 1-4, on average, had a higher level of motivation for learning English as a foreign language, with a positive perception of theology study in English. Moreover, the level of motivational intensity for Years 1-3 seminarians was interpreted as high, while for Year 4 seminarians was interpreted as partially high. The level of desire to learn EFL for Years 1-4 seminarians was found to be high. Furthermore, the level of attitude toward learning EFL for Years 1-4 seminarians was interpreted as positive. The correlational analysis revealed that Years 1-3 seminarians' motivation for learning English as a foreign language was significantly correlated to their perception of the study of theology in English.

Previous Studies on Situational Interest in Learning

Chen and Darst (2001) conducted a study to examine the effects of task design on situational interest and the extent to which the effects were mediated by gender, grade, personal interest and skill levels. The study was carried out in a junior high school in the metropolitan area of a major city in Southwestern United States. The total number of participants were 242 students with 51% of boys and 49% of girls, distributed as follows: 72 students from Grade 7; 99 students from Grade 8; and 71 students from Grade 9. A repeated multivariate analysis of variance was conducted with students' responses on the Situational Interest Scale. The findings of the study suggested that there was significance difference in situational interest according to grade, gender, task design. All the findings of situational interest were interpreted as moderate, and the five dimensions of situational interest as

follows: attention demand was interpreted as high; challenge was found to be moderate; instant enjoyment was interpreted as high; explorational intention was found to be high as well; and novelty was found to be moderate.

Otundo (2017) conducted a quantitative study to measure the situational interest by investigating social indicators derived from the self-determination theory (SDT), and to test a theoretical model integrating situational interest theory and SDT. This study took place at a middle school of Southeastern region of the United States. The total population was 388 students, the grade was distributed from Grades 6-8, and the mean age of the participants was 12.4 years-old. The study was designed as a quantitative correlational study, using correlational and confirmatory factor analysis. The findings indicated that situational interest and needs support were separated but related factors. Situational interest was found to be a significantly stronger predictor of needs satisfaction, in comparison to needs support. The findings also revealed that participants' level of attention demand was high; the level of challenge was moderate; the level of instant enjoyment was high; the level of exploration intention was high; the level of novelty was moderate; and the overall level of situation interest was high.

Rotgans and Schmidt (2011) conducted a study to investigate how situational interest develop over time and how it is related to academic achievement in an active-learning classroom. The study took place at a polytechnic institute in Singapore, the total sample of the study was comprised of 69 participants (42 females and 27 males), with a mean age of 20.22 years, four randomly chosen and all enrolled in a second-year economics module. The findings of the research analyzed the data by meta-analysis, the results of this meta-analysis revealed that there was a significant relationship among situational interest and academic achievement. It was found that the level of attention demand was high; the level of challenge was high; the level of instant enjoyment was high; the level of exploration intention was high;

and the level of novelty was high. Academic achievement was found to be significantly, positively moderately and weakly correlated to novelty; while achievement-related classroom behaviors were significantly, positively, and weakly correlated to exploration intention, and moderately strongly correlated to novelty. Finally, the findings revealed that there was no significant difference in overall situational interest between the five-occasion questionnaire were administrated, within a time frame of 7.5 hours.

Background of the Target International School in Bangkok

The target school is a private American international school, established in 2005 and is located Bangkok, Thailand. Areas of study within the curriculum include Language Arts, Mathematics, Science, Social Studies, ICT, Art, Music, Physical Education and Health, and Chinese.

The K-12 curriculum at the target school has been tailored to meet the Common Core State Standards (CCSS) in literacy and mathematics: The Common Core State Standards (CCSS) provide the foundation for the K-12 Language Arts and Mathematics curriculum. In addition, various core and elective subject areas have accepted specific CCSS standards that are relevant to their fields. The Next Generation Science Standards (NGSS) are a set of guidelines developed by the National Science Foundation. For all grades, science classrooms in secondary school have largely completed the transition from California State Standards to Next Generation Science Standards. The California State Standards for respective subject areas are used to construct elective and non-core programs. High school students who enjoy extra academic challenge and wish to apply to top colleges throughout the world can take Advanced Placement (AP) classes, Pre-AP classes, and Honors classes.

The curriculum offered at the target international school in Bangkok is also enhanced to meet local regulations and guidelines, promote internationalism, incorporate local language

and culture, and prepare students to participate in the ASEAN economic community. It follows the American curriculum where the classes range from Kindergarten (N1-K3), Elementary School (Grades 1-5), Middle School (Grades 6-8) to High School (Grades 9-12) with 130 educators and over 650 students overall.

The languages taught are English, Thai and Chinese, where students learn the 4 fundamental skills of reading, writing, speaking and listening. They also learn Phonics and explore society and culture. Chinese language subject from kindergarten to Grade 6 is a mandatory subject at the target school, while in G7 onwards, Chinese subject will become a selective subject to all students from Grade 7 to Grade 12.

For each grade from Grade 1 to Grade 4 there are two Chinese language classes per week, and the student number at each class is about 16 to 25 students maximum. Students' textbooks and workbooks for Chinese language class are use *Easy Steps to Chinese* from Beijing Language and Culture University Press, from Grade 1 to Grade 2, students use the Kid's Book, from Grade 3 to Grade 6, students use the Teen's Book especially designed for both primary secondary school students who are taking Chinese exams, both workbook and textbooks focus on task-based learning with a wide variety of texts.

Grade 1 textbook includes four units, three units focus on numbers and one unit is about greetings. In this grade, students will start to learn about strokes, the structure of the characters and short Chinese phrases for greeting with Pinyin. Additional topics that require to support students' learning are colors and shapes.

Grade 2 textbook starts from Unit 4 to Unit 7. Unit 4 continues learning from "Greetings", introducing different ways of greeting to people in different period of time. In Unit 5 "Thank You", students learn about polite conversation, such as saying thank you, apologies and responding in different scenarios. Through Unit 6 "What's Your Name?" and Unit 7 "I'm 5 Years Old", students will learn how to introduce themselves and ask questions

in a basic conversation. Additional topics along to support Grade 2 students' learning are Chinese strokes, Chinese pictographic writing, Pinyin and tones.

From Grade 3 to higher level Chinese language studies, students will study Chinese using the *Teen's Easy Step* Chinese textbook. For Grade 3 students, the learning unit contents will be only Unit 2, which includes three lesson topics: "Dates", "Age", and "Telephone Numbers". Students in Grade 3 are expected to comprehend and able to ask and answer the day of the week, month, age, birthday, the date of birth, and telephone numbers in conversations, students will have various practical task activities through learning. Grade 3 teen's workbook has 40 pages for Unit 2, focused on developing students' writing and reading comprehension in Chinese language.

Grade 4 level continue studies on Teen's Easy Step to Chinese textbook Unit 3, this Unit includes 3 lesson topics "Family members", "Self-introduction" and "Occupation", Regarding the speaking level, students in Grade 4 by the end of the academic year are expected to give a short introduction about themselves, introduce their family members and friends. For reading comprehension and writing, this unit has added on essay reading and writing task.

Grade 5 students will have Teen's Easy Step to Chinese textbook Unit 5. This unit includes three topics: "Time", "Daily Routine" and "Means of Transport". Students will be able to say the time, talk about the daily routine, things they like do in the week, transportation they use to go to school, how does the family member go to work. Students will be also requiring to write down their daily routine, and reading comprehension.

By Grade 6 level, students will complete the Stage 1 study of the Textbook 1 – Unit 5. The last unit learning for Grade 6 includes "Colors", "Clothing" and "Parts of the Body". Students at the Grade 6 will develop their study from family member's occupation to their preference clothing style, color, and appearance. By the end of the academic year, students in

Grade 6 are expected to talk about self-introduction, family member and occupation, time routine, differentiate different people's appearance, dress style, colors they like. The workbook for Unit 5 is focused on reviewing contents along with essay writing and reading comprehension.



CHAPTER III

RESEARCH METHODOLOGY

In the previous chapter, the researcher reviewed relevant literature in relation to this study. The researcher presented a detailed description of keywords for this study, such as motivational intensity, desire to learn the language, attitude towards learning Chinese and the five elements of situational interest in learning CFL. In this chapter, the researcher describes the procedures used to assess the students' motivation for and situational interest in learning CFL. In this chapter, a detailed description of the research methodology is presented, which includes the study design, population and sample, research instruments, instrument validation and reliability, data collection, data analysis, and a summary of the research process.

Research Design

The purpose of this study was to determine whether there was a significant difference in motivation for and situational interest in learning Chinese as a foreign language among Grades 4-6 students at an international school in Bangkok. In order to accomplish this purpose, a quantitative comparative research design was employed to compare the research variables addressed in this study among Grade 4, 5 and 6 students at the target school, and hence test the hypotheses driving this study.

The researcher administered two research instruments: the Motivation for Learning Chinese Questionnaire (MLCQ; Appendix A), and the Situational Interest Scale (SIS; Appendix B). The first questionnaire, the MLCQ, was comprised of 30 items on a 6-point Likert scale, ranging from 1 (*strongly disagree*) to 6 (*strongly agree*), adapted from Gardner (2010), to measure students' motivation for learning CFL via measuring students' motivation

intensity, desire to learn the language, and attitude toward learning Chinese. The second questionnaire, the SIS, was comprised of 24 items a 5-point Likert-type scale, ranging from 1 (*very untrue*) to 5 (*very true*), adapted from Chen et al. (1999) to measure students' situational interest in learning CFL.

Descriptive statistics, in terms of means and standard deviations, were calculated and used to measure the level of the variables addressed in this study. One-way analyses of variance (ANOVA) were performed to examine whether there were significant differences in motivation for and situational interest in learning Chinese as a foreign language among Grades 4-6 students at an international school in Bangkok.

Population

The target population of this research comprised of all the students who study Chinese as a foreign language from Grades 4-6 students at an international school in Bangkok, in the academic school year 2021- 2022. At the target international school in Thailand, there is a total of 99 students from Grades 4 to 6, distributed as follows: 36 students from Grade 4, 31 students from Grade 5, and 32 students from Grade 6.

Sample

In this study, a population sample comprised of all Grades 4-6 students enrolled in the in academic school year 2021- 2022 at an international school in Bangkok were used. Therefore, a total of 99 students participated in this study, distributed as follows: 36 students in Grade 4, 31 students in Grade 5 and 32 students in Grade 6, with the range of age from 9 to 12, were used in this study. A detailed information of the sample for this study is presented in Table 1.

Table 1*Sample Sizes of Participants in Grades 4-6 at an International School in Bangkok*

Grade	Sample size
4	36
5	31
6	32

Research Instruments

This study was conducted based on the administration of the following research instruments: the Motivation for Learning Chinese Questionnaire (MLCQ), which was adapted from Gardner (2010), and the Situational Interest Scale (SIS), adopted from Chen et al. (1999).

Motivation for Learning Chinese Questionnaire (MLCQ)

The researcher used the Motivation for Learning Chinese Questionnaire (MLCQ) to measure the motivation for learning CFL held by Grades 4-6 students at an international school in Bangkok.

The MLCQ is an adaptation from an Attitude/Motivation Test Battery (AMTB), which was originally developed in 1972, and later improved by Gardner and Lambert in 1985 (Gardner, 1985). The AMTB was originally designed to assess five constructs; however, in this study, it implemented to only measure the subscale of motivation for learning. In this study, the researcher adapted the latest international version of the AMTB (Gardner, 2010), in order to implement it on the subject of Chinese as a foreign language. In this study, in order to measure the motivation for learning Chinese as a foreign language, all the occurrences of the words “English” in the original questionnaire were replaced by the word “Chinese”.

The instrument is composed of two parts: background information and the 30 items measuring students’ motivation for learning CFL. The MLCQ contains 30 statements about motivational intensity (Items 1-10), desire to learn the language (Items 11-20) and attitudes

toward learning Chinese (Items 21-30). There are both positively (i.e., Items 1-5, 11-15, and 21-25) and negatively (i.e., Items 6-10, 16-20, and 26-30) worded items in the subscales.

The participants were asked to read each question carefully, to be honest, and to provide a response for all the statements in the questionnaire using a 6-point Likert scale. A 6-point Likert scale was utilized to investigate the students' level of motivation for learning CFL. For each of the items, students could choose one out of six anchors (1 = *strongly disagree*, 2 = *moderately disagree*, 3 = *slightly disagree*, 4 = *slightly agree*, 5 = *moderately agree*, 6 = *strongly agree*). This rating scale used smiley faces along with each of the options, as recommended for the use with children and people ages three and older (Saracho, 1988; Wong-Baker FACES Foundation, 2022).

Table 2 shows the interpretations of the 6-point Likert scale used in this study. In the current study, all negatively-worded items (i.e., Items 6-10, 16-20, and 26-30) were reversed coded for the purpose of data analysis, in order to standardize the directionality of the interpretation.

Table 2

Interpretation of the 6-Point Likert Scale for the MLCQ

Agreement level	Score	Mean score scale	Interpretation level	
			Motivation for learning CFL/ Motivational intensity/ Desire to learn Chinese	Attitudes toward learning Chinese
Strongly agree	6	5.50-6.00	Very high	Very positive
Moderately agree	5	4.50-5.49	High	Positive
Slightly agree	4	3.50-4.49	Partially high	Slightly positive
Slightly disagree	3	2.50-3.49	Partially low	Slightly negative
Moderately disagree	2	1.50-2.49	Low	Negative
Strongly disagree	1	1.00-1.49	Very low	Very negative

Situational Interest Scale (SIS)

The researcher adopted the Situational Interest Scale (SIS) to measure the situational

interest in learning CFL held by Grades 4-6 students at an international school in Bangkok.

The Situational Interest Scale (SIS) was originally developed by Chen et al. in 1999. In this study, the researcher used the SIS to measure students' situational interest in learning CFL using 24 items distributed into five main subscales (Chen et al., 1999).

The instrument is composed of two parts: background information and the 24 items measuring students' situational interest in learning CFL. The scale includes 24 items that load on the following five subscales: attention demand (Items 1-4), challenge (Items 5-9), instant enjoyment (Items 10-14), exploration intention (Items 15-19), and novelty (Items 20-24).

The participants were asked to read each question carefully, to be honest, and to provide a response for all the statements in the questionnaire using a 5-point Likert-type scale. A 5-point Likert scale was utilized to investigate the students' level of situational interest in learning CFL. The scale requires students to respond to each item based on their own experience with each statement in CFL class. Students could choose one out of five anchors (1 = *very untrue*, 2 = *untrue*, 3 = *neutral*, 4 = *true*, 5 = *very true*). This rating scale used smiley faces along with each of the options, as recommended for the use with children and people ages three and older (Saracho, 1988; Wong-Baker FACES Foundation, 2022).

Table 3 shows the interpretation of the 5-point Likert scale used in this study.

Table 3

Interpretation of the 5-Point Likert-Type Scale for the SIS

Truthfulness level	Score	Mean score scale	Interpretation level for situational interest in learning CFL
Very true	5	4.50-5.00	Very high
True	4	3.50-4.49	High
Neutral	3	2.50-3.49	Moderate
Untrue	2	1.50-2.49	Low
Very untrue	1	1.00-1.49	Very low

Validity and Reliability of the MLCQ

In this section, the validity and reliability of the MLCQ are discussed in depth.

Validity of the MLCQ. Regarding to the validity of this instrument, Gardner (1985) and Gardner and Smythe (1975) started the advancement of the entire set of items and validated them in 1981. Moreover, the AMTB's construct validity has already been demonstrated, and other researchers have used and verified the predictive validity and construct validity of the AMTB's 12 scales (e.g., Clement et al., 1977; Gardner 1985; Gardner & MacIntyre, 1993).

Reliability of the MLCQ. In terms of reliability, the Attitude/Motivation Test Battery (AMTB) has been modified, developed, and examined extensively in the past, in order to investigate the internal consistency dependability in many scales and has been translated into numerous languages. Gardner (1985) found that the scales' internal consistency and dependability were adequate, with the exception of the Parental Encouragement scale. The internal consistency reliabilities observed in different research projects employing the most recent international edition of the AMTB (Gardner, 2010) are shown in Table 4.

Table 4

Reliability Statistics of Previous and Current Studies Using the AMTB's Motivation Subscale

Subscales	Cronbach's alpha values						
	Gardner (2006; Croatia)	Gardner (2006; Spain)	Gardner (2006; Japan)	Lin and González (2019)	Current study		
					Grade 4	Grade 5	Grade 6
Motivational intensity	.80	.77	.79	.66	.78	.66	.71
Desire to learn the language	.81	.90	.90	.75	.85	.87	.93
Attitudes toward learning the language	.90	.92	.93	.79	.93	.93	.95
Overall	.83	.86	.87	.85	.94	.93	.96

Note. In the current research, the subscales are referred to as motivational intensity for learning Chinese, desire to learn Chinese, and attitudes toward learning Chinese as foreign language.

Validity and Reliability of the SIS

In this section, the validity and reliability of the SIS are discussed in depth.

Validity of the SIS. Regarding to the validity of this instrument, Chen et al. (1999) established the construct validity of the SIS by using both exploratory and confirmatory factor analyses with multiple data sets, through which the multidimensionality of the scale (i.e., the five dimensions of this 24-item instrument) was constantly and consistently observed. Moreover, Otundo (2017) established the validity of the SIS through exploratory and confirmatory factor analysis, through which the number of dimensions and items per dimension was identified and confirmed.

Reliability of the SIS. In terms of reliability, Otundo (2017) determined the internal consistency reliability of the SIS while conducting his research. The Cronbach's alphas reported by Chen and Darst (2001), Otundo (2017) and the current study are shown in Table 5.

Table 5

Internal Reliability Statistics of Previous Studies Using the SIS

Variable	Cronbach's alpha values				
	Chen and Darst (2001)	Otundo (2017)	Current study		
			Grade 4	Grade 5	Grade 6
Attention demand	.78	.86	.75	.66	.83
Challenge	.80	.70	.63	.69	.67
Instant enjoyment	.90	.84	.66	.70	.78
Exploration intention	.91	.83	.77	.64	.90
Novelty	.90	.71	.75	.64	.86
Overall	.95	.90	.86	.81	.93

Collection of Data

In order to proceed to collect data for this study, the researcher requested the permission to conduct the study from the principal of the target school, in September 2021.

After the 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 2022. There were two questionnaires, the MLCQ and the SIS, which distributed to 99 students at the target school. The results obtained from the administration of these research instruments were collected for quantitative analysis, in order to examine participants' motivation for learning CFL and situational interest in learning CFL. Table 6 summarizes the research timeline for this study.

Table 6

Research Timeline for This Study

Date	Activity
September 2021	To get permission from the principal of the target school
October 2021-April 2022	To write Chapters I, II and III
May 2022	Thesis proposal defense
May 2022	To distribute the questionnaire and collect data
May-August 2022	To finish Chapters IV and V
September 2022	Thesis final defense

Data Analysis

In this study, the data collected from the participants were analyzed using a statistical software package. To evaluate the collected data, the following statistical methods were used.

1. To determine the levels of motivation for learning Chinese as a foreign language held by Grades 4-6 students at an international school in Bangkok.

Method. Means and standard deviations were used to determine the levels of Grades 4-6 students' motivation for learning Chinese as a foreign language at an international school in Bangkok.

2. To determine the levels of situational interest in learning Chinese as a foreign language held by Grades 4-6 students at an international school in Bangkok.

Method. Means and standard deviations were used to determine the levels of Grades 4-6 students' situational interest in learning for learning Chinese as a foreign language at an international school in Bangkok.

3. To determine if there is a significant difference in motivation for learning Chinese as a foreign language among Grades 4-6 students at an international school in Bangkok.

Method. One-way analysis of variance (ANOVA) was used to determine if there is a significant difference in motivation for learning Chinese as a foreign language among Grades 4-6 students at an international school in Bangkok. This one-way ANOVA was found to be not significant, and hence a Scheffe post-hoc multiple comparison test was not required to be performed.

4. To determine if there is a significant difference in situational interest in learning Chinese as a foreign language among Grades 4-6 students at an international school in Bangkok.

Method. One-way analysis of variance (ANOVA) was used to determine if there is a significant difference in situational interest in learning Chinese as a foreign language among Grades 4-6 students at an international school in Bangkok. This one-way ANOVA was found to be not significant, and hence a Scheffe post-hoc multiple comparison test was not required to be performed.

Summary of the Research Process

Table 7 presents the relationship among the research objectives, data sample source, data collection technique, and data analysis of the current study.

Table 7*Summary of the Research Process*

Research objectives	Source of data or sample	Data collection method or research instrument	Methods of data analysis
1. To determine the levels of motivation for learning Chinese as a foreign language held by Grades 4-6 students at an international school in Bangkok	A population sample of 36 Grade 4 students, 31 Grade 5 students, and 32 Grade 6 students at an international school in Bangkok	Motivation for Learning Chinese Questionnaire (MLCQ)	Descriptive statistics (means and standard deviations)
2. To determine the levels of situational interest in learning Chinese as a foreign language held by Grades 4-6 students at an international school in Bangkok	A population sample of 36 Grade 4 students, 31 Grade 5 students, and 32 Grade 6 students at an international school in Bangkok	Situational Interest Scale (SIS)	Descriptive statistics (means and standard deviations)
3. To determine if there is a significant difference in motivation for learning Chinese as a foreign language among Grades 4-6 students at an international school in Bangkok	A population sample of 36 Grade 4 students, 31 Grade 5 students, and 32 Grade 6 students at an international school in Bangkok	Motivation for Learning Chinese Questionnaire (MLCQ)	One-way analysis of variance (ANOVA)
4. To determine if there is a significant difference in situational interest in learning Chinese as a foreign language among Grades 4-6 students at an international school in Bangkok	A population sample of 36 Grade 4 students, 31 Grade 5 students, and 32 Grade 6 students at an international school in Bangkok	Situational Interest Scale (SIS)	One-way analysis of variance (ANOVA)

CHAPTER IV

RESEARCH FINDINGS

In this chapter, the research reports the research findings obtained from conducting the present study on 99 students from Grades 4, 5 and 6 at an international school in Bangkok. These findings were obtained to address the purpose of the current research, which was to carry out a comparative study of motivation for learning and situational interest in Chinese as a foreign language class held by Grades 4, 5 and 6 students at the target international school.

Main Research Findings

In the following sections, the findings obtained from addressing the research objectives of the current research are presented in detail.

Findings From Research Objective 1

Research Objective 1 was to determine the levels of motivation for learning Chinese as a foreign language held by Grades 4-6 students at an international school in Bangkok. In order to determine the level of motivation for learning in Chinese of the target students, the MLCQ (see Appendix A) was used as an instrument. The MLCQ is divided into three parts, since motivation is composed of three subscales (Gardner, 2010): motivational intensity, desire to learn Chinese, and attitudes toward learning Chinese. Thus, there are totally 30 items in this questionnaire with a 6-point Likert scale (1 = *strongly disagree*, 2 = *moderately disagree*, 3 = *slightly disagree*, 4 = *slightly agree*, 5 = *moderately agree*, 6 = *strongly agree*).

Table 8 displays the overall mean scores, standard deviations, and interpretations of motivation for learning Chinese as a foreign language class held by Grades 4, 5 and 6

students at an international school in Bangkok. Details on the overall values shown in Table 8 are presented in Table 9 for Grade 4, Table 10 for Grade 5, Table 11 for Grade 6.

Table 8

Mean Scores, Standard Deviations, and Interpretations for the Motivation for Learning CFL Held by Grades 4, 5 and 6 Students at an International School in Bangkok

Variable	Grade 4			Grade 5			Grade 6		
	<i>M</i>	<i>SD</i>	<i>I</i>	<i>M</i>	<i>SD</i>	<i>I</i>	<i>M</i>	<i>SD</i>	<i>I</i>
Motivation for learning Chinese as a foreign language	4.18	1.35	PH	4.16	1.42	PH	4.22	1.46	PH
Motivational intensity for learning Chinese	4.04	1.33	PH	4.20	1.46	PH	4.26	1.34	PH
Desire to learn Chinese	4.07	1.43	PH	4.01	1.46	PH	4.04	1.51	PH
Attitude toward learning Chinese	4.47	1.31	SP	4.26	1.33	SP	4.32	1.53	SP

Note. See Table 3 (p. 28) for the interpretation table. *I* stand for “Interpretation”; *PH* stands for “Partially high”; *SP* stands for “Slightly positive”.

For Grade 4, the results shown in Table 8 indicate that the level of students’ motivational intensity for learning Chinese had a mean score of $M = 4.04$ ($SD = 1.33$), which was interpreted as a partially high level of motivation. Meanwhile, the findings also reviewed the level of students’ desire to learn Chinese had a mean score of $M = 4.07$ ($SD = 1.43$), which indicated they had a partially high level of motivation for learning CFL. Moreover, the results also show that students had slightly positive level of attitude toward learning Chinese with a mean score of $M = 4.47$ ($SD = 1.31$). Therefore, Table 8 shows that the motivation for learning in CFL of Grade 4 students at the target international school was partially high because the overall mean score of the questionnaire was $M = 4.18$ ($SD = 1.35$).

For Grade 5, the results showed that the level of students’ motivational intensity for learning Chinese had a mean score of $M = 4.20$ ($SD = 1.46$), which were interpreted as a partially high level of motivation. Moreover, the findings also showed that the level of

students' desire to learn Chinese had a mean score of $M = 4.01$ ($SD = 1.46$), indicated that they had a partially high level of motivation for learning CFL. Meanwhile, the results also showed that students had a slightly positive level of attitude toward learning Chinese with a mean score of $M = 4.26$ ($SD = 1.33$). Then, Table 8 indicates that the motivation for learning in CFL of Grade 5 students at the target international school was partially high because the overall mean score of the questionnaire was $M = 4.16$ ($SD = 1.42$).

For Grade 6, the results showed that the level of students' motivational intensity for learning Chinese had a mean score of $M = 4.26$ ($SD = 1.34$), which were interpreted as a partially high level of motivation. Moreover, the findings also showed that the level of students' desire to learn Chinese had a mean score of $M = 4.04$ ($SD = 1.51$), indicated that they had a partially high level of motivation for learning CFL. Meanwhile, the results also showed that students had a slightly positive level of attitude toward learning Chinese with a mean score of $M = 4.32$ ($SD = 1.53$). Then, Table 8 indicates that the motivation for learning in CFL of Grade 6 students at the target international school was partially high because the overall mean score of the questionnaire was $M = 4.22$ ($SD = 1.46$).

For the purpose of presenting in detail the findings from Research Objective 1, this objective was broken down into three subsections, according to the students' grade.

Grade 4

Table 9 depicts the mean scores, standard deviations, and interpretations for the amotivation held by Grade 4 students at an international school in Thailand.

Table 9*Mean Scores, Standard Deviations, and Interpretations for the Motivation for Learning CFL**Held by Grade 4 Students at an International School in Bangkok*

Item No.	Item statement	<i>M</i>	<i>SD</i>	Interpretation
Motivational intensity for learning Chinese				
1	I make a point of trying to understand all the Chinese I see and hear	4.71	.96	High
2	I keep up to date with Chinese by working on it almost every day	3.80	1.35	Partially high
3	When I have a problem understanding something in my Chinese class, I always ask my teacher for help	4.89	1.16	High
4	I really work hard to learn Chinese	4.57	1.04	High
5	When I am studying Chinese, I ignore distractions and pay attention to my task	4.20	1.23	Partially high
6	I don't pay much attention to the feedback I receive in my Chinese class	4.11	1.20	Partially high
7	I don't bother check my assignments when I get them back from my Chinese teacher	3.11	1.69	Partially low
8	I put off my Chinese homework as much as possible	3.31	1.68	Partially low
9	I tend to give up and not pay attention when I don't understand my Chinese teacher's explanation of something	4.31	1.30	Partially high
10	I can't be bothered trying to understand the more complex aspects of Chinese	3.34	1.49	Partially low
Overall (Motivational intensity for learning Chinese)		4.04	1.33	Partially high
Desire to learn Chinese				
11	I have a strong desire to know all aspects of Chinese	4.33	1.29	High
12	If it were up to me, I would spend all of my time learning Chinese	3.11	1.53	Partially low
13	I want to learn Chinese so well that it will become nature to me	4.06	1.41	Partially High
14	I would like to learn as much Chinese as possible	4.11	1.30	Partially High
15	I wish I were fluent in Chinese	4.75	1.40	High
16	Knowing Chinese isn't really an important goal in my life	3.97	1.58	Partially high
17	I sometimes daydream about dropping Chinese	4.28	1.50	Partially high

(continued)

(continued)

Item No.	Item statement	<i>M</i>	<i>SD</i>	Interpretation
18	I'm losing any desire I ever had to know Chinese	4.08	1.40	Partially high
19	To be honest, I really have no desire to learn Chinese	4.22	1.44	Partially high
20	I haven't had any great wish to learn more than the basics of Chinese	3.75	1.46	Partially low
Overall (Desire to learn Chinese)		4.07	1.43	Partially high
Attitude toward learning Chinese				
21	Learning Chinese is really great	4.50	1.28	Positive
22	I really enjoy learning Chinese	4.31	1.28	Slightly positive
23	Chinese is a very important part of school program	4.72	1.16	Positive
24	I plan to learn as much Chinese as possible	4.06	1.45	Slightly positive
25	I love learning Chinese	4.22	1.31	Slightly positive
26	I hate Chinese	5.14	1.25	Positive
27	I would rather spend my time on subjects other than Chinese	3.61	1.40	Slightly positive
28	Learning Chinese is a waste of time	5.28	1.11	Positive
29	I think that learning Chinese is dull	4.67	1.29	Positive
30	When I leave school, I will give up the study of Chinese because I am not interested in it	4.19	1.53	Slightly positive
Overall (Attitude toward learning Chinese)		4.47	1.31	Partially high
Overall (Motivation for learning CFL)		4.18	1.35	Partially high

Note. See Table 2 (p. 35) for the interpretation table.

In relation to the motivational intensity subscale of the MLCQ, Grade 4 students' responses to Item 1, Item 3 and Item 4 were interpreted as high (e.g., "I make a point of trying to understand all the Chinese I see and hear" [Item 1], and "I really work hard to learn Chinese" [Item 4]). On the other hand, students' responses to Item 2, Item 5, Item 6 and Item 9 were interpreted as partially high (e.g., "I keep up to date with Chinese by working on it almost every day" [Item 2], and "When I am studying Chinese, I ignore distractions and pay attention to my task" [Item 5]); while students' responses to Item 7, Item 8 and Item 10 were interpreted as partially low (e.g., "I put off my Chinese homework as much as possible" [Item 8], and "I can't be bothered trying to understand the more complex aspects of Chinese" [Item

10)). The overall motivational intensity held by Grade 4 students was $M = 4.04$, which can be interpreted as partially high.

In relation to the desire to learn Chinese subscale of the MLCQ, Grade 4 students' responses to Item 11, and Item 15 were interpreted as high (e.g., "I have a strong desire to know all aspects of Chinese" [Item 11], and "I wish I were fluent in Chinese" [Item 15]). On the other hand, students' responses to Item 12, and Item 20 were interpreted as partially low (e.g., "If it were up to me, I would spend all of my time learning Chinese" [Item 12], and "I haven't had any great wish to learn more than the basics of Chinese" [Item 20]); while students' responses to Item 13, Item 14, Item 16, Item 17, Item 18 and Item 19 were interpreted as partially high (e.g., "I want to learn Chinese so well that it will become nature to me" [Item 13], and "I would like to learn as much Chinese as possible" [Item 14]). The overall desire to learn Chinese held by Grade 4 students was $M = 4.07$, which can be interpreted as partially high.

In relation to the attitudes toward learning Chinese subscale of the MLCQ, Grade 4 students' responses to Item 21, Item 23, Item 26, Item 28, and Item 29 were interpreted as positive (e.g., "Learning Chinese is really great" [Item 21], and "Chinese is a very important part of school program" [Item 23]). On the other hand, students' responses to Item 22, Item 24, Item 25, Item 27 and Item 30 were interpreted as slightly positive (e.g., "I really enjoy learning Chinese" [Item 22], and "I plan to learn as much Chinese as possible" [Item 24]); The overall level of attitudes toward learning Chinese held by Grade 4 students was $M = 4.47$, which can be interpreted as partially high.

The overall mean score for the MLCQ was $M = 4.18$, which is interpreted as partially high. In other words, the motivation for learning CFL of Grade 4 students in an international school is, on average, high.

Grade 5

Table 10 depicts the mean scores, standard deviations, and interpretations for the amotivation held by Grade 5 students at an international school in Bangkok.

Table 10

Mean Scores, Standard Deviations, and Interpretations for the Motivation for Learning CFL Held by Grade 5 Students at an International School in Bangkok

Item No.	Item statement	<i>M</i>	<i>SD</i>	Interpretation
Motivational intensity for learning Chinese				
1	I make a point of trying to understand all the Chinese I see and hear	4.81	1.14	High
2	I keep up to date with Chinese by working on it almost every day	3.52	1.34	Partially high
3	When I have a problem understanding something in my Chinese class, I always ask my teacher for help	4.13	1.65	Partially High
4	I really work hard to learn Chinese	4.55	1.18	High
5	When I am studying Chinese, I ignore distractions and pay attention to my task	4.55	1.29	High
6	I don't pay much attention to the feedback I receive in my Chinese class	4.45	1.52	Partially high
7	I don't bother check my assignments when I get them back from my Chinese teacher	4.13	1.46	Partially low
8	I put off my Chinese homework as much as possible	3.52	1.69	Partially high
9	I tend to give up and not pay attention when I don't understand my Chinese teacher's explanation of something	4.68	1.54	High
10	I can't be bothered trying to understand the more complex aspects of Chinese	3.65	1.66	Partially high
Overall (Motivation for learning CFL)		4.20	1.46	Partially high
Desire to learn Chinese				
11	I have a strong desire to know all aspects of Chinese	4.13	1.52	Partially high
12	If it were up to me, I would spend all of my time learning Chinese	2.87	1.43	Partially low
13	I want to learn Chinese so well that it will become nature to me	3.87	1.48	Partially high
14	I would like to learn as much Chinese as possible	3.87	1.36	Partially high

(continued)

(continued)

Item No.	Item statement	<i>M</i>	<i>SD</i>	Interpretation
15	I wish I were fluent in Chinese	4.77	1.40	High
16	Knowing Chinese isn't really an important goal in my life	4.06	1.50	Partially high
17	I sometimes daydream about dropping Chinese	4.32	1.49	Partially high
18	I'm losing any desire I ever had to know Chinese	4.13	1.36	Partially high
19	To be honest, I really have no desire to learn Chinese	4.45	1.48	Partially high
20	I haven't had any great wish to learn more than the basics of Chinese	3.58	1.54	Partially high
Overall (Desire to learn Chinese)		4.01	1.46	Partially high
Attitude towards learning Chinese				
21	Learning Chinese is really great	4.48	1.21	Slightly positive
22	I really enjoy learning Chinese	4.26	1.39	Slightly positive
23	Chinese is a very important part of school program	4.87	1.28	Positive
24	I plan to learn as much Chinese as possible	3.90	1.42	Slightly positive
25	I love learning Chinese	4.03	1.45	Slightly positive
26	I hate Chinese	4.97	1.22	Positive
27	I would rather spend my time on subjects other than Chinese	3.26	1.41	Slightly negative
28	Learning Chinese is a waste of time	4.81	1.14	Positive
29	I think that learning Chinese is dull	4.16	1.32	Slightly positive
30	When I leave school, I will give up the study of Chinese because I am not interested in it	3.87	1.41	Slightly positive
Overall (Attitude towards learning Chinese)		4.26	1.33	Slightly positive
Overall (Motivation for learning CFL)		4.16	1.42	Partially high

Note. See Table 2 (p. 35) for the interpretation table.

In relation to the motivational intensity subscale of the MLCQ, Grade 5 students' responses to Item 1, Item 4, Item 5 and Item 9 were interpreted as high (e.g., "I make a point of trying to understand all the Chinese I see and hear" [Item 1], and "I really work hard to learn Chinese" [Item 4]). On the other hand, students' responses to Item 2, Item 3, Item 6, Item 8 and Item 10 were interpreted as partially high (e.g., "I keep up to date with Chinese by working on it almost every day" [Item 2], and "When I have a problem understanding

something in my Chinese class, I always ask my teacher for help” [Item 3]); while students’ responses to Item 7 (“I don’t bother check my assignments when I get them back from my Chinese teacher”) were interpreted as partially low. The overall motivational intensity held by Grade 5 students was $M = 4.20$, which can be interpreted as partially high.

In relation to the desire to learn Chinese subscale of the MLCQ, Grade 5 students’ responses to Item 11, Item 13, Item 14, 16, Item 17, Item 18, Item 19 and Item 20 were interpreted as Partially high (e.g., “I have a strong desire to know all aspects of Chinese” [Item 11], and “I want to learn Chinese so well that it will become nature to me” [Item 13]). On the other hand, students’ responses to Item 12 (“If it were up to me, I would spend all of my time learning Chinese”) were interpreted as partially low, while students’ responses to Item 15 (“I wish I were fluent in Chinese”) were interpreted as high. The overall desire to learn Chinese held by Grade 5 students was $M = 4.01$, which can be interpreted as partially high.

In relation to the attitudes toward learning Chinese subscale of the MLCQ, Grade 5 students’ responses to Item 21, Item 22, Item 24, Item 25, Item 27, Item 29 and Item 30 were interpreted as slightly positive (e.g., “Learning Chinese is really great” [Item 21], and “I really enjoy learning Chinese” [Item 22]). On the other hand, students’ responses to Item 23, Item 26, and Item 28 were interpreted as positive (e.g., “Chinese is a very important part of school program” [Item 23], and “I hate Chinese” [Item 26]). The overall level of attitudes toward learning Chinese held by Grade 5 students was $M = 4.26$, which can be interpreted as partially high.

The overall mean score for the MLCQ was $M = 4.16$, which is interpreted as partially high. In other words, the motivation for learning CFL of Grade 5 students in an international school is, on average, high.

Grade 6

Table 11 depicts the mean scores, standard deviations, and interpretations for the amotivation held by Grade 6 students at an international school in Bangkok.

Table 11

Mean Scores, Standard Deviations, and Interpretations for the Motivation for Learning CFL Held by Grade 6 Students at an International School in Bangkok

Item No.	Item statement	<i>M</i>	<i>SD</i>	Interpretation
Motivational intensity for learning Chinese				
1	I make a point of trying to understand all the Chinese I see and hear	4.50	1.39	High
2	I keep up to date with Chinese by working on it almost every day	3.94	1.32	Partially high
3	When I have a problem understanding something in my Chinese class, I always ask my teacher for help	4.44	1.32	Partially high
4	I really work hard to learn Chinese	4.59	1.16	High
5	When I am studying Chinese, I ignore distractions and pay attention to my task	4.13	1.04	Partially high
6	I don't pay much attention to the feedback I receive in my Chinese class	4.28	1.35	Partially high
7	I don't bother check my assignments when I get them back from my Chinese teacher	4.66	1.34	High
8	I put off my Chinese homework as much as possible	3.56	1.65	Partially high
9	I tend to give up and not pay attention when I don't understand my Chinese teacher's explanation of something	4.75	1.27	High
10	I can't be bothered trying to understand the more complex aspects of Chinese	3.75	1.50	Partially high
Overall (Motivational intensity for learning Chinese)		4.26	1.34	Partially high
Desire to learn Chinese				
11	I have a strong desire to know all aspects of Chinese	4.06	1.41	Partially high
12	If it were up to me, I would spend all of my time learning Chinese	3.16	1.39	Partially low
13	I want to learn Chinese so well that it will become nature to me	3.94	1.41	Partially high
14	I would like to learn as much Chinese as possible	4.03	1.58	Partially high
15	I wish I were fluent in Chinese	4.84	1.46	Partially high

(continued)

(continued)

Item No.	Item statement	<i>M</i>	<i>SD</i>	Interpretation
16	Knowing Chinese isn't really an important goal in my life	4.03	1.54	Partially high
17	I sometimes daydream about dropping Chinese	4.39	1.59	Partially high
18	I'm losing any desire I ever had to know Chinese	4.03	1.54	Partially high
19	To be honest, I really have no desire to learn Chinese	4.29	1.58	Partially high
20	I haven't had any great wish to learn more than the basics of Chinese	3.65	1.60	Partially high
Overall (Desire to learn Chinese)		4.04	1.51	Partially high
Attitude towards learning Chinese				
21	Learning Chinese is really great	4.44	1.63	Slightly positive
22	I really enjoy learning Chinese	4.34	1.64	Slightly positive
23	Chinese is a very important part of school program	4.44	1.44	Slightly positive
24	I plan to learn as much Chinese as possible	4.28	1.69	Slightly positive
25	I love learning Chinese	4.09	1.63	Slightly positive
26	I hate Chinese	4.56	1.48	Positive
27	I would rather spend my time on subjects other than Chinese	3.31	1.47	Slightly low
28	Learning Chinese is a waste of time	4.91	1.40	Positive
29	I think that learning Chinese is dull	4.47	1.37	Slightly positive
30	When I leave school, I will give up the study of Chinese because I am not interested in it	4.34	1.52	Slightly positive
Overall (Attitude towards learning Chinese)		4.32	1.53	Slightly positive
Overall (Motivation for learning CFL)		4.22	1.46	Partially high

Note. See Table 2 (p. 35) for the interpretation table.

In relation to the motivational intensity subscale of the MLCQ, Grade 6 students' responses to Item 1, Item 4, Item 7 and Item 9 were interpreted as high (e.g., "I make a point of trying to understand all the Chinese I see and hear" [Item 1], and "I really work hard to learn Chinese" [Item 4]). On the other hand, students' responses to Item 2, Item 3, Item 5, Item 6, Item 8 and Item 10 were interpreted as partially high (e.g., "I keep up to date with Chinese by working on it almost every day" [Item 2], and "When I have a problem understanding something in my Chinese class, I always ask my teacher for help" [Item 3]).

The overall motivational intensity held by Grade 6 students was $M = 4.26$, which can be interpreted as partially high.

In relation to the desire to learn Chinese subscale of the MLCQ, Grade 6 students' responses to Item 11, Item 13, Item 14, Item 15, Item 16, Item 17, Item 18, Item 19 and Item 20 were interpreted as Partially high (e.g., "I have a strong desire to know all aspects of Chinese" [Item 11], and "I want to learn Chinese so well that it will become nature to me. [Item 13]). On the other hand, students' responses to Item 12 ("If it were up to me, I would spend all of my time learning Chinese") were interpreted as partially low. The overall desire to learn Chinese held by Grade 5 students was $M = 4.04$, which can be interpreted as partially high.

In relation to the attitudes toward learning Chinese subscale of the MLCQ, Grade 6 students' responses to Item 21, Item 22, Item 23, Item 24. Item 25, Item 29 and Item 30 were interpreted as slightly positive (e.g., "Learning Chinese is really great" [Item 21], and "I really enjoy learning Chinese" [Item 22]). On the other hand, students' responses to Item 26 and Item 28 were interpreted as positive ("I hate Chinese" [Item 26] and "Learning Chinese is a waste of time" [Item 28]). The overall level of attitudes toward learning Chinese held by Grade 6 students was $M = 4.22$, which can be interpreted as partially high.

The overall mean score for the MLCQ was $M = 4.22$, which is interpreted as partially high. In other words, the motivation for learning CFL of Grade 6 students in an international school is, on average, high.

Findings From Research Objective 2

Research Objective 2 was to determine the levels of situational interest in learning Chinese as a foreign language held by Grades 4-6 students at an international school in Bangkok. In order to determine the level of situational interest in learning Chinese of the

target students, the SIS (see Appendix B) was used as an instrument. The SIS is divided into five subscales, since situational interest is composed of five subscales (Chen et al., 1999): attention demand, challenge, instant enjoyment, exploration intention, and novelty. Thus, the questionnaire of SIS, is comprised of 24 items a 5-point Likert-type scale, ranging from (1 = *very untrue*, 2 = *untrue*, 3 = *neutral*, 4 = *true*, 5 = *very true*).

Table 12 displays the overall mean scores, standard deviations, and interpretations of situational interest in learning Chinese as a foreign language class held by Grades 4, 5 and 6 students at an international school in Bangkok. Details on the overall values shown in Table 12 are presented in Table 13 for Grade 4, Table 14 for Grade 5, Table 15 for Grade 6.

Table 12

Mean Scores, Standard Deviations, and Interpretations for the Situational Interest in Learning CFL Held by Grades 4, 5 and 6 Students at an International School in Bangkok

Variable	Grade 4			Grade 5			Grade 6		
	<i>M</i>	<i>SD</i>	<i>I</i>	<i>M</i>	<i>SD</i>	<i>I</i>	<i>M</i>	<i>SD</i>	<i>I</i>
Situational interest in learning Chinese as a foreign language	3.24	1.03	M	3.22	1.09	M	2.94	1.13	M
Attention demand	3.49	0.92	M	3.49	0.88	M	3.09	1.07	M
Challenge	3.04	0.98	M	3.12	1.06	M	2.96	1.15	M
Instant enjoyment	3.22	1.04	M	3.33	1.18	M	2.97	1.13	M
Exploration intention	3.25	1.18	M	3.21	1.12	M	2.89	1.21	M
Novelty	3.24	0.99	M	3.00	1.12	M	2.84	1.07	M

Note. See Table 3 (p. 36) for the interpretation table. *M* stands for “Moderate”.

For Grade 4, the results shown in Table 12 indicate that the level of students’ attention demand had a mean score of $M = 3.49$ ($SD = 0.92$), which was interpreted as moderate. Moreover, the findings also reviewed the level of students’ challenge for learning in CFL had a mean score of $M = 3.04$ ($SD = 0.98$), that indicated that they had a moderate level of situational interest in learning CFL. Meanwhile, the results also show that students had

moderate level of instant enjoyment of learning Chinese with a mean score of $M = 3.22$ ($SD = 1.04$). Furthermore, the level of students' exploration intention had a mean score of $M = 3.25$ ($SD = 1.18$), which was interpreted as moderate. Also, the level of students' novelty in learning CFL had a mean score of $M = 3.24$ ($SD = 0.99$), which was interpreted as moderate as well. Overall, Table 12 shows that the situational interest in learning CFL of Grade 4 students at the target international school was moderate, because the overall mean score of the questionnaire was $M = 3.24$ ($SD = 1.03$).

For Grade 5, the results shown the level of students' attention demand had a mean score of $M = 3.49$ ($SD = 0.88$), which was interpreted as moderate. Moreover, the findings also reviewed the level of students' challenge for learning in CFL had a mean score of $M = 3.12$ ($SD = 1.06$), that indicated that they had a moderate level of situational interest in learning CFL. Meanwhile, the results also show that students had moderate level of instant enjoyment of learning Chinese with a mean score of $M = 3.33$ ($SD = 1.18$). Furthermore, the level of students' exploration intention had a mean score of $M = 3.21$ ($SD = 1.12$), which was interpreted as moderate. Also, the level of students' novelty in learning CFL had a mean score of $M = 3.00$ ($SD = 1.12$), which was interpreted as moderate as well. Overall, Table 12 shows that the situational interest in learning CFL of Grade 5 students at the target international school was moderate, because the overall mean score of the questionnaire was $M = 3.22$ ($SD = 1.09$).

For Grade 6, the results shown the level of students' attention demand had a mean score of $M = 3.09$ ($SD = 1.07$), which was interpreted as moderate. Moreover, the findings also reviewed the level of students' challenge for learning in CFL had a mean score of $M = 2.96$ ($SD = 1.15$), that indicated that they had a moderate level of situational interest in learning CFL. Meanwhile, the results also show that students had moderate level of instant enjoyment of learning Chinese with a mean score of $M = 2.97$ ($SD = 1.13$). Furthermore, the

level of students' exploration intention had a mean score of $M = 2.89$ ($SD = 1.21$), which was interpreted as moderate. Also, the level of students' novelty in learning CFL had a mean score of $M = 2.84$ ($SD = 1.07$), which was interpreted as moderate as well. Overall, Table 12 shows that the situational interest in learning CFL of Grade 6 students at the target international school was moderate, because the overall mean score of the questionnaire was $M = 2.94$ ($SD = 1.13$).

For the purpose of presenting in detail the findings from Research Objective 2, this objective was broken down into five subsections, according to the students' grade.

Grade 4

Table 13 depicts the mean scores, standard deviations, and interpretations for the situational interest in learning CFL held by Grade 4 students at an international school in Thailand.

Table 13

Mean Scores, Standard Deviations, and Interpretations for the Situational Interest in Learning CFL Held by Grade 4 Students at an International School in Bangkok

Item No.	Item statement	<i>M</i>	<i>SD</i>	Interpretation
Attention demand				
1	My attention was high	3.56	1.00	High
2	I want to analyze it or have a grasp on it	3.33	0.83	Moderate
3	I was very attentive all the time	3.42	0.91	Moderate
4	I was focused	3.67	0.96	High
Overall (Attention demand)		3.49	0.92	Moderate
Challenge				
5	I was concentrated	3.64	1.02	High
6	It is a complex activity	3.08	1.00	Moderate
7	This activity is complicated	2.81	1.14	Moderate
8	It is hard for me to do this activity	2.42	0.97	Low

(continued)

(continued)

Item No.	Item statement	<i>M</i>	<i>SD</i>	Interpretation
9	I like to inquire details of how to do it	3.25	0.84	Moderate
Overall (Challenge)		3.04	0.98	Moderate
Instant enjoyment				
10	This activity is a demanding task	2.50	0.97	Moderate
11	This activity is exciting	3.36	1.15	Moderate
12	This activity is interesting	3.39	0.93	Moderate
13	It is fun for me to try this activity	3.44	1.08	Moderate
14	The activity looks fun for me	3.39	1.05	Moderate
Overall (Instant enjoyment)		3.21	1.04	Moderate
Exploration intention				
15	It is an enjoyable activity for me	3.33	1.04	Moderate
16	I like to find out more about how to do it	3.19	1.22	Moderate
17	This activity is new to me	2.92	1.34	Moderate
18	This activity is fresh	3.50	1.00	High
19	I want to discover all the tricks of this activity	3.31	1.26	Moderate
Overall (Exploration intention)		3.25	1.18	Moderate
Novelty				
20	The activity inspires me to practice	2.83	1.06	Moderate
21	This activity is appealing to me	3.17	0.88	Moderate
22	This is an exceptional activity	3.53	0.85	High
23	This is an interesting activity for me to do	3.53	1.11	High
24	This is a new-fashioned activity for me to do	3.14	1.02	Moderate
Overall (Novelty)		3.24	0.99	Moderate
Overall (Situational interest in learning CFL)		3.24	1.03	Moderate

Note. See Table 3 (p. 36) for the interpretation table.

In relation to the attention demand subscale of the SIS, Grade 4 students' responses to Item 1, and Item 4 were interpreted as high (e.g., "My attention was high" [Item 1], and "I was focused" [Item 4]). On the other hand, students' responses to Item 2 and Item 3 were interpreted as moderate (e.g., "I want to analyze it or have a grasp on it" [Item 2], and "I was

very attentive all the time” [Item 3]). The overall attention demand held by Grade 4 students was $M = 3.49$, which can be interpreted as moderate.

In relation to the challenge subscale of the SIS, Grade 4 students’ responses to Item 5 (“I was concentrated”) were interpreted as high. On the other hand, students’ responses to Item 6, Item 7 and Item 9 were interpreted as moderate (e.g., “It is a complex activity” [Item 6], and “This activity is complicated” [Item 7]); while students’ responses to Item 8 (“It is hard for me to do this activity”) were interpreted as low. The overall challenge held by Grade 4 students was $M = 3.04$, which can be interpreted as moderate.

In relation to the instant enjoyment subscale of the SIS, Grade 4 students’ responses to Item 10, Item 11, Item 12, Item 13, and Item 14 were interpreted as moderate (e.g., “This activity is a demanding task” [Item 10], and “This activity is exciting” [Item 11]). The overall level of instant enjoyment held by Grade 4 students was $M = 3.21$, which can be interpreted as moderate.

In relation to the exploration intention subscale of the SIS, Grade 4 students’ responses to Item 15, Item 16, Item 17 and Item 19 were interpreted as moderate (e.g., “It is an enjoyable activity for me” [Item 15], and “I like to find out more about how to do it” [Item 16]). On the other hand, students’ responses to Item 18 (“This activity is fresh”) were interpreted as high. The overall level of exploration intention held by Grade 4 students was $M = 3.25$, which can be interpreted as moderate.

In relation to the novelty subscale of the SIS, Grade 4 students’ responses to Item 20, Item 21, and Item 24 were interpreted as moderate (e.g., “The activity inspires me to practice” [Item 20], and “This activity is appealing to me” [Item 21]). On the other hand, students’ responses to Item 22 and Item 23 were interpreted as high (“This is an exceptional activity” [Item 22], and “This is an interesting activity for me to do” [Item 23]). The overall novelty held by Grade 4 students was $M = 3.24$, which can be interpreted as moderate.

The overall mean score for the SIS was $M = 3.24$, which is interpreted as moderate.

In other words, the situational interest for learning CFL of Grade 4 students in an international school is, on average, moderate.

Grade 5

Table 14 depicts the mean scores, standard deviations, and interpretations for the situational interest in learning CFL held by Grade 5 students at an international school in Thailand.

Table 14

Mean Scores, Standard Deviations, and Interpretations for the Situational Interest in Learning CFL Held by Grade 5 Students at an International School in Bangkok

Item No.	Item statement	<i>M</i>	<i>SD</i>	Interpretation
Attention demand				
1	My attention was high	3.52	0.81	High
2	I want to analyze it or have a grasp on it	3.39	0.80	Moderate
3	I was very attentive all the time	3.35	0.99	Moderate
4	I was focused	3.71	0.90	High
Overall (Attention demand)		3.49	0.88	Moderate
Challenge				
5	I was concentrated	3.74	0.89	High
6	It is a complex activity	3.00	0.93	Moderate
7	This activity is complicated	2.94	1.18	Moderate
8	It is hard for me to do this activity	2.81	1.25	Moderate
9	I like to inquire details of how to do it	3.13	0.99	Moderate
Overall (Challenge)		3.12	1.06	Moderate
Instant enjoyment				
10	This activity is a demanding task	2.90	0.91	Moderate
11	This activity is exciting	3.42	1.26	Moderate
12	This activity is interesting	3.35	1.20	Moderate
13	It is fun for me to try this activity	3.61	1.26	Moderate

(continued)

(continued)

Item No.	Item statement	<i>M</i>	<i>SD</i>	Interpretation
14	The activity looks fun for me	3.35	1.25	Moderate
	Overall (Instant enjoyment)	3.33	1.18	Moderate
Exploration intention				
15	It is an enjoyable activity for me	3.77	0.99	Moderate
16	I like to find out more about how to do it	3.35	1.05	Moderate
17	This activity is new to me	2.39	1.28	Moderate
18	This activity is fresh	3.13	0.99	Moderate
19	I want to discover all the tricks of this activity	3.39	1.26	Moderate
	Overall (Exploration intention)	3.21	1.12	Moderate
Novelty				
20	The activity inspires me to practice	2.81	1.20	Moderate
21	This activity is appealing to me	3.26	0.77	Moderate
22	This is an exceptional activity	3.06	1.15	Moderate
23	This is an interesting activity for me to do	3.35	1.20	Moderate
24	This is a new-fashioned activity for me to do	2.52	1.24	Moderate
	Overall (Novelty)	3.00	1.12	Moderate
	Overall (Situational interest in learning CFL)	3.22	1.09	Moderate

Note. See Table 3 (p. 36) for the interpretation table.

In relation to the attention demand subscale of the SIS, Grade 5 students' responses to Item 1, and Item 4 were interpreted as high (e.g., "My attention was high" [Item 1], and "I was focused" [Item 4]). On the other hand, students' responses to Item 2 and Item 3 were interpreted as moderate (e.g., "I want to analyze it or have a grasp on it" [Item 2], and "I was very attentive all the time" [Item 3]); The overall attention demand held by Grade 5 students was $M = 3.49$, which can be interpreted as moderate.

In relation to the challenge subscale of the SIS, Grade 5 students' responses to Item 5 ("I was concentrated") were interpreted as high. On the other hand, students' responses to Item 6, Item 7, Item 8 and Item 9 were interpreted as moderate (e.g., "It is a complex

activity” [Item 6], and “This activity is complicated” [Item 7]). The overall challenge held by Grade 5 students was $M = 3.12$, which can be interpreted as moderate.

In relation to the instant enjoyment subscale of the SIS, Grade 5 students’ responses to Item 10, Item 11, Item 12, Item 13, and Item 14 were interpreted as moderate (e.g., “This activity is a demanding task” [Item 10], and “This activity is exciting” [Item 11]). The overall level of instant enjoyment held by Grade 5 students was $M = 3.33$, which can be interpreted as moderate.

In relation to the exploration intention subscale of the SIS, Grade 5 students’ responses to Item 15, Item 16, Item 17, Item 18 and Item 19 were interpreted as moderate (e.g., “It is an enjoyable activity for me” [Item 15], and “I like to find out more about how to do it” [Item 16]). The overall level of exploration intention held by Grade 5 students was $M = 3.21$, which can be interpreted as moderate.

In relation to the novelty subscale of the SIS, Grade 5 students’ responses to Item 20, Item 21, Item 22, Item 23 and Item 24 were interpreted as moderate (e.g., “The activity inspires me to practice” [Item 20], and “This activity is appealing to me” [Item 21]). The overall novelty held by Grade 5 students was $M = 3.00$, which can be interpreted as moderate.

The overall mean score for the SIS was $M = 3.22$, which is interpreted as moderate. In other words, the situational interest for learning CFL of Grade 5 students in an international school is, on average, moderate.

Grade 6

Table 15 depicts the mean scores, standard deviations, and interpretations for the situational interest in learning CFL held by Grade 6 students at an international school in Thailand.

Table 15

Mean Scores, Standard Deviations, and Interpretations for the Situational Interest in Learning CFL Held by Grade 6 Students at an International School in Bangkok

Item No.	Item statement	<i>M</i>	<i>SD</i>	Interpretation
Attention demand				
1	My attention was high	3.13	1.10	Moderate
2	I want to analyze it or have a grasp on it	2.63	1.01	Moderate
3	I was very attentive all the time	3.31	1.09	Moderate
4	I was focused	3.28	1.09	Moderate
Overall (Attention demand)		3.09	1.07	Moderate
Challenge				
5	I was concentrated	3.13	1.04	Moderate
6	It is a complex activity	3.19	1.12	Moderate
7	This activity is complicated	2.88	1.29	Moderate
8	It is hard for me to do this activity	2.63	1.07	Moderate
9	I like to inquire details of how to do it	2.97	1.23	Moderate
Overall (Challenge)		2.96	1.15	Moderate
Instant enjoyment				
10	This activity is a demanding task	3.30	1.06	Moderate
11	This activity is exciting	2.75	1.08	Moderate
12	This activity is interesting	3.00	1.22	Moderate
13	It is fun for me to try this activity	3.16	1.25	Moderate
14	The activity looks fun for me	2.91	1.03	Moderate
Overall (Instant enjoyment)		2.97	1.13	Moderate
Exploration intention				
15	It is an enjoyable activity for me	2.88	1.19	Moderate
16	I like to find out more about how to do it	2.94	1.29	Moderate
17	This activity is new to me	3.00	1.27	Moderate
18	This activity is fresh	2.84	1.17	Moderate
19	I want to discover all the tricks of this activity	2.81	1.15	Moderate
Overall (Exploration intention)		2.89	1.21	Moderate

(continued)

(continued)

Item No.	Item statement	<i>M</i>	<i>SD</i>	Interpretation
Novelty				
20	The activity inspires me to practice	2.66	1.23	Moderate
21	This activity is appealing to me	2.72	0.92	Moderate
22	This is an exceptional activity	2.91	1.00	Moderate
23	This is an interesting activity for me to do	3.00	1.11	Moderate
24	This is a new-fashioned activity for me to do	2.94	1.08	Moderate
Overall (Novelty)		2.84	1.07	Moderate
Overall (Situational interest in learning CFL)		2.94	1.13	Moderate

Note. See Table 3 (p. 36) for the interpretation table.

In relation to the attention demand subscale of the SIS, Grade 6 students' responses to Item 1, Item 2, Item 3 and Item 4 were interpreted as moderate (e.g., "My attention was high" [Item 1], and "I want to analyze it or have a grasp on it" [Item 2]). The overall attention demand held by Grade 6 students was $M = 3.09$, which can be interpreted as moderate.

In relation to the challenge subscale of the SIS, Grade 6 students' responses to Item 5, Item 6, Item 7, Item 8 and Item 9 were interpreted as moderate (e.g., "I was concentrated" [Item 5], "It is a complex activity" [Item 6]). The overall challenge held by Grade 6 students was $M = 2.96$, which can be interpreted as moderate.

In relation to the instant enjoyment subscale of the SIS, Grade 6 students' responses to Item 10, Item 11, Item 12, Item 13, and Item 14 were interpreted as moderate (e.g., "This activity is a demanding task" [Item 10], and "This activity is exciting" [Item 11]). The overall level of instant enjoyment held by Grade 6 students was $M = 2.97$, which can be interpreted as moderate.

In relation to the exploration intention subscale of the SIS, Grade 6 students' responses to Item 15, Item 16, Item 17, Item 18 and Item 19 were interpreted as moderate (e.g., "It is an enjoyable activity for me" [Item 15], and "I like to find out more about how to

do it” [Item 16]). The overall level of exploration intention held by Grade 6 students was $M = 2.89$, which can be interpreted as moderate.

In relation to the novelty subscale of the SIS, Grade 6 students’ responses to Item 20, Item 21, Item 22, Item 23 and Item 24 were interpreted as moderate (e.g., “The activity inspires me to practice” [Item 20], and “This activity is appealing to me” [Item 21]). The overall novelty held by Grade 6 students was $M = 2.84$, which can be interpreted as moderate.

The overall mean score for the SIS was $M = 2.94$, which is interpreted as moderate. In other words, the situational interest for learning CFL of Grade 6 students in an international school is, on average, moderate.

Findings From Research Objective 3

Research Objective 3 was to determine if there was a significant difference in motivation for learning Chinese as a foreign language among Grades 4-6 students at an international school in Bangkok. In order to address Research Objective 3 and compare the motivation for learning in Chinese as foreign language class among Grades 4-6 students, a one-way analysis of variance (ANOVA) was implemented. In a one-way ANOVA test, two or more groups or experimental conditions are compared simultaneously for their statistical equality on one dependent variable.

Table 16 presents the results obtained from performing the one-way ANOVA test on the collected data.

Table 16

Results of the One-Way ANOVA Test Comparing the Motivation for Learning Chinese as a Foreign Language Among Grades 4-6 Students at an International School in Bangkok

Grade	N	M	SD	dfs		F	p
				Between groups	Within groups		
4	36	4.18	1.35	2	96	.02	.980
5	31	4.16	1.42				
6	32	4.22	1.46				

Note. The significance level of the test was set at .05 (two-tailed).

According to Table 16, the data shows that the significance value was $p = .980$ which means that there was no statistically significant difference in motivation for learning Chinese as a foreign language among these three grades because the p -value was higher than the significance level of .05; $p = .980$. Therefore, it can be concluded that there was no statistically significant difference in motivation for learning English among Grades 4 ($M = 4.18$, $SD = 1.35$), Grade 5 ($M = 4.16$, $SD = 1.42$), and Grade 6 ($M = 4.22$, $SD = 1.46$) students at an international school in Bangkok.

Findings From Research Objective 4

Research Objective 4 was to determine if there was a significant difference in situational interest in learning Chinese as a foreign language among Grades 4-6 students at an international school in Bangkok. In order to address Research Objective 4 and compare the significant difference in situational interest in learning Chinese as a foreign language between the three target grades, a one-way analysis of variance (ANOVA) was implemented. In a one-way ANOVA test, two or more groups or experimental conditions are compared simultaneously for their statistical equality on one dependent variable.

Table 17 presents the results obtained from performing the one-way ANOVA test on the collected data.

Table 17

Results of the One-Way ANOVA Test Comparing the Situational Interest in Learning Chinese as a Foreign Language Among Grades 4-6 Students at an International School in Bangkok

Grade	N	M	SD	dfs		F	p
				Between groups	Within groups		
4	36	3.24	1.03	2	96	2.82	.065
5	31	3.22	1.09				
6	32	2.94	1.13				

Note. The significance level of the test was set at .05 (two-tailed).

According to Table 17, the data shows that the significance probability of the test was $p = .065$, which means that there was no statistically significant difference in situational interest in learning Chinese as a foreign language among these three grades, because the p -value was higher than the significance level of .05; $p = .065$. Therefore, it can be concluded that there was no statistically significant difference in situational interest in learning Chinese as a foreign language among Grades 4 ($M = 3.24$, $SD = 1.03$), Grade 5 ($M = 3.22$, $SD = 1.09$), and Grade 6 ($M = 2.94$, $SD = 1.13$) students at an international school in Bangkok.

CHAPTER V

CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

In the previous chapter, the researcher presented the research findings of this comparative study of motivation for learning Chinese as a foreign language among Grades 4-6 students at an international school in Bangkok. In this chapter, the researcher presents a summary of the study, a summary of the findings, conclusions, discussion, and recommendations for teachers, students, school administrators and future researchers.

Summary of the Study

The major purposes of this current study were to determine whether there was a significant difference in motivation for and situational interest in learning Chinese as a foreign language between Grades 4-6 students at an international school in Bangkok. In order to accomplish these purposes, a quantitative comparative research design was employed to compare the research variables addressed in this study among Grade 4, 5 and 6 students at the target school, and hence test the hypotheses driving this study.

The sample of participants for this study was comprised of a population sample of 99 students (36 students from Grade 4, 31 students from Grade 5, and 32 students from Grade 6) enrolled in an international school in Bangkok during the academic year 2021-2022.

The objectives of the current study are shown as follows.

1. To determine the levels of motivation for learning Chinese as a foreign language held by Grades 4-6 students at an international school in Bangkok.
2. To determine the levels of situational interest in learning Chinese as a foreign language held by Grades 4-6 students at an international school in Bangkok.

3. To determine if there is a significant difference in motivation for learning Chinese as a foreign language among Grades 4-6 students at an international school in Bangkok.
4. To determine if there is a significant difference in situational interest in learning Chinese as a foreign language among Grades 4-6 students at an international school in Bangkok.

The Motivation for Learning Chinese Questionnaire (MLCQ) was adapted from Gardner (2010) and administered in late May 2022, in order to measure the levels of Grades 4, 5, and 6 students' motivation for learning Chinese as a foreign language. The Situational Interest Scale (SIS) was adopted from Chen et al. (1999) and administered in late May 2022, in order to measure the levels of Grades 4, 5, and 6 students' situational interest in learning Chinese as a foreign language. With the support of a statistical software package, the researcher performed on the collected data descriptive statistics (means and standard deviations) in order to determine the levels of the research variables being addressed in this study, and comparative statistical analysis (one-way analysis of variance [ANOVA]), in order to address this research's hypotheses.

Summary of the Findings

In this section, the findings obtained from the quantitative analysis on the collected data are summarized. The findings are organized and presented by research objective.

Findings From Research Objective 1

Regarding to this research objective, the following findings were obtained.

- The overall levels of motivation for learning Chinese as a foreign language held by Grade 4, Grade 5 and Grade 6 students at the target school were interpreted as partially high.

- The overall levels of motivational intensity for learning Chinese held by Grade 4, Grade 5 and Grade 6 students at the target school were interpreted as partially high.
- The overall levels of desire to learn Chinese held by Grade 4, Grade 5 and Grade 6 students at the target school were interpreted as partially high.
- The overall levels of attitude toward learning Chinese held by Grade 4, Grade 5 and Grade 6 students at the target school were interpreted as slightly positive.

Findings From Research Objective 2

Regarding to this research objective, the following findings were obtained.

- The overall levels of situational interest in learning Chinese as a foreign language held by Grade 4, Grade 5 and Grade 6 students at the target school were interpreted as moderate.
- The overall levels of attention demand in learning Chinese as a foreign language held by Grade 4, Grade 5 and Grade 6 students at the target school were interpreted as moderate.
- The overall levels of challenge in learning Chinese as a foreign language held by Grade 4, Grade 5 and Grade 6 students at the target school were interpreted as moderate.
- The overall levels of instant enjoyment in learning Chinese as a foreign language held by Grade 4, Grade 5 and Grade 6 students at the target school were interpreted as moderate.
- The overall levels of exploration intention in learning Chinese as a foreign language held by Grade 4, Grade 5 and Grade 6 students at the target school were interpreted as moderate.
- The overall levels of novelty in learning Chinese as a foreign language held by

Grade 4, Grade 5 and Grade 6 students at the target school were interpreted as moderate.

Findings From Research Objective 3

Regarding to this research objective, the following finding was obtained.

- It was found that there was no statistically significant difference in overall motivation for learning in Chinese as a foreign language among Grade 4, Grade 5, and Grade 6 students at the target international school in Bangkok.

Findings From Research Objective 4

Regarding to this research objective, the following finding was obtained.

- It was found that there was no statistically significant difference in overall situational interest in learning Chinese as a foreign language among Grade 4, Grade 5, and Grade 6 students at the target international school in Bangkok.

Conclusions

In this section, the researcher presents the main conclusions drawn from the data analysis.

Conclusions From Research Objective 1

Based on the findings obtained from the data analysis, the researcher drew the following conclusions.

- The overall level of drive toward achieving a learning goal in Chinese as a foreign language class held by Grade 4, Grade 5 and Grade 6 students at the target school was interpreted as partially high.
- The overall level of effort spent by Grade 4, Grade 5 and Grade 6 students on learning Chinese held by at the target school was interpreted as partially high.
- The overall level of individual willingness toward learning the Chinese language

held by Grade 4, Grade 5 and Grade 6 students at the target school was interpreted as partially high.

- The overall level of psychological and personal tendency toward learning Chinese held by Grade 4, Grade 5 and Grade 6 students at the target school was interpreted as slightly positive.

Conclusions From Research Objective 2

Based on the findings obtained from the data analysis, the researcher drew the following conclusions.

- The overall level of temporary predisposition to reengage in particular domains and activities in learning Chinese as a foreign language class held by Grade 4, Grade 5 and Grade 6 students at the target school was interpreted as moderate.
- The overall level of mental energy and concentration cognition toward learning Chinese as a foreign language held by Grade 4, Grade 5 and Grade 6 students at the target school was interpreted as moderate.
- The overall level of ability and difficulty of the learning activity in Chinese as a foreign language class held by Grade 4, Grade 5 and Grade 6 students at the target school was interpreted as moderate.
- The overall level of instant pleasure while engaging in the learning activity in Chinese as a foreign language class held by Grade 4, Grade 5 and Grade 6 students at the target school was interpreted as moderate.
- The overall level of willingness to adopt new knowledge that keeps learner to search and discover the new things and facilitate the desire to learn in Chinese as a foreign language class held by Grade 4, Grade 5 and Grade 6 students at the target school was interpreted as moderate.

- The overall level of creativity and encouragement to accept new challenges and try new things in a learning activity in Chinese as a foreign language class held by Grade 4, Grade 5 and Grade 6 students at the target school was interpreted as moderate.

Conclusions From Research Objective 3

Based on the findings obtained from the data analysis, the researcher drew the following conclusion.

- It was found that there was no statistically significant difference in motivation for learning Chinese as a foreign language among Grade 4, Grade 5, and Grade 6 students at an international school in Bangkok. Therefore, it can be concluded that the grade in which these students are enrolled in appears to have no significant effect on their motivation for learning Chinese as a foreign language.

Conclusions From Research Objective 4

Based on the findings obtained from the data analysis, the researcher drew the following conclusion.

- It was found that there was no statistically significant difference in situational interest in learning Chinese as a foreign language among Grade 4, Grade 5, and Grade 6 students at an international school in Bangkok. Therefore, it can be concluded that the grade in which these students are enrolled in appears to have no significant effect on their situational interest in learning Chinese as a foreign language.

Discussion

In the following sections, the researcher presents a discussion of the research findings obtained from conducting the current study, by relating them with the findings reported by

previous research studies.

Motivation for Learning Chinese as a Foreign Language

The results of the current study revealed that the level of motivation for learning Chinese as a foreign language held an international school in Bangkok, was interpreted as partially high; the motivation intensity for learning Chinese interpreted as partially high; desire to learn Chinese interpreted as partially high and attitude toward learning Chinese interpreted slightly positive. Although in a different grade level and regarding learning a different language, this result is consistent with the one reported by El-Zine and Aamer (2020), who conducted a study to determine the level of motivation intensity and desire to learn French in a non-francophone country, study was conducted on 69 undergraduate students that enrolled in the French Language and Literature Department from a university in Yemen. The results showed that Yemeni undergraduate learners had a high level of motivational intensity and desire for learning the French language and culture, which is similar as the motivation intensity and desire to learn Chinese interpretive as partially high at the current study. This can be due to the students' level of language proficiency (Shuo, 2018), or their students' age (Brown, 2007) or their level of attitude toward learning the language (Gardner, 2010; Lin, 2020).

Moreover, the current findings were slightly similar with the one reported from Shuo (2018) in terms of motivation for learning Chinese, who conducted a study of 124 non-native Chinese language adult learners from three different learning levels from Chinese language academy in Bangkok, the advanced adult learners were found to have a high level of motivation for learning Chinese. The results showed that the beginner adult learners participating in this study were found to have a moderate motivation level for learning Chinese; the intermedia to adult learners were found to have a moderate level motivation for learning Chinese; while the advanced adult learners were found to have a high-level

motivation for learning Chinese.

The results of the current study revealed that the overall level of motivation for learning CFL held by Grade 4, 5 and 6 students at an international school in Bangkok, was partially high. These findings are in line with some previous studies reported in the literature by Lin (2020), the finding was examined the relationship among motivation for learning English as a foreign language and perception of the study of theology in English, at St. Joseph's Major Seminary, Yangon, Myanmar, with 100 students from Year 1 to Year 4. The study indicated that all students from Years 1-4, on average, had a higher level of motivation for learning English as a foreign language; the level of motivational intensity for Years 1-3 students was interpreted as high; and Year 4 seminarians was interpreted as partially high; the level of desire to learn EFL for Years 1-4 seminarians was found to be high; and the level of attitude toward learning EFL for Years 1-4 seminarians was interpreted as positive.

Situational Interest in Learning Chinese as a Foreign Language

The results of the current study revealed that the overall level of situational interest in learning Chinese as a foreign language held by Grades 4-6 students in an international school in Bangkok, was interpreted as moderate; the attention demand interpreted as moderate; the challenge interpreted as moderate, the instant enjoyment interpreted as moderate, the exploration intention interpreted as moderate, and novelty interpreted as moderate. These findings were found similar with some previous studies reported in the literature by Chen and Darst (2001), who examined the effects of task design on situational interest and the extent to which the effects were mediated by gender, grade, personal interest and skill levels, in a junior high school in the metropolitan area of a major city in Southwestern United States with 242 students with 51% of boys and 49% of girls, the findings of situational interest was interpreted as moderate; challenge and novelty moderate; while the other dimensions such as attention demand, instant enjoyment, and explorational intension were interpretative as high.

The results of the current study revealed that the overall level of situational interest was interpreted as moderate, this result is different with the reported by Otundo (2017), who found the overall situational interest to be high, by investigating social indicators derived from the self-determination theory (SDT), and to test a theoretical model integrating situational interest theory and SDT, in a middle school of Southeastern region of the United States, with 388 students from Grades 6-8. The challenge and novelty interpreted as moderate; and the attention demand, instant enjoyment, and explorational intention were found to be high.

Furthermore, the results from the current study also found to be different from Rotgans and Schmidt's (2011) findings, who found the level of attention demand was high; the level of challenge was also found high; the level of instant enjoyment was high; the level of exploration intention was high; and the level of novelty was high by investigate how situational interest develop over time and how it is related to academic achievement in an active-learning classroom, at a polytechnic institute in Singapore, with 69 participants enrolled in a second-year economics module.

The Difference in Motivation for Learning Chinese as a Foreign Language

The data from current study was similar to the findings of Shuo (2018), the study conducted to determine the attitudes toward learning Chinese from native and non-native Chinese speaking teachers, and the report study showed that adult learners from this Chinese language academy had no preference for either native Chinese-speaking teachers or non-native Chinese-speaking teachers, which is similar as the current study reported there was no statistically significant difference in motivation for learning Chinese as a foreign language among Grades 4-6 students at an international school in Bangkok.

A possible explanation for this result is that, students' ability to learn, learning conditions, aspirations and the atmosphere of the learning environment are all the factors that possible to influence motivation for learning. Motivation for learning is related to how a

learner performs an activity; the more intense and focused the motivation, the more successfully the student completes the learning activity (Gardner, 2010; Wardani et al., 2020). Other factors that influence students' motivation in learning also can related to class and curriculum structure; teacher's behavior and personality; teaching method; parental habits and involvement; family issues and instability; assessment and learning environment (Silva, 2020).

The Difference in Situational Interest in Learning Chinese as a Foreign Language

The result from the current study showed that there was no statistically significant difference in situational interest in learning Chinese as a foreign language among Grades 4-6 students at an international school in Bangkok. The current study was found not in line with Chen and Darst's (2001) findings, which reported a significant difference in situational interest among Grade 7, Grade 8 and Grade 9 students in a junior high school in a major city in Southwestern United States. Based on their findings, Chen and Darst (2001) suggested that, in order to enhance the situational interest of an activity task, the teacher could increase the cognitive demand, since the terms of the cognitive demand describe the level of difficulty, the work that student is engaged with.

Situational interest on the other hand, depends on aspects of the environment including the way the learning situation is organized (Vainikainen et al., 2015); situational interest is primarily depending on upon instant enjoyment during a person-activity interaction, and challenging activities are more engaging to attract learner's participation (Chen & Darst, 2001). According to Scheersoi (2014), situational interest also contributes to the capture and hold of the interest by a person, to the quality of subjective experiences, and the immediate emotional feedback during the experience. The effects on the individual and the emergence of situational interest depend on the learning activity characteristics and the participant's unique experience with the activities (Ružić & Cvitković Kalanjoš, 2022).

Recommendations

The researcher would like to provide the following recommendations for students, teachers, school administrators and future researchers according to the findings of current study in relation to Grades 4, 5, and 6 students' motivation for learning Chinese and situational interest in learning Chinese as a foreign language at an international school in Bangkok.

Recommendations for Students

In relation to their motivation for learning Chinese as a foreign language, the findings of this study showed that the Grades 4, 5 and 6 students at an international school in Bangkok had a partially high overall level of motivation for learning CFL. However, some items on the motivation subscales were interpreted as partially low. Therefore, the researcher suggests that students should work in pair or groups during classwork period, through group projects, students asking questions, forming questions to discussion and finding the answers together. Working collaboratively as a group or pair increase students' participation and motivation in doing their Chinese homework (Frykedal & Chiriac, 2017). Studying Chinese requires engagement in a variety of groupwork, as all students perform differently in different kind of groups, and groupwork has been found useful to help students maximize their own and each other's learning by increasing the level of motivation for learning (Li, 2014).

In relation to the situational interest in learning Chinese as a foreign language, the findings of this study showed that the Grades 4, 5 and 6 students at an international school in Bangkok had a moderate overall level of situational interest in learning CFL. However, some subscale items were rated quite low in the mean score by the participants, in relation to situational interest in learning CFL (e.g., "This activity is complicated." [Item 7], "It is hard for me to do this activity" [Item 8], "This activity is a demanding task" [Item 10], "This activity is new to me" [Item 17], and "The activity inspires me to practice" [Item 20]). Based

on the low rating given by the participants to these items, the researcher suggests that students should try to participate more often in the class activities. From the results from Items 7 and 8, the participants were found to have a slightly low level of situational interest when the activity was challenging, complicated and difficult. Therefore, students should ask questions to the teachers or their friends when they do not understand, try to work in pairs or in groups, which could help them engage productively in the activity and help each other, in order to improve their learning interest and class participation (Wang, 2022). Students' interest in learning is so powerful, when an activity connects to what students like to do, students will willingly spend time thinking, dialoging, interacting and creating ideas with each other in a meaningful way (McCarthy, 2014).

Recommendations for Teachers

In order to encourage students to work as a group, collaborate and interact with each other, as a means to increase their level of motivation for learning Chinese as a foreign language, teachers could organize more group activities for students, giving tasks and awards policy for the group activity, in order to encourage them to participate in activities. In this way, students will likely to work hard in the group for their achievement.

In order to encourage students asking questions in class, as a means to increase their level of situational interest in learning Chinese as a foreign language, teachers should create learning environment to attract students' attention; provide task that challenge student's learning desire; giving opportunities for students to interact with each other in the Chinese language class, listen carefully when students approached, encourage them to actively ask questions and give appropriate responses and praise after they ask their own questions (Otundo, 2017). Teachers should also frequently organize students to form study groups where students can come together to help each other, discuss and explore problem solving together.

Recommendations for School Principal and Administrators

For the sake of students' motivation for and situational interest in learning Chinese as a foreign language, the school principal and administrators should provide space, equipment and resources to support students' extracurricular activities related to the proper learning of Chinese as a foreign language, individually and in group, organize more activities in order to build students' motivation for and situational interest in learning Chinese language, and should provide teachers with constant training to enhance their teaching and pedagogy, and give teachers regular and professional training in psychological knowledge, provide students with the necessary psychological counseling help and set up a psychological counseling room. It is also important to control the overly strong sense of competition in school and not to focus only on the high and low changes in grades, as long as students have acquired learning strategies and knowledge, they deserve recognition, and not to let the overly strong sense of competition drown out the students' learning motivation and situational interest in Chinese.

Recommendations for Future Researchers

The current research is a quantitative one, designed to investigate the motivation for and situational interest among Grades 4, 5 and 6 at an international school in Bangkok. Data for this study were collected from the target school students from Grades 4-6. Based on this aspect of the demographic scope of the current study, it is suggested that future researchers could conduct studies examining a larger span of grades and grade levels, which would be more conducive to obtain more detailed results regarding students' trends of learning motivation and situational interest in Chinese language learning between school years. In terms of research content, there are many factors that can significantly influence motivation for learning and situational interest, in addition to the two ones addressed in this study, such as learning engagement (McCarthy, 2014), self-efficacy (Haya et al., 2020), attitude (Sou &

Sou, 2020) and group learning collaboration (Li, 2014). It is suggested that future researchers can study and explore these factors, in addition to the one proposed in this study, in order to understand the Chinese language learning process more in depth.



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APPENDICES



APPENDIX A

Motivation for Learning Chinese Questionnaire (MLCQ)



Motivation for Learning Chinese Questionnaire (MLCQ)






















































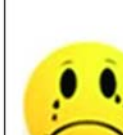






Important: Read the following questions carefully and try to assess your Chinese language competence as accurately as possible, regardless of whether you have ever had to perform the actions described or not. **Highlight the smiley face that describes your answer best.**






















































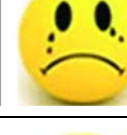












There are no right or wrong answers. Please do not enter your name on the questionnaire. However, you should not forget your student registration number and you should answer all the questions.























































Grade _____

Student ID _____



Statement	Strongly agree	Moderately agree	Slightly agree	Slightly disagree	Moderately disagree	Strongly disagree
1. I make a point of trying to understand all the Chinese I see and hear.						
2. I keep up to date with Chinese by working on it almost every day.						
3. When I have a problem understanding something in my Chinese class, I always ask my teacher for help.						
4. I really work hard to learn Chinese.						
5. When I am studying Chinese, I ignore distractions and pay attention to my task.						
6. I don't pay much attention to the feedback I receive in my Chinese class.						
7. I don't bother check my assignments when I get them back from my Chinese teacher.						
8. I put off my Chinese homework as much as possible.						
9. I tend to give up and not pay attention when I don't understand my Chinese teacher's explanation of something.						
10. I can't be bothered trying to understand the more complex aspects of Chinese.						

Statement	Strongly agree	Moderately agree	Slightly agree	Slightly disagree	Moderately disagree	Strongly disagree
11. I have a strong desire to know all aspects of Chinese.						
12. If it were up to me, I would spend all of my time learning Chinese.						
13. I want to learn Chinese so well that it will become nature to me.						
14. I would like to learn as much Chinese as possible.						
15. I wish I were fluent in Chinese.						
16. Knowing Chinese isn't really an important goal in my life.						
17. I sometimes daydream about dropping Chinese.						
18. I'm losing any desire I ever had to know Chinese.						
19. To be honest, I really have no desire to learn Chinese.						
20. I haven't had any great wish to learn more than the basics of Chinese.						
21. Learning Chinese is really great.						

Statement	Strongly agree	Moderately agree	Slightly agree	Slightly disagree	Moderately disagree	Strongly disagree
22. I really enjoy learning Chinese.						
23. Chinese is a very important part of school program.						
24. I plan to learn as much Chinese as possible.						
25. I love learning Chinese.						
26. I hate Chinese.						
27. I would rather spend my time on subjects other than Chinese.						
28. Learning Chinese is a waste of time.						
29. I think that learning Chinese is dull.						
30. When I leave school, I will give up the study of Chinese because I am not interested in it.						



APPENDIX B

Situational Interest Scale (SIS)

Situational Interest Scale (SIS)











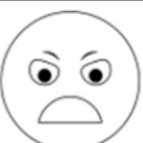




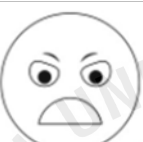
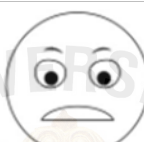
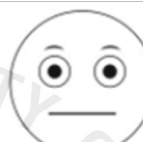


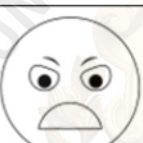
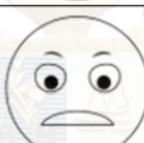
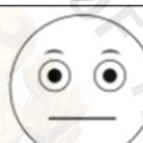
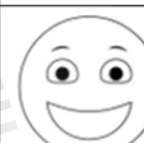

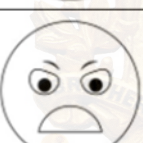

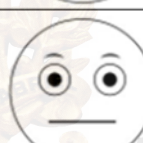
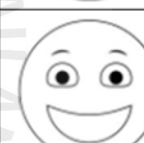

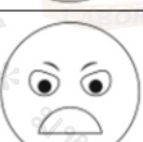
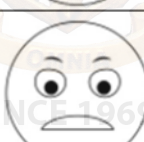













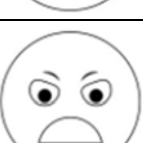



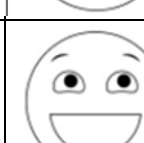

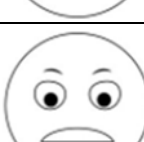



Important: Read the following questions carefully and try to think of the activity you have done in the Chinese language class, competence as accurately as possible, regardless of whether you have ever had to perform the actions described or not. **Highlight the smiley face that describes your answer best.**
















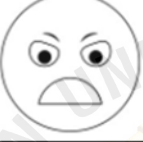
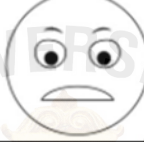
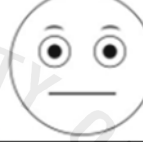









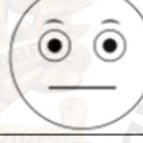








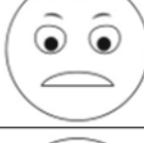







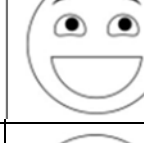

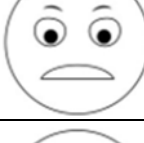


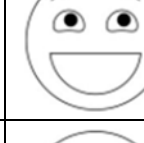





There are no right or wrong answers. Please do not enter your name on the questionnaire. However, you should not forget your student registration number and you should answer all the questions.











Grade _____

Student ID _____



Statement	Very untrue	Untrue	Neutral	True	Very true
1. My attention was high.					
2. I want to analyze it or have a grasp on it.					
3. I was very attentive all the time.					
4. I was focused.					
5. I was concentrated.					
6. It is a complex activity.					
7. This activity is complicated.					
8. It is hard for me to do this activity.					
9. I like to inquire details of how to do it.					
10. This activity is a demanding task.					
11. This activity is exciting.					

Statement	Very untrue	Untrue	Neutral	True	Very true
12. This activity is interesting.					
13. It is fun for me to try this activity.					
14. The activity looks fun for me.					
15. It is an enjoyable activity for me.					
16. I like to find out more about how to do it.					
17. This activity is new to me.					
18. This activity is fresh.					
19. I want to discover all the tricks of this activity.					
20. The activity inspires me to practice					
21. This activity is appealing to me.					
22. This is an exceptional activity.					

Statement	Very untrue	Untrue	Neutral	True	Very true
23. This is an interesting activity for me to do.					
24. This is a new-fashioned activity for me to do.					



BIOGRAPHY

Name Ting Chen
Gender Female
Nationality Chinese
Date of Birth November 6, 1989



Educational Background

Master of Education (Curriculum and Instruction)

Assumption University, Bangkok, Thailand (2023)

Master of Communication Arts (International Program)

Bangkok University, Bangkok, Thailand (2020)

Bachelor of Chinese Literature

Hainan Normal University, Hainan Province, China (2019)

Bachelor of English Education

Hainan Normal Foreign Language College, Hainan Province, China (2012)

Job Experience

KPIS International School Bangkok, Thailand

Elementary Chinese Language Teacher (2019-2022)

Kids Academy International School Bangkok, Thailand

K1- Year 1 Chinese Language Teacher (2017- 2019)

Montessori Academy International School Bangkok, Thailand

Toddler - Casa Chinese Class Teacher (2013-2017)

