

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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Thesis Title: 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

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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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