

**ABSTRACT****I.D. No.:** 6319534**Key Words:** MOTIVATION, CHINESE AS A FOREIGN LANGUAGE, SOCIO-EDUCATIONAL MODEL, ATTITUDE/MOTIVATION TEST BATTERY (AMTB), FOREIGN LANGUAGE, LINGUISTIC BACKGROUND, SUPPLEMENTARY TUTORING, SHADOW EDUCATION, MONOLINGUAL, BILINGUAL, MULTILINGUAL**Name:** YU YING HUANG**Thesis Title:** A COMPARATIVE STUDY OF MOTIVATION FOR LEARNING CHINESE AS A FOREIGN LANGUAGE OF GRADES 10 AND 11 STUDENTS ACCORDING TO THEIR PRIVATE CHINESE SUPPLEMENTARY TUTORING STATUS AND LINGUISTIC BACKGROUND AT A PRIVATE SCHOOL IN BANGKOK, THAILAND**Thesis Advisor:** ASSOC. PROF. DR. SUWATTANA EAMORAPHAN

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This study aimed to determine whether there was a significant difference in motivation for learning Chinese as a foreign language according to their private Chinese supplementary tutoring status and linguistic background of Grades 10 and 11 students at a private school in Bangkok, Thailand. A convenience sample of 280 students were chosen to take the questionnaire from both Grade 10 and 11 students at the targeted school during the academic year 2021-2022. For the data collection, the researcher adapted Gardner's (2004) Attitude/Motivation Test Battery (AMTB) for motivation for learning Chinese as a foreign language to measure participants scales. For the analysis of this collected data, descriptive statistics, Independence sample *t*-Test, One-way ANOVA and Scheffe's Post Hoc analysis

was used. The findings of this research indicated that there was no significant difference in the perception of motivation for learning Chinese as a foreign language of Grade 10 and 11 students according to their private Chinese supplementary tutoring status at a private school in Bangkok, Thailand. The result from the One-Way ANOVA test showed that there was a statistically significant difference in motivation for learning Chinese as a foreign language of Grade 10 students according to their linguistic background but none for Grade 11 students at a private school in Bangkok, Thailand. The overall level of the participants' motivation level for learning Chinese as a foreign language according to their private Chinese supplementary tutoring status and linguistic background was interpreted as slightly high. Recommendations for teachers, students, parents, and future researchers are provided.



**Field of Study:** Curriculum and Instruction

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**Academic Year 2022**