

# THE INVESTIGATION ON THAILAND TEACHER CANDIDATES' CHINESE LEARNING MOTIVATION

---a Case Study of Huaqiao University

Xin Li

the Institute of Chinese and Culture Education  
Studies, Huaqiao University

[lixinhd@hqu.edu.cn](mailto:lixinhd@hqu.edu.cn)

# 1. LEARNING MOTIVATION AND ITS CLASSIFICATION

## ◎ 1. A Brief Introduction

- Learning motivation is a very important non-intellectual factor which could influence students' learning result.
- The research investigated the Thailand students majored in Chinese education in Huaqiao University.
- Learning Motivation and its classification
- Instrumental motivation Vs integrative motivation

## 2. THE RESEARCH OBJECT AND METHOD

### ◎ The Research object

- students majored in Chinese education in Huaqiao University
- 2006, first cohort of undergraduates
- 2013, 9 classes from 1<sup>st</sup> year to 4<sup>th</sup> year, 218<?

### ◎ The Research method

- Questionnaire and classroom observation

# 3. THE BACKGROUND DATA

**Table 1.** The distribution of age groups, gender and nationalities<sup>๑</sup>

๑	age (year) ๑					gender๑		nationalities๑	
	17 yrs & below๑	18-22๑	23-24๑	25-29๑	30 yrs & above๑	male๑	female๑	Thailand๑	Non-Thailand๑
<b>Numbers๑</b>	1๑	38๑	3๑	2๑	1๑	10๑	35๑	45๑	173๑
<b>%๑</b>	2.22๑	84.44๑	6.67๑	4.44๑	2.22๑	22.22๑	77.78๑	20.64๑	79.36๑

**Table 2.** The family background, years of Chinese learning, resources of scholarship, willingness to teach๑

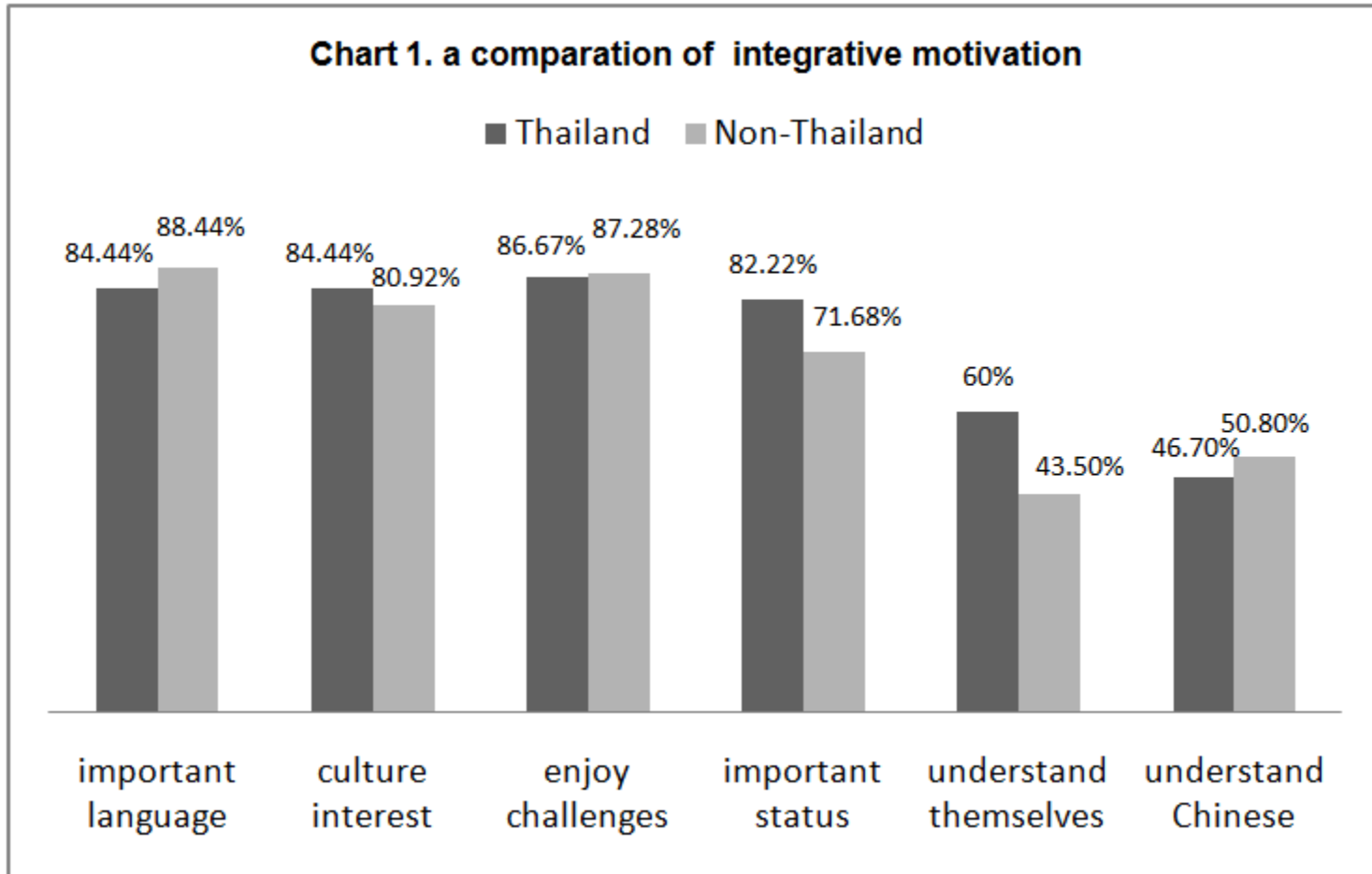
๑	the family background๑		years of Chinese Learning (yr)๑				resources of scholarship๑				willingness to teach๑		
	Chinese	Non-Chinese๑	0๑	1 ๑	2 -3	4-5 ๑	Chinese government๑	Thailand schools๑	Thailand businessmen๑	No ๑ scholar๑-ship๑	yes๑	no๑	Still think๑-ing๑
<b>Numbers๑</b>	35๑	10๑	2๑	13๑	10๑	17๑	16๑	23๑	2๑	2๑	22๑	6๑	17๑
<b>%๑</b>	77.78๑	22.22๑	4.44๑	28.89๑	23.81๑	40.48๑	35.56๑	51.11๑	4.44๑	4.44๑	48.89๑	13.33๑	37.78๑

## 4. THE DISTRIBUTION OF THE LEARNING MOTIVATION

**Table 3. The distribution of learning motivation of the research objects from the sociolinguistic perspective**

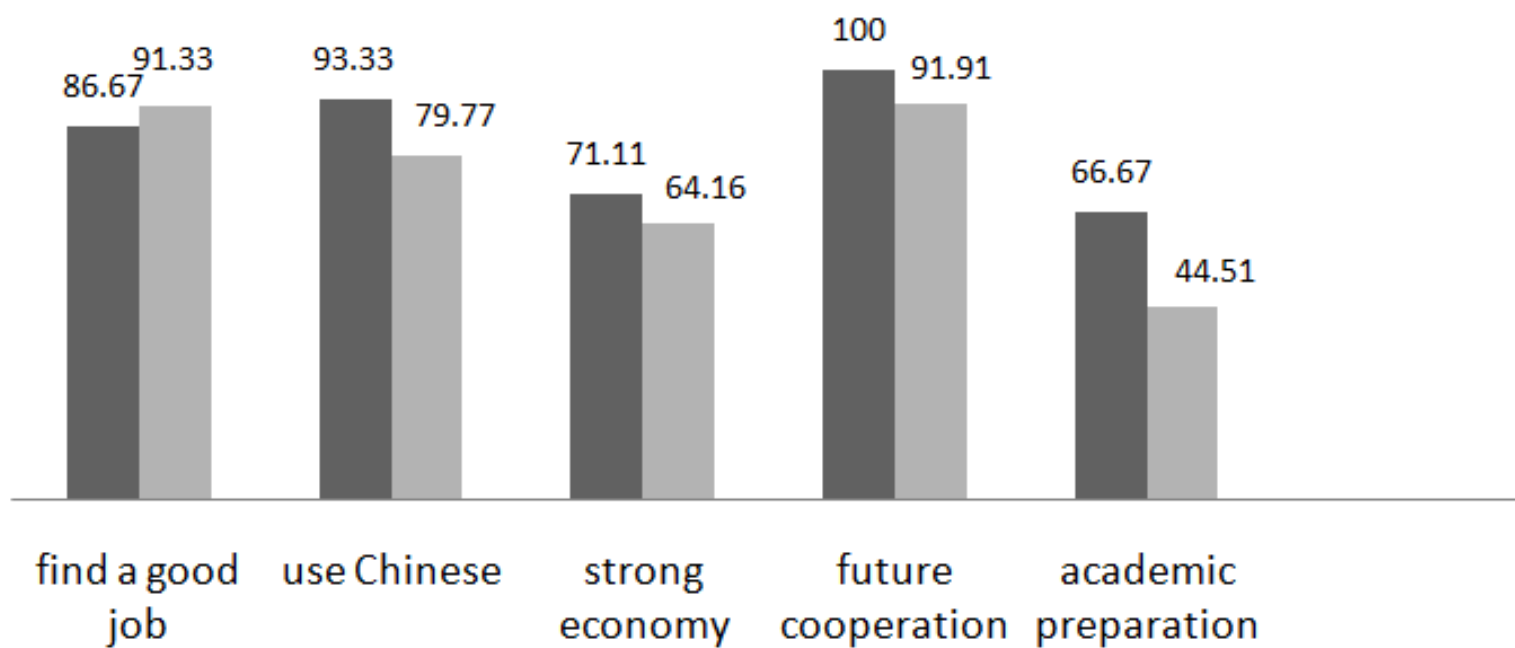
Motivation types <sup>๑</sup>	Motivation description <sup>๑</sup>	Thailand % <sup>๑</sup>	Non- -Thailand % <sup>๑</sup>
integrative motivation <sup>๑</sup>	① Chinese being a very important language <sup>๑</sup>	84.44 <sup>๑</sup>	88.44 <sup>๑</sup>
	② Being interested in Chinese culture <sup>๑</sup>	84.44 <sup>๑</sup>	80.92 <sup>๑</sup>
	③ Enjoying the challenges and joy brought up by Chinese learning <sup>๑</sup>	86.67 <sup>๑</sup>	87.28 <sup>๑</sup>
	④ Chinese culture holding important status in the world <sup>๑</sup>	82.22 <sup>๑</sup>	71.68 <sup>๑</sup>
	⑤ <sup>๑</sup> ( Chinese Thailand Students ) To better understand their identities <sup>๑</sup>	60 <sup>๑</sup>	43.5 <sup>๑</sup>
	( Non-Chinese Thailand Students ) To better understand Chinese <sup>๑</sup>	46.7 <sup>๑</sup>	50.8 <sup>๑</sup>
Instrumental motivation <sup>๑</sup>	⑥ Being helpful to secure a good job <sup>๑</sup>	86.67 <sup>๑</sup>	91.33 <sup>๑</sup>
	⑦ Being useful in the future job <sup>๑</sup>	93.33 <sup>๑</sup>	79.77 <sup>๑</sup>
	⑧ The economy of China getting stronger <sup>๑</sup>	71.11 <sup>๑</sup>	64.16 <sup>๑</sup>
	⑨ To work with or make business with Chinese people <sup>๑</sup>	100 <sup>๑</sup>	91.91 <sup>๑</sup>
	⑩ To be prepared to switch to other majors or go for a master degree in China <sup>๑</sup>	66.67 <sup>๑</sup>	44.51 <sup>๑</sup>

## 5. A COMPARATIVE LOOK



**Chart 2. a comparison of Instrumental motivation**

■ Thailand ■ Non-Thailand



## 6. SUGGESTIONS

- ⦿ To better select the applicants
- ⦿ To introduce Chinese language sheltering program
- ⦿ To inspire both of the learning motivation
- ⦿ To improve economic status