



**AN EXPLORATION OF THE INCREASING
POPULARITY OF CHINESE LANGUAGE EDUCATION
RELATIVE TO ENGLISH LANGUAGE EDUCATION**

BY

WIRUNKAN PITUTACHA

**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF ARTS IN CAREER ENGLISH FOR
INTERNATIONAL COMMUNICATION
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2023**

**AN EXPLORATION OF THE INCREASING
POPULARITY OF CHINESE LANGUAGE EDUCATION
RELATIVE TO ENGLISH LANGUAGE EDUCATION**

BY

WIRUNKAN PITUTACHA

**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF ARTS IN CAREER ENGLISH FOR
INTERNATIONAL COMMUNICATION
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2023**

THAMMASAT UNIVERSITY
LANGUAGE INSTITUTE

AN INDEPENDENT STUDY

BY

WIRUNKAN PITUTACHA

ENTITLED

AN EXPLORATION OF THE INCREASING POPULARITY OF CHINESE
LANGUAGE EDUCATION RELATIVE TO ENGLISH LANGUAGE
EDUCATION

was approved as partial fulfillment of the requirements for
the degree of Master of Arts in Career English for International Communication

on July 15, 2024

Chairman



(Assistant Professor Kittitouch Soontornwipast, Ed.D.)

Member and Advisor



(Panna Chaturongakul, Ph.D.)

Director



(Associate Professor Supakorn Phoocharoensil, Ph.D.)

Independent Study Title	AN EXPLORATION OF THE INCREASING POPULARITY OF CHINESE LANGUAGE EDUCATION RELATIVE TO ENGLISH LANGUAGE EDUCATION
Author	Wirunkan Pitutacha
Degree	Master of Arts
Major Field/Faculty/University	Career English for International Communication Language Institute Thammasat University
Independent Study Advisor	Panna Chaturongakul, Ph.D.
Academic Year	2023

ABSTRACT

The aim of this research was to investigate the motivations of Thai high school students for learning English and Chinese in an English-Chinese program and compare their preferences. The study surveyed 50 students aged between 15-18 years and explored the reasons behind their learning, including cultural popularity, perceived easiness, structural similarity to Thai, future importance, and interest in exchange language learning programs. The results showed that although English was perceived as more economically related and essential for students' future career paths, Chinese was considered easier to learn due to similar grammatical structures with Thai. There was a stronger motivation for the cultural popularity learning factor among Chinese. The students expressed their willingness to join exchange programs to learn Chinese actively. They expect to achieve a high level of proficiency in both English and Chinese, which would benefit their future career paths. The study found trends and changes in English learning among Thai students due to the knowledge of Chinese language and provides suggestions about how language policymakers and curriculum creators could balance the learning of English and Chinese to prepare students for the global market where both languages are increasing in their impact on the economy.

Keywords: language learning, L2 Chinese, L2 English, Thailand education

ACKNOWLEDGEMENTS

I would like to express my sincere appreciation to the numerous individuals and organizations who have assisted in this research study. Firstly, I would like to extend my deep thanks to Mattayomtaksin Rayong School and Rayongwittayakom School and their administrations, as well as the English faculty for their permission and facilitation of this research. Without their assistance and support in the recruitment of student participants, this study could not have been completed.

I am thankful to the 54 students who kindly dedicated their time to complete the surveys. Their opinions and perceptions have laid the groundwork for the content of this write-up.

My special thanks are owed to my research supervisors, Ajarn Panna Chaturongakul from Thammasat University. Without her expertise, guidance, and motivation, this investigation would not be successful in terms of enhancing the research design and analysis.

Most importantly, I want to thank my family for their support, understanding, and patience during the research implementation. It cannot be overlooked that their help, along with the contributions of the individuals and organizations specified above, have given the impetus to the implementation of this investigation, paying special attention to a highly topical issue of language education in Thailand.

Wirunkan Pitutacha

TABLE OF CONTENTS

	Page
ABSTRACT	(1)
ACKNOWLEDGEMENTS	(2)
LIST OF TABLES	(6)
LIST OF ABBREVIATIONS	(7)
CHAPTER 1 INTRODUCTION	1
1.1 Background of the study	1
1.2 Research objectives	2
1.3 Research questions	2
1.4 Definition of terms	2
1.5 Scope of the study	3
1.6 Significance of the study	3
1.7 Organization of the study	4
CHAPTER 2 REVIEW OF LITERATURE	5
2.1 Chinese language	5
2.1.1 Chinese language education in Thailand's public schools	5
2.1.2 Chinese characteristics	6
2.2 Chinese tourism in Thailand	9
2.3 Chinese investment in Thailand	10
2.4 English language	10
2.4.1 English language education in Thailand's public schools	11
2.4.2 English characteristics	12

2.5 Language policy and planning in Thailand	14
2.6 Motivation and attitudes in language learning	15
2.6.1 Motivation in language learning	15
2.6.2 Attitudes in language learning	16
2.6.3 Understand consumer attitudes and motivation of learning Chinese	17
2.6.4 Understand consumer attitudes and motivation of learning English	18
2.7 Theory of language acquisition	18
2.8 Cross-cultural similarities: Chinese culture versus Thai culture	19
 CHAPTER 3 RESEARCH METHODOLOGY	 21
3.1 Participants	21
3.2 Methodology	21
3.3 Research instrument	22
3.3.1 Quantitative method	22
3.3.2 Qualitative method	23
3.4 Research procedures	23
3.4.1 Research design	23
3.4.2 Participants and recruitment	24
3.4.3 Data collection	24
3.5 Data analysis	25
 CHAPTER 4 RESULTS	 26
4.1 Personal information	26
4.2 The answer to research question 1: The factors for the demand of Chinese language education in Thailand	31
4.3 The answer to research question 2: The relationship between the Chinese language education and English language education	34

	(5)
CHAPTER 5 DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS	37
5.1 Summary of the results/findings	37
5.1.1 Demographic information of respondents	37
5.1.2 The factors for the increasing popularity of Chinese language education in Thailand	38
5.1.3 The relationship between the Chinese language education and English language education in Thailand	38
5.2 Discussion	38
5.3 Conclusion	39
5.4 Implications	40
5.5 Recommendations	41
REFERENCES	43
APPENDICES	49
APPENDIX A	50

LIST OF TABLES

Tables	Page
4.1 Frequency and percentage of the respondents' personal information	26
4.2 Frequency and percentage of the respondents' language learning methods	29
4.3 Frequency and percentage of language learning challenges	30
4.4 Frequency and percentage of cultural perceptions	31
4.5 Influential factors for the popularity of Chinese language education in Thailand	33
4.6 Frequency and percentage of the participants' views on Thai, English and Chinese languages	34
4.7 Frequency and percentage of future trends and prediction of the English and Chinese languages	35

LIST OF ABBREVIATIONS

Symbols/Abbreviations	Terms
CEFR	Common European Framework of Reference for Language
GAT	General Aptitude Test
HSK	Hanyu Shuiping Kaoshi (Chinese Proficiency Test)
HSKK	Hanyu Shuiping Kouyu Kaoshi (Chinese Oral Proficiency test)
IELTS	International English Language Testing System
TOEFL	Test of English as a Foreign Language
TAGT	Thai General Aptitude Test
TOEIC	Test of English for International Communication

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Languages play a crucial role in communication across all aspects of life. They are the primary means for people to interact and ensure effective communication. In today's globalized world, people from different nations can connect through social media and the internet. However, language can also act as a barrier when trying to communicate with people from different nationalities. Therefore, in order to connect with people from different countries, many are inclined to improve their language skills and learn a new language (De Valoes, 2014; Bobanovic & Grzinic, 2011).

English has traditionally been considered the most common and important language spoken worldwide. As a result, learning English as a second language has been strongly encouraged. Even in Thailand, English is a compulsory subject from kindergarten to university (De Valoes, 2014; Bobanovic & Grzinic, 2011).

However, the global economy has experienced significant changes in the past few years. With the rapid development of China as a leading economic power, the Chinese language has acquired massive significance and has become one of the most widely used languages globally. "With more native speakers than both English and Spanish combined," Chinese is now referred to as the "language of the future" and holds the status of one of the most influential languages in the world (Botez, 2015).

This shift in global dynamics has important implications for language education, especially in countries like Thailand that have historically focused on English as the primary foreign language. As a Thai-English teacher, I have observed a growing trend where many students are increasingly applying for Chinese language courses rather than focusing solely on English (personal communication, June 20, 2023). When asked about their motivations, students often express feeling fatigued from studying English for over a decade with little tangible progress, while also recognizing the abundance of career opportunities presented by proficiency in both Thai and Chinese languages (personal communication, June 20, 2023).

Rayong Province, where this study was conducted, has seen a significant influx of Chinese companies, further fueling the demand for Thai-Chinese bilingual speakers (personal communication, June 20, 2023). This shift in the local economic landscape has led students to view Chinese language education as a valuable asset that can provide them with a competitive edge in the job market.

Investigating the reasons behind the rising popularity of Chinese language education in Thailand and examining its impact on English language education is crucial for informing effective language education policies and curricula. This study aims to explore these issues and provide insights that can help prepare students for success in an increasingly interconnected world.

1.2 Research Objectives

The major purposes of this study are as follows:

- 1) To identify and analyze factors that are contributing to the growing demand for Chinese education in Thailand
- 2) To examine the relationship between the growing popularity of Chinese language education and the attention given to English language education

1.3 Research Questions

This study aims to answer the following questions:

- 1) What are the factors contributing to the growing popularity of Chinese language education in Thailand?
- 2) What is the relationship between the growing popularity of Chinese language education and the attention given to English language education?

1.4 Definition of Terms

The definition of terms in this study is as follows:

Factor refers to the specific motivational drivers of behavior and elements that Thai students consider in English and Chinese language education decisions, attitudes and opinions, as well as changing views regarding the two languages.

Demand in this study is used to refer to the number of Thai students or learners of the Chinese language, as well as their interest and desire, and the level of motivation to learn the language.

Perspective refers to ideas, opinions, and attitudes of Thai students and learners, promoting the learning or refusal to learn the Chinese language.

1.5 Scope of the Study

The study was conducted among high school students from two government schools in Rayong Province, located in Eastern Thailand. The respondents comprised 54 students aged 15-18 who are enrolled in English and Chinese language programs. Data collection involved a questionnaire designed to explore factors influencing students' motivation to enhance their proficiency in Chinese. Specifically, the questionnaire assessed the relevance of Chinese culture, perceived difficulty of learning Chinese, employment prospects, and language preference. Descriptive analysis was conducted using statistical tables and charts to present the students' perspectives on learning both English and Chinese languages.

1.6 Significance of the Study

This study examined the increasing popularity of the Chinese language in Thailand and compared it to English language education. This study is important for several reasons.

Firstly, it will help shape education policy in the region as the Chinese economic influence continues to grow. This study aims to understand the perspectives and primary motivations driving Thai learners to master the Chinese language, providing insights for anticipating future changes. It also explores the alignment between Chinese and English language curricula and suggests optimal resource allocation strategies.

In addition, the study identifies contexts where Chinese language proficiency is perceived as particularly relevant and proposes effective teaching methods tailored to these contexts. Furthermore, it sheds light on the nuanced challenges involved in teaching both English and Chinese languages, offering valuable insights for language educators.

Moreover, the research investigates Thai learners' perceptions regarding the future development trends of Chinese and English languages, offering predictive insights.

Overall, this study provides valuable information to inform policy decisions aimed at enhancing language education, ensuring Thai students remain competitive in the increasingly globalized Asian context.

1.7 Organization of the Study

The paper commences with an introduction that provides a concise background and underscores the significance of Chinese language learning in Thailand, alongside the burgeoning popularity of Chinese education within the Thai educational system. The literature review section critically examines prior studies and research on language learning motivation, perceptions of difficulty, and a comparative analysis of English and Chinese languages.

The methodology section outlines the research approach, study design specifics, data collection tools, methods employed, and details of the data analysis conducted. The results of the analyses are presented in two distinct sections: quantitative findings and qualitative findings.

The discussion sections elaborate on the results, comparing them with previous studies, analyzing similarities, differences, and recurring themes regarding perceptions of the English and Chinese languages, as well as motivations and challenges encountered in learning and teaching these languages.

The study concludes by summarizing the general and specific conclusions drawn from interpreting the results. It also provides recommendations pertaining to language education policy and curriculum development in elementary, middle, and high schools based on the findings. Finally, the references to previous studies and resources are listed at the end.

CHAPTER 2

REVIEW OF LITERATURE

This chapter reviews the literature in six main areas: (1) Chinese language; (2) English language; (3) motivation and attitudes in language learning; (4) theory of second language acquisition; (5) cross-cultural similarities; and (6) language characteristics.

2.1 Chinese Language

The Chinese language has seven primary dialects as follows: Mandarin, Cantonese, Hakka, Wu, Min, Xiang, and Gan. The Mandarin language, which is also referred to as Han or Putonghua, is the well-known official national language of Mainland China and is used over a large part of the country. The Han Chinese, which constitutes the majority of the Chinese population, is about 93 percent of the estimated over billion people. Therefore, in the context of language, the term Chinese is specifically used in reference to the Han Chinese language, which is Mandarin or Putonghua in English. Over two-third of the Han Chinese is perceived to be native speakers of variant forms of Mandarin, where Beijing dialect is the standard form. Not only is Mandarin the official language of Mainland China, but also it is a major language in Taiwan, Hong Kong, Macau, and among Chinese diaspora.

2.1.1 Chinese Language Education in Thailand's Public Schools

While China is expanding economically, its cultural influence is also spreading throughout the world. One of the global manifestations of this trend is the growing popularity of learning Chinese as a second or third foreign language. Thailand's public education also has offered the Chinese language on the curriculum of primary to higher levels. The Thai government is actively promoting the study of the Chinese language due to its significant importance for Thailand's future economic development. As a result, various government policies related to Chinese language education are increasingly being implemented to benefit both teachers and learners (Wu & Wang, 2005).

In recent years, an increasing number of Thai students have shown growing interest in learning the Chinese language, with competence levels among Thai students steadily improving. For instance, Thai high school students who took the Professional and Academic Aptitude Test of Chinese language (PAT7.4), later renamed the Applied Knowledge Level (A-Level) in 2023, achieved an average score of 33.44 out of 100 (Admission Premium Website). The teaching of Chinese language in Thailand has significantly expanded; initially confined to Chinese language schools, it is now offered by numerous public and private schools. In Thailand, Chinese is considered a foreign language on par with English (Masuntisuk, 2009).

Wuttiphan and Ting (2013) argue that both Chinese and English are recognized as global languages, and there is a global trend towards internationalization that emphasizes the importance of mastering these languages for global competitiveness. This trend presents a challenge and opportunity for people worldwide, including in Thailand, to acquire proficiency in Chinese and English.

2.1.2 Chinese Characteristics

Chinese Phonetics: The Chinese and Thai languages are in the family line of “Han-Tibet”; therefore, these two kinds of languages have similarities and differences in some ways. Lihua (2014) found that Chinese people have difficulty in pronouncing some Thai consonants, vowels and tones due to the resemblance in initial and final consonants of Thai language. There are 42 consonant symbols in the Thai alphabets which produce 21 initial consonant sounds and nine final consonant sounds (Wordingham, 2003). Additionally, there are only 30 consonant symbols in Chinese Pinyin (a system of phonetic transcriptions of standard Chinese) which produce 24 initial consonant sounds and 5 final consonant sounds (Zein, 2008).

Chinese Syntax: Each language may have different formations depending on characteristics of languages, namely “tense,” “moods” and “voice” (Kriangkrai, 2016). According to language structure and usage, the differences between the Chinese and the Thai languages are mostly found in verbs and modifiers.

Both Chinese and Thai languages structure sentences differently and reversibly. Chinese language places a preposition ahead of one-syllable verb and indirect objects

ahead of direct object, whilst the Thai language is reversed.

Chinese Grammar: Chinese is known for its tonal nature (Chow, 2002). Tones differentiate meanings, though many words share the same tone. This characteristic enriches the language but can lead to miscommunication if not carefully managed. Chinese employs four main tones and a neutral tone, each represented by distinct pitch contours on a 5-level tone system. The first tone is high and level, marked with a horizontal line or the number "1." The second tone rises moderately, marked with a rising tone mark or "2." The third tone falls then rises, marked with a dipping tone mark or "3." The fourth tone is high falling, marked with a falling tone mark or "4." The neutral tone, unlike the others, is not graphed due to its unique characteristics (ChinesePod LLC, n.d.).

Chinese sentence structure features rhythmic balance, traditionally arranged into feet (groups of syllables) with even numbers of syllables, often in pairs (Hugh, 2011).

Chinese grammar is relatively simple morphologically, categorized as an isolating language (Li & Thompson, 1981). It lacks grammatical markers on nouns and has uninflected verbs. There is no agreement in number or gender between subject and verb. Chinese relies on word order and functional words for meaning, making it flexible in word order (SVO, SOV, OSV) depending on contextual meaning rather than grammatical rules.

Chinese words maintain fixed forms regardless of function changes; subject-verb agreement and adjective-to-adverb transformations are unnecessary. Chinese indicates aspect rather than using tense, emphasizing clarity over grammatical markers. Once time is established, it does not need to be reiterated (Chinese Boost, 2012).

Another Chinese functional complement is the modal particles that are used at the end of the sentence to show mood or attitude. These are minimal lexemes which do not have a referential meaning; however, they may be related to linguistic modality, register or other pragmatic effects. Chinese sentence-final particles refer mainly to signal the addresser's attitude, the intended force of the participle-attached statement, and the utterance taken by the addressee. As a result, this complement serves an interpersonal function, rather than a grammatical one. At the same time, the function is

used to implement grammatical structure in some cases, such as 吗 [mā:] that makes a sentence interrogative. At the same time, this type of participles is used with no intention to make an ungrammatical sentence or change the meaning of a sentence (Lin, 2008).

Chinese Proverbs: Xiuwen (2012) claimed that most Chinese proverbs are a reflection of the rich cultural heritage of China and cannot be understood without Chinese cultural or historical knowledge.

Some proverbs were condensed from the experiences of Chinese people during the long stretches of turbulent periods of the country's history. These proverbs expressed succinctly a Chinese way of thinking, living, and behaving (Anonymous, 2014).

Chinese proverbs are often attributed to Confucius, the ancient Chinese teacher, editor, politician, and philosopher of the Spring and Autumn Period. These proverbs use figurative language that reflects Chinese traditions and customs. For instance, one proverb, 百闻不如一见 (Seeing once is better than hearing a hundred times), underscores the ancient Chinese practice of using proverbs to impart good manners and teach the right way to conduct oneself. These proverbs are well-known quotes from literature and history, frequently referenced by renowned philosophers in their essays. Chinese philosophers have left a legacy of practical wisdom, life lessons, humor, and compassion. Many Chinese proverbs cover various aspects of life, from education and work to personal goals and relationships (Mack, 2017).

Chinese proverbs are crafted using figurative language and are often condensed for clarity. Another example is 不见棺材，不掉泪, which metaphorically suggests that some individuals stubbornly persist even in futile endeavors, akin to not shedding tears until seeing the coffin. This proverb reflects Chinese customs and religious beliefs, particularly influenced by Buddhism, prevalent among a significant portion of the Chinese population. 善有善报，恶有恶报 (Good deeds are rewarded with good results; evil deeds are met with retribution) embodies Buddhist doctrine, emphasizing the karmic consequences of actions (Thanajirawat, 2016).

Choo (2013) noted that most Chinese proverbs are widely known and typically have a story behind them. For instance, the proverb “pulling up seedlings to help them grow” 拔苗助长 originates from the story of "Gong Sun Chou Shang" found in the writings of Meng Zi, a great philosopher in Chinese history. The proverb describes a farmer who, in an attempt to accelerate crop growth, pulls up the seedlings. However, this misguided action ultimately destroys the crop instead of aiding its growth. The philosopher draws a lesson from this story: true virtue and progress require patient cultivation, akin to nurturing bushes, without rushing or forcing outcomes. Thus, the proverb warns against attempting to achieve success through impatient or imprudent actions.

Many proverbs in various languages have their origins in Chinese thought, showcasing the language's ability to encapsulate diverse human experiences and customs concisely. This quality allows Chinese proverbs to convey a multitude of ideas through brief yet profound sentences (Hankow, 1875).

2.2 Chinese Tourism in Thailand

The growing popularity of Chinese language education in Thailand can also be attributed to the increasing number of Chinese tourists visiting the country. Thailand has experienced a surge in Chinese tourism in recent years, with China becoming the largest source of foreign visitors (Tourism Authority of Thailand, 2022). In 2019, Thailand welcomed over 11 million Chinese tourists, accounting for nearly a third of total international arrivals (Tourism Authority of Thailand, 2020).

This influx of Chinese visitors has led to a greater demand for Thai-Chinese bilingual professionals in the tourism and hospitality sectors (Srisawat & Limanon, 2018). Thai students recognize the potential career opportunities available in catering to the needs of Chinese tourists, further fueling their motivation to learn the Chinese language (Wuttiphan & Ting, 2013).

2.3 Chinese Investment in Thailand

In addition to the growing Chinese tourism in Thailand, another factor contributing to the increasing popularity of the Chinese language is the rising Chinese investment and economic influence in the country. China has become a major investor in Thailand, with Chinese companies pouring billions of dollars into various sectors of the Thai economy (Pongsudhirak, 2019).

According to the Bank of Thailand, Chinese foreign direct investment (FDI) in Thailand reached a record high of \$3.5 billion in 2019, a significant increase from just \$1.8 billion in 2018 (Bank of Thailand, 2020). Chinese investment has been particularly strong in infrastructure projects, real estate, manufacturing, and the digital economy (Pavin, 2020).

This influx of Chinese investment has created a greater demand for Thai professionals who can communicate effectively with Chinese partners and navigate the cultural nuances. Employers in Thailand are increasingly seeking candidates with proficiency in the Chinese language, further incentivizing Thai students to prioritize learning Mandarin (Wuttiaphan & Ting, 2013).

Moreover, the Thai government has actively courted Chinese investment through various initiatives, such as the Eastern Economic Corridor (EEC) project, which aims to transform the eastern seaboard into a high-tech industrial hub (Pongsudhirak, 2019). This strategic focus on strengthening economic ties with China has also contributed to the growing emphasis on Chinese language education in Thailand.

2.4 English Language

The most widely spoken language in the world is English, which occurred as a result of the historical impact of the British Empire and the United States. This language ranks third in the number of native speakers, giving place to Mandarin Chinese and Spanish. At the same time, it can be called the first on a global scale because it is most known as the second language.

English is the official language in 59 sovereign states, including India, Ireland, and Canada. Additionally, some countries, such as the United States and Great Britain, as well as international organizations like the United Nations and the European Union,

use English extensively in practice, even though it may not be formally enshrined in law. The official status of English is particularly significant today, as it serves as a de facto language in various global domains such as diplomacy, science, international trade, tourism, civil aviation, cinema, and the Internet. It is predominantly spoken among the Germanic peoples of the Germanic language group. Estimates of the number of English speakers worldwide vary widely, ranging up to approximately two billion people.

2.4.1 English Language Education in Thailand's Public Schools

Since English was introduced into Thai education, its presence in schools has grown significantly, being taught both as a subject and as a foreign language. The inclusion of English as a subject has become mandatory across various educational levels, as highlighted by Darasawang (2007). According to the NIER International Symposium on Educational Reform in 2016 held in Tokyo, nations worldwide have recognized the pivotal role of English as a global communication tool. Consequently, English language courses have rapidly become compulsory at K-12 levels of education in Thailand. The growth in English language learning in Thailand has paralleled the forces of globalization and the establishment of the ASEAN community. This has prompted the Thai government to prioritize the development of English language skills among Thai students, aiming to enhance both individual and national economic competitiveness.

In recent years, Thailand has adopted the Common European Framework of Reference for Languages (CEFR) into its education policy. Prasongporn (2016) introduced the term "soft OR," a technically robust yet jargon-free language used to analyze and understand complex situations relevant to groups of people. In essence, socially-oriented simulation technology operational research, as described by Wilson et al., addresses vague concepts and navigates social, political, and organizational challenges. This approach encompasses various modeling and problem-solving methods designed to tackle issues characterized by indeterminable or multifaceted social dimensions. Overall, "soft OR" represents a novel methodology for examining and researching the intricate social implications of complex mathematical problems.

Recently, a significant university admission examination known as the General Aptitude Test (GAT), renamed the Thai General Aptitude Test (TGAT) in 2023, has been introduced. It assesses analytical skills and English communication abilities for university admissions. From 2019 to 2023, the average score for the GAT or TGAT stood at 36.50 out of 100 points, equivalent to 36.5 percent (Admission Premium Website). English language education in Thailand has received increasing support from the Thai government and remains a major concern for educators, policymakers, and other stakeholders. The promotion of English education has gained momentum particularly since Thailand committed itself to liberalization within the ASEAN Economic Community (Sermsongswad & Tantipongsanuruk, 2015).

2.4.2 English Characteristics

English Grammar: Hinkel (2013) asserts that basic English sentence structure is relatively straightforward due to its rigid SVO (Subject-Verb-Object) word order. However, there are variations in grammar among British, American, and Australian English varieties. English grammar encompasses how meaning is encoded through words, their forms, and their usage within cultural contexts, including nuances in semantics and lexical choices. Understanding these differences in the English lexicon across American and Australian English is crucial for modern comprehension.

According to Carter and McCarthy, English words are categorized into eight parts of speech: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections. However, English words are not inherently identified by their form alone; it's not always possible to determine a word's class based solely on its form. In addition, some words can belong to multiple word classes depending on their function within a sentence.

Parts of speech (POS) categorize words based on their grammatical properties, defining their roles and positions within sentences (Lyons, 1977). Nouns, the first category, name people, animals, things, places, ideas, and feelings, serving as subjects or objects in sentences. Pronouns, another type of noun, substitute for nouns to reduce redundancy. Adjectives modify nouns or pronouns to provide specificity, while adverbs modify adjectives, verbs, or other adverbs to enhance precision and vividness in sentences. Unlike other parts of speech, adverbs are movable within sentences. Verbs

denote actions, occurrences, or states of being, making them essential elements in sentence construction.

Prepositions link words together within phrases or sentences, while conjunctions connect words, phrases, or clauses syntactically. Interjections express strong emotions and are typically followed by an exclamation mark ("Part of Speech," 2024).

English Tenses: English is a time-oriented language, needing overt marking of time in its sentences. Time appears to be accomplished by phrase final tense marking or by the set of verbs which are different inflected forms; their differential inflection indicates the meaning of an event being sometime, sometime in the past, or sometime in the future. However, it appears that sometimes time is spoken of only by the use of auxiliaries and/or adverbial time expressions (Noochoochai, 1978). The concept of time as noted by Hattori is a universal reality, but time through tense does not always coincide with meaning. However, according to Jespersen (1931), time and tense may not always coincide. Tenses may serve not for time relations, but for different purposes, and they are mingled with marks of person and mood. Not only does time sorely lack one-to-one correspondence to the time of a sentence, it is also entwined with other parameters of grammar such as aspect and mood (Scovel, 1970).

English grammar consists of four tense forms with three periods of time. However, the tense forms are possibly used in other specific purposes and this might appear unrelated between time and tense. Some tenses appear in specific conditions which are ruled in English grammar (Francis, 1986).

English Proverbs: It is noteworthy that proverbs in each language often reflect cultural images and aspects. English, being a first language in many countries, exhibits diverse cultural influences, resulting in some English proverbs showing variations across different regions. Some English proverbs may have originated outside of Britain or have been borrowed from other languages.

Taylor (1931) noted that many older English proverbs use rhyme and rhythm to aid in memorization, making them familiar to both native and non-native English speakers today.

In Western societies, English proverbs often reflect the relationship between humans and nature, viewing nature as a physical system governed by scientific laws. For instance, the proverb "Every man is the architect of his own fortune" exemplifies the Western belief in human agency (Samovar et al., 2000).

English proverbs also hold significance in religious contexts, particularly in Christianity, which is predominantly practiced in Western cultures. Proverbs supporting Christian values, such as "A joy shared is a joy doubled," reflect biblical teachings and the importance of community (Kauffman, 2006). Rochelle (2011) interprets this proverb as expressing great delight in spreading the gospel and influencing others positively.

Western cultures often emphasize future orientation and progress. The proverb "Expectation is better than realization" underscores the optimism about future possibilities (Zhao, 2013). According to Hofstede's (1991) cultural dimensions, this reflects a low uncertainty avoidance culture, where people are more open to uncertainty and willing to take risks.

Proverbs, whether poetic or traditional, are transmitted in fixed forms across generations. However, they may adapt in spoken language countries to convey specific cultural perspectives, religious beliefs, attitudes, and ways of life (Lazaridis, 2007).

2.5 Language Policy and Planning in Thailand

The Thai government has placed a strong emphasis on improving English language proficiency among Thai students, recognizing its importance for global competitiveness (Darasawang, 2007). English has been a compulsory subject in the Thai education system from primary to university levels since the 1990s, and Thailand has adopted the Common European Framework of Reference for Languages (CEFR) as a benchmark for English language proficiency (Prasongporn, 2016). The government has implemented various initiatives to enhance English teaching and learning, such as the English Program (EP) and the Mini English Program (MEP) in schools (Sermsonswad & Tantipongsanuruk, 2015).

Alongside the focus on English, the Thai government has also actively promoted the learning of the Chinese language in recent decades (Masuntisuk, 2009). Chinese language courses have been introduced at the primary and secondary school

levels, often as an elective or additional language program (Wu & Wang, 2005). Partnerships have been established between Thai and Chinese educational institutions to facilitate student and teacher exchanges, as well as the development of Chinese language curricula (Wuttiaphan & Ting, 2013). The Thai government has provided scholarships and funding opportunities for Thai students to study Chinese language and culture in China (Masuntisuk, 2009).

Thailand has recognized the importance of developing a multilingual workforce to support its economic and social development (Botez, 2015). The Thai Ministry of Education has encouraged the integration of multiple languages, including English and Chinese, into the national curriculum (Darasawang, 2007). Some schools have implemented bilingual or trilingual programs, offering instruction in Thai, English, and Chinese (Sermsongswad & Tantipongsanuruk, 2015). However, challenges remain in ensuring equitable access to quality language education across all regions and socioeconomic backgrounds (Darasawang, 2007).

The growing economic and geopolitical influence of China has been a significant driver for the increased emphasis on Chinese language education in Thailand (Botez, 2015). The need to prepare Thai students for the ASEAN Economic Community (AEC) and the global job market has also contributed to the focus on multilingual proficiency (Wuttiaphan & Ting, 2013). Sociocultural factors, such as the presence of Thai-Chinese communities and the historical ties between Thailand and China, have further reinforced the importance of Chinese language education in the country (Luangthongkum, 2007).

2.6 Motivation and Attitudes in Language Learning

Motivation and attitude play a crucial role in learning a second language. They directly affect the level of involvement, effort, and overall success of learners.

2.6.1 Motivation in Language Learning

Motivation has become a significant focus in the field of language teaching and learning in recent years. It plays a crucial role in language learning, with higher levels of motivation being linked to better performance. Language teachers need to understand the relationship between motivation and its impact on language learning. Due to its

complex nature, motivation has been defined in various ways.

Elliot and Covington (2001) define motivation as the direction of one's behavior, referring to what drives a person to behave in a certain way. Narayanan (2006) and Broussard and Garrison (2004) emphasize that motivation is the reason behind someone's behavior. Dörnyei (1998) identifies two main types of motivation: intrinsic and extrinsic. Intrinsic motivation stems from personal needs and the desire to achieve goals, while extrinsic motivation is driven by external factors such as rewards or recognition.

The level of motivation a learner possesses is believed to influence their success in acquiring a second language. Positive attitudes towards language learning, the joy of learning itself, and external pressures like parental expectations or rewards can all impact a learner's motivation.

Various theories and concepts have been proposed to explain motivation in language learning. Gardner's (2007) motivation model includes elements such as effort, goal achievement, and positive effects in the learning process. According to his socio-educational model, motivation and ability are strongly linked to learners' language learning achievements, and attitudes towards learning can drive motivation.

2.6.2 Attitudes in Language Learning

Attitudes are considered to have an impact on language learning in addition to motivation. Gardner and Lambert (1972) found that learners with positive attitudes are more likely to engage with the language and actively motivate themselves to achieve their language learning goals. Attitude can be defined in various ways depending on the context. It refers to the overall instincts, feeling, and responses a person has towards a specific topic or setting.

Positive attitudes towards language learning can reinforce motivation, while negative attitudes can weaken it. Learners' attitudes towards language learning can influence their achievements in language acquisition. Attitude can be categorized into three aspects: behavioral, cognitive, and emotional. The behavioral aspect deals with how a learner reacts to specific situations, the cognitive aspect relates to the learners' beliefs and thoughts about language learning, and the emotional aspect refers to the learners' likes or dislikes towards the language they are studying.

Attitudes can be shaped by experiences and can change over time. Research has shown that positive attitudes increase motivation. It is important to examine motivation and attitudes in language learning and teaching because high motivation and positive attitudes towards a second language can contribute to successful language learning. Understanding students' attitudes towards language learning can provide insights on how to improve language learning teaching methods.

In summary, motivation and attitudes are interconnected and mutually influence each other in language learning. They are treated as a combined entity in this study.

2.6.3 Understand Consumer Attitudes and Motivation of Learning Chinese

Thai individuals, particularly those belonging to Generation Y, have shown a growing interest in learning Chinese as their second or third language. This is largely due to several factors. Firstly, the Chinese language holds significant importance because China has the highest population in the world, with 1.28 billion people. Mandarin Chinese is spoken by one-fifth of the global population and the most widely spoken first language worldwide, with over 873 million native speakers. Furthermore, learning Chinese is important as Mandarin Chinese is spoken not only in the People's Republic of China but also in Chinese communities of influence in countries such as, Indonesia, Thailand, Malaysia, Singapore, Brunei, The Philippines, and Mongolia.

China's status as the second-largest economy also plays a role in motivating Thai individuals to learn Chinese. Many foreign companies conduct business and make long-term investments in China, while Chinese immigrants have settled in various countries, including Thailand, and Chinese investors have expanded their business globally.

The motivation behind learning Chinese for Thai individuals may also stem from the belief that this skill is necessary and essential to keep up with the rapidly growing global economy. Being able to communicate effectively in a globally connected world is seen as a valuable asset. Furthermore, acquiring multilingual abilities, including proficiency in Chinese, can offer better educational and career opportunities, providing a competitive edge in today's world.

2.6.4 Understand Consumer Attitudes and Motivation of Learning English

English is the second most widely spoken language globally, following Chinese. However, it surpasses Chinese as an international language by a significant margin. Proficiency in English has become essential for individuals seeking success in various fields, including business and academia.

Research indicates that English is the official language in 53 countries and serves as the first language for approximately 400 million people. Additionally, around 1 billion people use English regularly. According to the British Council, it is estimated that by 2020, the number of people studying English will reach 2 billion. This widespread adoption of English helps eliminate communication barriers among global citizens and facilitate the smooth flow of information.

Acquiring proficiency in English also provides individuals with increased access to a wide range of entertainment options and enhances cultural understanding. According to a report by Education First (EF), English serves as the primary language of the internet, with 52% of the world's most visited websites being in English. This grants individuals and businesses access to a vast array of information and resources.

2.7 Theory of Language Acquisition

The theory of second language acquisition is pertinent to this study as it provides insights into language errors among second language learners. O'Grady, Dobrovolsky, and Katamba (1996) discuss the strong influence of learners' first languages on their acquisition of second languages. According to Chomsky's critique of B.F. Skinner's "Verbal Behavior" (1959), behaviorists view errors as manifestations of first language habits that interfere with the development of second language skills. Learners often transfer sound patterns, vocabulary, and grammatical structures from their native language to the target language.

As highlighted by Esllbase (2017), learning an additional language is not inherently easy and is influenced by numerous internal and external factors that affect the speed of language acquisition. Students tend to learn faster when they grasp the significance of learning a language and perceive its relevance to their lives. Moreover, students who have experience translating between languages seem better able to recognize language rules and patterns, even when the vocabularies differ.

Krashen (1988) emphasizes the importance of comprehensible input for language learners. When students can relate new languages to their own, they comprehend them more easily. Memorizing vocabulary through rote learning and drilling grammar can pose challenges in language acquisition. However, when vocabulary and grammar drills align with learners' background knowledge or native language, retention may be more effective. Nevertheless, there are numerous critical factors influencing language learning success that are largely beyond learners' control.

2.8 Cross-Cultural Similarities: Chinese Culture versus Thai Culture

Keesing (1974) distinguished culture into two main tendencies, which are the adaptive system and the symbolic system, by using anthropological approaches. These systems would be found in the complex situations within the context of cross-cultural communication. Culture can be defined as the universe of information that contributes to life's patterns in each society (Adler, 1975; Kim, 1988; Pedersen, 1994). Culture is the set of knowledge, values, emotional heritage, behavior and artifacts that are shared among a particular group and enable them to adapt to their circumstances (French & Bell, 1979; Aneas, 2003). Hence, particular groups of people interact with their environment through specific concepts of culture to configure a unique understanding (Baker, 1992: 21-26).

China and Thailand have fostered a relationship spanning centuries. Since the reign of King Taksin (r. 1767), a significant number of Chinese immigrants have settled in Thailand, integrating into Thai society (Luangthongkum, 2007). Over time, Chinese culture has permeated Thai culture, resulting in a rich blend of traditions and practices (Seang-aroon, 2007).

Both Chinese and Thai cultures emphasize respect for hierarchy and social interactions. Chinese honorific titles such as 哥 [kē:] for "older brother" and 姐 [jiě:] for "older sister" (Chinese kinship, 2024), and Thai honorifics like พี่ [phī:] for "older brother or sister" (Thai honorifics, 2024), reflect similar values of respect and warmth. Language plays a crucial role in expressing these cultural norms, such as using 您 [nín] instead of 你 [nǐ:] in Chinese and คุณ [kʰūn] instead of 你 [thī:] "you" in Thai to convey politeness (Chinese pronouns, 2024; Thai honorifics, 2024).

Language and culture are inseparable; they mutually reflect and shape each other (Silva-Fuenzalida, 1949). For instance, the Chinese term 客气 [kʰâ: tɕʰi] and the Thai term เกรงใจ [krē:ɲ tɕāj] express the concept of showing consideration for others' feelings, which is less emphasized in English-speaking cultures (Tongsopit, 2001: 25-26). Moreover, daily life practices such as meals are expressed similarly in both languages; terms like "to have breakfast, lunch, and dinner" are parallel in Chinese 吃饭 [tsʰū: fân] and Thai กินข้าว [kīn khâ:w], underscoring shared cultural practices despite linguistic differences (Sontiang, 2012).

Theoretical frameworks focusing on language in cross-cultural communication have underscored how culture influences information interpretation (Rodrigo, 1999). Erickson (1989) suggests that cultural backgrounds shape communicative styles and meanings, influencing how individuals interpret and construct reality. Thus, understanding cultural contexts enhances communication effectiveness and mutual understanding.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Participants

The participants in this research were 54 Chinese-English program students who were studying at Mattayomtaksin Rayong School and Rayongwittayakom School located in Rayong Province, Thailand. This is a public school providing education from grade 7 to grade 12. The Chinese-English language program is provided for students from grade 10 to grade 12 only; thus, this research focused on high-level education (grade 10-12) and on Chinese and English language teaching only. These participants were sixteen students from grade 10, eighteen students from grade 11, and sixteen students from grade 12.

In total, there are 126 students in the Chinese-English program at Mattayomtaksin Rayong School, divided into one class for each grade level from 10 to 12. For this research, 33 students were chosen from this school.

Additionally, Rayongwittayakom school has 182 students in the Chinese-English program, divided into two classes for each grade level from 10 to 12. The two classes, named Chinese A and Chinese B, differ in that the Chinese A program requires students to complete a short course in mainland China for a semester as part of the program. For this research, 21 students were chosen from Rayongwittayakom School.

3.2 Methodology

The methodology in the present study utilized a mixed-methods design in order to obtain a comprehensive perspective of the growing popularity of Chinese language education compared to English in Thailand. Specifically, 54 Thai students aged between fifteen and eighteen years who were currently studying both English and Chinese languages were involved. The questionnaire used to gather information from the study participants was structured to include both close-ended and open-ended questions about the motivational factors, perceptions, preferences, cultural relevance, employment opportunities, perceived difficulty in both languages, and the future. Based on this, the closed questions obtained through the questionnaires were conveniently

analyzed in a quantitative manner by collating the responses and noting the patterns and percentages involved. The open-ended questions were subjected to qualitative analysis that involved identifying the reasons for studying English and Chinese by these students based on their explanations. As such, the qualitative data was analyzed by coding and thematically analyzing the responses provided. The conclusions from both the qualitative and quantitative data were then triangulated to draw final conclusions on the reasons why Chinese continues to attract more students than English over time. Ethical approval for the collection of data was granted by the relevant IRB before engaging in the collection of data, making the methodology used to be valid and sound.

3.3 Research Instrument

3.3.1 Quantitative Method

The instrument of quantitative method used in a survey was the questionnaire designed specifically for Chinese students who have been studying English as a standard course. The questionnaire consisted of various sections covering different aspects related to the popularity of Chinese language education in Thailand and its comparison with English language education. The questionnaire utilized a combination of multiple-choice questions, Likert scale questions, and open-ended questions to ensure comprehensive data collection.

The data collection instrument for this study was a structured questionnaire designed to gather information on the increasing popularity of Chinese language education among Chinese students studying English as a standard course Mattayomtaksin Rayong School and Rayongwittayakom School in Rayong Province. The questionnaire consisted of three sections: personal details, information about English and Chinese language education histories, and cultural exchange participation.

Part 1: The respondents' demographic information including age, gender, and educational background

Part 2: Respondents' experiences learning English and Chinese such as courses taken, proficiency levels, and reasons for language testing

Part 3: The information about English and Chinese language education in cultural exchange participation and involvement in cultural programs and perceived benefits

3.3.2 Qualitative Method

The qualitative aspects involved open-ended questions that allowed respondents to elaborate on their ratings, selections and provide additional details and explanations in their own words. This added nuance and context to the numerical data collected. The questionnaire in the qualitative part consisted of three sections, including language preferences and influences, Chinese language popularity, and predictions for the future trends of English and Chinese language.

Part 1: The respondents' preferred languages for professional use and views on cultural influence

Part 2: The increasing status of Chinese education and its impacts on English. It also identified factors for choosing to focus on Chinese studies.

Part 3: The respondents' forecasts on future trends in English and Chinese education based on various influencing conditions.

The mixed-methods approach aimed to develop a holistic understanding of students' language experiences from both a descriptive statistical viewpoint as well as interpretive qualitative lens. The research sought to provide revealing insights into the current language landscape in Thailand and perceptions surrounding different languages.

3.4 Research Procedures

This section describes the procedures in collecting data.

3.4.1 Research Design

This study employed a survey research design that utilized a self-administered questionnaire to investigate Thai high school students' perceptions of English and Chinese language education. A survey design was appropriate because it allowed the researcher to collect standardized data from a large sample size in a relatively short period.

3.4.2 Participants and Recruitment

The study involved 54 Thai high school students in grades 7-12, English-Chinese programs at Mattayomtaksin Rayong School and Rayongwittayakom School, located in Rayong Province, Thailand. Participants were of both genders, and recruitment criteria needed not take into account ethnicity, socio-economic status, or academic standing. Before commencing the research, the researcher sought permission from the school principal. Eligible students were given an information letter detailing the study design, purpose, and objectives. Students willing to participate were asked for their consent and were responsible for obtaining parental consent.

3.4.3 Data Collection

The data collection process involved creating a self-administered online questionnaire using Google Forms, which was the easiest and fastest way to conduct an online survey. This platform allowed for closed and open-ended questions with skips and validation and ensured participant anonymity. The questionnaire had been translated into the Thai language and provided to the students to answer. The direct web link was shared through the LINE chat/communication mobile application, which is widely used among Thai youth. This approach was the most preferable since it allowed everyone to complete the task without any limitation of time and place.

Once the data collection period was over, the raw data from the Google Form was downloaded and transferred to Microsoft Excel for analysis and cleaning. The illogical and invalid responses, such as "no question was attempted," "answers to all questions are incorrect," and "answers in the order of the questions ranked by respondents," were deleted. Any other duplicate transmissions to the online survey with the same email account were removed. A few valid answers to all questions were also deleted. The qualitative analysis of the open-ended questions was analyzed and reported by the quoted expressions and phrases from the students, but it did not disclose the interviewee's name and email address to maintain confidentiality and prevented attribution to the students. The overall findings of the study were presented and submitted in the form of a research report.

3.5 Data Analysis

The data collected from the questionnaire was analyzed both quantitatively and qualitatively. For the quantitative questions that used rating scales, the frequency and percentage of responses for each option were calculated.

The qualitative data collected through the Likert scale questions in section 5.2 of the questionnaire was analyzed using the Statistical Package for the Social Sciences (SPSS) software. The mean scores for each factor were calculated to determine the level of agreement or disagreement among the respondents.

For the evaluation, the following criteria were used:

Scale	Level of Agreement	Level of Problem	Mean Range
5	Very High	Strongly Agree	4.50-5.00
4	High	Agree	3.50-4.49
3	Moderate	Neutral	2.50-3.49
2	Low	Disagree	1.50-2.49
1	Very Low	Strongly Disagree	1.00-1.49

The mean scores calculated in SPSS provided insights into the relative importance and influence of each factor on the respondents' decisions to focus on Chinese language education.

For the open-ended questions that allowed free-text responses, a thematic analysis was conducted to identify common themes in the responses. Key ideas and insights expressed by respondents were grouped into themes. Representative quotes were also extracted to support the analysis.

CHAPTER 4

RESULTS

This chapter presents the data collected from the completed questionnaires. The results are structured into three sections as follows: Section 4.1 covers the personal information of respondents and their educational backgrounds. Section 4.2 presents the responses to research question 1, focusing on the reasons for the demand for Chinese language education in Thailand. Section 4.3 discusses the responses to research question 2, exploring the relationship between Chinese language education and English language education in Thailand.

4.1 Personal Information

The results in this section present the demographic data of respondents, including gender, age, and duration that respondents had been learning the English and Chinese languages. This section also provides information about respondents' experiences in each language, such as cultural exchange programs, language learning methods, challenges, and resources.

Table 4.1

Frequency and Percentage of the Respondents' Personal Information

Personal Information	Frequency	%
Gender		
Male	3	5.6
Female	50	92.6
Prefer not to say	1	1.9
Age		
15	2	3.7
16	16	29.6
17	28	51.9
18	8	14.8

Table 4.1*Frequency and Percentage of the Respondents' Personal Information (Cont.)*

Personal Information	Frequency	%
Educational Background		
Grade 10	2	3.7
Grade 11	16	29.6
Grade 12	36	66.7
Extra language course(s) taken by respondents		
English	9	16.7
Chinese	23	42.6
Both	12	22.2
Never	10	18.5
Years that respondents had been learning English		
More than 12 years	54	100
Years that respondents had been learning Chinese		
Under 1 year	5	9.3
1-3	21	38.9
4-5	12	22.2
More than 5 years	16	29.6
Language proficiency test scores		
English CEFR	4	7.4
Chinese HSK	13	24.1
Never	37	68.5
Cultural exchange experiences		
Countries where used English	0	0
China	4	7.4

Among the 54 respondents shown in Table 4.1, the majority were female (50 respondents, 92.6%), while 3 respondents were male (5.6%), and 1 respondent preferred not to provide gender (1.9%). The age of respondents ranged from 15 to 18 years old, with the largest proportion being 17 years old (51.9%). In terms of educational background, most participants were in Grade 12 (66.7%), followed by Grade 11 (29.6%), and Grade 10 (3.7%).

Regarding language proficiency testing, a small percentage of respondents reported taking such exams: 7.4% had taken the English CEFR test, and 24.1% had taken the Chinese HSK test. The majority (68.5%) had never taken a proficiency exam. Reasons for taking the tests included personal interest in assessing language skills or the opportunity to take a free test provided by a tutoring school. For those who did not take the tests, the main reason cited was that it was unnecessary.

Regarding the duration of language learning, all participants (100%) reported studying English for more than 12 years, consistent with English being a foundational course in Thai schools. In contrast, exposure to Chinese language education varied significantly: 9.3% studied it for less than 1 year, 38.9% for 1-3 years, 22.2% for 4-5 years, and 29.6% for more than 5 years.

In terms of cultural exchange experiences, none of the participants reported having traveled abroad for English language purposes. However, a small percentage (7.4%) participated in cultural exchange programs in China for language proficiency and cultural experience reasons.

Table 4.2*Frequency and Percentage of the Respondents' Language Learning Methods*

Language Learning Methods	Frequency	%
Most effective English language learning methods in respondents' views		
Online courses	24	44.4
Classroom-based learning	18	33.3
Mobile applications	7	13
Self-study using textbooks or resources	5	9.3
Most effective Chinese language learning methods in respondents' views		
Online courses	22	40.7
Classroom-based learning	16	29.6
Mobile applications	9	16.7
Self-study using textbooks or resources	3	5.6
Immersion program or study abroad	4	7.4
Most effective English learning resources		
Online resources	18	33.3
Language learning apps	8	14.8
Movies or TV shows	20	37
Music	8	14.8
Most effective Chinese learning resources		
Online resources	17	31.5
Language learning apps	12	22.2
Movies or TV shows	20	37
Music	4	7.4
Textbooks	1	1.9

The survey respondents indicated that the most effective methods for learning English were online courses (44.4%) and classroom-based learning (33.3%). For Chinese language learning, the top methods were also online courses (40.7%) and classroom-based learning (29.6%).

When it came to language learning resources, movies and TV shows (37%) as well as online resources (33.3%) were viewed as the most effective for improving English proficiency. Similarly, for Chinese language learning, movies/TV shows (37%) and online resources (31.5%) were considered the most helpful.

These findings suggest a preference among the respondents for utilizing digital and audiovisual tools in their language studies, in addition to traditional classroom-based approaches. The popularity of online courses, mobile apps, and media-based resources highlights the evolving nature of language education and the embracing of technology-enabled learning methods.

Table 4.3

Frequency and Percentage of Language Learning Challenges

Language Learning Challenges	Frequency	%
English language learning challenges		
Pronunciation	6	11.1
Vocabulary acquisition	4	7.4
Grammar rules	28	51.9
Listening comprehension	12	22.2
Cultural differences	4	7.4
Chinese language learning challenges		
Pronunciation	8	14.8
Listening comprehension	11	20.4
Character writing	35	64.8

The survey also examined the challenges students faced in learning English and Chinese. For English, the biggest obstacle was grammar rules, reported by 51.9% of

respondents. This suggests students struggled to grasp the complexities of English grammar, which can differ significantly from the structures of the Thai language. The next most common challenges were listening comprehension (22.2%) and pronunciation (11.1%). Some students commented, “Understanding English grammar and applying the rules correctly in speaking and writing is very difficult for me.” In contrast, the primary challenge for Chinese language learning was character writing, cited by nearly two-thirds (64.8%) of participants. The complex Chinese writing system, with its thousands of unique characters, proved to be a major hurdle for many students. Listening comprehension (20.4%) and pronunciation (14.8%) were also noted as challenges. Couple respondents stated, “Remembering and properly writing the Chinese characters is by far the most difficult part of the language for me.”

4.2 The Answers to Question 1: The Factors for the Demand of Chinese Language Education in Thailand

The information in section 4.2 provides answers to research question 1 on the significant reasons for the rising popularity of Chinese language education in Thailand. The answer from multiple-choice questions revealed the details on how respondents think about each factor.

Table 4.4

Frequency and Percentage of Cultural Perceptions

Cultural Perceptions	Frequency	%
Cultural relevance and influence of the English language in Thailand		
Highly relevant and influential	5	9.3
Moderately relevant and influential	7	13
Slightly relevant and influential	15	27.8
Not relevant and influential	27	50

Table 4.4*Frequency and Percentage of Cultural Perceptions (Cont.)*

Cultural Perceptions	Frequency	%
Cultural relevance and influence of the Chinese language in Thailand		
Highly relevant and influential	15	27.8
Moderately relevant and influential	27	50
Slightly relevant and influential	9	16.7
Not relevant and influential	3	5.6

The survey explored participants' views on the cultural relevance and influence of English and Chinese in Thailand. For English, half of respondents (50%) felt the language was "not relevant and influential" in the Thai culture context. The majority of participants commented, "English is commonly used for business and education, but it doesn't have much cultural significance in Thailand compared to our own language and customs." In contrast, the Chinese language was seen as more culturally relevant, with 27.8% considering it "highly relevant and influential" and 50% rating as "moderately relevant and influential." As the number of participants noted, "Chinese culture has become more prominent in Thailand in recent years, with Chinese restaurants, media, and even schools becoming more common. I think the Chinese language is gaining more cultural significance as a result."

Table 4.5*Influential Factors for the Popularity of Chinese Language Education in Thailand*

Items	Mean	SD	level
Academic requirement from respondents' schools	3.35	0.59	Neutral
Future career prospects	4.83	0.38	Strongly Agree
Chinese entertainment industry	4.15	0.96	Agree
Travel and tourism in China	4.33	0.73	Agree
Characteristics of Chinese	2.63	0.81	Neutral
Chinese culture	3.78	0.79	Agree
Overall	3.85	0.63	Agree

The survey results in Table 4.5 indicate that various factors influence the growing popularity of Chinese language education in Thailand. The most significant factor, with a mean score of 4.83, was the perceived future career prospects. This suggests that Thai students view proficiency in the Chinese language as highly beneficial for their future professional opportunities.

The next most influential factors were the appeal of travel and tourism in China (mean=4.33) and the popularity of the Chinese entertainment industry (mean=4.15). These findings imply that the cultural draw of China, through its media and tourism, is also a strong motivator for Thai students to focus on learning the Chinese language.

Interestingly, the characteristics of the Chinese language itself were viewed as a more neutral factor (mean=2.63), indicating that the structural properties of the language are not a primary driver behind its growing popularity.

The respondents also expressed agreement that Chinese culture (mean=3.78) contributes to the rising demand for Chinese language education in Thailand. This suggests that the cultural relevance and influence of China is an important consideration for Thai students in their language learning choices.

4.3 The Answers to Research Question 2: The Relationship Between the Chinese Language Education and English Language Education

The information in section 4.3 provides answers to research question 2 on the relationship between the Chinese language education and English language education is.

Table 4.6

Frequency and Percentage of the Participants' Views on Thai, English and Chinese Languages

Views on Thai, English and Chinese Languages	Frequency	%
Beliefs of participants that Thai language complements the English language		
Yes	6	11.1
No	48	88.9
Beliefs of participants that Thai language complements the Chinese language		
Yes	35	64.8
No	19	35.2

The survey data suggests that participants perceive a stronger complementarity between the Thai and Chinese languages compared to the Thai and English languages. A majority (64.8%) of respondents believe that the Thai language complements the Chinese language, while only 11.1% believe it complements English.

This perception of alignment between Thai and Chinese is likely rooted in the shared characteristics of the two languages, such as similarities in grammar structures and cultural connections. Participants viewed Thai and Chinese as more naturally complementary, allowing for synergies in language learning and cultural exchange.

In contrast, a significant majority (88.9%) of respondents do not believe Thai language complements English. This finding points to the stark differences between

Thai and English in terms of writing systems, grammar, and pronunciation, which are seen as barriers to complementarity. Participants may view English and Thai as serving distinct functions, with English being more important for global communication and career prospects.

Table 4.7

Frequency and Percentage of Future Trends and Prediction of the English and Chinese Languages

Future Trends and Predictions regarding the English and Chinese Languages	Frequency	%
The evolution of English in Thailand		
Continue to grow steadily	51	94.4
Remain stable	3	5.6
The evolution of Chinese in Thailand		
Continue to grow steadily	52	96.3
Remain stable	2	3.7
Prediction of language used in a professional setting		
English	7	13
Chinese	10	18.5
Both equally	37	68.5

The survey data suggests that the Chinese language is expected to continue growing steadily in Thailand. A significant majority of 96.3% of participants believe the Chinese language will continue to grow steadily, while only 3.7% think it will remain stable. This indicates a positive trajectory for the evolution of the Chinese language in the country.

Several key factors are identified as contributing to the future growth of the Chinese language in Thailand. Respondents noted that both English and Chinese languages are seen as having equal benefits, suggesting a rising appreciation for the Chinese language. Additionally, the perception of Chinese as a growing global

language is fueling its expansion. Expanding economic relations with Chinese-speaking countries, as well as supportive government policies and cultural exchange programs, are also driving factors behind the anticipated growth of the Chinese language in Thailand.

Similarly, the survey data points to a positive outlook for the evolution of the English language in Thailand. The majority of participants, at 94.4%, believe the English language will continue to grow steadily, while only 5.6% think it will remain stable. This indicates a continued prominence of the English language in the country.

Factors contributing to the future growth of English in Thailand include its enduring status as an important global language, its integration into the Thai education system, and the ongoing economic relations with English-speaking countries. Government policies and support for English language education, as well as cultural exchange programs, are also cited as driving forces behind the expected growth of English in Thailand.



CHAPTER 5

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

A summary of the study, a summary of findings, the discussion, conclusion and recommendations for further research are presented in this chapter.

5.1 Summary of the Results/Findings

This study explored the reasons behind the growing popularity of Chinese language education in Thailand and its impact on the emphasis placed on learning English. Previous research has shown that Chinese culture and economy is increasingly influential globally, leading to the expansion of Chinese language education in Thai public schools. The study found that most of the respondents were female high school students who had studied English for over a decade as a required subject, but had varying exposure to Chinese.

The main reasons for learning Chinese were seen as job opportunities. The results also indicated that the respondents expected Chinese language education to continue expanding in Thailand, with many considering both Chinese and English to be equally important for their future careers.

Overall, the study suggests that Chinese is gaining strength and is becoming as important as English in Thailand, although English still holds advantages as a primary language for the high school students surveyed.

5.1.1 Demographic Information of Respondents

Regarding the reasons behind the growing demand for Chinese language education, the survey findings suggest that respondents perceive Chinese culture as highly or moderately relevant and influential in Thailand. The primary driver for learning Chinese was the perceived better future career prospects, with other factors such as the popularity of Chinese entertainment media and the appeal of travel and tourism in China also playing a significant role. To a lesser extent, academic requirements and an interest in Chinese culture were also cited as motivating factors.

5.1.2 The Factors for the Increasing Popularity of Chinese Language Education in Thailand

Regarding the reasons behind the growing demand for Chinese language education, the survey findings suggest that respondents perceive Chinese culture as highly or moderately relevant and influential in Thailand. The primary driver for learning Chinese was the perceived better future career prospects, with other factors such as the popularity of Chinese entertainment media and the appeal of travel and tourism in China also playing a significant role. To a lesser extent, academic requirements and an interest in Chinese culture were also cited as motivating factors.

5.1.3 The Relationship Between the Chinese Language Education and English Language Education in Thailand

The study further explored the relationship between Chinese and English language education in Thailand. Respondents perceived a stronger complementarity between the Thai and Chinese languages compared to Thai and English. The majority of participants believed that Chinese language education will continue to grow steadily in Thailand, indicating a positive trajectory for the future of the language. Interestingly, respondents anticipated that both English and Chinese will be equally important for their future professional endeavors, though English still maintained a slight advantage.

5.2 Discussion

The findings of this study contribute valuable empirical evidence to the existing theories and research on language learning motivation and attitudes. The survey results align with previous studies that have identified career goals and opportunities as a primary driver for learning a second or third language worldwide (Chen, 2015). Respondents' emphasis on the future career prospects offered by proficiency in Chinese language reflects the growing economic influence of China and the potential advantages it can provide in the job market. This finding supports the notion that instrumental motivation, as described in Gardner's (1985) socio-educational model, plays a significant role in shaping language learning behaviors.

Furthermore, the study's insights on the perceived cultural relevance and similarities between the Thai and Chinese languages corroborate Krashen's (1982)

Monitor Theory. Respondents' views that the complementarity between the two languages facilitates Chinese language acquisition substantiate the claim that comprehensible and culturally relevant input enhances the language learning process. The identified structural and conceptual parallels between Thai and Chinese echo previous research on how cross-linguistic similarities can increase a language's perceived learnability (Tongsopit, 2001).

The study's findings regarding the expected future trends of English and Chinese language education in Thailand also align with the existing literature. The gradual growth predicted for the Chinese language aligns with Botez's (2015) characterization of it as the "language of tomorrow." Respondents' views that both English and Chinese will hold equal importance for their future careers reflects the transitioning status of these languages, as described in Gardner's (1985) model of how attitudes and motivations can evolve over time.

Overall, this study provides timely empirical evidence of the theories connecting language learning motivation with career goals, as well as the role of cultural relevance in enhancing language acquisition. Through the voices of Thai high school students, the findings offer valuable insights for educational administrators and policymakers seeking to develop balanced and effective language education strategies that cater to the evolving needs and preferences of the student population. Further comparative research can delve deeper into these processes and their implications for language education in Thailand and beyond.

5.3 Conclusion

The purpose of this study was to investigate the growing popularity of learning the Chinese language, which has begun to surpass English as the preferred foreign language among Thai high school students. The findings suggest that the primary reasons driving this trend are the perceived influence of career opportunities and cultural relevance.

The results indicate that students view proficiency in the Chinese language as a significant advantage in the job market, given China's expanding economic influence globally. Students expressed a strong belief that learning Chinese, in addition to English, will provide them with a competitive edge in their future careers. This reflects

an instrumental motivation for language learning, as described in Gardner's (1985) socio-educational model.

Furthermore, the study found that students perceive a stronger complementarity between the Thai and Chinese languages, compared to Thai and English. The identified structural and conceptual similarities between Thai and Chinese, as well as the cultural connections, align with Krashen's (1982) Monitor Theory, which suggests that comprehensible and culturally relevant input enhances language acquisition.

While English is expected to maintain its prominence in Thailand, the findings indicate that Chinese language education is poised for continued growth. Most respondents believe that the Chinese language will continue to develop steadily and eventually hold a position equal to that of English in their future professional activities. This reflects the transitioning status of these languages, as discussed in Gardner's (1985) model of evolving attitudes and motivations.

In conclusion, the study provides valuable insights into the changing landscape of language education in Thailand. The findings suggest that language policies and curricula should strive to balance resources and opportunities for both English and Chinese language development, catering to the evolving needs and preferences of Thai students. Exploiting the cultural and linguistic similarities between Thai and Chinese could also prove beneficial in enhancing the effectiveness of Chinese language instruction. Ongoing monitoring of student interests and labor market demands will be crucial in shaping future language education strategies in Thailand.

5.4 Implications

The findings of the current study offer several important implications for language education policy and practice in Thailand.

First, the results highlighting the perceived strong career benefits of Chinese language proficiency indicate that language education curricula should strive to provide students with opportunities to develop competencies in both English and Chinese. By balancing resources and emphasis on these globally significant languages, educational policies can better prepare students for success in the evolving job market.

Second, the study's insights on the cultural relevance and structural similarities between Chinese and Thai languages suggest that instructional approaches could

leverage these synergies to enhance Chinese language acquisition. Incorporating culturally relevant content and exploiting parallels in grammar and vocabulary can make the learning experience more engaging and effective for Thai students.

Third, the high level of student motivation for Chinese language exchange programs uncovered in the findings implies the need to expand such immersion opportunities. Investing in the development of local Chinese language immersion initiatives, in addition to supporting student participation in overseas programs, could further boost the appeal and effectiveness of Chinese language education.

Fourth, the dynamic nature of student perceptions and preferences revealed in this study underscores the importance of continuous monitoring and responsiveness. Regularly assessing shifts in student attitudes, motivations, and language proficiency levels, as well as changes in labor market demands, can guide the refinement of curriculum, instructional materials, and assessment methods.

Fifth, the study's insights on the perceived equal importance of English and Chinese languages for future careers suggest that educational counseling should emphasize the practical applications and value-added potential of proficiency in both languages. Highlighting the diverse professional opportunities available to multilingual graduates can further fuel student investment in language studies.

By aligning language education policies and practices with the evolving needs and preferences of students, as revealed in this study, Thailand can better position its youth for success in an increasingly globalized world where competence in multiple languages is increasingly valuable.

5.5 Recommendations

The current study offers several recommendations for further research and improvements in language education practice in Thailand.

- 1) Further research should explore the specific structural and cultural similarities between the Thai and Chinese languages that contribute to the perceived ease of learning Chinese by Thai students. Identifying these synergies can inform the development of more effective Chinese language teaching methods and curricula.

- 2) Longitudinal studies tracking the evolving attitudes, motivations, and proficiency levels of Thai students towards both English and Chinese languages over

time would provide valuable insights. This could reveal how the dynamic relationship between the two languages shapes language learning preferences and outcomes.

3) Comparative studies examining the career trajectories and employment outcomes of Thai students proficient in English versus those proficient in both English and Chinese could quantify the practical benefits of bilingualism. This data could further substantiate the perceived advantages of Chinese language competency.

4) Qualitative investigations into the specific factors driving the growing cultural relevance and influence of the Chinese language in Thailand, as identified by the students, would deepen the understanding of this phenomenon. Exploring the societal, economic, and political dimensions could inform language education policies.

5) Research exploring the effectiveness of different Chinese language immersion program models, both domestic and overseas, in enhancing student motivation and proficiency would provide valuable guidance for educational institutions seeking to expand such opportunities.

By pursuing these research directions, scholars and policymakers can build upon the insights generated by the current study to develop more informed and responsive language education strategies that cater to the evolving needs of Thai students.

REFERENCES

- Adler, P. S. (1975). The transitional experience: An alternative view of culture shock. *Journal of Humanistic Psychology*, 15(4), 13–23. <https://doi.org/10.1177/002216787501500403>
- Admission Premium Website. (n.d.). *The Chinese language education in Thailand's public schools*. Admissionpremium. <https://www.admissionpremium.com/>
- Aneas, A. (2003). *Competencias Interculturales transversales: un modelo para la detección de necesidades formativas*. Universidad de Barcelona. <http://www.tdx.cesca.es/TDX-1223104-122502/>
- Anonymous. (2014). The cultural significance of Chinese proverbs. *Journal of Intercultural Communication*, 36, 45-56.
- Baker, M. (1992). Equivalence at word level. In *In other words: A coursebook on translation* (pp. 21-26). Routledge.
- Bobanovic, M. K., & Grzinic, J. (2011). The importance of English language skills in the tourism sector: A comparative study of students/employees perceptions in Croatia. *Almatourism-Journal of Tourism, Culture and Territorial Development*, 2(4), 10-23. <https://doi.org/10.6092/issn.2036-5195/2476>
- Botez, N. (2015). English language - An Essential tool for easily accessing knowledge and better integrating within a rapid changing labour market in the present day Romanian socio-economic and cultural context. *Economy Transdisciplinarity Cognition*, 18(1), 101-105.
- Broussard, S. C., & Garrison, M. B. (2004). The relationship between classroom motivation and academic achievement in elementary-school-aged children. *Family and consumer sciences research journal*, 33(2), 106-120.
- Carter, R. & McCarthy, M. (2006). *Cambridge grammar of English: A comprehensive guide – Spoken and written English grammar and usage*. Cambridge University.
- Chen, G. M. (2015). Theorizing global community as cultural home in the new century. *International Journal of Intercultural Relations*, 46, 73–81.
- Chinese Boost. (2012). *Chinese grammar rules: 5 general rules for Chinese grammar*. <https://www.chineseboost.com/grammar/chinese-grammar-rules/>

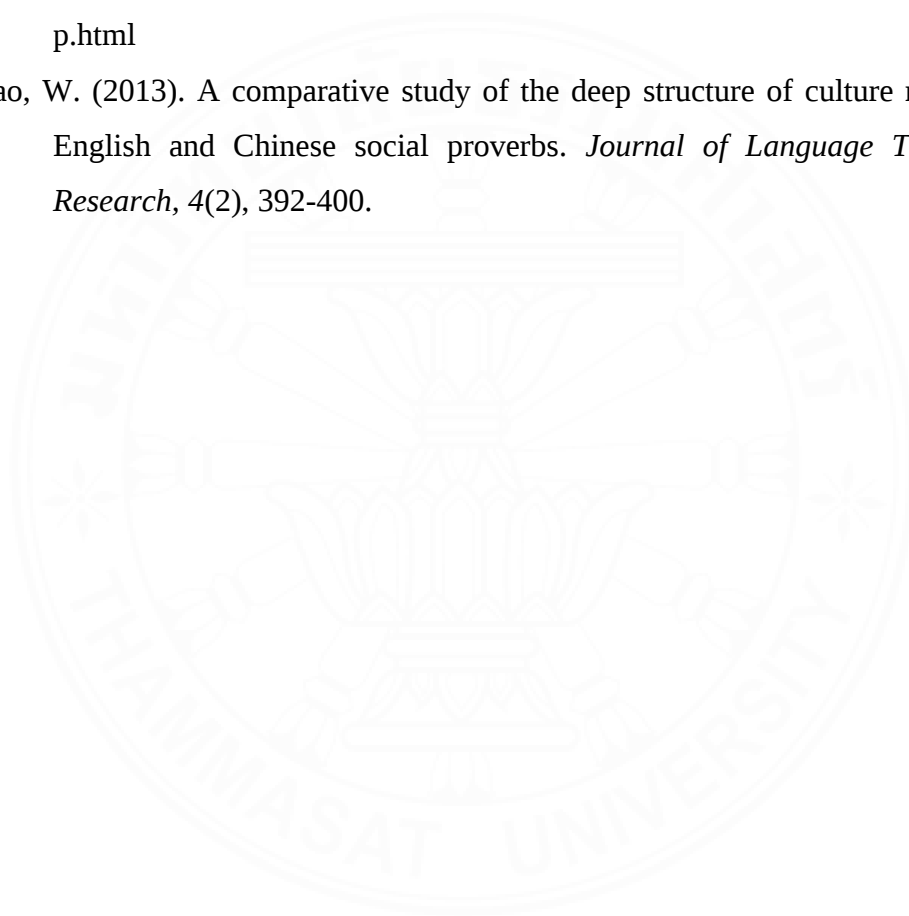
- Chinese kinship. (2024, May 23). In *Wikipedia*. https://en.wikipedia.org/w/index.php?title=Chinese_kinship&oldid=1225242001
- Chinese pronouns. (2024, June 20). In *Wikipedia*. https://en.wikipedia.org/w/index.php?title=Chinese_pronouns&oldid=1230055621
- ChinesePod LLC. (n.d.). *Chinese pronunciation*. <https://www.chinesepod.com/tools/pronunciation/section/17>
- Chomsky, N. (1959). A Review of B.F. Skinner's Verbal Behavior. *Language*, 35(1), 26-58.
- Choo, L. (2013). *Pulling up seedlings to help them grow (拔苗助長)*. <https://www.theepochtimes.com/article/pulling-up-seedlings-to-help-them-grow-278717>
- Chow, I. (n.d.). *Research in Chinese prosodic structure of Mandarin. multimodality of human communication: Theories, problems and applicants*. In Conference Preceedings (pp. 52-56). University of Toronto.
- Darasawang, P. (2007). English language teaching and education in Thailand: A decade of change. In D. Prescott (Ed.), *English in Southeast Asia: Varieties, literacies and literatures* (pp. 187-204). Cambridge Scholars Publishing. https://arts.kmutt.ac.th/crs/downloads/article_repository/20160316080357-english-language-teaching-and-education-in-thailand-a-decade-of-change.pdf
- De Valoes, L. (2014). *Importance of language - Why learning a second language is important*. Trinity Washington University.
- Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching*, 31(3), 117-135.
- East Asia Student. (2011). *Mandarin sentence structure: Guidelines*. <https://eastasiastudent.net/china/mandarin/sentence-structure/>
- Education First. (n.d.). *Understand consumer attitudes and motivation of learning English*. Education First. <https://www.ef.co.th/>
- Elliot, A. J., & Covington, M. V. (2001). Approach and avoidance motivation. *Educational Psychology Review*, 13, 73–92.
- Erickson, F. (1989). Métodos cualitativos de investigación sobre la enseñanza. In M. Wittrock & M. Wittrock (Eds.), *La investigación de la enseñanza II. Métodos cualitativos de observación* (pp. 195-301). Paidós.

- Eslbase. (2017). *Theory of language acquisition*. Eslbase. <https://www.eslbase.com/>
- Francis, J. (1986). *Semantics of the English subjunctive*. University of British Columbia Press.
- French, W. & Bell, C. (1979). *Organizational development*. Prentice Hall.
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. Edward Arnold.
- Gardner, R.C. (2007) Motivation and second language acquisition. *Porta Linguarum*, 8, 9-20.
- Gardner, R.C. and Lambert, W.E. (1972). *Attitudes and motivation in second language learning*. Newbury House Publisher.
- Hankow, W. M. (1875). The number of Chinese proverbs. In W. Scarborough (Ed.), *A collection of Chinese proverbs* (pp. 5-6). American Presbyterian Mission.
- Hinkel, E. (2013). Research findings on teaching grammar for academic writing. *English Teaching*, 68(4), 3-21.
- Hofstede, G. (1991). *Cultures and organizations software of the mind*. McGraw-Hill.
- Jespersen, O. (1931). *A modern English grammar on historical principles*. George Allen and Unwin.
- Keesing, R. M. (1974). Theories of culture. *Annual Review of Anthropology*, 3, 73-97. <https://doi.org/10.1146/annurev.an.03.100174.000445>
- Kim, Y. Y. (1988). *Communication and cross-cultural adaptation: An integrative theory*. Multilingual Matters.
- Krashen, S. D. (1982). Acquiring a second language. *World Englishes*, 1(3), 97-101.
- Krashen, S.D. (1988). *Second language acquisition and second language learning*. Prentice Hall.
- Kriangkrai, K. (2016). A comparative study on structure and usage of verb in Chinese and Thai languages. *Journal of Lampang Rajabhat University*, 5(1), 1-12. <https://www.tci-thaijo.org/index.php/JLPRU/article/view/60918/50283>.
- Kuaffman. (2006, August 1). *Proverbs*. Christianitytoday <https://www.christianitytoday.com/ct/2006/august/26.56.html>
- Lazaridis, N. (2007). *Proverb: Conservative language*. <https://en.m.wikipedia.org/wiki/Proverb>

- Li, C. N. & Thompson, S. A. (1981) *Mandarin Chinese, a functional reference grammar*. University of California Press.
- Lihua, Y. (2014). *Thai language errors in speaking of Chinese students in Thailand* [Unpublished Manuscript]. Khon Kaen University.
- Lin, H. H. (2022, November 13). *Sentence-final particle*. https://en.wikipedia.org/w/index.php?title=Sentence-final_particle&oldid=1121711876
- Lin, D. (n.d.). *Ancient Chinese proverbs: The three teachings ancient China for kids*. china.mrdonn.org/proverbs.html
- Luangthongkum, T. (2007). The positions of non-Thai languages in Thailand. In L. H. Guan & L. Suryadinata (Eds.), *Language, nation and development in Southeast Asia* (pp. 181-194). ISEAS–Yusof Ishak Institute.
- Lucas, R. I., Miraflores, E., & Go, D. (2011). English language learning anxiety among foreign language learners in the Philippines. *Philippine ESL Journal*, 7(94-119).
- Lyons, J. (1977). *Semantics*. Cambridge University Press.
- Mack, L. (2017). *50 common Chinese proverbs*. <http://www.thoughtco.com/chinese-proverbs-examples-688198>
- Masuntisuk, R. (2009). *Chinese language teaching in Thailand at the primary and secondary education levels*. Thai World Affairs Center, Institute of Asian Studies, Chulalongkorn University.
- Narayanan R. (2006). *Motivation variables and second language learning*. Vinayaka Mission Research Foundation University.
- Noochoochai P, (1978). Temporal aspect in Thai and English: A contrastive analysis. [Doctoral Dissertation, New York University].
- O’Grady, W., Dobrovolsky, M. & Katamba, F. (1996). *Contemporary linguistic analysis: An introduction* (3rd ed.). Copp Clark.
- Part of speech. (2024, May 5). In *Wikipedia*. https://en.wikipedia.org/w/index.php?title=Part_of_speech&oldid=1222413050
- Pedersen, P. (1994). *A handbook for developing multicultural awareness* (2nd ed.). American Counseling Association.

- Prasongporn, P. (2016). *English education as a foreign language at the primary level in various countries/economies*. NIER International Symposium on Educational Reform 2016 (pp. 111-125). National Institute for Educational Policy Research.
- Rodrigo, M. (1999). *La comunicación intercultural*. Anthropos.
- Samovar, L. A., Porter, R. E., & Stefani, L. A. (2000). *Communication between Cultures*. Foreign Language Teaching and Research Press.
- Scovel, T. S. (1970). *A grammar of time in Thai*. University of Michigan.
- Seang-aroon. (2007). *Chinese-Thai urbanism in Siam society*. Matichon Book.
- Sermsonswad, U. & Tantipongsanuruk, C. (2015). English language education in Thailand. In T. W. Bigalke & S. Sharbawi (Eds.), *English for Asian integration: Policies and practices in the region* (pp. 46-51). Universiti Brunei Darussalam.
- Silva-Fuenzalida, I. (1949). Ethnolinguistics and the study of culture. *American Anthropologist*, 51(3), 446-456. <https://www.jstor.org/stable/664540>
- Sontiang, S. (2012). *What are the similarities and differences between Chinese and Thai language*. <http://oknation.nationtv.tv/blog/print.php?id=822729>
- Taylor, A. (1931). *The proverb ; and, An index to "The proverb."* Harvard University Press.
- Thai honorifics. (2024, June 23). In *Wikipedia*. https://en.wikipedia.org/w/index.php?title=Thai_honorifics&oldid=1230509365
- Thanajirawat, Z. (2016). The comparative study of cultural reflection from Thai, Chinese and English proverbs. *Journal of Graduate Study in Humanities and Social Sciences*, 5(1), pp. 59-82.
- Tongsopit, N. (2001). *New standard American English-Thai dictionary*. Praepittaya.
- Wordingham, R. (2003). *Phonetic organization of the Thai consonants*. <http://www.thai-language.com/ref/phonetic-organization-consonants>
- Wu, J. H. & Wang, S. C. (2005). What drives mobile commerce? An empirical evaluation of the revised technology acceptance model. *Journal of Information and Management*, 42(5), 719-729.

- Wuttiphan, N., & Ting, Y. (2013). The study of Thailand Chinese teaching policy in Chinese teaching of the Faculty of Education, Khon Kaen University. *Journal of Education*, 36(1), 16-22. <https://so02.tci-thaijo.org/index.php/EDKKUJ/article/view/49771/41193>
- Xiuwen, L. (2012). Translating Chinese proverbs: Strategies and challenges. *Perspectives in Translation Studies*, 18(4), 273-288.
- Zein, P. H. (2008). *Mandarin Chinese phonetics*. <http://www.zein.se/patrick/chinen8p.html>
- Zhao, W. (2013). A comparative study of the deep structure of culture reflected in English and Chinese social proverbs. *Journal of Language Teaching & Research*, 4(2), 392-400.



The seal of Thammasat University is a large, faint, circular watermark in the background. It features a central emblem with a lotus flower and a crown-like structure, surrounded by the university's name in Thai and English.

APPENDICES

APPENDIX A

QUESTIONNAIRE

1. Personal Details:

1.1 Age: _____

1.2 Gender:

- ☐ Male
☐ Female
☐ LGBTQ+

1.3 Educational Background:

- ☐ Grade 10
☐ Grade 11
☐ Grade 12

2. Information about English and Chinese Language Education:

English	Chinese
Have you taken any English courses? ☐ Yes ☐ No	Have you taken any Chinese courses? ☐ Yes ☐ No
How long have you been studying the English language? ☐ Less than 1 year ☐ 1-3 years ☐ 4-5 years ☐ More than 5 years	How long have you been studying the Chinese language? ☐ Less than 1 year ☐ 1-3 years ☐ 4-5 years ☐ More than 5 years
Do you have any English proficiency test scores? ☐ Yes ☐ TOEIC scores/level _____ ☐ TOEFL scores/level _____ ☐ IELTS scores/level _____ ☐ CEFR scores/level _____ ☐ Other (please specify): _____	Do you have any Chinese proficiency test scores? ☐ Yes ☐ HSK scores/level _____ ☐ HSKK scores/level _____ ☐ Other (please specify): _____
If yes, why did you take the test(s)? _____ ☐ No, I have none.	If yes, why did you take the test(s)? _____ ☐ No, I have none.
If no, why didn't you take the test(s)?	

English	Chinese
_____ Cultural Exchange and English Language Education: Have you ever participated in any exchange programs related to the English language? ☐ Yes ☐ No If yes, what reasons motivate you to participate in such an exchange program? (You can choose more than one) ☐ To experience different culture and broaden my worldview ☐ To develop cross-cultural communication skills ☐ To make new friends from different backgrounds ☐ To gain a deeper understanding of global issues ☐ To enhance my language proficiency ☐ To enhance cultural competence ☐ To explore career opportunities and expand profession professional networks ☐ To contribute to mutual understanding and promote peace ☐ Reasonable cost and affordable ☐ Other (please specify):_____ How do you think these programs contribute to the popularity of English language education in Thailand? ☐ Increased cultural understanding ☐ Enhanced language learning experience ☐ Expose to English traditions and customs ☐ Other (please specify):_____ Reasons for choosing to learn the English language: (You can choose more than one) ☐ Career opportunity ☐ Cultural interest ☐ Economic advantages ☐ Personal interest ☐ Travel and tourism ☐ Family and social connections ☐ Academic or educational requirements	If no, why didn't you take the test(s)? _____ Cultural Exchange and Chinese Language Education: Have you ever participated in any exchange programs related to the Chinese language? ☐ Yes ☐ No If yes, what reasons motivate you to participate in such an exchange program? (You can choose more than one) ☐ To experience different culture and broaden my worldview ☐ To develop cross-cultural communication skills ☐ To make new friends from different backgrounds ☐ To gain a deeper understanding of global issues ☐ To enhance my language proficiency ☐ To enhance cultural competence ☐ To explore career opportunities and expand profession professional networks ☐ To contribute to mutual understanding and promote peace ☐ Reasonable cost and affordable ☐ Other (please specify):_____ How do you think these programs contribute to the popularity of Chinese language education in Thailand? ☐ Increased cultural understanding ☐ Enhanced language learning experience ☐ Expose to Chinese traditions and customs ☐ Other (please specify):_____ Reasons for choosing to learn the Chinese language: (You can choose more than one) ☐ Career opportunity ☐ Cultural interest ☐ Economic advantages ☐ Personal interest ☐ Travel and tourism ☐ Family and social connections

English	Chinese
☐ Entertainment ☐ Other (please specify): _____ Language Learning Methods: What methods do you find most effective for learning the English language? ☐ Classroom-based learning ☐ Online courses ☐ Mobile applications ☐ Language exchange with native speakers ☐ Self-study using textbooks or resources ☐ Immersion programs or study abroad Language Learning Challenges: What are the biggest challenges you face in learning the English language? (You can choose more than one) ☐ Pronunciation ☐ Vocabulary acquisition ☐ Grammar rules ☐ Character writing ☐ Listening comprehension ☐ Speaking fluency ☐ Cultural differences ☐ Others: _____ Language Learning Resources: What resources do you find most helpful for learning the English language? (You can choose more than one) ☐ textbooks ☐ Online resources (websites, videos, etc.) ☐ Language learning apps ☐ English language movies or TV shows ☐ English language music ☐ English language podcasts ☐ English language books or literature Cultural Perceptions: How do you perceive the cultural relevance and influence of the English language in Thailand? ☐ Highly relevant and influential ☐ Moderately relevant and influential ☐ Slightly relevant and influential ☐ Not relevant and influential	☐ Academic or educational requirements ☐ Entertainment ☐ Other (please specify): _____ Language Learning Methods: What methods do you find most effective for learning the Chinese language? ☐ Classroom-based learning ☐ Online courses ☐ Mobile applications ☐ Language exchange with native speakers ☐ Self-study using textbooks or resources ☐ Immersion programs or study abroad Language Learning Challenges: What are the biggest challenges you face in learning the Chinese language? (You can choose more than one) ☐ Pronunciation ☐ Vocabulary acquisition ☐ Grammar rules ☐ Character writing ☐ Listening comprehension ☐ Speaking fluency ☐ Cultural differences ☐ Others: _____ Language Learning Resources: What resources do you find most helpful for learning the Chinese language? (You can choose more than one) ☐ textbooks ☐ Online resources (websites, videos, etc.) ☐ Language learning apps ☐ Chinese language movies or TV shows ☐ Chinese language music ☐ Chinese language podcasts ☐ Chinese language books or literature Cultural Perceptions: How do you perceive the cultural relevance and influence of the Chinese language in Thailand? ☐ Highly relevant and influential ☐ Moderately relevant and influential ☐ Slightly relevant and influential

English	Chinese
Future Career Prospects: Do you believe that having proficiency in the English language will provide better career prospects in Thailand? ☐ Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly disagree Comparison between English and Thai Language: In your opinion, what are similarities between learning English and Thai? (You can choose more than one) ☐ Both require dedication and practice ☐ Both have cultural and historical significance ☐ Both are widely spoken language ☐ Both have similar grammar structures ☐ Other (please specify): _____ In your opinion, what are the differences between English and Thai? (You can choose more than one) ☐ Different writing systems ☐ Different grammar structures ☐ Different pronunciation challenges ☐ Other (please specify): _____ Do you believe that Thai language education complements English language education? ☐ Yes ☐ No Future Trends and Predictions: In your opinion, how do you think the popularity of English language education in Thailand will evolve in the future? ☐ It will continue to grow steadily ☐ It will reach plateau and remain stable ☐ It will decline over time What factors do you think will contribute to the future growth or decline of English	☐ Not relevant and influential Future Career Prospects: Do you believe that having proficiency in the Chinese language will provide better career prospects in Thailand? ☐ Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly disagree Comparison between Chinese and Thai Language: In your opinion, what are similarities between learning Chinese and Thai? (You can choose more than one) ☐ Both require dedication and practice ☐ Both have cultural and historical significance ☐ Both are widely spoken language ☐ Both have similar grammar structures ☐ Other (please specify): _____ In your opinion, what are the differences between Chinese and Thai? (You can choose more than one) ☐ Different writing systems ☐ Different grammar structures ☐ Different pronunciation challenges ☐ Other (please specify): _____ Do you believe that Thai language education complements Chinese language education? ☐ Yes ☐ No Future Trends and Predictions: In your opinion, how do you think the popularity of Chinese language education in Thailand will evolve in the future? ☐ It will continue to grow steadily ☐ It will reach plateau and remain stable ☐ It will decline over time What factors do you think will contribute to

English	Chinese
language education in Thailand? ☐ Economic relations with English speaking countries ☐ Government policies and support ☐ Cultural exchange programs ☐ Other (please specify):_____	the future growth or decline of Chinese language education in Thailand? ☐ Economic relations with English speaking countries ☐ Government policies and support ☐ Cultural exchange programs ☐ Other (please specify):_____

3. Language Preference:

Given the opportunity, which language would you prefer to use in a professional setting?

- ☐ Chinese
☐ English
☐ Both equally

4. Language Influence:

In your opinion, which language has a greater influence on Thai popular culture (music, movies, TV shows, etc.)?

- ☐ Chinese
☐ English
☐ Both equally

5. The Popularity of Chinese language education in Thailand:

5.1 How do you think the increasing popularity of the Chinese language in Thailand will impact English language education?

5.2 Factors that influence respondents to focus on Chinese language education

1. An academic requirement from your school makes you decide to focus on Chinese language education.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

Please explain.

2. Future career prospects make you decide to focus on Chinese language education.

Please specify.

3. Does the Chinese entertainment industry make you decide to focus on Chinese language education?

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

Please explain.

4. Your desire to travel to China makes you decide to focus on Chinese language education?

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

Please explain.

5. Characteristics of the Chinese language make you decide to focus on Chinese language education?

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

Please explain.

6. Chinese culture makes you decide to focus on Chinese language education?

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

Please explain.

7. The demand from your parents makes you decide to focus on Chinese language education?

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

Please explain.

8. Is there any other factor that makes you decide to focus on Chinese language education?

If yes, please explain.

